

## **Annex A - 2019-20 access and participation plan provider template**

### **Grimsby Institute of Further and Higher Education**

#### **2019-20 access and participation plan**

##### **Assessment of current performance**

The Grimsby Institute Group (The Group) is based in the North of England. It consists of large sites in Grimsby and Scarborough. In addition, it has smaller centres in Skegness and some other small learning centres across North East Lincolnshire and Greater Lincolnshire. Higher Education is delivered at Grimsby (UCG) (97.6%) and a small provision at Scarborough (STEC) (2.4%). In 2017/18 we recruited 1350 students studying prescribed Higher Education. 90.2% of students were full time with 9.8% part-time. 39% are enrolled on first degrees, 38% on foundation degrees, 7% on top up degrees, 10% on Higher National degrees and 5% on teaching qualifications.

For the majority of our Higher Education the Group has purposively developed our strategy to meet local need and contribute to social mobility and cultural and economic growth in the area. The Group provide outstanding and inspiring experiences for our learners, our staff, our employers and our stakeholders.

81% of our students are classified as local (TEF Year 3) and the majority of our courses are written to fill local need. Grimsby is a higher education cold spot area with many local wards being classified as low participation. The areas served by the college include wards that rank very high for economic, social or educational deprivation. The Group recruits a significant proportion of its learners from three wards that rank in the top four for indices of multiple deprivation for England. Unemployment in many of the areas served by the college is higher than the regional and national figures. The overall proportion of working age adults (16-64 year olds) with degree level qualifications is 15.1%, significantly lower than the GB average of 31.1% (NE Lincs Data Observatory, 2017). The Group has a long history of delivering HE to fill this local need and achieves this through delivering programmes which match employer needs in the area.

The Access and Participation Plan has been produced with due regard to the Equality Act 2010. The activities, support and interventions that occur as a result are available for all students but may be targeted towards groups or students who meet certain characteristics. The Access and Participation Plan is agreed with the SMT committee who also lead on equality and diversity. In our review of our areas for focus the two datasets guide each other. The Grimsby Institute has been awarded Investors in Diversity status for its work in this area.

The Grimsby Institute is committed to engaging students in all aspects of our work. The HE Student Senate is a committee made up of students from each substantive

area of the University Centre. Its members are a fair representation of the student body. The elected student president was consulted in the creation of the plan because of the time of submission the contribution was limited. However, we are committed to working much more closely with our student body in this area. The HE committee which monitors the activities includes a member of the Student Senate who has full access to papers evaluating projects through the year. In all future reviews of Access and Participation Plans the entire Senate will be involved in shaping the activity. The access agreement and commitments will be shared at the first senate meeting each year and suggestions and actions will be taken from this meeting and will be used to influence activity, review and the access agreement.

## Access

The Group has a stable recruitment pattern which provides much to the local economy and industrial strategy within the region in terms of improving the number of Higher Education and the provision of higher level qualifications.

Data for 2017/18 shows that the higher education cohort is made up of:

73% of the full time student population are female. 40% of part time students are female.

Traditional students make up only 30% of our cohort compared to a national average of 41% (HESA, 2016/17). 46% of our students are over 25 when first enrolled compared to 31% nationally (HESA, 2016/17).

48% of our full time students live in postcodes classified as POLAR4 Quintile 1 compared to a HEI average of 11.4% (POLAR3) (HESA, 2016/2017). A further 22% live in POLAR4 Quintile 2.

27% of students declared a disability. 2% declared social and emotional difficulties, 4% declared mental health difficulties, 14% declared learning difficulties with by far the biggest group is dyslexia (9%) a further 7% of students declared a physical disability medical condition or sensory disability. The national average is 12% (HESA, 2016/17).

95% of the cohort identified themselves as White British with 2% white Irish or other. A further 1% identified themselves as mixed race groups with a further 2% from all other categories. This correlates with local statistics on BME data of 4.6% in the North East Lincolnshire at the 2011 Census.

As a result, an assessment of current performance shows that the Group contribute to the participation rates of those who live in lower socio economic areas raising participation and attainment of these areas with the majority of courses linked directly with local jobs markets. Alongside this provision, the Group also has a thriving Arts

and Media Provision which attracts students of all types and prepares them for careers in the creative industry.

The Group continues to invest in support for current students and applicants which contributes to the achievement of Access within the plan. Work done in the wider community by other parts of the Group is not funded by the agreement but makes a large contribution.

Our approach to reviewing performance means that we consider multiple characteristics in our review of activities. What is clear from our data analysis that the overriding contributing factor is that of deprivation and/or POLAR3 quintile and entry qualifications. The numbers of students who fall into other categories that intersect are limited meaning the impact on results is not statistically significant. These intersections are dominated by deprivation and POLAR data. We are adopting an improved approach to these intersections in our review of 2017/18 data by the generation of new reports around gaps in the achievement of these students after a review of the most statistically significant categories in this year's results dataset. Meaning that we are committing to using these intersections in future access and participation plans.

### **Further Education College**

Both the University Centre Grimsby and the HE provision at Scarborough TEC are closely linked to the further education provision in these areas. The Group provides OfSTED graded outstanding education to 10,650 learners. The results achieved in the National Qualification Achievement Rates 2016/17 put the college in the top 10 percent of further education colleges nationally for overall Education and Training.

