

University Centre at Blackburn College (UCBC): Access and Participation Plan 2019/20

1. Introduction

Mission

Transforming students' lives and our community, through outstanding education, training and support.

Vision

Aspiring, innovating and achieving together, across our community

Blackburn College is one of the largest providers of Higher Education in a Further Education College in England and has been providing education and training for over 130 years. The majority of the College's provision is Further Education but now with increasing pathways from Level 3 in Further Education into Level 4. In the University Centre at Blackburn College there are approximately 2,800 students undertaking Foundation Degrees, Honours Degrees, Higher National Diplomas and a wide range of Professional courses. The vast majority of our Degree programmes are validated by Lancaster University, which is the Good University Guide University of the Year 2018.

In Blackburn College's Strategic Plan 2015/16 – 2017/18, the College made a commitment under Strategic Objective 1 – the Quality of the Student Experience to 1) supporting a year on year increase in the number of progression pathways for students from Entry Level to Masters; 2) to deliver an employment related Higher Education offer which encompasses a Foundation Studies year, Foundation and full Honours Degrees, Degree Level Apprenticeships and which develops a four year 'Year in Industry' (Sandwich degree) offer.

The three guiding principles that underpin the Educational Character of Blackburn College are to:

- Deliver knowledge and skills that lead to meaningful employment;
- Deliver a high quality education that changes mind sets
- Deliver citizenship and social cohesion to the community we serve.

These key tenets set out our educational aspiration which includes providing Access to Higher Education for those who may not have had the confidence or ambition to consider it previously.

The vast majority of Blackburn College courses have been carefully mapped across the various levels to ensure progression pathways for our students through their chosen academic routes, without having to leave the College. The College supports the ambition of all of its students and recognises that for some remaining in Blackburn for their study is not for them. Many go into the world of work or into Apprenticeships and many A-level and Level 3 students go on to nationally respected Universities to undertake further study.

To support our curriculum development and the development of a sustainable workforce for our employers we work closely with employers across Pennine Lancashire and beyond in our curriculum development (particularly at levels 4/5 and 6), which in turn, supports them to develop a highly skilled and vocationally competent workforce. This supports the employers'

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competitiveness in a global marketplace and this is central to the College's mission as an educational institution driven by vocational and academic excellence, with ambition to become an indispensable partner to business and which equally importantly supports our civic engagement responsibilities.

2. Economic and Social Context

Blackburn College is a large general further education College situated in Blackburn town centre, within a mile radius of the College, there is a Sixth Form College, two schools with Sixth Forms and private schools with A-level provision. Each year the College provides learning opportunities to 13,000 students at all levels and across a wide range of sectors. 147,000 people live within the borough of Blackburn with Darwen. There is a younger than average age profile with 29% of its population aged 0-19. In Blackburn with Darwen almost 70% of the population is white. The proportion of the population who are BME, at 31%, is by far the highest in the Lancashire-14 area. The rate is three times greater than for Lancashire-14 and regional averages. Almost 45,500 people in Blackburn with Darwen are in the BME category.

The percentage of disadvantaged students (pre-16) within the borough is 33.6% and remains at around 7% above the national rate of 27.3. Blackburn College has 57% of students from disadvantaged postcodes and 28% of students are from BME (Black and Minority Ethnic) backgrounds (this figure rises to 36% for FE). Around 28% of the Borough's residents are from an Asian heritage background, with 69% from a White ethnic group. Between 2014 and 2039 the population of the Borough is projected to decline by 2,698 (1.8%) to 144,045.

2015 Indices of Multiple Deprivation data ranks Blackburn with Darwen as 12th on the list of local authorities nationally with the highest percentage (30.8%) of its neighbourhoods in the most deprived 10% of neighbourhoods nationally. Blackburn with Darwen has 17.6% (7,700) of households with no adult in work. It is 20th on the list of local authorities nationally with the highest levels of employment deprivation (18%). The Annual Population Survey 2016 reveals that 12.7% of Blackburn with Darwen residents have no qualifications, compared with 9.5% for the North West and 8% nationally. A lower proportion of Blackburn with Darwen adults are qualified to level 2 or above, 66.6% compared to 73% for the North West and of these, Blackburn with Darwen adults are less likely to be qualified to level 4 (28%).

Blackburn with Darwen has an unemployment rate currently of 5.9% which is 1.2% above the North West rate and 1.3% above the UK unemployment rate. 24% of the working age group of Pakistani residents have never worked and full-time earnings are 10% below the national average. With high levels of social deprivation, basic skills levels, including English as an additional language, are low. 28% of jobs within the borough are paid below the living wage. 91.2% of Blackburn with Darwen residents either speak English as their main language, or if it was not their main language, speak it well, compared to 95.5% in England and Wales.

9% of the working age population of Blackburn with Darwen are full time students. 31.6% of the working age population are economically inactive which is considerably higher than 24% for the North West and 22% for England. The proportion of Blackburn with Darwen 16-17 year olds Not in Education, Employment or Training (NEET) for 2016 is 3%, 0.2% above that for

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England and 0.4% lower than the North West average. A further 3.1% of young people aged 16-17 are not known to the local authority. Over the last 3 years Blackburn College has supported over 500 NEET young people.

32% of the working-age population of Blackburn with Darwen has a degree or other higher education qualification, significantly lower than the regional average of 38% but an increase of 2% in the last year.

Only 0.4% of employers in the Borough have over 250 employees and 80.4% of enterprises are classified as micro – employing 0-9 individuals; Blackburn College is part of the HIVE network which supports small-to-medium size employers (SME) to engage with the College. 11.5% of enterprises are small and employ 10 – 49 individuals and the remaining 2.3% are medium enterprises employing 50 – 249 individuals. 13.35% of Blackburn College staff are from BME backgrounds.

College recruitment data shows that 16 year old FE students are recruited primarily from Blackburn with Darwen with approximately 60% of the total school leaver cohort coming from 22 local schools. 2016/17 GCSE results showed that 41.4% of school leavers in Blackburn with Darwen achieved Grade five or above in English and Maths, this was below the England state schools average.

Blackburn with Darwen is a 'Prevent' priority area and the College engages effectively with this 'Prevent' agenda. The College has strong and supportive links with partners, including local authorities, the police ('Prevent' and 'Channel') and the regional FE/HE 'Prevent' coordinator to develop stringent information-sharing protocols and share intelligence. A member of the College Leadership Team is the nominated Single Point of Contact (SPoC) for 'Prevent'/'Channel' and is a member of the local and regional 'Prevent' Partnership Meetings and represents FE/HE at the Lancashire Channel Panel. A 'Prevent' risk assessment is in place (informed by the Counter Terrorism Local Profile) and reviewed termly with associated action plans developed to a high quality and cover all aspects of the 'Prevent' duty, including risk and threat.

The economy of Blackburn with Darwen exhibits diversification as older traditional industries are replaced by employers in the high technology sector. Manufacturing, notably in aerospace and engineering, continues to be important. 35% of the working age population is not in work which comprises of 30% males and 42% of females, and for those who are in work, full-time earnings are 19% below the national average. With high levels of social deprivation, basic skills levels, including English as an additional language, are low.

The College is committed to Widening Participation in learning at all levels in order to meet the skills gaps and respond to the needs of both individuals and employers. Changes to the curriculum are reviewed on an annual basis through business planning in response to labour market information, local, regional and national priorities. It is within this challenging environment that the College operates and works in partnership with the Borough Council and others to make improvements to life chances.

Blackburn College is well placed to build on the contribution made to date with regard to the Government's widening participation and social mobility agendas. The College is committed to providing an inclusive and supportive learning environment, with the aim of enabling students to realise their full potential.

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The College provides high quality, employment-focused courses, engaging with employers to influence curriculum that meets local, regional and national priorities. The Blackburn College Curriculum Strategy facilitates alignment between the College's Further Education provision and that of the Higher Education provision available through the University Centre.

The College has established key partnerships with a range of Universities and Professional Bodies, including Lancaster University, University of Central Lancashire, University of South Wales and the University of Cumbria.

The Local Enterprise Partnership priorities and Labour Market Intelligence inform the development of the College's curriculum and the opportunities we provide for our students. Coupled with the University Centre's active engagement with employers, validating partners and community groups, this enables us to tailor the curriculum to address economic, community and social needs. The College attracts a diverse student population, representative of the local and regional communities it serves.

We are committed to supporting all of our students who wish to progress to higher level study. Reflecting demand in our local community and student population, we have introduced flexibility in our provision starting in both September and January each year and have introduced and continue to expand 'Year in Industry' opportunities as part of our Degree Level provision including extending our Foundation Entry offer. We are also committed to further expanding our Higher and Degree Level Apprenticeships in 2018 offering alternative pathways within the world of work which may be equally as attractive to our students as standard classroom based programmes.

3. Assessment of current performance

From the table below it can be seen that there was an increase in student enrolments until 2015/16. Recruitment fell in 2017/18. Part time recruitment is following sector trends with a fall from 14% of the student population in 2015/16 to 8.5% in 2017/18. Recruitment of full time students under 21 years has fallen 2015/16 whilst recruitment of 21 years plus has increased from 2014/15 to 2017/18. 72% of the student population are of white ethnicity which is a year on year increase from 67% in 2015/16.

Between 2015/16 and 2017/18 there has been a fall in the number of students identified with a disability for both full and part time students. Retention rates for students with a disability are similar to those students who had identified as having no disability/learning 2014/15 through to 2017/18.

