

## **TEC Partnership**

### **Access and Participation Plan**

#### **2021/22 to 2025/26**

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. In 2020/21, the colleges that make up TEC Partnership educated 1534 students studying higher education. Of these, 92% of students were full time and 8% part-time. Higher education is predominantly delivered at the Grimsby Institute of Further and Higher Education campus (UCG) (82.4%), with 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 August 2020 East Riding College merged with the Grimsby Institute of Further and Higher Education to become TEC Partnership. 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 (including Scarborough TEC) provided by the OfS in 2020. 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 the Grimsby Institute of Further and Higher Education (which includes Scarborough TEC) has been used where TEC Partnership judges the student cohorts are similar in nature.

#### **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' or 'Post graduate' 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 TEC Partnership students regardless of their mode of attendance.

#### **1.1 Higher education participation, household income, or socioeconomic status**

##### **1.1.1 Access**

TEC Partnership recruits 67% mature students when averaged between 2014/15 and 2018/19; the national average across these years is 28%. The student body therefore and the associated performance is judged using Indices of Multiple Deprivation as an indicator of socioeconomic status.

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 Bridlington, 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 2018/19 42% of students at TEC Partnership were from the most deprived neighbourhoods (IMDQ1); this figure is double the sector average at 21%. Between 2014/15 and 2018/19 TEC Partnership saw an increasing number of students from IMD quintile 1 and 2 postcodes. TEC Partnership has outperformed the sector in encouraging participation from these postcodes with the gap increasing from 19 to 24% (Table 1.1.1.1).

Table 1.1.1.1 TECP IMD quintiles 1 and 2 recruitment compared to sector

Year	2014/15	2015/16	2016/17	2017/18	2018/19
TECP IMDQ1-2 (%)	58.8	60.5	59.7	65.4	65.8
Sector Equivalent (%)	39.5	40.1	40.6	41.1	41.7
Gap (pp)	+19	+20	+19	+24	+24

(APP 2020)

For Young students, TEC Partnership has opened a 28 percentage points gap on the sector in terms of proportion of POLAR4 Q1 students (Table 1.1.1.2). This gap has increased by 8 percentage points between 2014/15 and 2018/19.

Table 1.1.1.2 TECP POLAR4 quintile 1 recruitment compared to sector

	2014/15	2015/16	2016/17	2017/18	2018/19
TECP POLAR Q1 (%)	32.26	34.48	34.48	40.63	40.63
Sector Equivalent (%)	11.6	11.7	11.8	12	12
Gap (pp)	+20.66	+22.78	+22.68	+28.63	+28.63

(APP 2020)

In 2018/19 TEC Partnership recruited 62.5% (+7 percentage points between 2014/15 and 2018/19) of its students from areas in POLAR4 Q1 and 2 compared to 27.8% as a sector average (Table 1.1.1.3). Between 2104/15 and 2018/19 the gap between the sector and TEC Partnership has increased by 7 percentage points.

Table 1.1.1.3 TECP POLAR4 quintiles 1 and 2 recruitment compared to sector

	2014/15	2015/16	2016/17	2017/18	2018/19
TECP POLAR Q1-2 (%)	54.84	58.62	58.62	62.50	62.50
Sector Equivalent (%)	27.3	27.4	27.5	27.7	27.8
Gap (pp)	+27.54	+31.22	+31.12	+34.80	+34.70

(APP 2020)

TEC Partnership takes pride in providing higher education opportunities for higher education for people from low socioeconomic backgrounds. The above tables confirm there are no gaps in performance regarding POLAR quintiles 1 and 2 for the APP to address. TEC Partnership is committed to maintaining its position as a provider of opportunity for these neighbourhoods, changing the proportions of people with higher skills in the communities it serves.

## 1.1.2 Success

### Continuation

Between 2013/14 and 2017/18 the number of recruited students has declined from 790 to 670 across TEC Partnership provision and in the same period it has improved continuation from 76% to 82%. For First Degree students, this is an increase from 80% to 83% and for Other Undergraduate courses this is an increase from 72% to 83% for TEC Partnership. Local data suggests the figures are maintained in 2018/19 and 2019/20.

In 2013/14 a 14.5 percentage point continuation gap existed for IMDQ1-2 TEC Partnership students and the sector. TEC Partnership has prioritised closing this gap throughout this period. In 2017/18 this gap has reduced to just 7 percentage points (Table 1.1.2.1). When comparing TEC Partnership students from IMDQ1-

2 and IMDQ3-5 2 there was a reduction in gap between 2013/14 and 2016/17, however the gap increased to 6.8 percentage points in 2017/18; the equivalent sector data shows a 5% gap in performance. (Table 1.1.2.2).

Table 1.1.2.1 TECP and sector IMD quintiles 1-2 to IMD quintiles 3-5 continuation comparison

	2013/14	2014/15	2015/16	2016/17	2017/18
TECP IMD Q1-2 (%)	74.0	78.9	81.4	80.0	80.2
Sector IMD Q1-2 (%)	88.5	87.4	87.1	87	87
Gap TECP IMD Q1-2 to Sector IMDQ1-2 (pp)	-14.5	-8.5	-5.7	-7.0	-6.8
TEC Partnership IMD Q3-5 (%)	82.8	78.9	84.6	81.5	87.0
TECP gap IMD Q1-2 and IMD Q 3-5 (pp)	-8.7	0.0	-3.2	-1.5	-6.8

(APP 2020)

Table 1.1.2.2 shows that the type of degree chosen by students from IMDQ1 has an impact on continuation. For Other Undergraduates there is a 13% improvement between 2014/15 and 2017/18 and an improvement compared to sector of 18% (-13 to +5%). This cohort now outperforms the sector by 5 percentage points. The performance for First Degree students is 6 percentage points behind the sector in 2017/18.

