TEC Partnership

Access and participation plan

2020-21 to 2024-25

TEC Partnership is based in the North of England and is one of the country's largest providers of further and higher education and training. The organisation comprises three colleges East Riding College, Grimsby Institute of Further and Higher Education and Scarborough TEC.   Higher Education is predominantly delivered at the Grimsby campus (UCG) (82.4%), there are smaller provisions at Beverley, Bridlington and Hull as part of East Riding College (14.2%) and at Scarborough as part of Scarborough TEC (3.4%). In 2018/19, the colleges that make up TEC Partnership educated 1534 students studying 'prescribed' higher education. Of these, 92% of students were full time and 8% part-time. In August 2020 East Riding College merged with the Grimsby Institute of Further and Higher Education to become TEC partnership. This Access and Participation Plan (APP) has been altered to incorporate the approved APP for East Riding College covering 2020-21. As such, all commitments made for 2020-21 in that plan have been incorporated into this plan. All data used in this plan unless otherwise stated has been produced from the datasets for East Riding College and for Grimsby Institute of Further and Higher Education provided by the OfS in in 2019.   Some of the dataset provided for East Riding College had limited information due to suppression rules, notably progression and data for some groups. In such instances the dataset for Scarborough TEC and the Grimsby Institute of Further and Higher Education has been used where TEC Partnership judges the student cohorts are similar.

1.0 Assessment of performance

In recent years, funding restrictions have meant that very few of the students studying first degrees do so on a part time basis. There are some courses where 'Other undergraduates' are part-time but these tend to be directly with employers or 'in-service' teacher training programmes. This proportion is small and whilst *all* students remain important, the focus of this Access and Participation Plan (APP) remains on full time students. With the exception of the scholarships detailed within the plan, all projects are available to all our students regardless of their mode of attendance.

1.1 Higher education participation, household income, or socioeconomic status

1.1.1 Access

The proportion of mature students at TEC Partnership means that the measure of Indices of Multiple Deprivation (IMD) is the most reliable measure for this socioeconomic 'status'. In this APP, the measure POLAR4 is used when discussing solely 'traditional' students.

Higher Education at TEC Partnership has evolved to address local employment and skills needs. 82% (TEF Year 4) of students are local and a large proportion stay locally after study. Postcodes near to Beverley, Grimsby and Scarborough are some of the most deprived in the UK and there are proportionally many more students from deprived postcodes than the majority of the university sector. In 2017/18, for the most deprived postcodes (IMDQ1) there is +23% gap between TEC Partnership and the sector for accessing HE.

There is a 35% positive gap for access of POLAR4 Q1 students between TEC Partnership and the sector. The TEC Partnership recruits 47% of its young people from POLAR4 Q1 postcodes compared to 12% nationally. There is a 22% positive gap in distribution for 18-year-old students from POLAR4 Q1 areas, (TEC Partnership - 40% compared to 18% nationally.) The organisation recruits 71% of its students from areas in POLAR4 Q1 and 2 compared to 27.7% as a sector average and the gap has increased between 2014 – 2017 by 11.7%.

The TEC Partnership takes pride in providing opportunity for higher education for people from low socioeconomic backgrounds. There are no gaps in performance, against national demographics, that this APP intends to address around access for these groups. TEC Partnership is committed to maintaining good performance for students resident in the top 10% deprived areas for access.

1.1.2 Success

Continuation

Students from the most deprived areas had poor continuation in 2013 and from the academic year 2014/15, the TEC Partnership has prioritised the reduction and eventual elimination of this disparity. By isolating the data into IMDQ1/2 and IMDQ3/5, the outcome of this work is evident in the 9% improvement for IMDQ1/2 and 3% for IMDQ3/5. However, for entrants in 2016, there remained a performance gap of 1% between these groups. The data used here is calculated before East Riding College datasets were available but the small nature of the provision means the overall gaps are not altered by more than +-1%.

Table 1.1.2.1 shows that the type of degree chosen by students from IMDQ1 has an impact on continuation. For IMDQ1 students choosing First Degree programmes, there is a 7% improvement between 2015 and 2016. For Other Undergraduates there is a 12% improvement between 2014 and 2016. However, in 2016 there remains a 6% gap between Other Undergraduates and First Degree students; this compares favourably to the sector who have an 8.9% gap between these course types with IMDQ1 students.

Table 1.1.2.1 Table comparing continuation of IMDQ1 TECP to Sector

| Location	Type	2014	2015	2016
TECP	First degree	85	79	87
SECTOR	First degree	88	87.2	87
TECP	Other undergraduate	69	82	81
SECTOR	Other undergraduate	76.3	79.1	78.1

(APP, 2019)

Data shows that IMDQ2 performance in 2016 caused a significant gap in continuation data. There was a 17% gap between IMDQ1 and IMDQ2 students. In 2016 an unexplained gap opened between IMDQ2 students and the others. In two of the other years there was an explained gap. However, the denominator for this group is noted as 50 students and therefore the fluctuation in the *number* of students continuing is small. Nonetheless this information will ensure that the dataset remains under scrutiny.

TEC Partnership has identified a gap in continuation of students from deprived neighbourhoods and others which needs to be addressed by the APP.

Attainment

Attainment is a measure of 1st and Upper 2nd Class degrees amongst finishers who achieve their degree. In recent years, the organisation's strategic direction has been to improve scores in these measures through investment in student support and in trialling different teaching methods. Fig 1.1.3.1 shows the proportion of students by IMDQ who fit into this cohort. It demonstrates that the largest group is IMDQ1 and the smallest are generally from IMDQ3 and Q5.

Fig 1.1.3.1 Proportion of finishers IMDQ by year
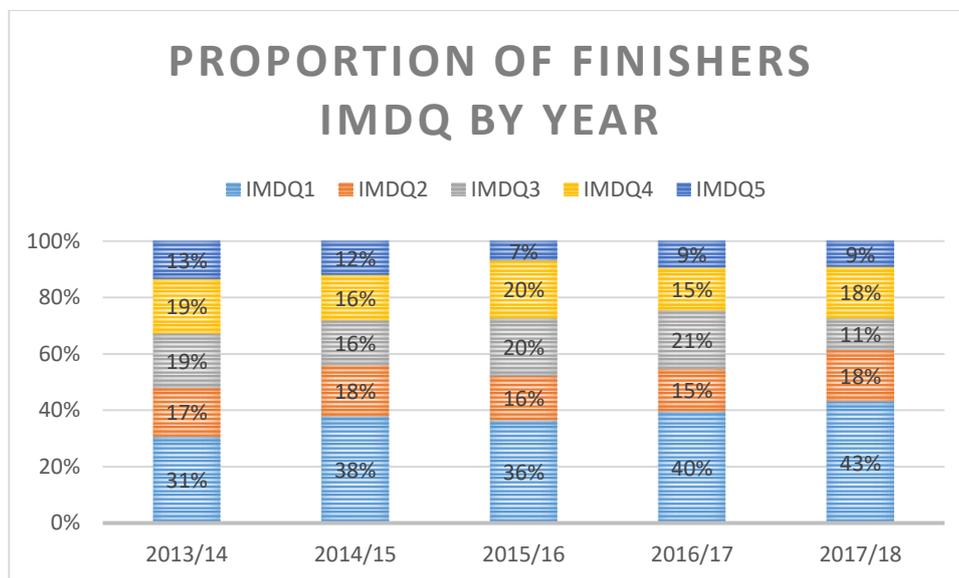
(APP, 2019)

There is an attainment gap for students by IMDQ type. There has been a 12% rise in the number of good degrees awarded since 2015. However, Figure 1.1.3.2 shows the gap between those from IMDQ1_2 and IMDQ3_5 has not been closed and in 2017/18 the gap was 11%.   An analysis of the individual groups by quintile identifies mixed results - the *proportions* of finishers mean that the profiles are spiky. Quintile 3 and 5 - the smallest numerators - are spiky in profile since these are the smallest cohorts. Both quintiles 4 and 5 show a marked improvement in attainment by 2018 at a slightly faster rate, given the reduction in proportion, which may indicate that this group is benefiting most from our interventions. There remains a material gap between IMDQ1 and IMDQ5 across the years of data but the small number of Q5 students means the data is suppressed.   The number of students from IMDQ5 is very small meaning that the data is not statistically reliable to use as a measure. Work must be done focussing on IMDQ 1/2 to increase attainment and close this gap to other students including those from IMDQ5.