Retention has improved from 81.4% in 2014/15 to 85.4% in 2016/17, it is predicted to drop slightly for 2017/18. Full time student retention averages 83% for the three years 2014/15 to 2016/17 with a substantial fall (10% points) in part time retention in 2016/17. Retention is an issue and a Retention Strategy to address this was implemented in 2017/18. Initiatives being introduced through the Progression Strategy Action Plan from the summer 2017 will contribute to improving attrition and overall student success. The Retention Strategy will be reviewed at the end of the current academic year and an ongoing evaluation of all initiatives in 2018/19 as they relate to the Progression Strategy. Full time retention rates are similar for all ethnicities

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and has had minimal fluctuation within the period being discussed. However, retention of Asian heritage ethnicity students has ranged between 1% and 4% points higher than those of white ethnicity in the last 2 years.

Mode of Study	Enrolment								Retention							
	2014/15		2015/16		2016/17		2017/18		2014/15		2015/16		2016/17		2017/18	
	Actual	%	Actual	%	Actual	%	Actual	%	Actual	%	Actual	%	Actual	%	Actual	%
FT	1,199	87.6	2,060	86.0	2,245	87.7	2,300	91.5	967	80.7	1,702	82.6	1,922	85.6	1,938	84.3
PT	170	12.4	336	14.0	315	12.3	215	8.5	147	86.5	314	93.5	263	83.5	184	85.6
College Total	1,369		2,396		2,560		2,515		1,114	81.4	2,016	84.1	2,185	85.4	2,122	84.4

Age Group		Enrolment				Retention							
		2014/15	2015/16	2016/17	2017/18	2014/15		2015/16		2016/17		2017/18	
		Actual	Actual	Actual	Actual	Actual	%	Actual	%	Actual	%	Actual	%
Mature	FT	788	1,488	1,706	1,785	651	82.6	1,236	83.1	1,455	85.3	1,484	83.1
	PT	148	298	279	195	131	88.5	279	93.6	230	82.4	167	85.6
Young	FT	411	572	539	515	316	76.9	466	81.5	467	86.6	454	88.2
	PT	22	38	36	20	16	72.7	35	92.1	33	91.7	17	85.0
College Total		1,369	2,396	2,560	2,515	1,114	81.4	2,016	84.1	2,185	85.4	2,122	84.4

Ethnicity		Enrolment				Retention							
		2014/15	2015/16	2016/17	2017/18	2014/15		2015/16		2016/17		2017/18	
		Actual	Actual	Actual	Actual	Actual	%	Actual	%	Actual	%	Actual	%
Asian	FT	325	509	541	563	257	79.1	421	82.7	476	88.0	493	87.6
	PT	26	36	39	27	25	96.2	36	100.0	33	84.6	21	77.8
Black	FT	36	54	63	46	33	91.7	49	90.7	54	85.7	39	84.8
	PT	3	6	4	2	2	66.7	5	83.3	3	75.0	2	100.0
White	FT	779	1,417	1,567	1,624	634	81.4	1,167	82.4	1,333	85.1	1,351	83.2
	PT	135	282	263	178	116	85.9	262	92.9	218	82.9	155	87.1
Other (including mixed)	FT	42	66	56	55	32	76.2	56	84.8	45	80.4	46	83.6
	PT	2	2	2	3	1	50.0	2	100.0	2	100.0	2	66.7
Unknown	FT	17	14	18	12	11	64.7	9	64.3	14	77.8	9	75.0
	PT	4	10	7	5	3	75.0	9	90.0	7	100.0	4	80.0
College Total		1,369	2,396	2,560	2,515	1,114	81.4	2,016	84.1	2,185	85.4	2,122	84.4

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		Enrolment				Retention							
Disability		2014/15	2015/16	2016/17	2017/18	2014/15		2015/16		2016/17		2017/18	
		Actual	Actual	Actual	Actual	Actual	%	Actual	%	Actual	%	Actual	%
Known to have a disability	FT	225	397	395	373	182	80.9	331	83.4	343	86.8	308	82.6
	PT	13	21	18	11	9	69.2	20	95.2	14	77.8	8	72.7
No known disability	FT	965	1,649	1,839	1,913	777	80.5	1,359	82.4	1,568	85.3	1,617	84.5
	PT	156	311	292	202	137	87.8	290	93.2	246	84.2	174	86.1
Not Provided	FT	9	14	11	14	8	88.9	12	85.7	11	100.0	13	92.9
	PT	1	4	5	2	1	100.0	4	100.0	3	60.0	2	100.0
College Total		1,369	2,396	2,560	2,515	1,114	81.4	2,016	84.1	2,185	85.4	2,122	84.4

		Enrolment				Retention							
Gender		2014/15	2015/16	2016/17	2017/18	2014/15		2015/16		2016/17		2017/18	
		Actual	Actual	Actual	Actual	Actual	%	Actual	%	Actual	%	Actual	%
F	FT	739	1,303	1,488	1,554	629	85.1	1,132	86.9	1,305	87.7	1,346	86.6
	PT	53	103	95	69	41	77.4	96	93.2	81	85.3	58	84.1
M	FT	460	757	757	746	338	73.5	570	75.3	617	81.5	592	79.4
	PT	117	233	220	146	106	90.6	218	93.6	182	82.7	126	86.3
College Total		1,369	2,396	2,560	2,515	1,114	81.4	2,016	84.1	2,185	85.4	2,122	84.4

The table below shows that the College continues to attract students from disadvantaged areas. There has been an increase from 1,438 in 2014/15 to 1,631 in 2017/18. Retention of students from deprived areas is slightly lower than students from non-deprived areas.

		Enrolment				Retention							
		2014/15	2015/16	2016/17	2017/18	2014/15		2015/16		2016/17		2017/18	
		Actual	Actual	Actual	Actual	Actual	%	Actual	%	Actual	%	Actual	%
Not in a Disadvantaged Area	FT	420	723	772	748	359	85.5	605	83.7	669	86.7	643	86.0
	PT	120	235	203	136	102	85.0	221	94.0	168	82.8	118	86.8
Disadvantaged Area	FT	779	1,337	1,473	1,552	608	78.0	1,097	82.0	1,253	85.1	1,295	83.4
	PT	50	101	112	79	45	90.0	93	92.1	95	84.8	66	83.5
College Total		1,369	2,396	2,560	2,515	1,114	81.4	2,016	84.1	2,185	85.4	2,122	84.4

Since 2015/16, the proportion of full time and part time males students has declined, whereas the proportion of female students has shown an increase overall.

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From the table below it can be seen that over a three year period there is a 5% point fall in students completing a First Degree (including Top Up) within the expected year of completion although 81-84% of students complete their studies overall. Between 2014/15 and 2016/17 on average, 57% of students achieve their foundation degree within the expected year of completion. However, progression from Foundation Degree to a First Degree (top up) was 81% of successful students. The College has implemented actions to support students progression between levels and qualification types aimed at improving achievement within expected completion year.

Qualification Type	Expected Completion Year	Start	Ach Overall	Ach Overall %	Completed Overall	Completed Overall %
Hons Degree	2014/15	601	444	74.0	507	84
	2015/16	608	419	69.1	494	81
	2016/17	523	362	69.3	425	81
Foundation Degree	2014/15	614	352	57.4	412	67
	2015/16	612	348	57.0	392	64
	2016/17	671	372	55.4	433	65
Other	2014/15	197	121	61.4	134	68
	2015/16	246	161	65.4	188	76
	2016/17	269	151	56.1	180	67
Postgraduate	2014/15	81	68	84.0	68	84
	2015/16	67	51	76.1	52	78
	2016/17	50	44	88.0	45	90

All foundation degrees provided by the College have a level 6 Honours 'Top Up' which successful students can progress on to. The following table identifies the number of students who have successfully completed a foundation degree and are eligible to progress to a 'Top Up' Degree and the numbers of students who enrolled on to a 'Top Up' Degree. During the period 2013/14-2014/15 through to 2016/17-2017/18 progression from foundation degree to a 'Top Up' Degree increased from 70% to 81%. Health, Science and Technology progression fell by 6% points in 2016/17-2017/18 compared to the creative and social science subjects in the School of Art and Society where progression was 85% from 71% in the year previous. Business, Law and Education progression increased for the third consecutive year to 78%. The Progression Strategy and associated Action Plan has been developed to ensure formal support of students making the transition to level 6 Honours studies.

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	2013/14-2014/15			2014/15-2015/16			2015/16-2016/17			2016/17-2017/18		
	FD Achievers	Hons Deg Enrols	%	FD Achievers	Hons Deg Enrols	%	FD Achievers	Hons Deg Enrols	%	FD Achievers	Hons Deg Enrols	%
Business, Law and Education	178	123	69	135	93	69	130	95	73	158	124	78
Art and Society	110	87	79	137	109	80	146	103	71	144	123	85
Health, Science and Technology	79	46	58	81	61	75	72	59	82	71	54	76
	367	256	70%	353	263	75%	348	257	74%	373	301	81%

The following tables show a breakdown of attainment by ethnicity. The achievement rates for Honours Degrees in each of the six groups listed below are very variable, for example the African was low at 53.3% for both 2014/15 and 2015/16 but showed a remarkable rise to 81.3% in 2016/17. The Arab group went from 69.2% to 37.5% to 50% over the same time period. The Indian group is consistently high, the Pakistani group has declined in achievement somewhat but the largest group, the White British has shown a slight decline.