Table 1.1.2.2 TECP and Sector IMD quintile 1 continuation comparison by course type

	Type	2014/15	2015/16	2016/17	2017/18
TECP IMD Q1 (%)	First degree	85	79	87	81
TECP IMD Q5 (%)	First degree	80	80	DP	N
SECTOR IMD Q1(%)	First degree	88	87.2	87	87
Gap to sector (pp)	First Degree	-3	-8	0	-6
TECP IMDQ1 (%)	Other undergraduate	69	82	81	82
TECP IMD Q5 (%)	Other undergraduate	75	90	80	N
SECTOR (%)	Other undergraduate	76	79	78	77
Gap (pp)	Other undergraduate	-13	+3	+3	+5

(APP, 2019 ERC Small denominator)

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 First and Upper Second-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. Between 2014/15 and 2018/19 the attainment score of all finishers has increased from 49% to 63% across TEC Partnership. In 2018/19 national performance in 78% for all students. Over this period, TEC Partnership has closed the gap by 10 percentage points.

Attainment within TEC Partnership is lower than the sector, however the ratio of students from the most deprived postcodes is much higher at TEC Partnership than in other sectors. When comparing student types TEC Partnership outperforms the sector for IMDQ1 students (2018/19 showed an increase of 12% on the previous year and placed TEC Partnership higher than the sector) (table 1.1.2.3). Targeted support for

learners in this category coupled with the decision to classify Foundation Degrees has led to an improvement. In addition, Top Up students are motivated to aim for higher grades based on the new Foundation Degree classifications.

In 2018/19 for students from IMDQ1-2 TEC Partnership has a 9.7 percentage point gap to the sector. This gap has narrowed from 21 percentage points in 2014/15 (Table 1.1.2.3). Whilst significant progress has been made towards this there does remain a gap in performance.

Table 1.1.2.3 TEC Partnership and Sector IMD quintiles attainment comparisons

Category	Category	2014/15	2015/16	2016/17	2017/18	2018/19
IMD Q1	Sector (%)	63.2	64.3	66.3	67.4	67.5
IMD Q1	TECP (%)	40	49	52	56	68
IMD Q1	TECP / Sector Gap (pp)	-23.2	-15.3	-14.3	-11.4	0.5
IMD Q1-2	Sector (%)	65.5	66.7	68.3	69.7	69.7
IMD Q1-2	TECP (%)	44	48	55	56	60
IMD Q1-2	TECP / Sector Gap (pp)	-21.5	-18.7	-13.3	-13.7	-9.7
IMD Q3-5	Sector (%)	78.2	79.3	80.6	81.5	81.6
IMD Q3-5	TECP (%)	56	57	64	68	69
IMD Q3-5	TECP / Sector Gap (pp)	-22.2	-22.3	-16.6	-13.5	-12.6

(APP, 2019 ERC Small denominator)

TEC Partnership has identified a gap in attainment of students from deprived neighbourhoods and others which needs to be addressed by the APP. Students from IMDQ1-2 areas should be targeted to reduce the gap to sector.

### 1.1.3 Progression

Between 2012/13 and 2016/17 the progression scores for all TEC Partnership students have been varied. In 2012/13 they were 58% and dipped in the intervening years to 49% before rising to 59% in 2016/17. 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.

TEC Partnership has made significant improvements in performance between 2015/16 and 2016/17 as a result in investments in services (Table 1.1.3.1). There are no significant gaps in performance between IMD quintiles. However, a gap is still evident to the sector scores across each category.

Table 1.1.3.1 TECP Progression scores by IMD quintile compared to sector

Quintile	2015/16 TECP (%)	2016/17 TECP (%)	2016/17 Sector (%)	Gap to Sector (pp)
IMDQ1	R	60	69.1	-9.1
IMDQ2	49	58	70.7	-12.7
IMDQ3	55	50	73.7	-23.7
IMDQ4	50	65	74.3	-9.3
IMDQ5	55	65	76.1	-11.1

(APP, 2020 ERC Small denominator)

There is no material gap for TEC Partnership between IMDQ1-2 and IMDQ3-5 students of either First Degree or Other Undergraduate student types (Table 1.1.3.2). However, it is recognised that the data is significantly behind the sector for First Degree students showing a 19 percentage points gap in performance for IMDQ1-2 and 24.6 percentage points 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 outcores the sector for both student groups. For many of the graduates progressing straight to a master's degree following bachelor's study was not possible as it was largely unfunded in the years in review; many of TEC Partnership's students had a family to support (see section 1.6). In addition, having children 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.

Table 1.1.3.2 Progression by IMDQ1/2 compared to rest by course type

Course Type	Quintile	2016/17 (%)	Gap to sector (pp)
First Degree	IMDQ1-2	48	-20.9
	IMDQ3-5	51	-22.4
Other Undergraduate	IMDQ1-2	75	6.5
	IMDQ3-5	75	3.8

(APP, 2020 ERC Small denominator)

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

## 1.2 Asian, Black, Mixed Other (ABMO) students

### 1.2.1 Access

There is a very small proportion of students with a ABMO background and since 2014/15, numbers have remained stable changing between 97%/98% white.

- The North East Lincolnshire census in 2011 estimated that the amount of not White British residents was 6.3%. The North East Lincolnshire Council 2016 School Census suggests more diversity in younger age groups - 9% not classified as White British with 8% from BAME.
- North Yorkshire has 7% population who are not White British and 8.6% rate for 0-15 year-olds. Further disaggregation of TEC Partnership's data sets is not possible due to the small numbers of students from ethnicities other than white. Inclusion of TEC Partnership's own data here would contravene rules about publication.
- The East Riding of Yorkshire has a BAME population of 2% and a not White British population of 3.8%.

TEC Partnership have identified a gap in recruitment of ABMO students and are committed to increasing the number of students from BAME backgrounds to better reflect the local demographic.

### 1.2.2 Success

#### Continuation

Based on the supplied data, the total numbers of students from the ABMO background is too low to make a firm judgement. The data for continuation is suppressed due to data protection reasons. However, of under 20 students who were recruited in 2017/18, 87% were continuers, outscoring those from a 'White-British'

background by 5 percentage points. Local data in 2019/20 shows that of the 35 students recruited continuation was 5 percentage points higher than for white students.