The higher education within the group works closely with the college to ensure our FE graduates have the knowledge and skills to apply for higher education or work. In 2016/17 26% of our HE were made up of Level 3 graduates which has been a specific target captured in access agreements.

### **The Academy Grimsby**

The Academy Grimsby (TAG) is a 14-18 school in Grimsby. It was opened in 2015 by the Group, it takes pupils from age 14 and offers a mixture of vocational training and academic subjects in four key subject areas. We are very proud of our first set of GCSE results, and in particular our Progress 8 score. Progress 8 is the national measure that looks at progress across all students and subjects. The school has the best Maths Progress 8 score in the local area and top 5% nationally and has the best Progress 8 score for students with prior low attainment in the LA and top 10% nationally. In 2016 we launched Career 6 at the school providing a route to Advanced level qualifications. In 2018-19 there were graduates from TAG entering higher education. HE staff at the Grimsby Institute work closely with the TAG team and

deliver on comparable provision to ensure good attainment and progression to higher level study. The Grimsby Institute Group provides all backroom support for TAG including Human Resources, Data Services and printing services. TAG recruits' students from local neighbourhoods as a result it contributes to widening participation. In 2017-18 57% of its pupils live in POLAR4 Q 1 postcodes with a further a 15% living in Q2.

Care leavers are supported to have access to higher education through our Intensive Support Team. These students are supported through their pre-HE study. Analysis shows that this work around access is successful with appropriate numbers progressing to higher study.

### Success

The nature of students at the Group means that there is an increased risk of non-continuation. No HEIs and few FECs share the student characteristics which make up our student body. This does not mean we accept this position and we strive to close achievement gaps which we have identified and drive up achievement across Higher Education. We use three key statistics for this: Continuation, Core Stage Completion and Good Degrees.

Through the delivery of Access Agreements since 2016 we have been able to make improvements to the success of our students. The Groups strategy around this has been to increase support networks to our students alongside specific projects to improve academic capital amongst students. As a result of these actions we have improved continuation rates, Core Stage Completion and good degrees for our students over this period. However, further work is needed in this area which will be identified in this agreement.

### POLAR Postcodes

Analysis of 2016/17, which is the only completed year available at time of writing, shows some gaps in success. The Group's measure of continuation through study is based around core stage completion, simply has the student passed the year of studies they are on so that they may progress to the next year.

Work done to date has focussed on the first year of study to ensure students are able to progress to the second year. In 2016/17 this has resulted in the year completion gap between POLAR3 Q1 and 2 students, and the others, reducing to 1.6% at level 4 and to 0.8% at level 5 and 0.1% at level 6. We have completed this by increasing the physical support for students through the provision of Success Coaches and our Academic Achievement Coach. As such we build our support around our students and provide early intervention to ensure students remain engaged.

The Group have seen through our investment a managed increase in the number of good degrees. The national average is 63% and we have seen a 3-year increase to 55% of degrees. This is achieved through providing targeted support but more work is

planned in the academic year of review. This work will attempt to reduce the number of unclassified degrees which tend to occur where students do not complete their dissertations. This number sits a 7% against a national average of 6%.

The success of Care leavers is suppressed for data protection purposes we have very few. Analysis via the Safeguarding Team shows that this student group succeed in line with students from similar backgrounds.

#### Student Age

Age at start date has an impact on risk of study. In 2016/17 50% of the students on Foundation Degree and Bachelor's Degree programmes were over 25 when they were first enrolled with a further 18% between 21 and 25.

Analysis of the assessment scores of these groups shows a performance gap between those under 25 and those over 25 when first enrolled. At level 4 19% (under 21) and 25% (21-24) have a level average which correlates to a good degree whereas 43% of those over 25 score in this category.

The performance of traditional students and those aged 18-24 who live in different POLAR postcodes (POLAR4 Q1 and 2 compared to 3, 4 and 5) when first enrolled shows a significant gap in performance. Data from 2016/17 shows at Level 4 a 10% gap in good degree scores and a 5% gap in overall continuation. At level 5 the difference is more marked with a 29% gap in good degree scores and a 14% gap in failures. Students in this category will be specifically targeted in this year 2019/20. This will build on a specific project launched in 2018/19 targeted at these students in Level 4. There are no significant gaps at level 6 between these groups.

#### Disability

In 2017/18 the Group has invested heavily in support for those with declared disabilities. Data from 2016/17 showed gaps in performance between those with no disability and those with declared disability. 13% gap in good degree scores and 4% gap in scores in the fail range. The largest gap for students with a declared disability is in achievement of good degree scores at Level 4 with an 18% gap. The TEF (2017) shows that we have a performance gap of 0.3% when compared to sector benchmark for continuation.

#### Entry Qualifications

The Group is committed to its stated aims to provide higher education to members of our community who would not normally have the opportunity to attend. The result is that our students often do not have any formal entry qualifications 46% (TEF 2017/18) or come with low tariff 37% (TEF 2017/18) when enrolled on Level 4 programmes.

As stated in this section the Group prides itself on giving the opportunity of higher education to groups who would not traditionally have the opportunity to benefit from higher education. With these groups comes increased risks of non-continuation and increased risk of a lower good degree percentage. However, the Group has developed systems of support which have mitigated some of these risks. In 2014, the Institute won

the AoC Beacon Award for Widening Participation. Three years later we again won this award and the overall Leading Lights Award for the work we do to prioritise access and support for all.