Fig 1.1.3.2 Attainment Gap IMDQ1and 2 to IMDQ3-5

Attainment Gap IMDQ1/2 compared to others
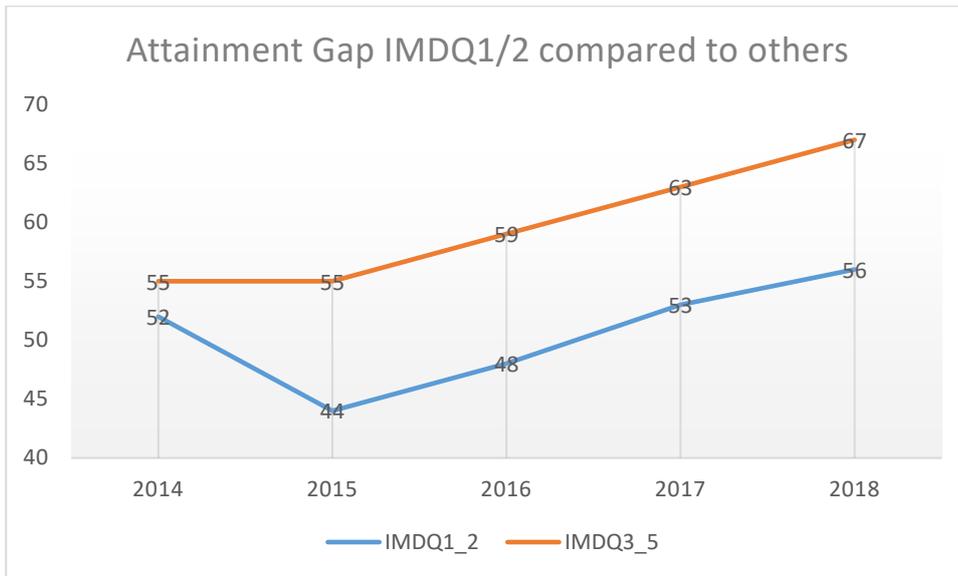
(APP, 2019)

TEC Partnership has identified a gap in attainment of students from deprived neighbourhoods and others which needs to be addressed by the APP.

1.1.4 Progression

Progression as a measure refers to the successful advancement following graduation to a level of study higher than the previous course or to jobs classified as Standard Occupational Codes 1-3 - in short to manager, director and senior official roles, professional occupations or associate professional and technical occupations. Fig 1.1.4.1 evidences no material gap for TEC Partnership between IMDQ1-2 and IMDQ3-5 students of either first degree or other undergraduate student types. However, it is recognised that the data is significantly behind the *sector* for first degree students showing a 19% gap in performance for IMDQ1_2 and 24.6% for IMDQ3_5. 'Other undergraduate' students from TEC Partnership generally progress to 'top-up' degrees or other degrees leading to professional employment and, as a result, the organisation's progression data outscores the sector for both student groups. For many of our graduates progressing straight to a Master's degree following Bachelors study was not possible as it was largely unfunded in the years in review; many of our students had a family to support (see section 1.6). In addition, the family and the roots this bring means it is not possible to be as mobile to seek out jobs in different towns and cities to achieve a job classified as SOC 1-3. As a result, these barriers mean that the results of TEC Partnership are behind the sector scores.

Fig 1.1.4.1 Progression by IMDQ1/2 compared to rest by course type

Type		2017	Gap to sector
First Degree	IMDQ1_2	49	-19.8
	IMDQ3_5	49	-24.6
Other Undergraduate	IMDQ1_2	74	5.2
	IMDQ3_5	75	3.8

(APP, 2019)

Fig 1.1.4.2 illustrates the breakdown in progression scores for first degree students by IMDQ. The table demonstrates the gap between TEC Partnership and the sector but also that students from the most deprived areas were the most successful in terms of progression in 2017

Fig 1.1.4.2 First Degree Progression by IMDQ compared to sector

Category	GIFHE	SECTOR
IMDQ1	51	67.7
IMDQ2	45	69.8
IMDQ3	45	72.2
IMDQ4	50	73.3
IMDQ5	N	74.7

(APP, 2019)

The gap in progression between TEC Partnership and the sector for IMDQ1/2 students should be addressed by the APP.

1.2 Black, Asian and minority ethnic students

1.2.1 Access

There is a very small proportion of students with an Asian, black, mixed or other ethnicity and since 2014/15, numbers have been stable. However, the number of students from these groups has reduced from 2013/14 from 3.7% to 1.4% for First Degree and 2.9% to 2.4% for other undergraduates. This followed an intake of international higher education students in 2013/14 which resulted in the temporary increase. A statistically significant gap has been identified between Asian students and the wider population of 8.2% and a smaller gap between Black (3.2%), Mixed (1.7%) and Other (1.1%) however, the numbers in each category are very low and the wider population does not match the demographic in North East Lincolnshire from which most of our students are drawn. The North East Lincolnshire census in 2011 estimated that the amount of Non-White British was 6.3%. The TEC Partnership therefore is demonstrating a gap of 4.3%. The North East Lincolnshire Council 2016 School Census suggests more diversity in younger age groups - 9% not classified as white British with 8% from BME. North Yorkshire has 7% population who are not White British and 8.6% rate for 0-15 year-olds. Further disaggregation of our data sets is not possible due to the small numbers of students from ethnicities other than white. Inclusion of our own data here would contravene rules about publication.

TEC Partnership have identified a gap in recruitment of black, Asian and minority ethnic students and are committed to increasing the number of students from other backgrounds to better reflect the local demographic.

1.2.2 Success

Non-continuation

Based on the supplied data, the total numbers of students from this cohort is too low to make a firm judgement. However, of under 20 students who were recruited in 2017/18, 87% were continuers, outscoring those from a 'White-British' background by 5%.

Attainment

Based on the supplied data, the total numbers of students from this cohort is too low to make a firm judgement. However, in 2017/18, although there were fewer than 10 students (amount supressed) in the cohort, more than 65% achieved at the required level. This outscores white students by 4%.

There are currently no gaps in performance for these groups. At TEC Partnership we monitor performance of students in year and assess performance of all groups in year and are committed to supporting students to achieve.

1.2.3 Progression to employment or further study

The total numbers of students from this cohort supplied in the data is too low to make a judgement.

TEC Partnership has not been able to evidence a gap in this area. However, TEC Partnership is committed to ensuring that all students have opportunity to participate in activities and projects in this area.

1.3 Mature students

1.3.1 Access

The proportion of mature students at TEC Partnership is 66% a reversal of the sector data where 70% of students are under 21 at first enrolment. Since 2015/16, the choices about what to study by mature students has reversed, the proportion choosing first degrees rather than other undergraduate courses, has increased.

TEC Partnership is not committing to close gaps in this area but will monitor data to ensure no gaps appear in the future.