### **Attainment**

Based on the supplied data, the total numbers of students from the ABMO background is too low to make a firm judgement. The data for attainment is suppressed due to data protection reasons. However, in 2017/18, although there were fewer than 10 students (amount suppressed) in the cohort, more than 65% achieved at the required level. This outscored white students by 4 percentage points.

There are currently no gaps in performance for these groups. TEC Partnership monitors 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**

Based on the supplied data, the total numbers of students from the ABMO background is too low to make a firm judgement. The data for progression is suppressed due to data protection reasons or for more granular analysis does not meet the DHLE threshold for publication.

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

## **1.3 Mature students**

### **1.3.1 Access**

TEC Partnership recruits 67% mature students when averaged between 2014/15 and 2018/19; the national average across these years is 28%.

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**

#### **Continuation**

Mature learners have a higher continuation rate than young/traditional learners at TEC Partnership (Table 1.3.2.1). An 8.5 percentage point gap opened up in 2015/16 but this has closed over time to a statistically insignificant gap of 3.7 percentage points.

Table 1.3.2.1 TECP Continuation rates All course types Young Under 21 and Mature- Age21andOver

Category	2013/14	2014/15	2015/16	2016/17	2017/18
TECP Young (%)	78.1	79.2	77.4	78.2	78.9
TECP Mature (%)	75.8	80.0	85.3	85.2	83.7
Gap (pp)	+2.2	-0.8	-7.9	-7.0	-4.7

(APP 2020)

The type of course studied impacts on performance of young/traditional and mature students (Table 1.3.2.2). On First Degree courses mature students have outperformed young students until 2017-18 when this trend reversed due largely to a 5-percentage point increase for young students. On Other Undergraduate programmes mature student have outscored young students since 2014/15.

Table 1.3.2.2 TECP Continuation rates Young/Under 21 and Mature/ Age 21 and Over by course type

Course Type	Category	2013/14	2014/15	2015/16	2016/17	2017/18
First Degree	Young (%)	79	82	78	80	85
First Degree	Mature (%)	80	84	82	86	82
First Degree	Gap (pp)	+1	+2	+4	+6	-3
Other Undergraduate	Young (%)	73	77	71	78	78
Other Undergraduate	Mature (%)	69	72	89	83	86
Other Undergraduate	Gap (pp)	-4pp	-5pp	+18pp	+6pp	+8pp

(APP 2020 ERC Small denominator for First Degree)

### Attainment

Mature students have demonstrated an increase in attainment between 2014/15 and 2018/19 (Table 1.3.2.3). This is confirmed within the locally held data for 2019/20. Young people achieved a higher number of good degrees than mature students for the first time in 2017/18 - an increase of 3 percentage points. The performance of TEC Partnership's traditional students is more spiky meaning that the gap is variable. This encompasses the period where key investments have been in terms of student support to improve the performance over time.

Table 1.3.2.3 TECP Attainment rates Young/Under 21 and Mature/ Age 21 and Over

Category	2014/15	2015/16	2016/17	2017/18	2018/19
Young-Under21 (%)	45	52	50	63	55
Mature-Age21andOver (%)	51	53	63	60	67
Gap (pp)	+6	+1	+13	-3	+12

(APP 2020 ERC Small denominator)

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, there is a 30 percentage point gap between young and mature students in terms of progression by First Degree students to SOC 1-3 outcomes or postgraduate study (Table 1.3.3.1). 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 percentage point gap in performance between young and mature students leaving Other Undergraduate programmes.

Table 1.3.3.1 TECP Progression rates Young/Under 21 and Mature/ Age 21 and Over

Course Type	Category	2012/13	2013/14	2014/15	2015/16	2016/17
First Degree	Young-Under21 (%)	33	34	R	37	30
First Degree	Mature-Age21andOver (%)	52	R	R	43	60
First Degree	Gap (pp)	+19	n/a	n/a	+6	+30
Other Undergraduate	Young-Under21 (%)	77	55	55	60	60
Other Undergraduate	Mature-Age21andOver (%)	79	69	R	67	80
Other Undergraduate	Gap (pp)	+2	+14	n/a	+7	+20

(APP 2020)

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 illustrates that 30% of students at TEC Partnership have declared a disability. This includes 32% of TEC Partnership's students on First Degrees compared to a sector average of 16% and 29% of Other Undergraduates compared to the sector average of 16%. The proportion of entrants with mental health issues was 5% of the 2017/18 cohort, a 2.8% increase from 2015/16 (Table 1.4.1.1). Local data shows that in 2019/20 this was 8% of the cohort. Students with a disability have been well supported with a variety of measures including early full assessments, swift interventions, an Institute-wide approach to promoting awareness and directly supporting students with mental health issues.

Table 1.4.1.1 TECP and Sector comparison of % students with a declared disability

Course Type	2014/15	2015/16	2016/17	2017/18	2018/19
TECP First Degree (%)	30	29	30	27	32
Sector First Degree (%)	13	13	14	15	16
Other Undergraduate (%)	27	18	19	27	29
Sector Other Undergraduate (%)	13	13	14	14	16

(APP 2020)

TEC Partnership will be acting to ensure that the methods for identifying students with disabilities are robust for all characteristics, however will not be setting specific targets in this area.

### 1.4.2 Success

#### Continuation

There is evidence of a gap in performance between those with a declared disability and those without for Other Undergraduate students. Between 2014/15 and 2017/18 there has been a positive gap for this group but in 2018/19 there has been an 11 percentage point swing in the gap (Table 1.1.2.1). There is also evidence of a small but reducing gap in performance between First Degree students with a disability and those without. The similar gaps in sector performance are very small.