## Ethnicity

The group tracks success of BME students against White British students. In 2016/17 there were 58 students who were not White British and 1068 who were White British. There was a 0.8% positive achievement gap between the underrepresented group and White British students. A pattern was noted that the good degree scores were at level 6 with a 10% gap. However due to the sample number being 17 we are investigating further once results for 2017/18 are completed to discover whether this is a pattern before further intervention is planned.

## Progression

The Destinations of Leavers Higher Education (DLHE) survey results show a clear picture for our graduates. 97.9% (TEF 2017/18) go into employment or further study. However, only 73.9% go into Highly skilled employment or further study.

As previously stated 81% (TEF 2017/18) of our students live locally. The majority have family and roots in the local area and stay in the area to contribute to the economic development of the area. However, the area has some challenges which are detailed in the statistics below:

Employment in North East Lincolnshire is 5% lower than the national rate in the 12 months up to June 2017 (ONS, 2018).

Females in North East Lincolnshire have a rate of 65.45% compared to males at 70.28% (ONS, 2018).

Salary statistics show a significantly lower median salary compared to national averages with Full time workers receiving £23,388 compared to £29,085 nationally (ONS, 2018).

Employment in North East Lincolnshire does not match the national pattern. There are 3% fewer managers, Directors and Senior Officials. There are 8.9% fewer Professionals. There are 2.9% fewer Associate Professionals and Technical. 12.9% of the workforce work in Process Plant and Machine Operatives compared to 6.3% nationally (North East Lincs. Data Observatory, 2018).

There are gaps by POLAR3 quintile with a 6% gap in Highly Skilled Employment between Q1 and 2 and 3, 4 and 5 (TEF 2016/17). However, it should be noted this data refers to young people only. There is a 4% gap in terms of indices of mass deprivation which includes mature students as well as traditional. There are no reported gaps for BME students, however the data is suppressed due to the cohort size being 39 in total. Our own analysis shows there are no causes for concern in this area. There are no flags for males against employment or further study or Highly Skilled Employment or further study. Unfortunately, the response rate is too low to compare the data to females. Our own work with this group shows increased engagements across the student lifecycle in projects to develop higher study and graduate level employment. There are no gaps in participation in these activities.

The progression of Care Leavers is suppressed for data protection purposes and is not a category monitored in the data sets provided. Our qualitative research in this area shows that the Safeguarding Team who take a lead in this area are confident that the care leavers know where to get support with this.

Significant investment has been made in recent years in support for graduate level study and highly skilled and graduate level employment. The results of this has yet to be captured in the DLHE dataset.

The progression of students with declared disability is an area where statistical data is not available. This is due to the suppression which occurs in the TEF reports and the lack of detail in the DLHE datasets. Qualitative information shows that there are no areas of concern in this area. However, we have ambition to track these students better through our developing Alumni service.

### **Ambition and strategy**

The Access Agreement in 2019/20 is our 4<sup>th</sup> and is an integral part of our vision for change within our institution.

Historic performance has seen the Grimsby Institute Group deliver the opportunity for higher education in an area of low participation. The first access agreements have aimed to provide support and develop support systems to reduce the risk of non-continuation and low percentages of good degrees amongst these student groups.

Going forward we want to deliver further on this and focus on the development of skills to prepare our students for graduate level work and further study. It is our ambition to make this fundamental change within our delivery of this agreement and forward in time.

We are committed, when able, to a full rewrite of our targets in 2020/21. These targets can better reflect the ambition and strategy of the group.

### Access

Further Education and TAG

A significant part of our work towards access is done through the Further Education and school age work within the group. We work with a high percentage of young people from across the area enrolled on programmes from Entry level through to Level 3 qualifications.

In addition to this and not funded through this agreement staff from the Group support these students in a multitude of ways from support with their study, through pastoral support, careers advice, UCAS application advice and by bringing in guest speakers to raise this aspiration. This work is conducted and funded through other means.

An example of this is the work conducted in the field of learners in care. The Group supports care leavers with their education and is often the provider of choice for this group. As a result, our learner services team have often worked with service providers, voluntary organisation, carers and the young people themselves. This work is funded through means other than this agreement. However, some projects are funded through the agreement as detailed in the next section.

#### Schools Engagement Work

The Group has the ambition to raise attainment in local schools but has come across some significant issues as many universities are already performing outreach work in these schools. All local secondary schools have arrangements in place covering this.

In order to achieve this, we will adopt the strategy to support students' attainment in our own provision and by working closely with a local 6<sup>th</sup> form college around developing Maths skills. It is our ambition to develop these relationships further in the coming years and work more closely with local schools.

In addition, the Group provides extensive support to The Academy Grimsby (TAG) which is raising attainment in the area.

#### Primary Age Children

The group has the ambition to develop aspiration in primary schools age children from areas with low participation rates.

In order to achieve this the Group will adopt the strategy of working closely with local schools who have POLAR3 Quintile 1 postcodes and conducting activities to raise aspirations amongst this group. In 2017-18 we began working with 4 local primary schools to develop aspiration within these groups towards university study. This project will be extended dependant on its success rates.

## Young People and Low Participation

Evidence presented in section 1 demonstrates that 45% of our students currently live in POLAR3 Q1 wards and 12% live in POLAR3 Q2 (TEF 2017/18). However there is an age factor with differences in access by age groups. The Group recruits and support non-traditional applicants and transition them into higher education very effectively.