Level of Study	Expected Completion Year	Ethnicity	Start	Ach Overall	Ach Overall %	Completed Overall	Completed Overall %
Hon Degree	2014/15	African	15	8	53.3	9	60.0
		Arab	26	18	69.2	24	92.3
		Bangladeshi	8	7	87.5	7	87.5
		Indian	53	41	77.4	44	83.0
		Pakistani	123	90	73.2	106	86.2
		White British	347	261	75.4	296	85.5
	2015/16	African	15	8	53.3	11	73.3
		Arab	8	3	37.5	6	75.0
		Bangladeshi	5	2	40.0	3	60.0
		Indian	55	48	87.3	53	96.4
		Pakistani	106	70	66.7	85	81.0
		White British	392	271	69.3	314	80.3
	2016/17	African	16	13	81.3	15	93.8
		Arab	2	1	50.0	1	50.0
		Bangladeshi	3	3	100.0	3	100.0
		Indian	45	32	71.1	37	82.2
		Pakistani	85	49	57.6	61	71.8
		White British	336	238	71.0	280	83.6

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For achievement in Foundation Degrees, the picture is quite different, with Bangladeshi, Indian, Pakistani and White British all having low achievement rates. This suggests that the issue concerns the Foundation Degree, rather than the relative poorer performance of any ethnic group.

Level of Study	Expected Completion Year	Ethnicity	Start	Ach Overall	Ach Overall %	Completed Overall	Completed Overall %
Fou Degree	2014/15	African	13	9	69.2	12	92.3
		Arab	6	6	100.0	6	100.0
		Bangladeshi	5	3	60.0	4	80.0
		Indian	40	19	48.7	26	66.7
		Pakistani	89	53	59.6	63	70.8
		White British	438	254	58.0	289	66.0
	2015/16	African	11	10	90.9	10	90.9
		Arab	8	5	62.5	7	87.5
		Bangladeshi	4	1	25.0	1	25.0
		Indian	34	18	52.9	20	58.8
		Pakistani	104	51	49.5	62	60.2
		White British	396	234	59.1	256	64.6
	2016/17	African	10	8	80.0	8	80.0
		Arab	9	1	11.1	2	22.2
		Bangladeshi	9	7	77.8	8	88.9
		Indian	34	17	50.0	20	58.8
		Pakistani	103	49	47.6	62	60.2
		White British	474	272	57.4	310	65.4

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The following table shows a breakdown of attainment by disability. It can be seen here that students with a disability tend to perform worse on Honours Degrees but there is little difference in performance on Foundation Degrees.

Level of Study	Expected Completion Year	Difficulty or Disability	Start	Ach Overall	Ach Overall %	Completed Overall	Completed Overall %
Hon Deg	2014/15	Has difficulty/disability	96	68	70.8	81	84.4
		No difficulty/disability	500	371	74.3	421	84.4
	2015/16	Has difficulty/disability	99	61	61.6	80	80.8
		No difficulty/disability	506	357	70.7	413	81.8
Fou Deg	2016/17	Has difficulty/disability	113	71	62.8	85	75.2
		No difficulty/disability	406	288	71.1	336	83.0
	2014/15	Has difficulty/disability	122	74	60.7	87	71.3
		No difficulty/disability	488	278	57.1	325	66.7
Fou Deg	2015/16	Has difficulty/disability	131	74	56.9	87	66.9
		No difficulty/disability	478	272	56.9	303	63.4
	2016/17	Has difficulty/disability	143	73	51.0	87	60.8
		No difficulty/disability	527	298	56.5	345	65.5

The following table shows a breakdown of attainment by gender. It is clear that male achievement is lower than female achievement for both Hons and Foundation Degrees and the difference is getting wider.

Level of Study	Expected Completion Year	Sex	Start	Ach Overall	Ach Overall %	Completed Overall	Completed Overall %
Hons Degree	2014/15	M	254	176	69.6	205	81.0
		F	347	268	77.2	302	87.0
	2015/16	M	245	147	60.0	184	75.1
		F	363	272	75.3	310	85.9
	2016/17	M	195	118	60.5	144	73.8
		F	326	243	74.8	279	85.8
Foundation Degree	2014/15	M	235	105	44.9	132	56.4
		F	379	247	65.2	280	73.9
	2015/16	M	229	94	41.0	118	51.5
		F	383	254	66.5	274	71.7
	2016/17	M	231	94	40.7	121	52.4
		F	440	278	63.2	312	70.9

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The following table shows a breakdown of attainment by age group. It shows that although the achievement rates on Foundation Degrees is lower than Honours Degrees, the performance of young and mature students is similar.

Level of Study	Expected Completion Year	Age Group	Start	Ach Overall	Ach Overall %	Completed Overall	Completed Overall %
Hons Degree	2014/15	Mature (21+)	433	317	73.4	376	87.0
		Young (10 - 20 yrs)	168	127	75.6	131	78.0
	2015/16	Mature (21+)	438	304	69.7	366	83.9
		Young (10 - 20 yrs)	170	115	67.6	128	75.3
	2016/17	Mature (21+)	385	267	69.5	321	83.6
		Young (10 - 20 yrs)	136	94	69.1	102	75.0
Foundation Degree	2014/15	Mature (21+)	396	240	60.6	272	68.7
		Young (10 - 20 yrs)	218	112	51.6	140	64.5
	2015/16	Mature (21+)	376	210	55.9	236	62.8
		Young (10 - 20 yrs)	236	138	58.7	156	66.4
	2016/17	Mature (21+)	465	270	58.1	306	65.8
		Young (10 - 20 yrs)	206	102	49.5	127	61.7

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The following tables show a breakdown of progression by ethnicity. The next three tables show progression rates from levels 4 to 5 and levels 5 to 6 over a three year period. Of those groups with significant number, the White British (English/Welsh/Scottish/Nth Irish/Br) consistently have lower progression rates.

2014/15 - 2015/16

Course Level / Centre / Division / Course	Learners Completed and Achieved	Progressed	16-18	19+	%
Level 4 to Level 5	758	524	99	425	69
African	15	14	2	12	93
Arab	2	2	0	2	100
Bangladeshi	4	3	0	3	75
English/Welsh/Scottish/Nth Irish/Br	501	337	45	292	67
Indian	62	43	19	24	69
Pakistani	115	83	27	56	72
Level 5 to Level 6	629	418	0	418	66
African	12	6	0	6	50
Arab	3	2	0	2	67
Bangladeshi	6	3	0	3	50
English/Welsh/Scottish/Nth Irish/Br	378	259	0	259	69
Indian	72	52	0	52	72
Pakistani	134	82	0	82	61

2015/16 - 2016/17

Course Level / Centre / Division / Course	Learners Completed and Achieved	Progressed	16-18	19+	%
Level 4 to Level 5	844	236	49	187	28
African	13		0	0	
Arab	2	1	0	1	50
Bangladeshi	12	4	1	3	33
English/Welsh/Scottish/Nth Irish/Br	586	135	19	116	23
Indian	65	33	15	18	51
Pakistani	118	49	12	37	42
Level 5 to Level 6	601	129	0	129	21
African	17	9	0	9	53
Arab	3	1	0	1	33
Bangladeshi	4		0	0	
English/Welsh/Scottish/Nth Irish/Br	381	73	0	73	19
Indian	51	11	0	11	22
Pakistani	99	21	0	21	21

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2016/17 - 2017/18

Course Level / Centre / Division / Course	Learners Completed and Achieved	Progressed	16-18	19+	%
Level 4 to Level 5	688	462	58	404	67
African	12	6	0	6	50
Arab	1	1	0	1	100
Bangladeshi	8	6	2	4	75
English/Welsh/Scottish/Nth Irish/Br	481	318	24	294	66
Indian	36	23	8	15	64
Pakistani	116	85	22	63	73
Level 5 to Level 6	290	199	0	199	69
African	2		0	0	
Arab	1	1	0	1	100
Bangladeshi	4	3	0	3	75
English/Welsh/Scottish/Nth Irish/Br	171	117	0	117	68
Indian	33	27	0	27	82
Pakistani	63	42	0	42	67

The following tables show a breakdown of progression by disability and across all three years there does not seem to be a significant difference between the progression of those students having a disability and those not.

2014/15 - 2015/16

Course Level / Centre / Division / Course	Learners Completed and Achieved	Progressed	16-18	19+	%
Level 4 to Level 5	758	524	99	425	69
Cons him/herself to have learn dif/disab	149	113	12	101	76
No information provided by student	4	3	1	2	75
Not consider self to have learn dif/dis	605	408	86	322	67
Level 5 to Level 6	629	418	0	418	66
Cons him/herself to have learn dif/disab	116	75	0	75	65
No information provided by student	1	1	0	1	100
Not consider self to have learn dif/dis	512	342	0	342	67

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2015/16 - 2016/17

Course Level / Centre / Division / Course	Learners Completed and Achieved	Progressed	16-18	19+	%
Level 4 to Level 5	844	236	49	187	28
Cons him/herself to have learn dif/disab	145	40	2	38	28
No information provided by student	5	1	1	0	20
Not consider self to have learn dif/dis	694	195	46	149	28
Level 5 to Level 6	601	129	0	129	21
Cons him/herself to have learn dif/disab	130	29	0	29	22
No information provided by student	3	1	0	1	33
Not consider self to have learn dif/dis	468	99	0	99	21

2016/17 - 2017/1

Course Level / Centre / Division / Course	Learners Completed and Achieved	Progressed	16-18	19+	%
Level 4 to Level 5	688	462	58	404	67
Cons him/herself to have learn dif/disab	110	83	5	78	75
No information provided by student	5	4	0	4	80
Not consider self to have learn dif/dis	573	375	53	322	65
Level 5 to Level 6	290	199	0	199	69
Cons him/herself to have learn dif/disab	48	34	0	34	71
No information provided by student	2	1	0	1	50
Not consider self to have learn dif/dis	240	164	0	164	68

The following tables show a breakdown of progression by gender. It is very clear across all levels and years that the progression of male students is very significantly lower than female students.