Table 1.4.2.1 TECP continuation rates by disability and subject type

MEASURETYPE	Measure	2013/14	2014/15	2015/16	2016/17	2017/18
All Undergraduates	No Known Disability (%)	75	78	82	83	84
All Undergraduates	Disabled (%)	78	81	87	81	79
All Undergraduates	Gap (pp)	+3	+3	+5	-2	-5
First degree	No Known Disability (%)	80	84	79	86	84
First degree	Disabled (%)	79	82	86	79	80
First degree	Gap (pp)	-1	-2	7	-7	-4
Other undergraduate	No Known Disability (%)	70	72	84	79	84
Other undergraduate	Disabled (%)	76	80	90	84	78
Other undergraduate	Gap (pp)	6	8	6	5	-6

(APP 2020 ERC Small denominator)



The disability types associated with different types shows a drop-in performance for sensory, medical and physical from 90% down to 65% between 2014/15 and 2018/19 (Table 1.4.2.2).

Table 1.4.2.2 TECP All undergraduates, continuation by disability type

Disability	2013/14	2014/15	2015/16	2016/17	2017/18
Cognitive and Learning (%)	83	86	85	88	81
Mental Health (%)	DP	80	N	N	80
Sensory Medical and Physical (%)	N	70	90	75	65
No Known Disability Type (%)	75	78	82	83	84

(APP 2020 ERC Small denominator)

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 (Table 1.4.2.3). In 2016/17 a 14 percentage point gap opened up, was reduced slightly in 2017/18 and then increased back to 22 percentage points in 2018/19. Locally held data shows this gap reduced to 5 percentage points in 2019/20 cohort.

Table 1.4.2.3 TECP attainment by Disability

	Measure	2014/15	2015/16	2016/17	2017/18	2018/19
INDICATOR	No Known Disability (%)	47	52	63	65	71
INDICATOR	Disabled (%)	54	52	49	52	49

(APP 2020 ERC Small denominator)

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

Between 2012/13 and 2016/17 the progression scores dipped from 58% to 49% before rising to 59% in 2016/17 (Table 1.4.3.1). In 2016/17 a non-statistically significant progression gap of 13 percentage points opened up between those with a declared disability and those with no known disability. For First Degree students this is 6 percentage points, the data for Other Undergraduate students is suppressed because there are so few in 2016/17 in this category however, because of cohorts it must be higher than 13 percentage points. The data for progression by disability type is heavily suppressed but from the information that is available, there are no significant gaps.

Table 1.4.3.1 TECP Progression by disability

TYPE	DETAIL	2012/13	2013/14	2014/15	2015/16	2016/17
All undergraduates	No Known Disability (%)	59	50	R	53	62
All undergraduates	Disabled (%)	57	R	R	47	49

All undergraduates	Gap (pp)	-2	n/a	n/a	-6	-13
First Degree	No Known Disability (%)	43	39	R	40	52
First Degree	Disabled (%)	45	40	R	40	44
First Degree	Gap (pp)	2	1	n/a	0	-6
Other undergraduate	No Known Disability (%)	78	64	R	65	75
Other undergraduate	Disabled (%)	N	R	R	60	N
Other undergraduate	Gap (pp)	n/a	n/a	n/a	-5	n/a

(APP 2020 ERC Small denominator)

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 TEC Partnership have developed excellent working relationships with Virtual Schools from all localities ensuring support in the transition of Looked After Children (LAC) learners from school into college through meetings and events.

There are a very small number of care leavers in higher education currently that were identified by local data available from their originating course at further education. This number has been suppressed to ensure TEC Partnership complies with General Data Protection Regulations (GDPR) 2018 and the Data Protection Act (DPA) 2018. Information on the care status of higher education 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 care leaver students studying on a higher education programme at 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 students' performance. There are currently few students who are care leavers studying on a higher education programme at TEC Partnership to make judgements about success and progression.

National data on success in higher education is not easily available but there is much research into the support needed to support those from these backgrounds. TEC Partnership is committing later in the plan to meeting the best practice within the sector beginning with the baseline principles (DFE 14 March 2019) and best practice (Ellis et al 2019) including extending its definition to include all those without family support (OfS May 2020).

## 1.6 Intersections of disadvantage

The small numbers of students in TEC Partnership's group sizes mean that intersectional or disaggregated analysis is limited. In response a research project was conducted to analyse the factors affecting performance for students. This consisted of a questionnaire and accompanying statistical analysis and interviews with a range of students. Early stage analysis has identified that the proportions from TEC Partnership's student groups mean that *individual* factors are often not to blame and the combination of age, IMDQ and other cultural factors can be identified. For instance, this research showed that 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. Each of these factors alone did not show statistical significance on the outcomes for students but the 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, which is approached on an individual basis to meet the complex needs of the cohort.

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 TEC Partnership graduates progressing straight to master's following bachelor's study was not possible as it was largely unfunded in the years in review and many of these students had a family to support. In addition, the family and the family 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.

## 1.7 Sex

### 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 percentage points, with females outscoring males for this measure. This is a reduced gap since 2013/14 where the gap was as high as 14 percentage points. 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 percentage points for Other Undergraduate programmes and an 11 percentage point 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 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 Other Groups**

TEC Partnership's practice as a further education college places it at the heart of the community for extending educational outcomes to many groups including carers, people estranged from their families, people from Gypsy, Roma and Traveller communities, refugees and children from military families. It works closely in its FE provision with these groups where they present themselves for support.

For instance, TEC Partnership identifies Young Carers and Carers through its Admissions process and shares information through Learner Indication of Need Meetings held with each Curriculum Area. It liaises with families, support workers and Services as well as the young person/adult to ensure they are fully supported in their transition to the institution as a provider and that appropriate support continues once they join. TEC Partnership has had in place a support network for Young Carers through the Council's Young Carers team but unfortunately this has been on hold this year due to Covid safety regulations. The Intensive Support team also attend the Young Carers' Network meetings.

There are 25 young carers in FE this academic year. None are due to progress to HE with TEC Partnership this year as they are not in the final year of their programme. The outcomes for these are closely monitored and support interventions put in place. Data protection prevents further detailing out outcomes in this plan.