As a result, the Group has the ambition to increase the number of young people entering higher education as traditional students from our own cohorts.

Our strategy to achieve this is to encourage better progression from our FE and the school in our group. This will be conducted using focussed progression events between HE and FE colleagues. As discussed earlier 65% of our FE students live in POLAR4 Q1 postcodes meaning this will increase participation amongst this group. We know from qualitative research with these groups that a deciding factor for some sections of these learners is not course, qualification or support, for some the deciding factor on where to go to university is place. Some groups of learners will always transition to university in large urban conurbations. We will continue to support this group of learners to apply to these institutions as this is an important part of delivering social justice for these students. However, we are also aware that there are a group of learners in our FE who wish to study in a local setting and with the types of support we offer with our personalised approach to learning. It is these groups which we will explicitly target with our support for applying to us.

## Ethnicity

As indicated the local nature of our student cohort means our first test of our performance around ethnicity is to ensure our recruitment matches the local demographics.

The Group has the ambition to increase levels of diversity in our student body targeting local students from diverse backgrounds.

In order to achieve this the Group will adopt a strategy to actively target groups in the local area encouraging the raising of aspiration for higher level study.

## Armed Forces

The Yorkshire and the Humber Region has a large amount of ex service personnel. It has 231,000 veterans of the armed forces in the area. Many go on to live in areas of low participation rates. Only 24% of this group have higher level qualifications which is the lowest percentage of any region in the dataset (Gov.UK, 2016).

The Group has an ambition to increase the levels of engagement with higher level study within this group.

In order to achieve this the Group will run a project providing support and engagement amongst this group and their families. The support may be around all aspects which effect veterans lives and help to provide access in to education at all levels.

## NCOP

The Group is an active member of two NCOP projects and utilises this funding to affect change in the area of access. At time of writing it is not clear whether these projects will continue to be funded. However, if so the Group will continue to engage with these or other projects which replace these.

## Success

Performance against TEF data on continuation has shown improvement across the Group over the 4 years of access agreements. The Group have purposively targeted increasing the success of our students.

## POLAR

As previously stated the Group recruits a large proportion of students from POLAR4 Quintile 1 and 2 backgrounds. We achieve excellent results with individual students and qualitative data around learning gain for these individuals is excellent.

However, the Group recognises there is always more which can be done to develop the success of our student cohort. The Group has the ambition to close gaps around continuation of students from all backgrounds. The group has the strategy to focus support during the first year of study and by using engagement as a measure of tracking each student's progress towards completion.

The Group has the ambition to increase completion of each core stage by students. The Group has the strategy to increase the use of support by students from POLAR4 Q1&2 groups. A further strategy in this area is to develop our pedagogy to bridge the gap between levels. This will include the provision of bridging workshops between levels. In addition, the Group intends to develop our practice around students as researchers providing opportunities to work alongside staff members on live projects.

## POLAR and Traditional Students

The Group has the stated ambition to increase attainment at all levels for students under the age of 25 from POLAR4 Q1 and 2 postcodes compared to POLAR4 Q3, 4 and 5. As stated earlier there is a specific gap in scores between these groups. The gap in good degree scores is particularly noticeable at level 5 with a 29% gap. In order to achieve this the Group will develop support networks for these students and target support in academic skills towards these students. This group will also be in a project running in 2018/19 to raise attainment and develop academic skills at Level 4.

## Disability

The Group has the ambition to decrease gap in continuation and core stage completion at all levels between those with a declared disability and those without. This data is taken from a period before we restructured our support following changes national policy on disability support. This means we are expectant of improved figures in 2017/18.

In order to achieve this ambition, the Group will adopt the Strategy of increasing the intervention of early support including the early testing of our students progressing from Level 3 to ensure they have the best chance of having support available.

A second strategy to achieve this aim is to invest in support for students with mental health issues and to further train staff in supporting students with these issues. This will also include the provision of resilience training with students at key times leading up to assessment periods.

## Family Situations

In 2016 the institute commissioned a staff student research project into resilience. It aimed to develop a measure of resilience and correlate this with student performance. Through this research which included qualitative and quantitative measures a resounding, and powerful, theme emerged which suggested further work was needed. The theme was around students with families and young children. The key theme which emerged was that many parents were concerned that they could not work any harder on their university work because they also needed to concentrate on being a parent. The Group then considered the implications for us when we have our majority female and over 21 with evidence that the majority of these have children.

The Group has the ambition to reduce non-continuation within this group and improve the grades received.

The strategy to achieve this is to engage home life with study. By involving partners and children it will help to normalise the concept of being a student and help to ensure the students are receiving support from home. This aims to ensure balance between college work and home. In addition, the children and the partners will see going to university as normal and will therefore develop cultural capital amongst these groups.

## Progression

### Employment

The Group has the ambition to maintain the high levels of employment or further study.

The strategy to achieve this is to continue with the work completed previously by ensuring work placement opportunities on foundation degrees. We have also aligned our curriculum with workplaces and self-employment. We will maintain investment in supporting students with all aspects of progression.

### Highly Skilled Employment

The Group has the ambition to improve our performance around highly skilled employment and further study at higher levels.

The strategy to improve this is to provide support for students who wish to apply for graduate level jobs. This may be financial as well as training needs. Students may need help with travel to get to assessments or other forms of support.