2014/15 - 2015/16

Course Level / Centre / Division / Course	Learners Completed and Achieved	Progressed	16-18	19+	%
Level 4 to Level 5	758	524	99	425	69
F	468	358	69	289	76
M	290	166	30	136	57
Level 5 to Level 6	629	418	0	418	66
F	365	264	0	264	72
M	264	154	0	154	58
Level 6 to Level 7	451	26	0	26	6
F	291	18	0	18	6
M	160	8	0	8	5

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2015/16 - 2016/17

Course Level / Centre / Division / Course	Learners Completed and Achieved	Progressed	16-18	19+	%
Level 4 to Level 5	844	236	49	187	28
F	531	149	33	116	28
M	313	87	16	71	28
Level 5 to Level 6	601	129	0	129	21
F	378	80	0	80	21
M	223	49	0	49	22
Level 6 to Level 7	474	21	0	21	4
F	306	20	0	20	7
M	168	1	0	1	1

2016/17 - 2017/18

Course Level / Centre / Division / Course	Learners Completed and Achieved	Progressed	16-18	19+	%
Level 4 to Level 5	688	462	58	404	67
F	443	329	41	288	74
M	245	133	17	116	54
Level 5 to Level 6	290	199	0	199	69
F	166	124	0	124	75
M	124	75	0	75	60
Level 6 to Level 7	144	4	0	4	3
F	93	2	0	2	2
M	51	2	0	2	4

During the period 2015-16 to 2016-17 progression into higher skilled employment, employment and further study, the proportion of graduates entering full or part time study increased from 32.9% to 36.9% full time study and from 2.4% to 3.6% part time study. In the same time period there was a decline in the number of graduate entering employment from 36.3% to 32.9%.

The following table shows the breakdown of progression by ethnicity. The highest percentages of students in full-time work were White (36%) and Other (35%) and Indian (29%) students. However, Pakistani students had the lowest proportion in full-time (15%) and part time work (7%) and the highest proportion in unemployment (14%).

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By comparison, 49% of Pakistani students progressed into further study (49%), compared to 40% white students, 33% Indian and 35% Other.

	FT Work		PT Work		Further Study		Unemployed		Other		Total Students	Total %
Ethnic Group	Students	%	Students	%	Students	%	Students	%	Students	%		
Indian	14	29%	10	20%	16	33%	4	8%	5	10%	49	100%
Other	26	35%	11	15%	26	35%	6	8%	6	8%	75	100%
Pakistani	15	15%	7	7%	48	49%	14	14%	13	13%	97	100%
White	192	36%	67	13%	214	40%	16	3%	40	8%	529	100%
Grand Total	247	33%	95	13%	304	41%	40	5%	64	9%	750	100%

The following table shows the breakdown of progression by Gender.

It is clear that a higher percentage of males (46%) move into full-time work in comparison with females moving into full-time working (25%). However, the trend is reversed for part time working, with a higher percentage of females (15%) compared with males (9%).

A higher proportion of females (45%) were in further study, while 33% of males were in further study.

A slightly lower percentage of males (5%) were unemployed, compared to unemployed females (6%).

	FT Work		PT Work		Further Study		Unemployed		Other		Total Students	Total %
Gender	Students	%	Students	%	Students	%	Students	%	Students	%		
F	115	25%	70	15%	209	45%	26	6%	46	10%	466	100%
M	132	46%	25	9%	95	33%	14	5%	18	6%	284	100%
Grand Total	247	33%	95	13%	304	41%	40	5%	64	9%	750	100%

The following table shows the breakdown of progression by Disability.

Students who considered themselves to have a learning difficulty or disability had a lower percentage (19%) in full-time work, compared with 36% of students not considering themselves to have a learning difficulty or disability. In contrast, students who considered themselves to have a learning difficulty or disability had a higher percentage (17%) in part-time work compared with 12% for students who did not consider themselves to have a learning difficulty or disability.

A higher percentage of students who considered themselves to have a learning difficulty or disability were in further study (44%), compared with 40% of students who did not consider themselves to have a learning difficulty or disability.

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A higher percentage of students who considered themselves to have a learning difficulty or disability were unemployed (9%), compared with 5% of students who considered themselves not to have a learning difficulty or disability.

	FT Work		PT Work		Further Study		Unemployed		Other		Total Students	Total %
LLDD Learners	Students	%	Students	%	Students	%	Students	%	Students	%		
Learner considers themselves to have a learning difficulty or disability	24	19%	21	17%	56	44%	12	9%	14	11%	127	100%
Learner does not consider themselves to have a learning difficulty or disability	220	36%	73	12%	247	40%	28	5%	50	8%	618	100%
No information provided	3	60%	1	20%	1	20%		0%		0%	5	100%
Grand Total	247	33%	95	13%	304	41%	40	5%	64	9%	750	100%

The following table shows the breakdown of progression by Age.

A lower percentage of students in the age group under 21 (26% full time and 11% part time) went in to full-time or part-time work in comparison to those aged 21 and over (34% full time and 13% part time).

A greater proportion of students aged under 21 (45%) went into further study than those aged 21 and over (40%).

A higher percentage of students aged under 21 were unemployed (7%), compared with unemployed students in the age group 21 and over (5%).

	FT Work		PT Work		Further Study		Unemployed		Other		Total Students	Total %
Age Group	Students	%	Students	%	Students	%	Students	%	Students	%		
21 and Over	212	34%	80	13%	244	40%	31	5%	50	8%	617	100%
Under 21	35	26%	15	11%	60	45%	9	7%	14	11%	133	100%
Grand Total	247	33%	95	13%	304	41%	40	5%	64	9%	750	100%

The College has developed a number of activities to improve progression into employment and further studies such as Global Entrepreneurship week, offering students the opportunity

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to attend events, activities and sector specific talks from entrepreneurs and employers. Volunteer Fair and workshops, providing students with the opportunity to develop employability skills and enhance CVs. Many organisations offer not only students volunteering roles but these can lead to employment following successful completion of qualifications. Attending networking events introducing students to potential employers, develop links and facilitate discussions. Examples include the Professional Business networking events and Blackburn is Open event. The College will continue to develop these types of opportunities looking to ensure that curriculum areas are linked with the local and national employment sector.

All students completing foundation degrees are required to complete 120 hours of placement work linked to assessments for the programmes. Further we are assessing the development of an industry or placement year as an option for students studying on a traditional 3 year programme. The College continues to ensure the work placement element is meaningful and challenging, providing students with an opportunity to develop employability skills.

Students are being provided opportunities to showcase their own research through engagement with a number of research conferences offered within the University Centre, such as the psychology, engineering and teaching and learning conferences. The College will continue to develop these opportunities and links with partner and local universities to provide students (and staff) with insight into merits of further study.

The College will be enhancing the three year tutorial model to include more direct links to further study and employment opportunities for students, such as career talks and attendance at careers fairs, guest speakers and continued involvement in networking.

The aim is to monitor and measure engagement, linked to progression through programme committees, feedback from specific events, student surveys and the annual programme reviews. Reports will be provided to the Higher Educational Management team on a termly basis, to review and amend the interventions as required and to develop and enhance the progression strategy.

4. Ambitions and Strategy

Following the assessment of current performance above, the challenges facing the College in terms of access and participation, as also referred to in the Resource Plan are summarized below:

- Increase the participation of new entrants into higher education from ethnic minorities (Pakistani and Indian).
- Increase the participation of part time students into higher education.
- Increase the engagement of students with disabilities with the College disability services.
- Increase the number of white males accessing higher education. There is some evidence within our student profile that this remains a challenge and has therefore been identified and is included in our institutional strategy. Many of these students are likely to be from socially disadvantaged backgrounds.

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- Increase the participation of students from low income backgrounds into higher education.
- Improve student retention across all groups.
- Improve student internal progression from level 3 to level 4 at the College.
- Improve the retention and achievement of white economically disadvantaged males.
- Improve retention and achievement for all groups on Foundation Degrees.

5. Complementarity with other activity (National Collaborative Outreach Programme (NCOP Future U))

The National Collaborative Outreach Project (NCOP) aims to support the most disadvantaged young people in England to progress into Higher Education (HE). The Lancashire NCOP 'Future U' delivery group has worked collaboratively since January 2016 to develop and establish projects and activities that will support the aims and targets of the programme. Together, we aim to provide a number of opportunities over the period of the programme (and beyond), to support further outreach activities. Networking opportunities will continue to expand, including sharing and developing good practice and maintaining and building on the strong working relationships already established since the start of the project.

We aim to continue to provide a strong programme of collaborative outreach activity with existing projects and introducing new ones for the young people in our local communities. We are working together to support students who are underrepresented such as students with disabilities, Looked After Children and Care Leavers and those from specific ethnic minority groups

The College currently has secured funding to lead on 3 projects as part of Future U, is supporting the HS2 project which is an NCOP national project and we are exploring other opportunities to build resilience, confidence and therefore raise aspirations with young people not only within NCOP areas but across the community.