When a young person/adult identifies as a Young Carer/Carer TEC Partnership meets with them from a Learner Services perspective within their first days of attending to discuss support that can be offered e.g. pastoral, safeguarding, counselling, financial support and work with services around the types of support they may be accessing or entitled to externally and registering officially as a Carer. TEC Partnership works with Curriculum teams to ensure staff are aware of the impacts of caring responsibilities for the individual and their own circumstances and encourage HE applicants to disclose any caring responsibilities so that this can be considered. Staff meet regularly with Young Carers/Carers around their commitments as per risk indicators. TEC Partnership monitors the course progression of Young Carers and offer support around progression routes, Careers IAG and employability skills with a good progression rate – 72% expected this year (56% in 19/20 and 83% in 18/19) - of learners continuing with us onto the next level of their programme. Many Young Carers have progressed into full time employment upon completion of their programme as an alternative to continuing studies (16% this year which is consistent with 16% in 19/20).

### **1.9 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 sixth form in assisting in attainment and aspiration;

For (b), which is to reduce continuation gaps between the most and least represented groups, 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, TEC Partnership's contribution is limited by the very low recruits from not 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**

TEC Partnership's assessment of performance has led it to set the following strategic aims for its Access and Participation Plan.

### **2.1 Target groups**

#### **Access**

For Access, TEC Partnership will aim to ensure 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 better support further education learners and others who are, or are to become, care leavers in their applications for higher education. In addition, it is committed to closely monitoring and supporting applicants from a range of backgrounds including people from Gypsy, Roma and Traveller communities, refugees and children from military families. It will also aim to increase the number of Asian, Black, Mixed and Other ethnicities students in its cohorts. TEC Partnership will target work to increase participation in higher education by those of ethnicity other than those who are classified Asian, Black, Mixed and Other ethnicities.

TEC Partnership is committed to working with Uni Connect programmes to raise attainment in schools. We will provide support to the Uni Connect programmes with delivery and evaluation of workshops and through our work on governance of the projects. The nature of the workshops will be decided on in 2022/23 and delivered in 2023/24.

#### **Success**

For Success TEC Partnership will focus activity to maximise achievement of its students by continually seeking to improve its courses, its delivery and its support to increase the percentage of students from lower socio-economic backgrounds, and those with a disability, who complete their studies and gain good degrees.

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: male students from IMDQ1/2 on *Other Undergraduate*

programmes who show a significant gap to female students; and those with a disability from IMDQ1/2. The focus will be on both continuation and attainment, where appropriate, in all these areas.

### **Progression**

For Progression TEC Partnership will aim to increase the percentage of students from lower socioeconomic backgrounds, and those with a disability that are in highly skilled employment or further study following their degree. 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.

## **2.2 Aims and objectives**

### **Access**

TEC Partnership will provide governance and specific support for activities to Uni Connect programmes in their work to raise attainment in schools.

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 2025/26, TEC Partnership will undertake further work to encourage access to higher education of those from a Black, Asian and minority ethnic background to ensure the student profile matches the demographics of 5% of the local population.

By 2021/22 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 2025/26, TEC Partnership will significantly increase the number of care leavers engaging in higher education. This is not included as a target in the APP because it cannot be expressed as a percentage.

### **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, no matter the starting point on their journey.

By 2022/23 TEC Partnership will review its support mechanisms to ensure the support packages encourage the success of students without family support.

By 2025/26 TEC Partnership will eliminate the unexplained gap in attainment between those with a declared disability and those with no known disability. In 2018/19 this gap was 22 percentage points; it intends to close this to 5 percentage points.

By 2025/26 TEC Partnership will close the unexplained continuation gap for All Undergraduates with a disability and those with no known disability. In 2017/18 the gap was 5 percentage points; it intends to close this to 1 percentage point to match the gap in sector data.

By 2025/26 TEC Partnership will reduce the continuation gap between IMDQ1/2 and the Sector Equivalents to 2 percentage points. This equates to at least a 5 percentage point increase in performance for these students over time.

By 2025/26 TEC Partnership will reduce the attainment gap between IMD quintile 1-2 and IMD quintile 3-5 from 9 percentage points to 5 percentage points. The current sector gap is 12 percentage points.

### **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. It aims to provide support for applications to graduate level jobs and to further study for all students within this.

By 2022/23 TEC Partnership will review its support mechanisms to ensure the support packages encourage the progression of students without family support.

By 2025/26 TEC Partnership will work on successfully closing the gap in progression to highly skilled employment or further study of TEC Partnership First Degree graduates from IMD quintiles 1-2 postcodes compared to the sector. In 2016/17 the gap was 20 percentage points for IMDQ1/2 students.

By 2025/26, TEC Partnership will close the progression gap for all undergraduates with a declared disability to those with no known disability. In 2016/17 the gap was 13 percentage points. TEC Partnership aims to reduce this to 6 percentage points; the sector data shows a 13 percentage point gap.

## **3.0 Strategic Measures**

### **3.1.1 Whole Provider Strategic Approach**

TEC Partnership offers opportunities, within its communities, for higher education. It is successful at training and preparing learners in its further education provision to have attainment to allow them to progress to higher education and to aspire to progress to higher education. In addition, it provides opportunities for students to use higher education to get a job, or to get a better job. As such its work throughout the student life cycle is to ensure all its actions are inclusive and break down the barriers to success and progression for its students.

In order to achieve this TEC Partnership's Governors, senior teams, academic staff, support staff, stakeholders and students all engage with the plan through being part of its creation and implementation. The TEC Partnership Corporation has ultimate responsibility for the delivery of the APP. At each of these stages the reporting on the plan ensures that that monitoring occurs and where there is variance from the plan or progress is too slow how the plan will be brought back on track. Involved in the monitoring are the Chief Executive, Principals from each college, the chair of the governing body and the chairs of each college's governance team. The Corporation delegates this responsibility to the HE Oversight Committee. This committee is constituted of governors from all sites delivering higher education and student representatives and is chaired by an expert governor. Principals of all sites delivering higher education and the Group Academic Registrar report to, and are challenged by, the committee.

The Higher Education Quality Improvement Committee monitors the delivery of the plan through oversight of the operational delivery committee. At each Higher Education Quality Improvement Committee papers associated with the APP are presented and reviewed.