In addition, it is clear from the data that students within the group are largely from the local area and the data explored earlier shows that highly skilled employment opportunities are limited. The Group will be continuing the work done through 2017/18 in providing as much access to outside organisations relevant to the programmes people are on. This has been in the form of guest speakers, competitions, events which students attend amongst other things. This provides a widening of outlook for the students.

### Further Study

The Group has the ambition to increase the number of our students who continue on to further study.

In order to achieve this, we are specifically targeting bachelors level students. We support current students by liaising closely with local universities and ensuring that all students have the opportunity to access information days and guest talks by university staff.

In addition, we intend to increase our work about academic capital by increasing the number of students working alongside staff on scholarship projects in partnership. We will also encourage the attendance at appropriate academic conferences with opportunities and support for our students to present.

### **Access, student success and progression measures**

Many of the projects discussed in this section are current and ongoing projects across several academic years. As such they are under constant review meaning that this information is accurate at the time of production but may be changed before 2019-20. In this case the aims of the project will always remain but the activities may vary.

They are selected based on the evidence gathered either by quantitative or qualitative measures and aligned towards our ambition and strategy set out in the Access Agreement.

Each project is agreed through our Senior Management Team and has a senior member of our team responsible for oversight and evaluation at strategic level. Each project requires an equality impact assessment to be conducted before commencement. The most senior HE committee reviews progress on the projects and reports these back through to our SMT. Each has goals and negotiates how the impact of the project will be measured through evaluation processes before the full implementation of the project. This evaluation aims to build in measurements of changes in behaviour where longitudinal monitoring is possible through engagement or results and/or, if not, through measurement of reported impact on understanding, behaviour or plans.

The evaluation feeds into the plans for the next year on the project and aims to continually improve the activity, meaning the project can be redesigned to better achieve the aim, be spread to other targeted groups or a greater number of students. The rigorous evaluation methods can be used to justify the investment but also to share with other colleges through shared scholarship forums and awards. An example is the AoC Beacon Award we won for Widening Participation. The activities we used were funded by our Access Agreement money and were recognised in this national competition as exceptional practice.

### **Access**

The Group provides as part of its normal activities full support around accessing higher education for people of all backgrounds. We fund open events which specifically target widening participation students and others for traditional students. These are staffed by the curriculum and support teams ensuring that the best support and

information is available. As stated above the institute works closely with FE learners and school age students of all types to encourage further participation. This is often funded from different funding streams due to the mixed economy nature of the organisation.

In addition, we run specific projects to achieve our ambitions stated in the agreement:

#### Children's UCG

The Group has worked with local primary schools to raise ambition and awareness around higher education since 2017/18. The primary schools all sit in local wards which are POLAR4 Q1&2. Group staff attend the schools and work with the children about the concept of university. Following that the children visit the University Centre Grimsby and take part in activities before attending a graduation. The schools receive artefacts, such as film of the day and a collection of children's drawings, from the visit to provide further awareness raising. These include videos of the pupils and a book. Impact is measured through analysing the different responses young people give through the activities. The project reports directly into our most senior HE committee and through to Senior Management Team.

#### Armed Forces Project

The Group provides support and assistance veterans of the armed forces through the Armed Forces Project. The project facilitates meetings, engages with the various communities which represents these groups organises events where they come together and provides help and assistance in working towards or achieving higher level study. Impact of the project is measured annually and the project team reports directly into our most senior HE committee and through to Senior Management Team.

#### POLAR4 Outreach

The Group recognises the need to keep engaging with our communities to ensure that we are encouraging the raising of applications to higher education from our surrounding communities. This project is designed to achieve this aim. As part of this project we take the university centre into the community organising promotional events where people are. Events occur at various community based spaces, experts are on hand to give all sort of guidance around education and careers mixed in with fun activities to try. Impact is measured through applications and through qualitative feedback. The project reports directly into our most senior HE committee and through to Senior Management Team.

## Internal Progression Project

A large body of work occurs with our level 3 students who have come through our FE college and our school. These students are supported with raising aspiration to go to university or to the most appropriate career pathway. This includes lots of outreach work which occurs at all level of education to bring these students into the college to begin studying with us.

A further project in this area matches up higher education tutors and interested students to deliver micro taught sessions in areas that most interest the students. The impact of these sessions is measured by the delivery team. The project reports directly into our most senior HE committee and through to Senior Management Team.

## Success

### Outside In

The Outside In project aims to support students who have families. The data shows that our students often live in areas with low participation rates. It runs 4 events a year for students with families aiming to bridge the gap between home and university. It arose out of concerns about the ability to commit to study for some students where they have family commitments. In addition, some other research pointed to issues where students change whilst they are studying. The project aims to address these issues by helping family members to understand what studying is. A further benefit of the project is that cultural capital is raised for family members through the project meaning it fulfils some access requirements. The impact of the project is measured and it reports directly into our most senior HE committee and through to Senior Management Team.

### Engagement Programme

In 2018/19 a new programme will be trialled, all students at level 4 will be provided with a study skills book to support their learning. To receive this book they will have to engage with an online learning programme designed to signpost around key study skills and there will be follow up research. This programme is aimed at bridging the skills gap that many of our students feel. They often have not studied for some years and in many cases have not used digital technology in that study. This project aims to bridge the gaps in academic capital. This will be reviewed during the year to consider the impact before deciding to reinstate it in 2019/20. The project reports directly into our most senior HE committee and through to Senior Management Team.