1.3.2 Success

Non-continuation

There is an unexplained performance gap in continuation measures between young students and mature students of 7.5% in 2016 which emerged from 2014. The positive impact of planned interventions has been indicated in the improved continuation rates of students over the age of 21 whereas continuation rates of students in the younger cohorts have deteriorated. In 2016, a 7.5% gap is evident between these groups. Fig 1.3.2.1 highlights that other than students under 21, all age categories have benefited from the work undertaken to improve continuation between 2014 and 2016.

1.3.1 Continuation of all undergraduates Age at start
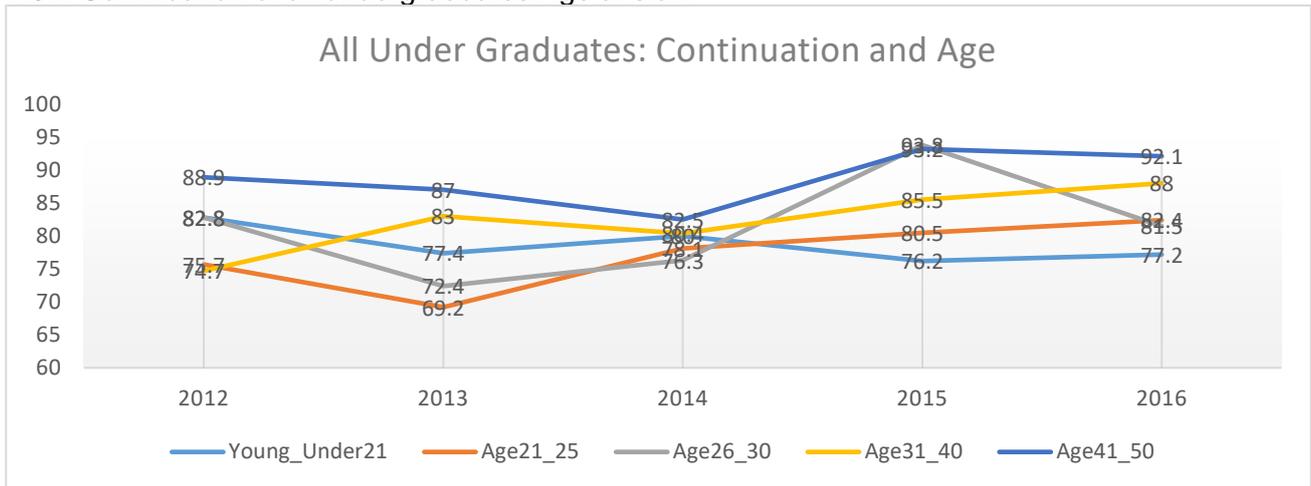
(APP, 2019)

Attainment

The attainment data for mature students is higher than traditional, younger entrants over a 5-year period with the most improvement made from 2015/16. This encompasses the period where key investments have been in terms of student support. Young people achieved a higher number of good degrees than mature students for the first time in 2017/18 - an increase of 3%. This is now monitored to ensure that this improvement is maintained.

TEC Partnership has identified some gaps in performance which require further monitoring but will not be setting targets in this area because it is not a demographic prioritised by the OfS Key Performance Measures.

1.3.3 Progression to employment or further study

In 2016/17, supplied data indicates a 30% gap between young and mature students in terms of progression by first degree students to SOC 1-3 outcomes or postgraduate study. The investment made to support these activities prompted a 17% improvement for mature students between 2015/16 and 2016/17. However, young people have not yet benefitted to the same extent. There also exists a 20% gap in performance between young and mature students leaving 'other undergraduate' programmes.

TEC Partnership has identified some gaps in performance which require further monitoring but will not be setting targets in this area because it is not a demographic prioritised by the OfS Key Performance Measures.

1.4 Disabled students

1.4.1 Access

The data provided by the OfS and based on our ILR returns, indicates that 27% of TEC Partnership Investment in support since 2015/16 has resulted in a steady improvement in identification over time. The proportion of entrants with mental health issues was determined as 5% of the 2017/18 cohort, a 2.8% increase from 2015/16. The proportion of students declaring a disability within the cognitive and learning

category has increased from 7.8% in 2015/15 to 14% in 2017/18. Until 2019/20, TEC Partnership's systems for re-evaluating student data on disability have been limited, only capturing new incidences of cognitive and learning identification whereas data stored at institutional level for students with mental health conditions was not reviewed or updated. Following an evaluation, it is anticipated that the implementation of new processes at yearly reenrolment and the information gleaned from other in-year activities will lead to an increase in the proportion of students defined as having a declared mental health condition. Notwithstanding this, students with a disability have been well supported with a variety of measures including early full assessments and swift interventions as well as an Institute-wide approach to promoting awareness and directly supporting students with mental health issues.

TEC Partnership will be acting to ensure that the methods for identifying students with disability are robust for all characteristics, however will not be setting specific targets in this area. Specifically, for East Riding College are committed to maintaining good practice of access of students with a learning difficulties or disability.

1.4.2 Success

Continuation

There is a 2% gap in continuation of those with disability compared to no known disability for all undergraduates. For First degree students this is a 7% gap. For Other Undergraduates there is a 5% positive gap. The continuation of students by disability type shows areas of good practice. For students with a cognitive and/or learning disability, the data since 2014/15 demonstrates excellent performance - students with a diagnosis and support outscoring those with no known disability. The positive impact of the organisation's strategy to ensure that early support is available, often identified through initial assessment and institutionally-funded full assessments, is evident.

TEC Partnership is committed to monitoring all disability types to ensure continuation gaps do not occur in addition it will set targets to reduce the continuation gap for First Degree students between students with a declared disability and those with no known disability.

Attainment

Overall performance of disabled students has worsened since 2015/16, when disabled students performed as well as non-disabled students. In 2016/17 a 14% gap opened up and this was reduced slightly in 2017/18. Further investigation shows that it is in the area of Cognitive and Learning disabilities where this work needs to occur. For students achieving 'good or better' degrees there has developed a 25% unexplained negative difference in attainment between those with a Cognitive and Learning disability and those with no disability. The gap has increased since 2015/16 due to a combination of factors. One of these factors is the proportion of students achieving their full degree rather than an Ordinary Degree. The performance of students with no known disability improved by 13%. However, there was a 10% reduction in performance for students with cognitive and learning disabilities. TEC Partnership is committed to reducing and eradicating the gap; the number of students achieving good or better degrees required to do this is relatively few.

TEC Partnership is committed to monitoring all disability types to ensure attainment gaps do not occur in addition it will set targets to reduce the attainment gap between students with a declared Cognitive and Learning disability and those with no known disability.

1.4.3 Progression to employment or further study

In 2016/17 a non-statistically significant progression gap of 13% has opened up between those with a declared disability and those with no known disability. For First degree students this is 8%, the data for other undergraduate students is supressed because they are so few in 2016/7 in this category however, because of cohorts it must be higher than 13%.   The data for progression by disability type is heavily supressed but from the information that is available, there are no significant gaps. The positive progression rates for students with no known disability and those with a cognitive learning disability have experienced a rise between 2016 and 2017 culminating in just a 2% absolute gap.

TEC Partnership has recognised a progression gap that has opened up between those with a disability and those with no known disability.   This will be a target within the APP.

1.5 Care leavers

1.5.1 Access

The Safeguarding Team at the TEC Partnership have developed excellent working relationships with Virtual Schools from all localities ensuring support in the transition of LAC learners from school into college through meetings and events.

There are a very small number of care leavers in HE currently that were identified by local data available from their originating course at FE. The number of which has been supressed to ensure we comply with General Data Protection Regulations (GDPR) 2018 and the Data Protection Act (DPA) 2018. Information on the care status of HE learners was not routinely requested as part of the application or enrolment process until 2019/20.