The College continues to work collaboratively with others to review and share good practice which includes working closely with other higher education providers in Lancashire and Cumbria NCOP's and address any identified gaps where targeted activities will support raising awareness of higher education and employment opportunities for those who may not fall into the remit of the current NCOP eligibility.

In March 2017 the College secured HEFCE Catalyst funding in relation to Safeguarding which will also align with NCOP and existing work within the College, in collaboration with external agencies and stakeholders. The funding is available until June 2018 but the work carried out will be sustained and be firmly embedded as part of the College tutorial framework.

6. Access, student success and progression measure

Outreach activity and widening participation is a key government priority, evident in the HEFCE funded projects that Higher Education providers have been involved in such as National Collaborative Outreach Programme (NCOP) as well as a clear Government focus on

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the importance of Schools and Careers guidance. The compliance with the Gatsby benchmark framework is integral to the careers statutory guidance for schools and a particular focus will be on benchmark number 7 which stipulates that the majority of pupils/students should have two higher education encounters between Years 7 and 13.

To ensure the College responds to and meets this agenda it adopts a single approach to Further and Higher Education, Apprenticeships and career opportunities for Schools and the community focussing on progression, School partnerships, community outreach, the promotion of Apprenticeships and high quality careers and employment advice.

Progressing and making the transition to Higher Education successfully requires a focus on students' study skills. The University Centre offers, and will further enhance, a variety of opportunities for students to be supported prior to their programme commencing. Transitions to Level 6 work from Foundation Degrees/Higher National Diplomas, with an increasing emphasis on the skills required for scholarship and the development of self-reliance and independence, are challenges which are addressed through carefully planned student support.

The Student Engagement Team, Higher Education Transition Officer and Students' Union also work closely with Further Education Curriculum Centre staff and the University Centre academic staff on progression activities and bespoke sessions to raise awareness of the Higher Education curriculum, employment opportunities post-graduation and the 'wrap around' offer provided.

The Higher Education Disability Services Team work with their counterparts in Further Education to provide advice and guidance around the application for DSA process which includes supporting with the application and, where applicable, guidance from our Access Centre for our Further Education Level 3 students with a disability or medical conditions. This is available to all Level 3 students with a disability or medical condition who progress to Higher Education, whether internal or external to our organisation.

The Higher Education Transition Officer currently works with 23 Sixth Form Schools and Colleges attending events and UCAS Fairs to raise awareness of Higher Education and to promote the University Centre offer. As a College we will continue to develop the internal working relationships with regards to collaborative outreach, combined events and activities to support progression into Higher Education and the College will continue to target 'cold spot' schools to foster stronger relationships with those Schools which feature in the College Schools Plan.

The College has strategic arrangements (Memoranda of Understanding) with a number of employers. These Memoranda promote placements and develop opportunities for students to align their studies to employers, supporting a 'theory into practice' approach. With a high proportion of graduate-level jobs with leading graduate employers being filled by candidates who have previously completed an internship or placement with that employer it is vital that students develop links through placements. The University Centre works in partnership with local businesses to harness local students' talent, determination and a strong work ethic to support employability, education and enterprise. Many courses at the University Centre, including all Foundation Degrees, include a work placement or work-based projects - all

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students are encouraged and supported to access work placements by their Course Tutor with additional support from a dedicated Higher Education Placement Officer.

Experiencing enterprise whilst still at College has many benefits providing students with an alternative career option and the confidence that they can set up their own business or social enterprise. Enterprise skills are useful to those in employment, or those who will become self-employed and work on a freelance or consultancy basis, developing a 'can-do' confidence, creative questioning, and a willingness to take risks. The College has a Student Enterprise Society that take part in enterprise events for example Young Enterprise and there is also a student run shop. These activities enable students to develop entrepreneurship skills supported through a programme of talks and activities during Global Entrepreneurship Week.

Currently the College's School Partnership team works with over 30 secondary schools in the local and wider area delivering a comprehensive programme of assemblies, attendance at careers events, school drop in sessions, parents evenings and next step & inspiration sessions etc. 45% of the schools are within the traditional catchment area of Blackburn College. 55% of the schools are classed as being within a wider catchment area. With the population of young people in decline in Blackburn with Darwen, the School Partnership team will focus on the key areas within the area with an extensive offer being provided to key local partner schools and working with young adult carers to support the aspiration to Higher Education.

2017-2018 saw the introduction on student inspiration days for Year 9 and 10 school pupils where students attended college in a carousel style activity. They were able to experience and understanding of what subjects were on offer and how this linked to industry and employment related opportunities. This activity will be reviewed for 2019/2020 in terms of impact and links to the Gatsby benchmark requirements.

As an institution we also provide tailored outreach activities such as 'Lunch-In', taster days, VIP Progression tours, community talks, working with other institutions to share good practice, transition support activities for students with disabilities.

We will continue to provide the 'wrap around' support to students within the institution as part of our Student Support and Engagement service working with other cross college service areas to enhance the student experience and provide the service and support they require.

A review of the existing behaviour and attendance policy and procedures has taken place across the institution, setting expectations of students and also what support they can expect from the staff within the institution. This will set expectations in terms of attendance and engagement, focussing on retention, intervention and support at an earlier opportunity to support retention and success

In addition to the Summer School for existing students, we provide a 'rolling' programme of study skills support and, for students with specific needs, will provide supported on-line resources including drop-in sessions and bespoke tutorial sessions, in addition to one to one tutorial support.

Providing opportunities for our students to develop their potential and raising their aspirations is deep-rooted and explicit in our curriculum development activities. In 2017-2018 a review of the curriculum took place to ensure mapping of curriculum across FE and HE aligned. We

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have also developed and fully reviewed the progression strategy to ensure students are fully aware of opportunities within the establishment and higher education and employment in general. This awareness and understanding will support them in making informed choices about their future.

7. Raising Attainment in schools and colleges for those from disadvantaged and under-represented groups

Blackburn College recognises that, in addition to raising aspiration, we have an important role to play in supporting the academic attainment of young people in our local community. Raising academic attainment is key to allowing young people to access the full range of educational opportunities open to them. A number of staff at different levels within the College are members of school Governing Bodies both Primary and Secondary level and also on the Board of a local Academy Trust including two members of the College Executive Team and this widens the opportunity for the College to promote the aspirations of Higher Education to a younger audience and to showcase the academic offer of the University Centre. In areas of high deprivation and with a very diverse population like Blackburn, representation on a School's Governing Bodies supports the College's agenda on raising aspiration and access to Higher Education with the strong promotion of a local Higher Education offer that meets the needs of the Asian heritage population in particular where families prefer to stay together and local. In addition it supports the aspiration and access for non-traditional students e.g. Level 3 males who have been with the College since level 1 having come from the local schools and are now able to access a Higher Education course in a College they are very familiar with and which provides, in many cases, the additional support they need.

As a strategic driver the College continues to review and develop the Schools Plan and Progression Strategy to meet current demands with regarding to raising attainment and aspirations in addition to maximising access, progression and success.

Collaboration continues with the Hive Business School who are a key partner bringing Businesses and Schools together and are co-located on the campus to bring the Schools closer to the College. Pupils will have access to the extensive technical resources to support the growth of Technical Level education in Schools to ensure the right offer is there for students where an Academic pathway is not the best option.

With regards to raising attainment within schools, the College will Pilot one of the various projects it currently delivers. The aim is to work with pupils who will be identified from disadvantaged and under-represented cohorts and who live in specific wards. The initial objective is to raise attainment with ten specific pupils tracking their progress within their school and their destination from Year 11. The College will also work with a broader audience and promote through community cohesion to attempt to embrace the families of the young people to raise awareness of the importance of raising attainment, their future opportunities and what can be achieved.

We currently work with local schools in a multitude of ways to enhance teaching and learning, raise aspirations and pupils understanding of opportunities to develop, the skills and confidence to achieve their full potential. Examples of this work have included Aspire Programme, Master Classes, Islamic Girls High School taster sessions, STEM and Young

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Chef activities, Saturday Art Club, Coding Club, working with Level 2 pupils on subject areas, schools quiz.

Additional activities and events also include

- A programme of Inspiration Days, where Year 10 and Year 9 pupils from local schools are invited in to participate in activities promoting careers within particular sectors, for example, STEM, Health and Wellbeing and Creative Industries. These are run in partnership with local employers who also deliver insight sessions as part of the day.
- Taster sessions where Year 10 pupils from local schools are invited in during the summer term to help them explore learning and training opportunities post-16.
- We provided support to local schools during National Careers Week, with sector specific talks delivered in school and promotion of apprenticeship opportunities.
- In partnership with North Lancashire Forum, we deliver the ASK programme to local schools, which promotes apprenticeship options to Year 10 and 11 students.
- We work with the HIVE Business School on a range of projects including Primary and Secondary Engineer raising the aspiration of Primary and Secondary age students into high profile career paths.
- We also promote our Scholarship model of vocational education through Apprenticeships through our Schools particularly to white males and those from minority ethnic backgrounds highlighting opportunities to be 'scholarship apprentices' with BMW, Audi and Nissan. Hospitality students can apply for the same model with our Michelin starred restaurant partner Northcote Manor.

In addition, the College supports its staff to undertake Research and Scholarship activity through its Research and Scholarship Committee, and in particular recent work has focused on improving levels of student engagement, digital pedagogy and driving attainment levels.

