



Wirral Met College

**Office for Students
Access and Participation Plan
2019-20**

Assessment of Performance

Access

- We currently have 148 new HE students who started their study with us in 2017/18
- 54% of this cohort are female, 46% are male – this has remained consistent with a variance of 2 – 3% since 2013/14.
- 43 % of the 17/18 cohort come from a low household income and/or low socio-economic status.
- The college has a cohort of 264 new and continuing HE students on programme for 17/18. 47.7% of this total come from areas of deprivation.
- The non-continuation rate for 17/18 is currently 9.8%, with 42.3% of this (11 students) coming from low household income and/or low socio-economic status, compared to 57.7% (15 students) for higher income households.
- 13% are of new starts are from particular ethnicities, classifying themselves as Non White British, this has improved on the previous year by 3%.
- 57% are mature students aged over 24 years, and increase of 4% on the previous year (72% if counted from 21+ years which has remained consistent since 13/14). Showing 28% of new starts in 17/18 were 18-21 years old. This is significantly lower than the national picture.
- 33% of the 17/18 cohort are students who have declared a disability, an increase of 5% on the previous year. 17% of the 17/18 new starts receive Additional Learning Support, a reduction of 2% on the previous year.

Success

- 'Success' is in relation to attainment of qualifications and retention is in relation to continuation of students
- Overall success rates for the college across all Higher Education remains good at 84% completing their qualification timely and as scheduled.
- Retention is very good and consistently above 90% over the last three years.
- Those students with declared Learning Difficulty and/or Disability (LD&D) have outperformed those without LD&D in 14/15 on success rates. However, over the last two years the two groups have had comparatively similar success rates, with a difference of only 0.2%.
- Students from low participation neighbourhood (LPN) areas have performed well over the last three years, achieving higher success rates than their counterparts by 3.1% in 15/16. However, although success rates have improved by 1.1% for 16/17, their counterparts have improved by 5.2% (89.2% success rates for 16/17). There is currently a difference of 1% success rate between LPN and No LPN for 16/17.
- Mature Students (24+ years) have declined in performance with a gap in success rates of 3.5%. Performance has declined due to non-continuation, mainly due to difficult financial and economic issues. In response the college implemented a bursary for students with house hold incomes below £25,000.
- BME participation rates is very low, this reflects the local community, performance is varied for this group however there are no patterns identified in the data.
- Care Leavers have not been recorded for Higher Education participation, this has been rectified for the 2018/19 cohort.

Progression

- According to Destinations Leavers from Higher Education (DLHE 2013 – 2016) data provided to the college over a 3 year period (from 2013 - 2016), of the 354 graduates 46% are in employment, 41% are in further study, 5% were counted as unemployed and 8% counted as 'other'. There is little variance over the 3 year period.
- The college will track how different groups of students perform in terms of progression and plans to utilise the college Alumni to achieve this. The use of 'exit' interviews will be used to record destinations and contact details for the purpose of contacting students to ask them to complete a questionnaire.

Ambition and strategy

In May 2018 the college put in place a new Higher Education Strategy. The Strategy focuses on improving performance and outcomes for Higher Education students, it outlines the college's current position and how it addresses and responds to the needs of the wider Liverpool City Region. The College is positioned on a peninsula with very low rates of participation and poor social mobility movement. The area surrounding the College has 12 postcodes featuring on quintile 1 of the POLAR4 data maps and some of the very lowest levels of participation.

With this in mind the College's challenging strategy aims to address barriers to higher education by offering affordable, relevant and inclusive opportunities for further and higher study within this community.

The college is part of the Merseyside Collaboration Outreach Programme (MCOP), Shaping Futures consortium and works closely with its partner HEIs and local Colleges to meet targets for participation rates set by the consortium. A number of projects and aspirational events have been actioned to inspire students within the college and potential students in the wider community to consider higher education as part of their progression.

The College's Higher Education Strategy (May 2018) is underpinned by three strategic themes, namely:

- Theme 1 – Ensuring we are responsive.
- Theme 2 – Ensure we set and meet high quality standards.
- Theme 3 – Ensure we are efficient and financially viable.

Equality and Diversity (E&D)

The college adheres to the Equality Act 2010 and has a college wide policy in place to ensure consistency in best practice across the college including HE. All staff receive training in this during induction and ongoing annually. The college has an equality and diversity committee that encompasses HE provision. The purpose of this committee is to ensure all students are treated

fairly, in line with current legislation and college policy. There is student representation on the committee. The committee reviews outcomes for all students and monitors achievement gaps and areas for improvement. The committee approves compulsory annual training for all staff in regards E&D. There is a central student support department that tutors make referrals to for any additional support needs, in addition students can also refer themselves. During the application and interview process the college offers support to students to make applications for DSA. There is a designated

HE student mentor to provide HE students with additional support alongside the team of professionally qualified learning mentors who support our HE students, specialisms include support for visually impaired, hearing impaired and students with mental health issues. The college also has a central LGBT group which meets every few months to discuss best practice, improvements the college can implement. The group looks at issues faced by these students and to ensure support and actions are in place to address issues raised. This has been set up with the support of the University of Liverpool's student union guild.

The college aims to be an Inclusive, Outstanding College and its strategy for HE reflects this. Activities for marketing and recruitment remain focused on celebrating diversity and equality. The College has developed its approach for HE recruitment with these themes remaining at its core.