TEC Partnership is committing to increasing the number of care leavers entering its higher education. The first step is the creation of the scholarships discussed later and to provide aspirational and attainment work to LAC in the local area. Success will be an increased number of entrants who are Care Leavers.

1.5.2 Success

There are currently few students studying on a higher education programme at the TEC Partnership. Therefore, the data for success is not reliable.

1.5.3 Progression to employment or further study

TEC Partnership is committed to monitoring all student's performance. There are currently few students who are care leavers studying on a higher education programme at the TEC Partnership to make judgements about success and progression.

1.6 Intersections of disadvantage

There are no significant intersections of disadvantage listed in the data. However, the proportions from the organisation's student groups mean that *individual* factors are often not to blame and the combination of age, IMDQ and cultural factors can be identified. Of those aged 26-30, 81% have children for whom they have direct care responsibility and 60% of this cohort are the first person in their family to go to university. In addition, when they were 14 years of age, only 14% had either a mother or a father in occupations classified as SOC 1-3.   Additionally, only 27% of this cohort had achieved Level 3

qualifications by age 19 (Michael, 2019[1]). This intersection of these factors which impact on student choice, performance and particularly opportunities to take advantage of highly-skilled employment, defines TEC Partnership's cohort as unique and determines the support and provision that is offered to students.

The impact of the intersections of disadvantage mean that some targets set in this plan responding to individual factors, such as disability, would not eliminate the entire gap. This is particularly the case for progression to jobs defined as SOC 1-3 and Master's level study. For many of our graduates progressing straight to Master's following Bachelors study was not possible as it was largely unfunded in the years in review, many of our students had a family to support. In addition, the family and the roots this bring means it is not possible to be as mobile to seek out jobs in different towns and cities to achieve a job classified as SOC 1-3. As a result, these barriers mean that the results of TEC Partnership are behind the sector scores.

[1] Michael, Nathan (2019). Our Students and Choice: A study exploring the true contextual data for college based HE and how this could impact social mobility via the triune of access, success and progression. College HE Research and Scholarship Conference, London 2019.

1.7 Other groups who experience barriers in higher education

1.7.1 Access by Sex

In 2017, TEC Partnership recruited a 74% female cohort. The sector data demonstrates a 56% male and 44% split between sexes, whereas TEC Partnership experienced an *increase* in the proportion of female students from 65% in 2013.

TEC Partnership has identified some gaps in performance which require further monitoring but will not be setting targets in this area because it is not a demographic prioritised by the OfS Key Performance Measures.

1.7.2 Success by Sex

Non-continuation

A gap in continuation exists between males and females. In 2016, this was 2% for all undergraduates but a 5% rate for other undergraduates.   The trend for this is generally for female students to be performing better, in terms of continuation, than their male counterparts.

Attainment

Using the performance indicator of attainment, in 2016/17 there was a gap of 7%, with females outscoring males for this measure. This is a reduced gap since 2013/14 where the gap was as high as 14%. By 2017/18 the gap was completely eradicated.

TEC Partnership has identified some gaps in performance which require further monitoring but will not be setting targets in this area because it is not a demographic prioritised by the OfS Key Performance Measures.

1.7.3 Progression to employment or further study by Sex

A progression gap exists by gender across all student types. There is a negative gap in progression for males of 35% for other undergraduate programmes and an 11% gap for First Degree programmes. However, the dataset is limited preventing the identification of trends. Male students choosing to undertake an 'other undergraduate' programme do so on the basis of a typical career trajectory for these 'Technical professions'. These professions do not (and never will, given the sectors of for example, construction and engineering) align with SOC codes 1-3.

TEC Partnership has identified some gaps in performance which require further monitoring but will not be setting targets in this area because it is not a demographic prioritised by the OfS Key Performance Measures.

1.8 National Performance Measures

The OfS has set out the key performance measures for access and participation plans. TEC Partnership contributes to these in different amounts:

For (a), which is focussed on POLAR4 participation at high tariff providers, the amount TEC Partnership is able to contribute towards this is limited to the work done through the 6th Form in assisting in attainment and aspiration;

For (b) which is to reduce continuation gaps between the most and least represented groups, the TEC Partnership is able to make the most contribution. The work conducted over a 4-year period shows that gaps have generally closed although it accepted that there is more work to be done.

For (c) which is to reduce the attainment gap in degree students between white and black students, the TEC Partnership's contribution is limited by the very low recruits from non-white British backgrounds.

For (d) which is to reduce the gaps in degree outcomes for disabled and non-disabled students there remains a focus to do more in this area. To date, effort has been focused on *continuation* of these groups and attention needs to be given to improving attainment.

2.0 Strategic aims and objectives

2.1 Strategy

TEC Partnership's vision is to be inspiring, innovative and outstanding. TEC Partnership's mission is to enrich the lives of all by providing high-quality education and training. The strategic plan has four areas:

- Outstanding learner success is our number one priority;
- To develop a high performing organisational culture which embraces accountability and ownership;
- To ensure TEC Partnership is financially strong and able to invest in enhancing the group infrastructure and student resources;
- To ensure the offer meets the needs of the local and regional economy.

The APP's work is aligned to these tenets and with a major focus on delivering learner success and to ensure that provision meets the needs of the local economy. Following review of performance, these have been translated to the following strategic aims for this Plan:

- TEC Partnership aims to continue to provide excellent higher education opportunities, which lead to highly skilled employment, for the communities which we support;
- TEC Partnership views its purpose as an enabler of social mobility to support the provision of suitably qualified labour to lead to improved cultural and economic prosperity for our communities;
- TEC Partnership aims to support local young people and adults to develop the skills, aptitude and aspiration to have the choice about where to study higher education;
- TEC Partnership aims to continue to be a local provider of choice for all students, no matter what background, who wish to partake in levels of higher education leading to technical and professional occupations;
- TEC Partnership aims to change the lives of its students by offering a supportive, constructive and excellent student journey;
- TEC Partnership has the objective to develop its provision to include a greater number of technical qualifications to match the needs of the local labour market.

TEC partnership is committed to ensuring all activities under this plan are compliant with equality and diversity legislation. As such for all activities a risk assessment will be compiled to consider whether an Equality Impact Assessment is required. The initial risk assessment is part of the application pack and the Chair of the Access and Participation Plan Committee or designated officer will review the risk assessment before approval of the activity or project. If it is judged that a full Equality Impact Assessment is needed this will be conducted by the Equality and Diversity Coordinator.

2.2 Target groups

Access

TEC Partnership will focus activity at ensuring maintenance of access and participation of students from local communities. In doing so, it will ensure that those from deprived neighbourhoods continue to be represented in the student body and outreach work should focus on encouraging those with the relevant qualifications to apply to high tariff universities. TEC Partnership will target work to increase participation in HE by those of ethnicity other than those who are classified as White. TEC Partnership will better support FE Learners, and others, who are, or are to become, 'Care Leavers' in their applications for Higher Education.

Success

TEC Partnership will focus its work on the success of students from IMDQ1 and 2 for both continuation and attainment. This work crosses over with all other characteristics. This will be achieved by targeting the groups from these wards which show up in this data: performance of young students from IMDQ1/2; male students from IMDQ1/2; and those with a disability from IMDQ1/2. Our focus will be on both continuation and attainment in all these areas. In addition, a specific target for East Riding College which targets retention rates for the most deprived postcodes.

Progression

TEC Partnership will focus its work on the progression of students from IMDQ1 and 2. This work crosses over with all other characteristics. This will be achieved by targeting the groups from these wards which show up in other data. Performance of young students from these wards, and those with a disability who live in these wards.