Operational delivery of the plan is delegated down to the Access and Participation Plan Committee. It is chaired by a 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 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 a 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 it supports;
- 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 its 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 aims to be fully inclusive and to encourage participation of those who are disadvantaged and who face particular barriers to education;
- 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.

The Access and Participation Plan is a central part of the strategy at TEC Partnership. It is discussed in its 5-year Strategic Plan for Higher Education and in addition the Strategic Measures of Success for Higher Education which is reviewed annually and includes the targets set out in the plan and all commitments within the plan. In addition, the Teaching and Learning Strategy and the College Employability Strategies are mapped to the Access and Participation Plan.

TEC partnership is committed to ensuring the plan itself and all activities conducted under this plan are compliant with the Equality Act 2010. 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.

### **3.1.2 Strategic measures: Activity Approval**

All activity conducted under this plan 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 proposal must align to an aim, articulate clear measures of impact of the activity and a commitment to sharing the lessons learned with others.

Two different approaches are taken with project 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 project 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 the project will be given to a member of the Access and Participation Plan Committee. An example of this is the implementation and management of the Success Coaches within TEC Partnership.

A second project type of low risk is likely to be one where specific funds are requested to support the employability of a higher education course. The design of this project is much simpler and delivery would occur on a set date followed by an 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)<sup>1</sup> every project is aligned to a strategy through a design to contribute to one of the targets. Each project is approved by the Access and Participation Plan Committee via a bid template. Applications must aim 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:

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

### 3.1.3 Strategic Measures: Fair Access and equality of opportunity

<sup>1</sup> Dhillon, Lovely and Vaca, Sara (2018) Refining Theories of Change. *Journal of MultiDisciplinary Evaluation*. Vol 14 Issue 30. pp 64-83.

TEC Partnership offers school, further and higher education opportunities, in a local setting, aligned to the needs of local employers and the wider community. The communities that 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 higher education to students with diverse and challenging backgrounds. As an Outstanding Ofsted-graded college, 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 complements the TEC Partnership Strategy in this area. The targeting of opportunity to those from other ethnic groups and to care leavers in addition to the excellent work with people from deprived neighbourhoods through access work extends opportunity to a greater number of people.

In similar ways to 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 sixth form provision Career 6, the learning centres in the heart of various communities to the smaller campuses such as Skegness TEC. In addition, TEC Partnership provides extensive outreach with Key Stage 1 and 2 primary school children by 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 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 worsening taken is in line with the TEC Partnership Equality Statement.

Across TEC Partnership an annual programme of schools' tasters is run with local secondary schools which include the promotion of higher education opportunities, including those within the target geographical areas.

There are open events at the colleges which promote their higher education offer and the production of high-quality materials to promote higher education progression opportunities and ongoing delivery of comprehensive information, advice and guidance in relation to admissions, financial support, pastoral support, careers and progression advice. In addition, much work is conducted with the Level 2 and 3 students encouraging them to consider university study.

#### **3.1.4 Strategic Measures: 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 TEC Partnership strategies, align to encourage all forms of success for all students but particularly for those from deprived neighbourhoods and for those with a disability. When researching with these students it is clear that TEC Partnership's curriculum, pedagogy and student support need to develop further the Cultural Capital and Academic Capital of its students; as such its strategic approach is to aim to develop these across all its activities.

#### **Curriculum Changes**

The curriculum offered by TEC Partnership in higher education has been under evaluation through the delivery of the 'TEC2025' 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 TEC Partnership's 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 October 2022. This plan will include a commitment to developing opportunities for degree apprenticeships and flexible modes of study at Levels 4 and 5.

### **Academic and Pastoral Support**

The support arrangements, resourced from higher fee income, have revolutionised support for students at TEC Partnership. TEC Partnership's strategy for supporting students is bespoke for each college in the group ensuring that support decisions meet the needs of the students. At Grimsby Institute of Further and Higher Education 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 the students maintain self-belief and supports those who are from low participation neighbourhoods and areas of deprivation. At East Riding College a Success Centre on each of the college's main campuses supports students with written assignments, English and mathematics, and overcoming learning difficulties. The Success Centres provide extensive support for higher education students including referencing, research and writing skills.

The delivery of the Access and Participation Plan 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.

### **Disability Support**

For students at TEC Partnership the needs of students with a disability or difficulty are met by the excellent Group Disability Service who help students navigate the DSA application process and support them throughout the process from pre-entry to progression.

### **Pedagogic Approaches**

Recent changes in pedagogy due to TEC Partnership's digital learning strategy have meant an embracing of digital learning with the use of synchronous and asynchronous support to lectures and students work delivered through its VLE meaning that students with complex family lives are able to access work even where they were not able to attend, supporting its non-traditional learners.

### **Employability and Careers**

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 TEC Partnership's 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 TEC Partnership's 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 degree, 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.

Research into the needs of graduates culminated in a project entitled TEC Partnership Graduate Attributes and the resulting college employability strategies to meet the outcomes. This project has identified the attributes that TEC Partnership wants all graduates to have and these are being mapped into programmes to ensure that graduates have the right skills, knowledge and behaviours to succeed in the modern world.

### **3.1.5 Strategic Measures: 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, it has shared practice around ensuring the success of non-traditional students. In addition, TEC Partnership is a member of the University of Hull Federation of Colleges. This is a partnership of nine further and higher education 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. TEC Partnership was engaged in two NCOP projects and is committed to extending this work in collaboration with colleges and universities in the region.

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

### **3.1.6 Strategic Measures: Financial support**

The approach taken to financial support has evolved in recent years in response to the evaluation of activity. TEC Partnership is committed to evaluating the effectiveness of the financial support and an annual evaluation is completed using evaluation methods based on the evaluation toolkit. Previous evaluation showed that bursary type approaches were ineffective but financial support when a student enters hardship were most needed. This provides opportunities for students to use this fund rather than increasing part time work when

they reach financial difficulty. In addition, some students apply to the fund if they need new equipment suddenly and they had not budgeted for it.