### Students as Researchers

A secondary part of this programme will be trialled in 2018/19, is to provide a book to all level 6 students embarking on a dissertation or large research project. This book will become the standard text used by supervisors to support project supervision. Alongside this a series of lectures around key parts of project management. The aim is to ensure as many students as possible complete their projects and to break down some of the barriers to completion which students have reported. The project reports directly into our most senior HE committee and through to Senior Management Team. This will be reviewed during the year to consider the impact before deciding to reinstate it in 2019/20.

## Disability Support

The Disability team at the Grimsby Institute works hard to ensure that all students with a disability receive the support they need to progress through their qualification. All new students complete a Screening Questionnaire in which they can disclose any disabilities, or similar concerns. The process also involves a free writing exercise which enables us to identify students that have Dyslexic traits. We employ Educational Psychologists who test in the region of 120 students each year in order to generate the evidence needed to meet the requirements of the Disabled Students' Allowance. Likewise, we advise and help to gather the evidence needed by students with Mental Health, Physical and/or Sensory problems, who are seeking to apply for the Disabled Students' Allowance (DSA). We monitor each student's progress through this sometimes complex system aiming to ensure that they receive the support and equipment needed to cope with the demands of Higher Education.

The Disabled Students' Allowance entitles students with disabilities to access a variety of resources, both technological and human- for example a laptop with voice to text software for those with Specific Learning Difficulties (e.g. Dyslexia), or else regular face-to-face Mentor support for students with Mental Health problems. The Disability team works in conjunction with the Learning Tutors, advising on teaching methods, exam and assignment concessions, and providing other training to ensure that students with disabilities are given every opportunity to achieve. Our Student Support Officers support those that have been identified with Specific Learning Difficulties like Dyslexia, offering weekly one to one sessions to help with planning, research, proofreading, and the study skills needed to produce assignments.

The Institute is at present working with external providers in order to open our own Needs Assessment Centre, this will allow us to not only help students to have their disability identified and evidenced, but also under the same roof to have their study needs acknowledged, and appropriate equipment and support recommended. Previously, students would have to travel to Lincoln or Hull for this part of the process, we are aiming to provide a one-stop-shop for the entire process.

Currently, the process in place will continue to be implemented for the following years for HE students. At this time, there are no known changes that will affect the support to students who experience disability and specific learning difficulties.

### Success Coaches

The Group provides four success coaches who offer support and guidance to students. They follow up to ensure students are engaged with their studies and act as advocates as required. The Success Coaches performance is monitored through normal procedures and the job role is shaped around all projects which support the success and progression of our current students.

### Care Leavers

The Group provides extensive support to care leavers. However, research shows that this group do not want interventions which identify them as a group. They are supported through the personal education plan process all care leavers are fully supported into HE through early identification of need, they are supported through each application stage and where necessary there are bespoke arrangements put in place. This might include a tour of the campus at a less busy time, support to attend an interview, 1-1 sessions with admission and finance to explore funding options available to them in addition to any funding received through the local authority and events that create the opportunity to meet other learners. The Intensive Support Team will maintain communication with the local Authority but through the teams bespoke to care leavers. All key stages are carried out well in advance of the beginning of their course to support a smooth transition from FE to HE.

Care leavers are supported via our Intensive support team; they have strong working relationships with our 3 main placing authorities. Prior to enrolment The intensive Support Team will liaise with the Looked After Children Education teams to complete personal education plans which will enable the right level of support to be put in place once on programme. Success coaches are made aware of their LAC's / care leavers and will alert the intensive support team to any concerns so that this can be fed through to the necessary teams. Weekly attendance checks are carried out and meetings held with the learners where there are any concerns.

### Student Ambassadors and Mentors

The student Ambassadors and Mentors programme will work across all stages of the student lifecycle. In 2018/19 the Institute began the Ambassadors Programme which provided pay for students to support at events to support across the cycle. In 2019/20 this work will be extended to include a mentorship programme. So that specific mentorship support can be offered to those with either low previous qualifications or

from groups we are aiming to target to improve retention and grades. The project reports directly into our most senior HE committee and through to Senior Management Team.

#### Academic Achievement Coaching Support

The Academic Achievement Coach has been in position through 4 years. The coach provides support to students to develop their skills. The support is offered through workshops to all students. The coach is available throughout term time and referral is made during the assessment process to help students develop their skills. The project reports directly into our most senior HE committee and through to Senior Management Team.

#### Steps to Success Project

Beginning in 2018/19 and following mid-year exam board a week has been selected to be devoted to skills and knowledge development. A series of workshops will be conducted focussing on grade improvement at different levels. The project aims to improve the performance between mid-year and end of year exam boards. The aim is to move as many students as possible up-grade boundaries. The impact of the project will be measured and the project reports directly into our most senior HE committee and through to Senior Management Team.

#### Progression

##### Student as Researchers Project

This project began in 2018/19 and aims to engage students in scholarship projects with staff outside of their degree work. Staff will be given remission from teaching to work on these research projects. Funding will be provided to students to allow them to attend conferences and to speak at conferences as required. This will provide contact with the wider academic community and encourage the likelihood they move on to Masters level study. The students will also have had the opportunity to present at conferences and in our or other journals. The impact of the project will be measured and the project reports directly into our most senior HE committee and through to Senior Management Team.