2.3 Aims and objectives

Access

Through the life of the plan TEC partnership will continue its work in encouraging access to higher education for those living in the most deprived neighbourhoods measured by IMD and POLAR4 and through its outreach work will continue to provide aspirational support to young people from within the communities it serves.

By 2024/25, TEC Partnership will undertake further work to encourage access to higher education of those who are not classified as White British to ensure the student profile matches the local demographics of 6% of the population.

TEC Partnership, through its college, school and sixth form, will continue to provide excellent education to increase attainment and application for students who wish to attend high or medium tariff universities.

By 2024/25, TEC Partnership will significantly increase the number of Care Leavers engaging in Higher Education. We are committing to increasing the number of these five-fold before 2024-25. This is not included as a target in the APP because it cannot be expressed as a percentage.

In addition to the specific target/objective agreed within the targets and investment plan, East Riding College is also committed to maintaining high levels of performance where recruitment and progression of underrepresented groups is already strong.

In particular the College is committed to:

• Disabled students: To further increase the proportion of Higher Education students recruited with a learning difficulty and/or disability. Proportion of students with learning difficulty and/or disability to increase to 27% by 2024/25.

• Students resident in the top 10% deprived areas (participation): To maintain a high rate of participation of students from the top 10% most deprived postcode areas onto Higher Education programmes at the College, and sustain this at a rate which is 10 percentage points above the proportion of the East Riding of Yorkshire population. Positive gap in participation rate and East Riding population rate to remain at >=10ppts in 2024/25.

Success

Through the life of the plan and beyond TEC Partnership aims to ensure that all students, no matter their background, has an equal chance to succeed in their studies. It aims to provide an environment where all can learn the skills required and develop attitudes to continue through their studies and achieve a good quality degree at the end of their studies.

By 2021/22, TEC Partnership will focus work on capturing the support given to students with disability to better articulate success in this area, including the better capture and recapture of data around disability and mental health.

By 2024/25, TEC Partnership will eliminate the unexplained gap in degree outcomes between those with cognitive and learning and those with no known disability. In 2017/18 this gap was 25%.

By 2021/22, TEC Partnership will focus its work on IMDQ1 and IMDQ2 First Degree students to ensure that a continuation gap, which opened in 2016/17, of 15% was temporary. This will contribute to the eradication of gaps between IMDQ1/2 and IMD3-5.

By 2024/25, TEC Partnership will close the unexplained continuation gap for First Degree students with a disability and those with no known disability. In 2016/17 the gap was 7%.

By 2024/25 reduce the attainment gap between IMDQ1/2 and IMBQ3-5 of 11% in 2017/18. The categories chosen reflect the few students who are from the least deprived postcodes IMDQ5.

One specific aim in the plan for East Riding College not covered in the TEC Partnership plan is:

Students resident in the top 10% deprived areas (retention): To reduce the gap in retention of students recruited from the top 10% most deprived postcode areas compared to students from all postcode areas.

East Riding College will work specifically to this aim in 2020-21 alongside the aims and objectives set out for TEC Partnership by the rest of the plan.

Progression

Through the life of the plan and beyond TEC Partnership aims to ensure that all of its graduates are equipped with the skills and knowledge to allow them to seek out the careers to which they aspire. We aim to provide support for applications to graduate level jobs and to further study for all students with this aim.

By 2024/25, TEC Partnership will work on successfully closing the gap in progression to highly skilled employment or further study of First-Degree graduates between TEC Partnership and the sector. In 2016/17 the gap was 20% for IMDQ1/2 students.

By 2024/25, TEC Partnership will close the progression gap for all undergraduates with a declared disability to no known disability. In 2016/17 the gap sat at 13%.

3.0 Strategy

All activity conducted under this agreement does so because it aims to contribute towards the objectives set out in the plan. This is achieved through the assessment of all proposals against the strategic aims, each must align to an aim, articulate clear measures of impact of the activity and a commitment to sharing the lessons learned with others.

The TEC Partnership Corporation has ultimate responsibility for the delivery of the APP. The Corporation delegates this responsibility to the HE Oversight Committee. This committee is constituted of governors from all sites delivering higher education, student representatives and is chaired by an expert governor. Principals of all sites delivering higher education, the nominated senior lead on Higher Education and the Group Academic Registrar report to, and are challenged by, the committee. At each HE Oversight Committee meeting, papers associated with the APP are presented and reviewed.

3.1 Whole provider strategic approach

Operational delivery of the plan is delegated down to the Access and Participation Plan Committee. It is chaired by the nominated senior lead on Higher Education, and constituted by the Associate

Principals/college equivalents, student representatives, Group Academic Registrar, Director of Quality, Director of Learner Services, Equality and Diversity Coordinator and the Access and Participation Research Officer.

The bi-monthly meetings then assess the delivery of the programmes and progress towards the targets. This meeting feeds up a monthly report to the Senior Management Teams for all sites and on to the Partnership's Executive Management Team.

Following each meeting a report of activities and progress will be made to all staff and spread through our internal social media, our faculty meetings and all HE Meetings.

3.2 Strategic measures

Two different approaches are taken with programme design - centrally controlled and those at 'grass roots'. Where centrally controlled projects exist, these are designed to achieve a key aim through changes to pedagogy, curriculum design, changes to support etc. These projects will be initiated using the most appropriate project management design model for the project. A programme team will be identified and KPIs agreed and aligned to the targets. These are likely to involve stakeholders from across the organisation and responsibility for overseeing given to a member of the Access and Participation Group. An example of this is the implementation and management of the Success Coaches within TEC Partnership.

A second programme type of low risk is likely to be one where specific funds have been requested to support the employability of an HE course. The design of this programme is much simple, and delivery would be on a set date following evaluation activity.

The APP Committee assess each application against the following criteria:

- Does the application clearly identify the strategic aim it intends to contribute towards?
- Does the application clearly articulate the activities it intends to deliver?
- Is there an evidence base for the intended outcome aligning to the activity?
- Are there evaluation strategies in place which show a proportionate level of rigour for the level of financial investment?
- Does the evaluation commit to learning lessons from the project delivery which can be shared with others?
- Has an Equality Risk Assessment been conducted? Has it highlighted issues for a full Equality Impact Assessment to be conducted?

Aligned to Theories of Change and the models suggested in Dhillon and Vaca (2018)[2] every programme is aligned to a strategy through a design to contribute to one of the targets. Each programme is approved by the Access and Participation Committee via a bid template. The applications must be aiming to solve an issue for one of the target groups whether this be deprivation, care leavers, or students with disability. The decision about level of evaluation is conducted using a risk-based approach:

[2] Dhillon, Lovely and Vaca, Sara (2018) Refining Theories of Change. *Journal of MultiDisciplinary Evaluation.* Vol 14 Issue 30. pp 64-83.

Fig 3.2.1 Risk Types for programmes

Type	Cost	Approval required	Strength of causal link required	Impact Evaluation Required

Low	<3k	Delegated to the Chair of the APP committee	The application has an inherent logic that there is likely to be outcomes which contribute towards an APP aim.	Narrative
Medium	3 – 10K	APP Committee	The application demonstrates a strong causal link contributing to an APP aim and specific target(s)	Empirical Enquiry
High	>11K	APP Committee	The application has a proven causal link contributing to an APP aim and specific target(s)	Causality

Once approved, the programme is entered on to a Theory of Change Diagram, monitored monthly by the Access and Participation Plan Committee and reported to HE Oversight Committee three times a year.