From September 2021 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. TEC Partnership provides a clear published process for this and support by the learner services team for anyone needing help to complete the process.

From September 2021 TEC Partnership will be offering a bursary to care leavers. The impact of bursary activity has been evaluated and the evaluation showed that when 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 from 2020/21 is to offer a free education to a small number of care leavers in each academic year. The benefits will last for three years for each successful applicant.

### **Eligibility Criteria**

To qualify and applicant must:

- Have evidence that they left care settings in the previous 5 years;
- Have applied through UCAS for study for the academic session;
- Have applied to SFE for the Tuition Fee and Maintenance Loan and have already made these arrangements as this will be used to access your entitlement. This would then be in place if the scholarship application was not successful and could be cancelled if the scholarship is awarded;
- Have applied for a course that does not attract a training bursary, e.g. NHS bursary;
- Be accepted and enrolled onto one of our eligible HE courses;
- Not be having your fees paid or part-paid through a sponsorship arrangement;
- Be a new entrant to Higher Education (i.e. you do not have an existing HE qualification, e.g. Foundation Degree or HND);
- Not be undertaking a postgraduate initial teacher training course leading to qualified teacher status;
- Studying on a programme that begins on its first year as a level 4 programme on the framework for higher education qualifications;
- Not be transferring in from another institution;
- Not be undertaking a postgraduate qualification;
- Have good standing regarding attendance and submission of work.

### **Benefits**

The package for these students will include:

- Zero fees for the life of the programme or for 3 years of study where multiple programmes are used to reach Bachelors award with TEC Partnership;
- A food budget;
- A budget for course-associated travel;
- For the selected students studying at Grimsby Institute of Further and Higher Education, they will also receive free accommodation in our halls or residence.

### **Process**

The criteria are published on the appropriate college's websites in advance of each year's application period and if there are more applicants than there are places a selection process is used. Where, more applications

than places are received a scoring system will be used to decide between all applicants who submit before the published deadline.

When these students are recruited TEC Partnership is committed in its support and in all of its reporting to adhering to the General Data Protection Regulations (GDPR) 2018 and the Data Protection Act (DPA) 2018 as such qualitative evidence or commentary will be used to report on effectiveness of this system.

### **3.2 Student consultation**

The Student Senate is the elected student representative body within TEC Partnership and is made up of students from a range of backgrounds representative of TEC Partnership's student population. It holds meetings which sit inside the deliberative committee structure. In addition, it is represented on all levels of higher education committees and meetings and members attend the HE Oversight Committee and the Corporation. At these meetings, the evaluation of activity is confirmed, discussed and reviewed by the students. A member of the Senate attends the Access and Participation Committee.

Although several consultations and discussions have involved Student Senate members within meetings as part of the structure, a further APP review meeting occurred in 2019 and then a follow up meeting on Thursday 25th February 2021 Student Senate members were invited to review the plan. These students represented TEC Partnership's student body and were from a broad age range and economic background. The students identified five key areas which have influenced the submission:

- The students fully supported the Care Leaver Scholarship with one student commenting "very beneficial. Usually those leaving care are the lost ones having already gone through a lot. This would be very beneficial to remove these burdens and allow them to progress and all-round holistic support". The students also commented that although the number of scholarships was small it was likely that other care leavers would also be encouraged to attend. TEC Partnership will progress with the ideas as planned.
- The students discussed the amount of opportunities to engage in employability activities at 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. TEC Partnership will progress with the ideas as planned and do some focussed work with young students.
- The students suggested that students are available at open events and in marketing events. As a result, a Student Ambassador programme has been included in this plan.
- The concept of the 'Outside-In Project' was discussed with the students. They felt it was a strong project and volunteered to take part and help to shape it. The students suggested that there was a clear need to work with families and children from the area but not to just bring them in for an event but to be part of their learning. One student said "it would be really good, especially for those young people who have a specific desire for an interest eg digital art. It will widen their thought process but also give them an idea on what we have to offer. This also gives them of the idea of opportunities post uni that could help them". TEC Partnership will progress with the ideas as planned.
- The students appreciated the work done through the lockdown period bringing about many talks on employability from specialists in the field including many national speakers. TEC Partnership will progress with the ideas as planned and extend the use of digital employability and cultural workshops.

The ideas from this consultation and from student consultations going forward will be included in TEC Partnership's plans through the participation in its APP meetings of students. All of the ideas suggested in the latest consultation will be included next year in the log of activities and will be conducted. TEC Partnership is

also committed to holding 3 meetings about the plan each year with the student body to consult on the progress and direction of its plan.

### 3.3 Evaluation strategy

The self-assessment of TEC Partnership's evaluation strategy prior to 2019 showed that it was overly reliant on descriptive qualitative evaluation for most activity. There was need for a structure to ensure that evaluation was credible and robust allowing for future decision making to be improved. In 2020/21 TEC Partnership further reviewed the system and has been providing evaluation training for key staff members with some staff attending external events to facilitate better evaluation, the results are being disseminated to other staff. The following system has been designed so that evaluation of activities is placed at the centre of planning and decision making about future activity to achieve the aim. It is TEC Partnership's intention to annually appraise the evaluation system to ensure it is robust and credible. All programmes must evaluate the impact of the activity but also provide evaluation of the lessons learned from the process. All projects have a senior team sponsor who is responsible for ensuring that the evaluation is focussed on impact. Project approval is only granted from the APP committee where there is evidence of robust evaluation plans for both impact evaluation and lessons learned.

#### 3.3.1 Impact Evaluation

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 causal impact evaluation embedded within the project design. Some projects will include evaluation support from academic staff. In order to facilitate this the staff must be unconnected with the delivery of the project. Impact evaluation levels are explained in Fig 3.2.2.

Fig 3.3.1 Evaluation types and claims.

Type and Investment Level	Description	Evidence	Claims that can be made
Type 1: Narrative  < £3k	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 any existing evaluation results	There is a coherent explanation of what was done and why. Any claims are research-based
Type 2: Empirical Enquiry  >£3k <£10k	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	It can be demonstrated that these interventions are associated with beneficial results.