Blackburn College continues to develop its long established relationship with the Children's University, where participation is predominantly ethnic minority pupils aged 5-11. By 2018-2019 academic year we will collaborate further with the Children's University, our School Partnership Team and the Higher Education Transitions Officer, to target 'cold spot' schools and any other stakeholders to develop a programme to support longer-term outreach. The intention is to extend this provision into secondary schools and would also involve current Blackburn College students who can promote the opportunities on offer.

The Blackburn College Children's University project has grown significantly over the last eight years in pupil and school participation, since its initial introduction. Starting in January 2010 with a cluster of three schools (for 7-11 year olds) and an enrolment of 120 pupils, Blackburn College Children's University project now works with 6 Primary schools and the current enrolment figure is 628 pupils. Children are encouraged to progress through the national certification scheme, based on the number of hours of attendance throughout their involvement with the Children's University. Initially they gain a bronze certificate for 30 hours of attendance, silver for 65 hours and gold for 100 hours of attendance. We provide a tour of the University Centre and other key College facilities for parents as part of the Children's University induction event to raise families' awareness of Higher Education opportunities, either for their children or for parents as adult returners with a Graduation ceremony held each year to acknowledge their success. Activities include

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- English: Harry Potter Theme. An activity based on Harry Potter with staff and students from UCBC providing interactive activities for the children.
- History: “Together We Can” The children learnt about the Suffragette movement for equality for women where staff and students from UCBC provide a carousel of activities for the children.
- Computing: Coding Club. Children learn about coding of computers looking at how computers and other technologies work together to create the digital age we now live in.
- Childcare: Forest school. Children have the opportunity to explore the outdoors, through a variety of activities

Summer School Activity

It is imperative that students feel supported through their transition into higher education and throughout their student lifecycle both academically and in terms feeling part of the student body giving them a sense of belonging. Therefore we will continue with and develop the existing summer school activities for both new and existing students.

We will aim to promote a variety of opportunities and development activities for students during their time at the College but also with a view to postgraduate life. Aspects covered in the summer school in addition to the existing academic and study skills workshops will include: interactive presentations, building a portfolio of skills for self-development, Mindfulness in study and using Social Media as a marketing tool. The content will cater for a range of needs and backgrounds, especially embracing the Widening Participation agenda.

The main theme to encompass all the different elements is “Recognising the hidden opportunities: how to spot the gorilla and other amazing light bulb moments”. Participants in the sessions will be encouraged to consider their current paradigms and mind-sets and apply techniques to maximise life opportunities. In this sense the session will not be a traditional treatment in terms of a menu of “things students can do” but will be designed to offer approaches and mechanisms which work for all students in a variety of contexts.

Mentoring and Student Ambassadors

2018-2019 will see the continued development of the Mentor and Student Ambassador scheme. This will include current support staff and UCBC Student Ambassadors delivering the face to face ‘ICan’ tool (currently to **Year 10 pupils**) and the Brightside on-line mentoring tool (to Year 12 and 13 FE students). 2018 to 2020 will see the scoping out of the current programme and establishing the offer using both the on-line and face to face delivery methods to UCBC students. This is in collaboration with Future U which is the Lancashire NCOP Consortium of which Blackburn College is a partner and the Head of HE Student Experience is an active member of the delivery group.

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8. Improving understanding of the challenges faced by different groups of students Target Groups

The College profile has a much higher than average proportion of students from disadvantaged backgrounds, mature students and part-time students than the local region; all three of these groups are recognised as requiring extra support compared to those from a typical University intake. We will continue to work with these students to enable them to fulfil their potential, creating aspirational and realistic expectations, through the opportunities provided and to secure employment preferably locally or regionally to support a sustainable economy.

White males from socio-economically disadvantaged backgrounds

The College has two Equality Objectives in place in relation to the University Centre. These have been identified as pertinent to aiding student progression since 2016/17. The cohort identified as not achieving as well as their peers is male students. Therefore, Equality Objective 1 is to raise male retention to 75% as male retention is 11% below the retention rate of females. Equality Objective 3 aims to raise the success rate in males to 58% which is 16% below the success rate of females. Currently these remain the focus for the Equality objectives and will be concluding in July 2018 as bespoke interventions continue to be progressed in UCBC to ensure notable progress on the actions established.

The Single Equality Objectives will be revisited following release of data used to compile the Single Equality Annual report in January 2019. This will identify student progress by protected characteristic and highlight any gaps that must be fulfilled by having a focused equality objective in place. Currently the focus remains on male students but this may change and include a more specific protected characteristic in relation to i.e. ethnicity to ensure the interventions are accurate and making a notable difference to the male cohort.

Of the current University Centre total student population 35% are identified as male of which 59% are from disadvantaged postcodes. The majority of our male white students are aged between 21-30 years old equating to 50% of the male white student population with minimal numbers aged 16-20 at just 14%. Students aged 31-50+ equate to 36% of the white male cohort. From the full cohort of male students 59% are identified as being from disadvantaged and under-represented backgrounds and 34% male from Black, Ethnic Minority and other groups.

We have also identified that for those students with an expected end date of 2016-2017 (1546), current female student retention is at 83% (901) which is 8% higher than the male student retention which currently stands at 75% (645). For those from a disadvantaged background retention of female students is 82% vs males of 73% with a difference of 9%. This remains a key focus for us in terms of closing the gap. Targeted interventions are in place during tutorials, through 'At Risk' monitoring with the Student Engagement Team, Higher Education Disability Services and Emotional Health and Wellbeing and via the Students' Union to ensure no opportunities are missed to ensure students remain in Higher Education at the University Centre.

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The focus is on raising both aspiration and attainment of young white males, particularly those from disadvantaged postcodes. We will continue to monitor white male engagement, retention and achievement as part of our Single Equality Objectives, using the above model and process, through internal Performance Review meetings and in collaboration with the safeguarding and Single Equality Committee and working group. This group has representation from all College Centres including Management Information Systems to provide data for analysis, and allows us to proactively address this area for improvement and look at sharing best practice. Monitoring continues weekly through the Student Engagement processes we have established including the monitoring of specific target groups (e.g. white males, BME, mature students, those with disabilities or learning difficulties). A central, clear and robust monitoring process is in place for students deemed to be 'At Risk' and considers three key risk factors: attendance, submission of work and financial factors.

College focus groups have identified that common reasons for lower retention in white males is related to external factors and an increase in mental health disclosures. The Student Engagement Team, Higher Education Disability Services and Health and Wellbeing support staff work closely with students to ensure they have what they need to achieve.

By 2018-2019 we aim to have developed and implemented a robust and established mentoring scheme and embedded outcomes of our induction programme review to help focus on supporting and retaining students. This will relate to pre-recruitment support as well as on programme intervention. The college will be using research gleaned from the case study carried out by University of Sheffield and considering the topic briefing recently provided through OFFA on White British students from low socio-economic groups at www.offa.org.uk/topic-briefing-white-british-students.

Black and minority ethnic (BME) students

23% of the current total student population are identified as being from Asian Heritage, Black and Minority Ethnic and other groups (a 4% decrease from the previous year). Records show that 83% of those are identified as being from disadvantaged and under-represented backgrounds. Of the current BME and other groups identified with an expected end date of 2017-2018, 555 have remained on programme. This equates to 86% of that particular cohort. The working relationship with One Voice as referred to on page 7 of this document and the promotion of the University Centre and the wider College offer through 'Asian Business' a regional publication targeting the Asian business community, will help to further develop relationships and raise awareness in the community of the benefits of Higher Education and employment opportunities particularly at the University Centre. In 2017 the breakdown of students from the total BME and other group cohort was as follows:

- 23% Indian students (of which 47% are male and 53% are female)
- 51% Pakistani students (of which 37% are male and 63% are female)
- 26% Other group students (of which 47% are male and 53% are female)

The College promotes equality and diversity through curriculum materials, in lessons, in posters across College, in tutorial programmes, on Moodle, in Student Induction week and through enrichment programmes embedded in the tutorial scheme of work e.g. Black History Month, International week of Peace, Interfaith Week. This is to ensure clear promotion of effective role models for Black and Minority Ethnic students to assist the retention strategies in place to ensure disadvantaged students are retained.

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The College has proactively worked with Asian Heritage community groups to create a new marketing strategy to engage with more Black and Minority Ethnic students. This included hosting a range of focus groups and qualitative studies to understand why they did and did not choose Blackburn College who used the findings to develop a bespoke Asian heritage brochure distributed at target postcodes, sponsored Local Awards and key traditional community multicultural events (Blackburn Mela), developed a Student Ambassador programme, created Asian heritage focused PR, and supported specific male targeted campaigns. We also continue to promote and support our Black and Minority Ethnic learner recruitment year on year.

Students with disabilities

The work and infrastructure around a dedicated Disability Service, incorporating an Emotional Health and Wellbeing signposting service continues to remain fundamental. This service continues to enhance our support for students presenting with emotional health and wellbeing issues having developed a comprehensive network of support agencies within our local community who can provide the signposted “specialist” support required. In addition, these functions support the transition into UCBC (with disabled students already in receipt of support through their further education programmes enjoying a seamless transition) and for potential new students from UCAS and direct applications, and a buddy system for students with specific learning difficulties to support their early experiences of higher education and subsequently, their ongoing studies.