Evaluation strategy

The self-assessment of our evaluation strategy to date showed that we were overly reliant on descriptive qualitative evaluation for most activity. There was need of a structure to ensure that evaluation was credible and robust allowing for future decision making to be improved. The following system has been designed so that evaluation of activities is placed at the centre of our planning and decision making about future activity to achieve our aim. It is our intention to annually appraise the evaluation system to ensure it is as effective as it can be.

Evaluation of programmes is supported by an Access and Participation Research Officer. The evaluation is conducted by those named in the project plan and the level of evaluation required is dependent on the level of risk within the project. Evaluation can be Type 1 Narrative, Type 2 Empirical Enquiry or Type 3 Causality. Where there is high investment there must be evaluation embedded within the programme design. Some programmes will include evaluation support from academic staff. In order to facilitate this the staff must be unconnected with the delivery of the project. The nature of the payment eg. financial or remission must be clearly detailed in the application.

Impact Evaluation levels are explained below:

Fig 3.2.2 Evaluation types and claims.

	Description	Evidence	Claims you can make

Type 1: Narrative	The impact evaluation provides a narrative or a coherent theory of change to motivate its selection of activities in the context of a coherent strategy	Evidence of impact elsewhere and/or in the research literature on access and participation activity effectiveness or from your existing evaluation results	We have a coherent explanation of what we do and why. Our claims are research-based
Type 2: Empirical Enquiry	The impact evaluation collects data on impact and reports evidence that those receiving an intervention have better outcomes, though does not establish any direct causal effect	Quantitative and/or qualitative evidence of a pre/post intervention change or a difference compared to what might otherwise have happened	We can demonstrate that our interventions are associated with beneficial results.
Type 3: Causality	The impact evaluation methodology provides evidence of a causal effect of an intervention	Quantitative and/or qualitative evidence of a pre/post treatment change on participants relative to an appropriate control or comparison group who did not take part in the intervention	We believe our intervention causes improvement and can demonstrate the difference using a control or comparison group

(APP Workshop, 2019)

All programmes must evaluate the impact of the activity but also provide evaluation of the lessons learned from the process. An annual report of the projects including the impacts of the projects and the lessons learned will be published on the TEC Partnership website and be presented at the annual scholarship conference by the Access and Participation Research Officer. The APP Committee are responsible for ensuring that all evaluation is completed and is robust and credible. The APP committee are responsible for ensuring that future practice is informed by the evaluation of previous activity.

3.2.1 Fair Access and equality of opportunity

TEC Partnership offers school, further and higher education, in a local setting, aligned to the needs of local employers and the wider community. The communities that the TEC Partnership serves include many areas of deprivation. The resulting disparities in the prior educational experiences of the students that TEC partnership has traditionally welcomed, has ensured that there is expertise and experience delivering HE to students with diverse and challenging backgrounds. As an Outstanding Ofsted-graded college, the TEC Partnership has achieved excellent results in delivering high quality education to young people and adults. The approaches taken to ensure equality and diversity and aligning teaching and learning methods with support, are excellent. The Access and Participation Plan compliments the TEC Partnership Strategy in this area. The targeting of opportunity to those from other ethnic groups and to Care Leavers in addition to our excellent work with people from deprived neighbourhoods through our Access work extends opportunity to a greater number of people.

In similar ways to our previous Access Agreements, this Access and Participation Plan aims to reduce gaps in performance across the areas of the student life cycle. It brings together strategies from across the organisation. The strategy for encouraging participation in education exists across all elements of the group, from work with communities through TEC Partnership's 14-16 school, *The Academy Grimsby*, its 6th form provision *Career 6*, the learning centres in the heart of various communities to the smaller campuses such as Skegness TEC. In addition, the Partnership provides extensive outreach with Key Stage 1&2 primary school children not only encouraging participation in education at all levels but also breaking down some of the entrenched barriers to higher education. There is a deep understanding that no potential student should be turned away and there is always a route by which they can achieve their aims whilst always ensuring that the principle of *Right Student, Right Course* is always upheld. The Access and Participation Plan aims to target people of other ethnicity and Care Leavers and is a key part of the strategy of TEC Partnership to ensure that every action taken is in line with the TEC Partnership Equality Statement.

3.2.2 The curriculum, pedagogic and student support

The fair and inclusive method by which the organisation recruits, succeeds in attracting students from areas in the population who did not have opportunity to succeed in the school system. In curriculum design, pedagogic principles encourage all to apply and succeed no matter their background. The Access and Participation Plan alongside our policies and procedure align to encourage all forms of success for all students but particularly for those from deprived neighbourhoods and for those with disability.

The curriculum offered by the TEC Partnership in HE has been under evaluation through the delivery of the 'UCG2020' vision and all courses have undergone revalidation to align them to the stated proposition of providing technical and professional courses. Further work in this area is ongoing to develop a greater number of science and technical based courses to fulfil both the skills gap in the area and the need for courses to align to Standard Occupational Codes 1-3. This gives our students the best opportunity of securing employment at this level following their degree. A new 5-year plan for Higher Education is currently being written and consulted upon for publication in December 2020.

At Grimsby and Scarborough TEC a fundamental shift in pedagogy to a 3-trimester model will be trialled in 2019/20 to align the teaching and learning to the needs of students. This shift in teaching and learning patterns means that the diet of teaching, learning and assessment is more manageable through the year for students and that the steps in and between levels become more achievable. This is of particular importance for those students who are returning to education and make up a significant proportion of the student body. This is being applied to new cohorts and so will not be fully implemented until 2021/22. The evaluation of this to learn lessons and share practice across the sector is a key aim of the project. The new curriculum design is focussed on providing scaffolding of learning best suited to students who have struggled through the school system and is designed to maximise continuation and attainment opportunities.

The support arrangements, resourced from higher fee income, have revolutionised support for students at the TEC Partnership. At Grimsby the HE Success Coaches work with and advocate for students across the lifecycle and the HE Academic Achievement Coach develops study skills with students either by self-referral or tutor referral to the service. This student support is particularly good at helping our students to maintain self-belief and supports those who are from low participation neighbourhoods and areas of deprivation.

At East Riding College, student support services within the College are focused on raising aspirations and progression of young people in schools and within the College, and providing high quality on-programme support to Higher Education students whilst studying at the College. Targeted activities include:

• An annual programme of schools tasters with local secondary schools which include the promotion of higher education opportunities, including those within the target geographical areas
• An annual "Next Step" progression fair which promotes higher education progression opportunities to the College's level 3 students
• Open events at the College which promote the College's higher education offer
• The production of high quality materials to promote higher education progression opportunities
• Providing a Success Centre on each of the College's main campuses to support students with written
assignments, English and mathematics, and overcoming learning difficulties. The Success Centres provide extensive support for HE students including referencing, research and writing skills
• The availability of a Disability Adviser to support students from pre-entry to progression
• The promotion and delivery of comprehensive Information, Advice and Guidance in relation to admissions, financial support, pastoral support, careers and progression advice
• Sharing of details of students from area of high deprivation with tutors in order to provide additional targeted support, based on the evidence that these students are most likely to withdraw from their course early.

For students at Grimsby and Scarborough the needs of students with disability or difficulty are met by the excellent Group Disability Service who help students navigate the DSA application process. The organisation pays for all needs assessments which meet the designated threshold from initial assessment. In addition, an early assessment service is in a trial stage and FE progressing applicants are offered full assessment before they attend meaning that support is in place before delivery begins. Early evaluation is showing the effectiveness of this system and the trial has been extended in 2019/20 and will be offered to a greater number of students. This helps to ensure the success of those with disability.