Type 3: Causality  >£11k	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	It is believed the intervention causes improvement and can demonstrate the difference using a control or comparison group
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(APP Workshop, 2019)

### 3.3.2 Embedding learning from evaluation in practice

The APP Committee is responsible for ensuring that all evaluation is completed, robust and credible. The evaluation system is designed to ensure that all activities are assessed to ensure they contribute to eliminating inequality across the student lifecycle providing the most benefit. The system is designed to ensure TEC Partnership can identify which interventions work well and learn from the interventions that are not working well. 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 presented at the annual scholarship conference by the Access and Participation Research Officer.

The APP Committee is responsible for ensuring that future practice is informed by the evaluation of previous activity. Learning from the evaluations is shared through the APP Committee and in Community and Practice to influence future programme designs. For instance, a project has started which aims to better prepare those who are returning to education after a gap as there was found to be a gap in continuation for these groups. A learning package has been designed to bridge this gap. The impact of this package will be evaluated using statistical analysis and qualitative feedback to help further shape the learning package, its content and its delivery for future years.

### 3.3.3 Evaluation of financial support

From 2021 TEC Partnership is committed to using the OfS financial support evaluation toolkit to evaluate the use of the hardship funds as a financial support measure. The toolkit will not be used to assess the Care Leaver bursary because of the small number of students receiving this meaning TEC Partnership may breach GDPR regulation.

### 3.4 Monitoring progress against delivery of the plan

At TEC Partnership all staff members are engaged and responsible for the monitoring of the work towards this plan. However, more specifically the members of the APP Committee and the nominated senior lead for APP take operational responsibility. The APP Committee meets bi-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 TEC Partnership's culture and practice to constantly refer to and review data. The weekly 'HE on a Page' report is made available to all staff and illustrates the current position, by programme, for continuation, retention and attendance of each



programme level. This report is referred to at all meetings concerned with higher education. Using these tools, and by the creation of new tools, TEC Partnership is well positioned to monitor progress.

The APP committee is the first area responsible for taking necessary robust actions. Where progress is not being made towards the objective, or where performance is worsening, the APP committee is well positioned with leaders from across the organisation to rigorously monitor and enact the changes required to reverse any emerging trends. The APP committee reports into the Higher Education Quality Improvement Committee (HEQIC) and Executive Management Team (EMT) at Strategic Level and to Higher Education Oversight Committee (HEOC) at Governor Level. This committee includes a Pro-Vice Chancellor chairing the committee and other external higher education professionals who challenge and provide robust scrutiny of the plans and outcomes. The oversight at these levels ensures that, should progress not be made, corrective actions would be taken to ensure that the objectives set out in the plan are achieved. Possible actions could include closer management of those responsible for the plan, further training for those involved in producing or carrying out the programmes required or the seeking of expertise to support the delivery of the plan. TEC Partnership is confident that the speed of analysis and the corrective actions outlined above would ensure prompt resolution should there be indications that the plan was not meeting its agreed outcomes.

#### **4.0 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. TEC Partnership's fees are not increased during the programme of study for any reason ie a student stays on the same fees for all the years of study on their programme. At enrolment on to 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.

The following web links are the fees and funding website pages for the [TEC Partnership](#) and [East Riding College](#) respectively.

#### **5.0 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)

### Summary of 2021-22 entrant course fees

\*course type not listed

#### Inflationary statement:

We will not raise fees annually for 2021-22 new entrants

**Table 4a - Full-time course fee levels for 2021-22 entrants**

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

**Table 4b - Sub-contractual full-time course fee levels for 2021-22**

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 2021-22 entrants**

Part-time course type:	Additional information:	Course fee:
First degree	East Riding BA Education	£4,388
First degree	East Riding College (inc Top Up)	£4,660
First degree	Grimsby (inc Top Up)	£6,557
First degree	Scarborough (inc Top Up)	£5,000
Foundation degree	East Riding	£4,695
Foundation degree	Grimsby	£5,667
Foundation degree	Scarborough	£5,000
Foundation year/Year 0	*	*
HNC/HND	East Riding	£2,795
HNC/HND	Grimsby	£3,000
HNC/HND	Scarborough	£3,000
CertHE/DipHE	*	*
Postgraduate ITT	East Riding (cert/prof/post)	£3,585
Postgraduate ITT	Grimsby (cert/prof/post)	£4,250
Postgraduate ITT	Scarborough (cert/prof/post)	£3,750
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

**Table 4d - Sub-contractual part-time course fee levels for 2021-22**

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

## 2021-22 to 2025-26

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 figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OFS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2021-22	2022-23	2023-24	2024-25	2025-26
<b>Total access activity investment (£)</b>	£85,000.00	£90,000.00	£96,000.00	£97,000.00	£97,000.00
Access (pre-16)	£28,000.00	£30,000.00	£32,000.00	£32,000.00	£32,000.00
Access (post-16)	£28,000.00	£30,000.00	£32,000.00	£32,000.00	£32,000.00
Access (adults and the community)	£29,000.00	£30,000.00	£32,000.00	£33,000.00	£33,000.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
<b>Financial support (£)</b>	£147,766.00	£185,662.00	£223,558.00	£223,558.00	£223,558.00
<b>Research and evaluation (£)</b>	£50,000.00	£50,000.00	£55,000.00	£55,000.00	£55,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2021-22	2022-23	2023-24	2024-25	2025-26
<b>Higher fee income (£HFI)</b>	£2,328,731.00	£2,413,362.00	£2,621,270.00	£2,645,450.00	£2,647,110.00
<b>Access investment</b>	3.7%	3.7%	3.7%	3.7%	3.7%
<b>Financial support</b>	6.3%	7.7%	8.5%	8.5%	8.4%
<b>Research and evaluation</b>	2.1%	2.1%	2.1%	2.1%	2.1%
<b>Total investment (as %HFI)</b>	12.1%	13.5%	14.3%	14.2%	14.2%