#### Employability Support

All students have access to employability support which is offered through workshops and 1-1 appointments through the Talent Dock team. The access agreement funds a

HE employability coordinator who works specifically with this group. The impact of the project is measured and the project reports directly into our most senior HE committee and through to Senior Management Team.

#### Graduate Level Jobs Project

The first part of this project began in 2017/18 ensures that in all courses industry speakers are available throughout the year. This fund support payment for travel or fees for these speakers. The geography and local employment opportunities of the UCG means that the opportunity to bring regional and national speakers in from industry opens out further opportunities for our students in readiness for graduation. Each course can provide a bid for the funds to support and in order to do this must have impact measures.

A second part of this project is that we host employer events on different themes during the year. This brings together the local employers to discuss with our students the opportunities which are available. These review of these days show the impact they have on the students' employability prospects and they often lead to work placements during study in relevant fields.

The final part of this project provides direct support for students who are applying for Graduate level work. By applying to the graduate fund students are able to get support for travel to interview or selection days or we can support to provide suitable clothing for these days.

The impact of the project is measured and the project reports directly into our most senior HE committee and through to Senior Management Team.

#### Further Study Project

The Group has identified the need to further encourage our graduates to consider study at level 7. We achieve this through the graduate study workshops, provision of trips to local university events, and provision of support in application. The provision for this changes each year based on the events and interests of our students. The impact of the project is measured and the project reports directly into our most senior HE committee and through to Senior Management Team.

The second part of the project provides funds to support travel for interviews for higher level study. The Graduate Study Fund can pay for reasonable travel expenses for specific dated interviews. The impact of the project is measured and the project reports directly into our most senior HE committee and through to Senior Management Team.

## Financial Support

The Group will, upon application, provide 300 bursaries of £350 paid as college credit to new Level 4 students from households with residual incomes lower than £25,000 and those from low participation backgrounds.

The Group will provide a hardship fund for all students of £60,000. This will provide up to 300 payments of £200.

The financial support mechanisms as designed not to attract students to the institute but provide support to those enrolled. The Group provides opportunities for those from lower income households to sustain themselves whilst studying. The hardship fund is available to all students in hardship to provide some relief when financial hardship is experienced. We are committed to reviewing the impact of the financial support each year. Early indications around the evaluation of financial support in the academic year 2017/18 have influenced these decisions. This evaluation is being conducted using the OFFA toolkit.

## Investment

Overall the Group is committed to investing income above the basic fee level. It is committed to spending 28.9% of the extra income in 2019/20. This equates to £543,000 on Activity and £183,000 on financial support based on predicted student numbers.

The Group is committing this proportionally to address the priorities most likely to contribute to social justice for our students and area.

The smallest proportion will be invested towards Access to higher education. 3.7% of funds above the basic fee level will be spent on these activities. This equates to £93,000. The strategic decision for this is that the Group already recruits a high proportion of students from related backgrounds.

The Group already commits a high spend towards these activities funded through other means as a result of being a mixed economy with DFE funding leading towards this aim. Our stated aim of increasing the proportion of young people is being achieved using this funding stream. In addition, currently further funding is being used through NCOP which is meeting this stated aim. Due to these factors, the activities planned in this area require a smaller funding level to achieve the stated aims.

As stated previously The Group is committing a higher proportion of effort to ensuring the Success of our students. 8.9% of the income above the basic fee level will be committed to this aim. This equates to £225,000. Projects will focus on ensuring students from low participation neighbourhoods have improved continuation rates, core stage completion rates and gaps are closed on proportions of students receiving good grades in the good degree categories.

The final category for student support is Progression. The group is committed to spending 8.9% of our income in this area. This equates to £225,000. Projects will focus on ensuring opportunity for employment or self-employment skills, highly skilled employment, graduate level employment and further study.

The group is committed to providing financial support to students by two means. The first is through bursaries to students from low participation backgrounds. The Group will spend 7.3% on Financial Support a total of £183,500.

The Group will, upon application, provide 330 bursaries of £350 paid as college credit to new Level 4 students from households with residual incomes lower than £25,000 and those from low participation backgrounds. This equates to an investment of £115,500. There is an additional fund of £4000 for part time students to be allocated on a pro-rata basis for up to 22 students.

The Group will provide a hardship fund for all students of £64,000. This will normally provide up to 320 payments of £200.

### **Provision of information to students**

The Group will publish its commitments to all current students by sending them a link to the Office for Students website detailing the access and participation plans.

The Group will ensure the fee and financial support details are published on our website and this includes instructions on how to apply for the financial support. This area will include a link through to the full agreement as published by the Office for Students.

Student fees for new entrants are published on our website each academic year. We do not raise fees during study, a student remains on the same fees for the duration of their enrolment.

The HE committee which monitors the activities includes a member of the Student Senate who has full access to papers evaluating projects through the year. In all future reviews of Access and Participation Plans the entire Senate will be involved in shaping the activity. The access agreement and commitments will be shared at the first senate meeting each year and suggestions and actions will be taken from this meeting and will be used to influence activity, review and the access agreement.

\* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

We do not raise fees during study, a student remains on the same fees for the duration of their enrolment.