In Grimsby following the review of the APP for 2019/20, the Student Senate identified that support for using ICT could be improved. The Student Senate collaborated with the Director of Information Technology and created a group of 'Tech Champions'. This group consists of volunteers from the student body who provide peer to peer support for other students. These student volunteers are available each lunchtime, alongside a messaging service, to help fellow students with all IT issues and solutions. This group are also assisting with the design of training materials around IT to support students.

In Grimsby TEC Partnership have committed to training 10 student representatives or volunteer students to identify peers in need of mental health support. In addition, the Care to Share reporting system will be launched in 2019/20 which will provide opportunity for students to anonymously identify those who they think need support.

3.2.3 Employability

The number of appropriate level jobs in the immediate area from where most students live and graduates stay, is limited at present. By close working with the Workforce Development team, opportunities are maximised for matching curriculum with opportunities in the local area. In addition, through the HE Skills and Employability Team, local work and career opportunities are directed to both current students and graduates. This is most effective with Foundation Degree students.

The approach to developing employability of our students on First Degrees is to offer a menu of support and training in this area by an employability team emanating from a central physical area known as the Talent Dock. They provide bespoke and planned training on employability and enterprise. The Higher Education Skills and Employability Trainers (HE SETs) deliver a wide range of subject specific employability workshops which focus on developing vital employability skills to equip students for the competitive graduate jobs market. The team also host informal drop-in sessions for students to access support and guidance around a range of topics including; post graduate study, job applications, interview skills, work placements and internships. Undergraduates also have access to a range of social media platforms and digital jobs boards where they can browse and apply for placements and jobs. Impartial careers support and advice is delivered by the careers team, also centrally located. The fundamental function of the HE SET team is to cultivate and maintain meaningful employer partnerships and assist employers in recognising the benefits of investing in the future, by supporting our vision for work placements and employability. The HE SET team inspire and motivate students to engage in quality employer experiences, with the overall goal of assisting students' progression to positive destinations.

In addition, aspirational support is provided for students by making money available to develop opportunities for career development bespoke to programme subject and level. For instance, on the Special Effects Make-up and Prosthetics programme, the tutor applied for funding for students to attend an industry level exposition. The academic team placed an application for funding to take their students to the event, one of the students was picked to demonstrate a skill learnt as part of her course on one of the main industry supplier's stands and as a result has secured employment. All others were able to network and are now in a far stronger position to gain future work. This approach means that the activities are tailored to the area and designed as best fit for the course and the particular student group.

Further research will be conducted with students and ex-students to explore the issues around employment that graduates face. The research will focus on those from deprived neighbourhoods. This will allow organisational learning to occur and for the better planning of employability support. This research will be conducted in 2019/20 and the results will help the Access and Participation Committee to shape the support around employability.

3.2.4 Collaboration and alignment with other work and funding sources

TEC Partnership is engaged with the Association of Colleges and The Mixed Economy Group. With both, the organisation has shared practice around ensuring the success of non-traditional students. In addition, the Partnership is a member of the University of Hull Federation of Colleges. The University of Hull Federation of Colleges is a partnership of nine FHE providers, all of whom have validated HE in FE provision with the university. The Federation fulfils its strategic aims of supporting

socio-economic development across the Humber Local Economic Partnership (LEP) and other regional LEPs, associated Enterprise Zones and the wider region. The Federation partners have expertise in vocational and work-based learning, supporting learners and employers to develop higher level skills. At the heart of the network is the notion of new and relevant progression opportunities, backed by a high-quality assurance framework. The Federation members will also work together to develop Higher and Degree Apprenticeships with the development of the IOT and in line with the local LEPs Industrial Strategies. The TEC Partnership was engaged in two NCOP projects and are committed to extending this work in collaboration with colleges and universities in the region.

Alongside universities and colleges in the region, the Partnership is engaged with two recently DFE designated Institutes of Technology (IoT). These aim to provide greater access to professional and technology-based Foundation Degrees in the area that the TEC Partnership serves.

3.2.5 Financial support

The approach taken to financial support has evolved in recent years in response to the evaluation of activity.

A hardship fund of £100,000 will be available to which all eligible students may apply. This can be used to pay for equipment where there is demonstrable need or for emergency funds where appropriate. This fund has been increased for the current Access and Participation Plan.

The impact of bursary activity has been considered. In a programme of offering traditional cash bursaries, the amount of money offered to an individual from either a lower socioeconomic background or from low participation backgrounds was limited because of the sheer number of eligible students. As a result, the benefit of a small amount of money on the decision of individuals is negligible. The change in approach for 2020/21 is to offer a free education to 5 care leavers. To qualify, these students will have left care settings in the previous 5 years. The package for these students will include zero fees for the life of the programme, free accommodation in halls of residence for 52 weeks, a food budget and a budget for course-associated travel. The criteria will be published on the TEC Partnership website in September 2019 for entry in September 2020.

East Riding College will continue to offer a bursary to certain student groups. The bursary is specifically available to first year students whose postcode is within the top 10% deprived areas (based on the Index of Multiple Deprivation 2015). The bursary is £300, payable in two instalments, and details of eligible postcodes are available on the College website. Although the bursary was only introduced for the first time in September 2018, quantitative analysis of data for 2018/19 suggests that the introduction of this bursary has had a positive impact on retention. Further qualitative evaluation will be undertaken with students who have received the bursary to inform any further actions which may be appropriate in supporting this group. Alongside this East Riding College will offer one extra scholarship for a care leaver starting in 2021/22, the scholarship will consist of zero fees for the life of the programme, a food budget and a budget for course-associated travel.

3.3 Student consultation

The Student Senate is the elected student representative body within TEC partnership. They have meetings which sit inside the deliberative committee structure. In addition, they are represented on

all levels of HE committees and meetings and attend the HE Oversight Committee and the Corporation.   The monthly Access and Participation Committee meetings will also benefit from the presence of the Student Senate president. At these meetings, the evaluation of activity is confirmed and discussed. Access Agreement projects and activity are reviewed by the Senate who supply feedback on the plans. The Student Senate is made up of students form a range of backgrounds and is representative of our student population. The 2019/20 plan was reviewed by the Student Senate on 3rd April 2018 and is planned into the agenda cycle for these meetings.   Although several consultations and discussions have involved Student Senate members within meetings as part of the structure, a further APP review meeting occurred on Wednesday 26th June 2019 where 5 students were invited to review the plan. The students identified 5 key areas which have influenced the submission:

- The students were broadly in support of our plans to remove the small bursary and replace this with a Care Leaver Scholarship. One student commented that "£400 is one bill and it has gone. It is better to use the money wisely and be life-changing for a small amount of people and those in care need support". The students did however, point to the need to ensure there were enough hardship funds available and as a result the amount was increased by £20,000;
- The students discussed the amount of opportunities to engage in employability activities at the TEC Partnership, especially given the scale. However, the students identified a need to work on the aspirations of some students, particularly the young students to encourage uptake;
- The students suggested that students are available at open events and in marketing events. As a result, a Student Ambassador programme has been included;
- The students identified the need for a change in approach to identification of issues around the mental health agenda. From the resulting discussion, further training has been included as an opportunity for student representatives and other students to support in the initial identification of potential mental health issues. In addition, the Partnership has committed to launching the Care to Share initiative - a concern reporting system - created so that timely and targeted support can be offered to students in need.
- One suggestion, not included in the plan was the inclusion of Mental Health Support workshops led by students from our FdSc Community Mental Health programme. Whilst this was considered as an interesting idea and one worthy of further investigation, committing this within the plan would not be appropriate.

The delivery of the Access and Participation work is directly supported by students in paid roles as Student Ambassadors. In these roles, the students work alongside staff at open events, community events and working with local schools and other stakeholders.