All Disability Advisors are members of the National Association of Disability Practitioners (NADP). In light of the previous changes to the Disabled Students Allowances, this service has developed to respond to existing and future changes to support the application of reasonable adjustments and the embedding of inclusive practice. The service also works collaboratively with the student engagement team, personal tutors and the safeguarding team to provide a well-resourced and effective support network for our students. The “Learning Hub” is now fully operational supported by the Library Service, Student Engagement Team and the Higher Education Disability Service extending their offer to support assistive technology use and cover more specialist interventions for students with specific learning difficulties (e.g. dyslexia, dyspraxia and autism) by running workshops especially at the start of term where students DSA is still being processed.

We will continue to deliver structured transition support through the Higher Education Disability Service for disabled students from the College’s further education provision or potential applicants from UCAS or direct applicants.

In anticipation of the significant changes to funding for disabled students, the College recognises that a number of audits, changes in practice and additional resource will be required. The College will ensure that it continues to meet its duty under the Equality Act 2010 and aims to be one of the UK higher education providers that has developed good practice with regard to disabled students. Therefore, at the outreach stage, attracting applications from students with disabilities will remain an important part of our focus going forward. We will continue to ensure that pre-application open days and campus tours are accessible to students with disabilities and will train tour guides such that they are able to support individual needs by providing an educational environment where ‘respect’ and ‘partnership’ are embedded as our core values.

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Additionally the following areas continue to be fundamental to our vision:

- Embedding inclusive practices
- Providing an inclusive and supportive learning experience, so that all students can fulfil their potential remains fundamental to our Learning, Teaching and Assessment Strategy.
- The work and infrastructure around a dedicated higher education Disability Service, incorporating a Wellbeing and Emotional Health signposting service continues to remain fundamental. This service has increased to enhance our support of students presenting with well-being issues. All Disability Advisors are members of the National Association of Disability Practitioners (NADP) and should be accredited Practitioners (revised framework awaited (May 2018)).

As part of NCOP and other outreach activities, working with local schools, the community and established partners, the College will ensure it provides opportunities for any potential students with disabilities to enable them to understand and be fully informed of their future prospects.

Mature and part-time learners

Mature students account for 78% of the current student population (77% being full time and 13% part time). The part time cohort is smaller with 236 out of 261 being mature students. From the full cohort 60% are identified as being from disadvantaged and under-represented backgrounds.

For those mature students with an expected end date of 2016-2017, 82% have remained on programme. Continued support for these learners is paramount as the majority have several responsibilities and commitments in addition to their student lives. Therefore, targeted support and intervention are in place during tutorials, 'At Risk' monitoring with the Student Engagement Team, Higher Education Disability Services and Emotional Health and Well-being and via the Students' Union to ensure no opportunities are missed to ensure students remain in Higher Education at the University Centre. Flexible access to support is key for these students and the further development of on line resources will be critical. Working with representation from these groups we will endeavour to address their individual needs working with our Digital Learning Team and a newly appointed Academic Subject Leader for Digital Innovation.

The impact of the Personal Tutorial and Student Engagement Model and student support are monitoring and reviewed through formal and informal committees and team meetings encompassing both staff and students. Students' reasons for leaving are many and varied and, in some cases, insurmountable. Rigorous data analysis of internal and external information is used to identify areas in College where improvements can be made to support student retention and success and apply early intervention where applicable.

In addition to its personal tutorial and student engagement model, the College continues to involve stakeholders at all levels in developing its ability to promote equality of opportunity and is working towards increasing the involvement of its students through the Students' Union, and the student representation cycle through student events, activities and focus groups. There is a strong emphasis on the development of focus group to ensure the most appropriate and effective means of communication with students to guarantee engagement and allow the

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student voice to be heard. The University Centre has an active Students' Union to ensure that awareness of all equality and diversity issues are raised. Close links with local agencies ensure that support is available in any cases of child protection, issues relating to vulnerable adults, forced marriages and disrupted lives. It is a priority for the College to promote and embed Fundamental British Values into tutorials and support the PREVENT agenda offering workshops to raise awareness and understanding. We are exploring raising awareness through theatre in some areas such as Safeguarding.

Additionally the following areas continue to be fundamental to our vision:

- Embedding inclusive practices in Teaching, Learning and Assessment
- Providing an inclusive and supportive learning experience, so that all students can fulfil their potential remains fundamental to our Learning, Teaching and Assessment Strategy.
- A dedicated Higher Education Disability Service, incorporating a Well-being and Emotional Health signposting service continues to remain fundamental to student engagement and achievement. This Service has increased capacity to enhance our support of students presenting with Well-being issues.

Care Leavers

We are mindful that there needs to be a targeted focus on supporting Care Leavers throughout their transition within educational institutions. We aim to maximise engagement with Care Leavers to raise their aspirations and enrolment within Higher Education. We aim to link further education progress and academic achievement to remove barriers and facilitate access to higher education and employment opportunities and aim to improve outcome for those learners gaining higher education qualifications

As part of our approach to supporting access, progress and success to Care Leavers we will provide access and welfare support to Looked After Children (LAC) in order to influence positive engagement and retention with Higher Education.

We will take into account the 'Moving On Up' report provided by the National Network for the Education of Care Leavers (NNECL) which is the first study to provide an overall picture of care leavers in higher education and provides real life case studies of care leavers as students.

<http://www.nnecl.org/resources/moving-on-up-report?topic=guides-and-toolkits>

9. Investment (including student numbers, fees and financial support)

Ensuring the right financial support is available to students, especially those who are from underrepresented and disadvantaged backgrounds is a key factor for the institution which requires collaboration with key staff and students.

The Student Success fund for 2017-2018 has supported 384 students (72% of those that applied) with a wide range of activities and resources being provided and only 6 have withdrawn from the college. Statistics show that of the 384 students that were successful, approximately 55% were from disadvantaged and under-represented groups.

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As an institution it is imperative that we maximise the number of students who can benefit from the fund and ensure it goes to the most deserving cases. Therefore, an annual review of the current offer and process takes place with verbal consultation with key staff and students (including an on-line survey with students). Student feedback is also used as case studies for prospective students and as a measure of impact when evaluating the offer. Final consultation will take place towards the end of the academic year 2017-2018 which will determine any changes in policy that may have to be considered.

We will continue to identify specific allocations to support cohorts of learners including care leavers and students with disabilities. This will include funded activity to support such learners in accessing Higher Education via our outreach work such as the Children's University; expansion of our disability services and assistive technologies; pastoral and academic support outside of programmes of study to support student success; enrichment activities, clubs and societies as part of our College Community ethos and exhibitions of student work on campus or at external conferences. Much of the activity is available to all students given the nature of students who attend the College. The table below indicates predicted allocations to support such activity:

Access, success & progression investment forecasts (£)		Academic year			
		2019-20	2020-21	2021-22	2022-23
Access investment forecasts	Total investment on access	448 000	448 000	448 000	448 000
	<i>amount of total which is APP countable</i>	40 000	40 000	40 000	40 000
Success investment forecasts	Total investment on success	969 000	969 000	969 000	969 000
	<i>amount of total which is APP countable</i>	329 000	329 000	329 000	329 000
Progression investment forecasts	Total investment on progression	102 000	102 000	102 000	102 000
	<i>amount of total which is APP countable</i>	102 000	102 000	102 000	102 000
Total activity investment	Total access, success & progression investment	1 519 000	1 519 000	1 519 000	1 519 000
	<i>amount of total which is APP countable</i>	471 000	471 000	471 000	471 000

As a college we will continue to evaluation gather feedback from students on their experience in relation to financial support and the impact this has had. Findings will support the review of existing financial support and how effective this has been and whether a different approach will need to be considered. Feedback and evaluation will be carried out in a number of ways from gathering information at focus groups, during stop and ask sessions and carrying out on-line surveys.

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10. Provision of information to prospective students

The University Centre provides a comprehensive information service to potential and current students and is committed to ensuring that correct and timely information about fees and financial information is provided to students (both prospective and current) as well as to third parties who communicate this information on the institution's behalf (for example UCAS and the Student Loans Company).

Current students are able to access financial information using a variety of formats and the University Centre's Virtual Learning Environment (Moodle) is used to provide information as well as the services of the College Hub (see below). Interactive resources have been created to support entrants and returning students.

The Hub is our student-focused support service with dedicated Student Finance and Careers advisors. Here a wide range of advice and support is provided, including face-to-face financial information, guidance on fees and student finance. The Hub provides daily drop-in appointments for new and prospective students. A range of online support is also available through an online chat facility.

We actively promote equality of opportunity by offering support packages to students identified as having a protected characteristic. All full-time students can apply for a £500 bonus in their first year, followed by a £250 bonus in subsequent years. This is not means tested – the only criterion is for students to have taken out a student loan and maintain good levels of attendance. This is for help with course-related costs. All students have access to a free breakfast which is not means tested in any way. There is also a small hardship fund available for those who experience unexpected hardship to ensure that access and retention of students from diverse backgrounds is maintained.

11. Consulting with students

Student representation is paramount. The College has a Student Union President, Student Officers and Programme Representatives and there is student representation at all levels of the College's governance structures – both corporate and academic. All students are encouraged to participate in internal and external student surveys to enable us to continue to enhance the quality of their experience at Blackburn. We hold a range of student focus groups and Student Voice activities including regular lunches with the Executive of the College to discuss student views and survey results to enable current students to inform strategies and operational processes and enhance future student experiences.