Full-time course type:	Additional information:	Course fee:
First degree	Entrants after 2018/19	£8,500
First degree	Scarborough TEC Students	£7,500
Foundation degree	Entrants after 2018/19	£8,500
Foundation year / Year 0		*
HNC / HND		£5,900
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other	Top Up degrees	£8,500
Other	Cert Ed / PGCE	£8,500
Franchise 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		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		£2,950
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other	- Cert Ed and PGCE	£4,250

**Table 8a** - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Student success	Socio-economic	<b>Other statistic</b> - Socio-economic (please give details in the next column)	Increase retention of WP students where currently in baseline year we have a 21.6% withdrawal in first year.	No	2015-16	Retention of students from POLAR3 Q1 (21.6%)	16%	15%	15%	14%	13%	Target changed by request original agreement made with flawed data. In 2015-16 of 384 Polar 3 Q1 new entrants on all course types 18% were withdrawn/did not achieve in the first year (Excluding transfers). This number should be reduced.
T16a_02	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Percentage of finishers awarded at 2:1 and 1st class. This target is based on total numbers of 1st and 2:1 degrees divided by all finishers of Bachelors level courses	No	2013-14	Degree classifications 52% good degrees compared to 63% nationally	60%	60%	60%	62%	62%	In 2015-16 there was a decrease to 48% good degrees. (The number of 1sts did match the national average of 17% though)
T16a_03	Progression	Other (please give details in Description column)	<b>Other statistic</b> - Progression to employment or further study (please give details in the next column)	DLHE survey data shows 84% of graduates entering work or further study. DLHE Data provided by recommended HEFCE company.	No	2013-14	DLHE Survey Work or further study as a measure. (84% baseline)	87%	87%	88%	89%	90%	2014/15 graduates showed a positive outcome of 91% across all degree types with 85% for 1st degree types.
T16a_04	Access	Socio-economic	<b>HESA T1c</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, other undergraduate entrants)	Increase the number of students on programmes who have completed Level 3 programmes at GIFHE in the previous year of study.	No	2014-15	In 2014-15 12.93% of HE students had studied a Level 3 course at GIFHE in 2013-14. This percentage should be increased.	27%	29%	30%	31%	32%	In recruitment to 2016-17 we recruited 26% students who had completed a Level 3 qualification in 2015-16 at GIFHE.
T16a_05	Student success	Disabled	<b>Other statistic</b> - Disabled (please give details in the next column)	In 2013 students who declared no disability had 58% success whilst disability declared students had 50% success. An 8% success gap between people with declared DSA. The target is to close this gap.	No	2013-14	Reduce this success gap from 8%.	3%	2%	2%	1%	1%	Of completers in 2015-16 we had a retention gap of 0.9% between those with a learning difficulty or disability and those without. Of all students due to complete in 2015-16 those with a disability / difficulty had a success rate of 88% whilst those without had a similar rate of 87.4%. The targets should remain the same for 1 more year. We will disreagate this data in the following years access agreement.
T16a_06	Access	Low participation neighbourhoods (LPN)	<b>HESA T1a</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	In 2015-16 we enrolled 179 Young Full Time, new HE entrants out of 417. Of which 83 (45%) live in Polar3 Quintile 1. The total number of young people recruited from Polar3 Quintile 1 neighbourhoods should increase each year.	No	2015-16	Percentage of new Young Full Time degree entrants who live in Polar Quintile 1 to increase from 20%	23%	25%	30%	31%	32%	
T16a_07	Access	Gender	<b>HESA T1a</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	In 2015-16 we enrolled 16% Young Male Full Time, first degree entrants who live in Polar Quintile 1,2 and 3.	No	2015-16	Percentage of Young, Full Time First Degree Entrants who live in Polar Quintile 1,2 and 3 postcodes / All Full Time First Degree Entrant	24%	24%	25%	26%	27%	
T16a_08	Access	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	In 2015-16 we recruited 2.5% (n = 11) students from BME. The Census Data from 2011 shows that the areas in which the college has sites and largely recruits from have White British as 95.2-95.6% of the population.	No	2015-16	Increase the number of BME students from 2.5% of new entrants in 2015-16.	3.6%	4%	5%	6%	7%	In 2016 we recruited 4.3% BME (n=24). The number of new entrants increased from the base year increased to 547. Whilst the base number is higher the targets should remain as they are.

T16a_09	Progression	Socio-economic	<b>Other statistic - Postgraduate</b> (please give details in the next column)	In 2014/15 cohort 7% First Degree graduates went on to further study. This is against a national average of 15%	No	2014-15	Decrease gap to national average from 8%	6%	5%	4%	3%	2%	
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**Table 8b - Other milestones and targets.**

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Socio-economic	Outreach / WP activity (collaborative - please give details in the next column)	NCOP - the Group will contribute to the doubling of participation rates of students from disadvantaged backgrounds in E Yorkshire and N Lincs. The consortium will collectively look to increase participation by 385 students across the four year funding period. Against a benchmark set using GAPs data from HEFCE 2006-2011 in conjunction with Census data a Young Person participation target % has been devised.	Yes	2016-17	14.4	18.4%	20.4%	22.4%	22.4%		
T16b_02	Multiple	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Attendance at events around resilience, exam stress and subject specific revision workshops designed to raise attainment in state schools. A 6th Form forum will be the driver to encouraging attendance at these events.	No	2016-17	20	50	60	70	80		We intend to work towards an impact focused target in the 2019-10 agreement.

**Optional commentary on milestones.**

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

The Group is committed to reassessing all its targets in 2010/21.