4.0 Monitoring progress against delivery of the plan

At the provider all staff members are responsible to monitoring of the work towards this plan. However, more specifically the members of the APP Committee and the chair the Vice Principal for HE take operational responsibility. The APP Committee meets monthly and will monitor progress against the plan and report this to the governing body through the HE Oversight Committee. Students sit on both the APP Committee and the HE Oversight Committee. Using the theory of change model, the committee will assess the impact of the programmes and check progress against the targets that have been set.   Since 2017/18, the use of live data has made material and significant

improvements to outcomes at TEC Partnership. Live reporting down to programme level exists for all aspects of engagement of different student types.   Gaps can be identified early and interventions put into place.   It is embedded within the organisation's culture and practice to constantly refer to data. The weekly 'HE on a Page' report is made available to all staff and illustrates the current position, by programme, for continuation, retention, attendance of each programme level. This report is referred to at all meetings concerned with HE.   Using these tools and by the creation of new tools (where proportionate spend requires) the TEC Partnership is well positioned to monitor progress. Where progress is not being made or where performance is worsening the APP committee is well positioned with leaders from across the organisation to enact the changes required to reverse any emerging trends.

5.0 Provision of information to students

Information about fees is provided to applicants on the TEC Partnership website. It is updated by 1st September for the following year's application cycle.   At TEC Partnership, fees are not increased during the programme of study for any reason. A student stays on the same fees for all the years of study on their programme. At enrolment on a programme each student completes and signs a curriculum mix. This details the fee per year and the total fees a student pays throughout their programme.

Financial support and the mechanism by which it can be applied for is published on the TEC Partnership website. This will be updated by 1st September for the following year's application cycle.

All students are able to apply for financial support through the Hardship Fund in each year of their study. The Hardship Fund is means tested and based on evidence provided by each applicant. Arrangements for financial support remain through the life of the programme. For students who started before 2020/21 the bursary was only available in the first year of study.

The fees and finding section of the TEC Partnership website https://grimsby.ac.uk/fees-funding/

For East Riding College students, the details are also held on their website https://www.eastridingcollege.ac.uk/study-with-us/financial-support

6.0 Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)

2. Investment summary (tables 4a and 4b in the targets and investment plan)

3. Fee summary (table 4a and 4b in the fee information document)

Access and participation plan
Fee information 2020-21

Provider name: TEC Partnership

Provider UKPRN: 10007938

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

We do not intend to raise fees annually

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

Full-time course type:	Additional information:	Course fee:
First degree	East Riding College Based (Inc Top Up Degree)	£6,995
First degree	Grimsby Based	£8,500
First degree	STEC Based	£7,500
First degree	Top Up Grimsby	£8,500
First degree	Top Up STEC	£7,500
Foundation degree	East Riding College Based	£6,995
Foundation degree	Grimsby Based	£8,500
Foundation degree	STEC Based	£7,500
Foundation year/Year 0	*	*
HNC/HND	Both STEC and GY	£6,000
HNC/HND	East Riding College Based	£5,495
CertHE/DipHE	*	*
Postgraduate ITT	East Riding College Based	£6,995
Postgraduate ITT	PGCE / PrGCE / Cert Ed Grimsby Based	£8,500
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree	East Riding College (BA Education)	£4,388
First degree	East Riding College (including Top Up)	£3,495
First degree	Grimsby	£5,667
First degree	STEC	£5,000
First degree	STEC Top Up	£5,000
First degree	Top Up Grimsby	£5,667
Foundation degree	East Riding College	£4,695
Foundation degree	Grimsby	£5,667
Foundation degree	STEC	£5,000
Foundation year/Year 0	*	*
HNC/HND	East Riding College	£2,795
HNC/HND	Pearson Higher National	£3,000
CertHE/DipHE	*	*
Postgraduate ITT	East Riding College	£3,585
Postgraduate ITT	Grimsby Cert Ed / PGCE / PrGCE	£4,250
Postgraduate ITT	STEC Cert Ed / PGCE / PrGCE	£3,750
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
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: TEC Partnership

Provider UKPRN: 10007938

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£189,886.00	£106,000.00	£118,000.00	£122,000.00	£122,000.00
Access (pre-16)	£47,722.00	£35,000.00	£38,000.00	£40,000.00	£40,000.00
Access (post-16)	£95,995.00	£35,000.00	£38,000.00	£40,000.00	£40,000.00
Access (adults and the community)	£46,169.00	£36,000.00	£42,000.00	£42,000.00	£42,000.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£236,695.00	£351,390.00	£477,085.00	£477,085.00	£477,085.00
Research and evaluation (£)	£85,000.00	£85,000.00	£85,000.00	£85,000.00	£85,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£2,922,665.00	£2,852,191.00	£3,298,316.00	£3,418,242.00	£3,425,242.00
Access investment	5.5%	3.7%	3.6%	3.6%	3.6%
Financial support	8.1%	12.3%	14.5%	14.0%	13.9%
Research and evaluation	2.9%	3.0%	2.6%	2.5%	2.5%
Total investment (as %HFI)	16.5%	19.0%	20.6%	20.0%	20.0%

Targets and investment plan
2020-21 to 2024-25

Provider name: TEC Partnership

Provider UKPRN: 10007938

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
Increase the proportion of BAME students compared to white students by 4%	PTA_1	Ethnicity	Increase the proportion of BAME students compared to white students by 4%	No	The access and participation dataset	2013-14	2%	3%	4%	4%	5%	6%	This target is above the demographic for the area.
	PTA_2												
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
Close attainment gaps around disability	PTS_1	Disabled	Close attainment gap between those with cognitive and learning and no known disability	No	The access and participation dataset	2017-18	25% Gap	22%	18%	14%	12%	10%	
To reduce the non-continuation gap for students from underrepresented groups	PTS_2	Socio-economic	Eliminate continuation absolute gap between First Degree IMDQ2 and IMDQ1.	No	The access and participation dataset	2016-17	15% Gap	10%	5%	0%	0%	0%	
Close continuation gaps around disability	PTS_3	Disabled	Close continuation gaps between those with disability and those with no known disability for First Degree students	No	The access and participation dataset	2016-17	7% Gap	6%	5%	4%	3%	2%	
Reduce attainment gap between students from different socio-economic groups	PTS_4	Socio-economic	Reduce attainment gap between IMDQ1_2 and IMDQ3_5.	No	The access and participation dataset	2017-18	11% Gap	10%	9%	6%	4%	2%	
At East Riding College - Reduce gap in retention rate of students from top 10% deprived areas compared to other students	PTS_5	Socio-economic	Percentage point (ppt) difference in retention rate of HE students at East Riding College from 10% most deprived postcodes and retention rate of students from all postcodes	No	Other data source	2017-18	-8ppts	>+-6ppts	>+-5ppts	>+-4ppts	>+-4ppts	>+-3ppts	Baseline year shows students from 10% most deprived areas at 79% compared to 87% for students from all postcode areas. Target aims for minimal gap. Data source: ILR/College Management Information System combined with IMD 2015 postcode file and RCU MiDES.
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
Close progression gap with sector for First Degree Students from low socio-economic backgrounds	PTP_1	Socio-economic	Close unexplained progression gap to sector for First Degree IMDQ1_2 students	No	The access and participation dataset	2016-17	20% Gap	19%	17%	14%	13%	10%	
Close progression gap between No Known Disability and Declared Disability for All undergraduates	PTP_2	Disabled	Close progression gap for All Undergraduates with a declared disability to no known disability	No	The access and participation dataset	2016-17	13% Gap	11%	9%	7%	5%	3%	
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												