



## 2019-20 access and participation plan monitoring

### Provider impact report

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

#### 1. Ambition and strategy

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

Access -

The Group had 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. 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** - 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 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 affect veteran's 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 effect 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.

**POLAR Attainment** - 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. 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 the 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 in national policy on disability support. 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.

#### 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.

## 2. Self-assessment of targets

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

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

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

### Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Student success)	Increase retention of WP students where currently in baseline year we have a 21.6% withdrawal in first year.	2015-16	Retention of students from POLAR3 Q1 (21.6%)	16%	15%	Percentage	2018-19	14	Expected progress
T16a_02 (Student success)	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	2013-14	Degree classifications 52% good degrees compared to 63% nationally	60%	60%	Percentage	2019-20	70	Expected progress
T16a_03 (Progression)	DLHE survey data shows 84% of graduates entering work or further study. DLHE Data provided by recommended HEFCE company.	2013-14	DLHE Survey Work or further study as a measure. (84% baseline)	87%	87%	Percentage	2016-17	86	Expected progress
T16a_04 (Access)	Increase the number of students on programmes who have completed Level 3 programmes at GIFHE in the previous year of study.	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%	Percentage	2019-20	17	Limited progress
T16a_05 (Student success)	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.	2013-14	Reduce this success gap from 8%.	3%	2%	Percentage	2018-19	0	Expected progress

T16a_06 (Access)	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 Qunitile 1 neighbourhoods should increase each year.	2015-16	Percentage of new Young Full Time degree entrants who live in Polar Quintile 1 to increase from 20%	23%	25%	Percentage	2019-20	38	Expected progress
T16a_07 (Access)	In 2015-16 we enrolled 16% Young Male Full Time, first degree entrants who live in Polar Quintile 1,2 and 3.	2015-16	Percentage of Young, Full Time First Degree Entrants who live in Polar Qunitile 1,2 and 3 postcodes / All Full Time First Degree Entrant	24%	24%	Percentage	2019-20	34	Expected progress
T16a_08 (Access)	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.	2015-16	Increase the number of BME students from 2.5% of new entrants in 2015-16.	3.6%	4%	Percentage	2019-20	4	Expected progress
T16a_09 (Progression)	In 2014/15 cohort 7% First Degree graduates went on to further study. This is a against a national average of 15%	2014-15	Decrease gap to national average from 8%	6%	5%	Percentage	2016-17	-4	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	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.	2016-17	14.4	18.4%	20.4%	Percentage	2019-20	0	Limited progress
T16b_02 (Multiple)	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.	2016-17	20	50	60	Headcount	2019-20	60	Expected progress

### 3. Investment commitments

#### 3.1. Access and participation investment for the last audited year

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

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£93,000.00	£101,000.00	9%
Financial Support	£183,500.00	£170,000.00	-7%

### 4. Action plan

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

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_04	This target is not one we are progressing with going forward and does not have material impact on aims of OfS around Access and Participation. It was a target set before the implementation of standardised data and we had previously requested to remove this but it was not possible when we requested this.
T16b_01	We will continue to play an active part in all activities connected with Uni Connect and will contribute to the setting and achieving of the current targets for the two we are engaged with.

## 5. Confirmation

TEC Partnership confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
TEC Partnership has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Gill Alton
Position	Chief Executive Officer

## Annex A: Commentary on progress against targets

TEC Partnership's commentary where progress against targets was less than expected.

<b>Target reference number: T16a_04</b>
How have you met the commitments in your plan related to this target?
Yes
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes. We have developed new programmes designed to increase this market as part of our IoT. Some of these programmes come online in 2021/22 and are likely to contribute to this cohort. In addition, we have altered our expectations around entry requirements for non-standard entrants. Many more of these are pursuing L3 qualifications with us meaning they are likely to be in this dataset the following year.

<b>Target reference number: T16b_01</b>
How have you met the commitments in your plan related to this target?
We have continued to work within and are major contributors to two groups formed from the disbanded NCOP projects. The target was set to develop in this area.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We have continued to take the necessary steps to help the Uni Connect projects we are part of to hit their targets.

## Annex B: Optional commentary on targets

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

Reference Number	Optional commentary
T16a_01	<p>We flexed support teams to ensure We provided monitoring of support to these students particularly those deemed at risk.</p> <p>We changed our student engagement policy from pure focus on attendance to monitoring engagement and providing intervention based on risk.</p> <p>Many of our young students come direct from our L3 courses and We have ensured the academic teams from HE and FE work closely before progression to HE starts, better preparing our FE students for HE.</p>
T16a_02	<p>We improved our support through investment in support services through an academic achievement coach.</p> <p>We added classification of Foundation Degrees to our regulations which means that students are used to improving grades in 2016. This had an impact in 2018 on Top Up degrees. In addition, we added Other Undergraduate Attainment to our target setting in 2019.</p> <p>The data in 2019/20 is affected by no detriment policy used by our partner university so is high (70%) but the 2018/19 was also at 62% which meets the target.</p>
T16a_03	<p>Methodology of gathering the data has changed with different categories. We have made progress in line with our original plan. The measurement point has altered meaning that the data has not yet been gathered for this plan. We have created new targets based on the APP supplied data.</p>
T16a_04	<p>104 students out of 616 completed a L3 with us in the previous year. We are satisfied that this is an appropriate number based on our market and courses. In addition we have developed new programmes as part of our IoT programmes which will recruit in 2021/22 and have an impact on these figures.</p>
T16a_05	<p>Using the data for continuation provided we have reduced the gap to 0 for continuation within this group. The original target was written using slightly different language but the methodology was referring to continuation.</p>
T16a_06	<p>The original target was set using POLAR3 and not POLAR4 data. We are using POLAR4 data in the analysis. In addition, the target was set using our own calculated data. The monitoring is completed using the APP dataset and shows we have 38% POLAR4Q1.</p>
T16a_07	<p>Original target was set but was unclear about the makeup of the data. The data used for this target predates the submission in 2019/20 plan but we were unable to change these targets at that time. The recruitment of young males to first degree courses was 34%.</p>

T16a_08	The original target was constructed using local data and the subsequent targets were flawed. We have had limited progress in 2017 and 2018 and then have increased in 2019 through our actions in this area back to 4% of the population using the same criteria when the target was set. The recruitment activities in 2019/20 meant that 4 % of the new cohort in 2020/21 were from the required grouping. Future plans have used the OfS dataset.
T16a_09	Of the students in the GO survey 21/98 respondents on Bachelors programmes were in further study. This is a 4% positive gap to sector.
T16b_01	We have continued to work with the UNI Connect system in 2 groups. We are a critical member and have engaged with the programmes throughout. The methodology of the group has changed in 2019/20 and this has rendered this target meaningless.
T16b_02	Through our collaborative work we are partners with schools on various activities. Other Higher Education Providers provide these services into schools in our local area so we took the decision to focus our activities in other areas. We did however, deliver a series of activities within our own A level provision. This target is not included in our 2020/21 Plan or in our submitted 2021/22 onwards plan.