Students are also represented on programme committees which meet three times per year and are made up of staff and student representatives. Programme committees consider feedback received from external examiners and course consultants; resources; retention strategies; and progression, contributing to an annual programme review. Programme committees feed into the relevant School Board which, in turn, reports to a Higher Education Learning and Teaching Committee which also has student representation.

* course type not listed.

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

Please enter inflationary statement in the free text box below.

The fee at point of entry will remain fixed for the duration of the qualification, unless there is a break in study of more than 1 year, as set out in the Tuition Fee policy for 2019 / 2020 (available on the College website). Further fee increases to reflect inflation will be set using CPI.

Full-time course type:	Additional information:	Course fee:
First degree	Full time fees	£8,250
Foundation degree	Full time fees	£8,250
Foundation year / Year 0	Foundation year fees	£3,900
HNC / HND	Full time fees	£8,250
CertHE / DipHE	Full time fees	£8,250
Postgraduate ITT	PGCE fees	£6,000
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree	- Students who started from 2017/18	£2,800
Foundation degree		£4,192
Foundation year / Year 0		*
HNC / HND		£3,225
CertHE / DipHE		*
Postgraduate ITT	- PGCE	£1,399
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	In terms of entrants and participation into higher education there has been a significant decrease since 2014-2015 (25%) by 4% from ethnic minorities (pakistani and indian) which reflects the local demographic. Figures has remained comparable from new baseline year into 2016-2017 and tt is anticipated that this will slightly increase annually going forward	No	2015-16	21%	23%	24%	24%	25%		
T16a_02	Access	Part-time	Other statistic - Part-time (please give details in the next column)	The proportion of full time students is generally increasing, whilst the part-time proportion has decreased by a yearly -2% over the last three years.This target remains problematic. However, due to more flexible delivery modes on full-time programmes this may reflect that students are indeed opting to study full-time on a flexible basis. The baseline is set using previous and current trends. The part-time learner profile increased in 2015-16 by +1% to 14%. However, the college has seen a decline of -2% to 12% in 2016/2017 for part time learners. Additionally, the number of part-time learners has decreased by 100 from 359 to 259 in 2016-2017	No	2014-15	13%	12%	13%	13%	14%	It is anticipated that due to current trends and the introduction of flexible methods of study and on line materials being made available, part time entrants will not increased significantly. Therefore we request that we amend our milestones from 16/17 to 12% with an increase of 1% bi-annually.	
T16a_03	Other/Multiple stages	Disabled	Other statistic - Disabled (please give details in the next column)	Engagement with disability services (DSA) target will continue to be monitored as evidence suggests that this as a positive impact upon retention, achievement and success.	No	2014-15	45%	55%	57.5%	58%	58.5%	The numbers of students who disclose and then who actively engage with disability services	
T16a_04	Access	White economically disadvantaged males	Other statistic - Gender (please give details in the next column)	For the last four years the proportion of females entering into high education has remained higher than males. The proportion of males has dropped by -1% each year over the last three years. The target is to increase the proportion of male to female students (although current trends indicate it may be challenging, hence the small targeted increase). The proportion of male entrants in 2014-2015 was at 39% with a decrease in 2015-2016 by 3% to 36%. However there was an increase in actual male students entering from 201 to 374. Therefore, figures show that although the percentage of males to females is not equal there has been an increase of 73 of actual male entrants since the previous year.	No	2014-15	39%	40%	40%	41%	42%		
T16a_05	Access	Low income background	Other statistic - Low-income backgrounds (please give details in the next column)	The number of students from a disadvantaged postcode entering into higher education has increased by + 3% in 14-15. 61% of learners come from disadvantaged postcode areas. This percentage remains the same as 14-15 as a percentage of all full-time learners but there has been a significant increase in part-time students from 19% (14-15) to 31% (15-16). There has also been an increase of 138 overall learners in 15-16 from disadvantaged postcodes which is a 9% increase from 14-15. This reaffirms the need for collaboration with stakeholders, both internal and external. and the importance of the collaborative outreach programmes to which we are committed.	No	2014-15	61%	67%	69%	60%	70%		
T16a_06	Progression	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	In relation to the DLHIE data this has shown comparable figures in the last two years. We anticipate to increase periodically by 2021-2022	No	2014-15	89%	92%	93%	94%	95%		

T16a_07	Other/Multiple stages	Other (please give details in Description column)	Other statistic - Completion/Non continuation (please give details in the next column)	<p>in the last 3 years retention has remained static, the target is to improve retention rates through investment in student success. Measures in place to ensure early intervention and support for all learners.</p> <p>Academic Recovery Plans introduced as a pilot in 15/16. Plans to refine and continue in 16/17.</p> <p>Implementation and development of a very effective caseload management tool with a facility to record detailed student information integrated with key attendance data. Production of operational and management information to refine the service approach and enable more sophisticated analysis of student attendance patterns, achievement by course and individual learner and factors affecting choice of pathways to allow early intervention and support thus broadening the student experience at and enhance mapping of student progression from pre-enrolment to alumni. The planned implementation of the Student Buddy Scheme for 15/16 working closely with the Student Engagement Team is anticipated to support student retention across the board.</p>	No	2014-15	75%	82%	83%	84%	85%		
T16a_08	Access	Multiple	Other statistic - Other (please give details in the next column)	Internal Progression : To increase the internal progression rate by 1% year on year. We shall review our current internal progression activities in 2016-2017, involving all stakeholders.	No	2014-15	46%	49%	50%	51%	52%		
T16a_09	Student success	White economically disadvantaged males	Other statistic - Gender (please give details in the next column)	Female student retention at end of year 14/15 was 13% higher than male student retention. 12/13 and 13/14 end of year reported 14% female retention higher than males. We will focus on narrowing this gap by 1% year on year for the next 5 years.	No	2014-15	13%	10%	9%	8%	7%		

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Other/Multiple stages	Low income background	Management targets	Retention rates remain complex and a challenge given the high proportion of students from a disadvantaged post code. Retention remains comparable over the last two years. Mechanisms are in place to identify these cohorts of students and implemented support and early intervention. Management and Student Engagement Team working closely to address these issues directly. The planned implementation of the student buddy scheme should allow a targeted approach and support to this criteria of students	No	2014-15	76%	82%	84%				
T16b_02	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	To increase participation and activity with The Childrens' University and broaden the activity to secondary school pupils and involve participation from current college students. Working in conjunction with the Collaborative Outreach (NNCO) Project groups	No	2014-15	4	7	7	7	8		The number of schools has not increased as intended, however the number of pupils in each school and in year enrolled on CU has grown significantly.
T16b_03	Other/Multiple stages	Multiple	Student support services	To offer a one stop shop support service for students which provides a wrap around service. The Student Engagement and Support team to start at pre-application and recruitment stage to raise awareness of higher education and employment opportunities and the wrap around support on offer throughout the lifecycle of the student. Working closely with the college support service teams such as Student Finance, Disability Services	No	2013-14	NA	NA	NA	NA	NA		This includes one to one appointments, drop in services and an on line presence, also includes a self referral service for students and a service for staff to signpost. Participation is tracked and monitored.
T16b_04	Other/Multiple stages	Multiple	Outreach / WP activity (summer schools)	To increase participation in the summer school through offering a rolling and on line study support offer. Specific bespoke sessions targeted at prospective, new and existing students	No	2014-15	150 students	190	200	220	300		We are introducing a more bespoke and flexible offer to prospective students and applicants to facilitate other commitments they may have a mature learners to enable them to attend the sessions
T16b_05	Access	Multiple	Strategic partnerships (eg formal relationships with schools/colleges/employers)	To re evaluate and increase formal partnerships on reflection of the work of the NNCO and NCOP, specifically with Schools and Sixth Forms and those not engaged in HEI outreach activity. Continue working with partners of NNCO and ensuring sustainability after the lifecycle of the project. Researching into further funding in relation to collaborative outreach.	No	2015-16	NA	NA	NA	NA	NA		This includes engaging Schools and Community outlets not engaged in current outreach activity develop NCOP/NNCO projects and making them sustainable for future years
T16b_06	Progression	Disabled	Student support services	To deliver structured transition support offer via the HE Disability Service for disabled students from our FE arm or potential applicants from UCAS or direct applicants	No	2015-16	NA	9	12	16	16		this will start with low numbers to ensure we have a model which is effective
T16b_07	Other/Multiple stages	Disabled	Student support services	offer a buddy system for existing students to students with other students with specific learning difficulties or autism to aid their transtion and integration into the Blackburn student experience	No	2015-16	NA	9	12	16	16		this will start with low numbers to ensure we have a model which is effective
T16b_08	Other/Multiple stages	Other (please give details in Description column)	Strategic partnerships (eg formal relationships with schools/colleges/employers)	To maintain the number of schools (29) and 6th form schools and colleges (23), with a focus on the more local schools and community centres we work with but widening our outreach activity year on year. Providing a more extensive offer, including increasing the number of activities and frequency of events. Also introducing more interactive projects and activities to stimulate pupils within schools and support attainment and raise awareness with families, teachers and careers staff.	No	2014-15	52	52	52	52	52		

T16b_09	Multiple	Attainment raising	Outreach / WP activity (other - please give details in the next column)	The coding club will be a pilot with regards to supporting students in raising attainment. Students within schools who are from under-represented and disadvantaged cohorts will be identified and the initial aim will be to raise attainment with ten specific pupils tracking their progress within their school and their destination upto between Year 11-13	No	2017-18	10	10	n/a	n/a			Working with 10 pupils initially with a view to increasing from 2018-2019 onwards.
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