Access target

Overall, in 2013-14, the percentage of degree level learners attending the College from Low Participation Neighbourhoods (LPN), classified by POLAR3 as quintile 1, was 61%. This figure is 4% higher than the sector average for all FECs. However, the number of young (18) entrants is significantly lower than the older 'second chance learners'. 33% of LPN learners are under 25 years old.

Therefore, the College has set a target to increase access for young, full time, undergraduate entrants from LPN to 55% by 2021. The College will encourage applications to Higher Education through outreach activities that are focused on raising aspirations and attainment among potential applications from LPN. There are twelve local areas of LPN that are classified as quintile 1 (POLAR4) within the College's catchment area. The College will engage in opportunities to visit Primary and Secondary schools in LPN, as well as providing summer school taster days, which will contribute to raising access. Information, Advice and Guidance will be targeted to the Colleges Level 3 students, aged 18-25 from LPN.

The College, in partnership with other HEIs, participates in HEFCE's MNCO aspiration-raising activities across the region. Part of this collaboration with MNCO includes a project created, planned and implemented by the College that features sustained and co-ordinated activities in LPNs (POLAR3 quintile 1 areas). Progress on this target will be measured and evaluated on a yearly cycle using widening participation indicators in line with HEFCE UK performance indicators.

Socio-economic issues are the greatest barrier to access and the college intends to continue to support inclusive access by; keeping fees low, making bursaries available, ensuring teaching, learning and assessment is delivered in a family/work friendly timetable, keeping small class sizes and by providing greater pastoral support. The college continues to give opportunities to students who may never have enter higher education and works closely with Chester University to develop a curriculum that is appropriate and responsive to the local community needs. The college is able to apply its expertise with employers to support the development of degree and HND provision that leads to employment.

Student success target

The College has set a target to reduce non-continuation rates for all full-time students from LPN (POLAR3, quintile 1) from 14% to 6% by 2021. We are currently on target to achieve this. This will be achieved through the implementation of a Student Mentor scheme that will offer social support and signpost those students 'at risk' of non-continuation to college and partner support services. The College will facilitate accommodation for personal study and support distance learning (where mitigating circumstances deem this appropriate). The use of induction activities and HE Student Union activities will be further developed to promote student engagement, enhancement and belonging. A number of HE tutors are currently in the process of gaining Fellowship of the Higher

Education Academy, this process will see HE tutors reflect on their own performance and practice. This in turn will support student success through the continued improvements in teaching and learning. Performance and progress will be measured and evaluated on a yearly cycle, using non-continuation rates and module completion rates. This measure is in line with HEFCE UK performance indicators.

Progression target

The College has set a target to increase progression onto further study or graduate level employment for those young, full-time, first degree achievers from LPN (POLAR3, quintile 1) from 84% to 90% by 2021, with an interim milestone target after two years, of 87% in 2019. The College will work with local employers and those in professional careers to build on and increase the national figure of 84.5% (this figure is related to 16% of Further Education Colleges 2012/13). The intention is to close the gap in employment for this group between FEC and HEI graduates. The College will engage with established links and employers to source work placements for undergraduates. Progress on this target will be measured and evaluated through follow up contact with leavers after six months. This will ascertain the number of graduates in employment or in further study.

Collaborative and long-term outreach targets

The college has worked closely with colleagues across the Higher Education sector for over 25 years. We are a key partner for our local HEIs and are actively engaged with them to support the progression and opportunities for FE students and the local community. As part of the MCOP consortium a member of staff from Liverpool University is now based at the college to offer impartial advice and guidance to the 16-19 students from LPN. The college also employs a Schools Liaison Officer who, engages with schools re progression to Higher Education. The college sits in the heart of a varied community, there are 12 areas of LPN which are on the lowest percentile. The college ensures that all work undertaken to improve prospects for this community compliments the work undertaken with NCOP. Last year, 2017/18, the college received a grant of £30k, which was used to facilitate a wide range of activities for our 16-18 cohort from LPN. This grant covered staffing costs

A number of events and activities have been held in 2017/18, for example, the BA Illustration with Animation students held workshops at the Museum of Liverpool for the local community to experience and engage in. Workshops have also been held at the college. The college is also working closely with the Local Education Authority to ensure those in the community that are the most difficult to reach are targeted with appropriate opportunities.

The college has a large cohort of 16-19 year olds where 68% come from LPN. There are a number of projects within the college that have been supported as part of NCOP, but also as part of our commitment to be an inclusive, outstanding college. The college holds its own events to support the 16-19 year old cohort make informed decisions about their route into higher education. Mature students have separate events to ensure their particular needs are met and addressed. All students benefit from lower course fees, flexible learning, greater pastoral support and smaller class groups.

Activities to increase access to higher education through collaborative and long-term outreach work will include the following:

- Build on the collaborative outreach work, by developing resources and activities in schools, ensuring schools and pupils are receiving the support and information they need to progress onto higher education.

- Develop drop-in sessions and workshops, as well as one-to-one appointments from a dedicated HE engagement team; student finance advice team; careers team; additional learning support team.
- Provide drop-in sessions and workshops to raise aspirations and confidence in order to raise participation from identified target groups, such as looked-after children.⁸
- Work closely with schools around family and community learning events to raise participation from target groups.

Monitoring and evaluation arrangements

The Principal and Vice Principal for Curriculum & Quality have overall responsibility for the Access and Participation Plan (2019/20)

The College has a central Higher Education Management team who report to the Vice Principal for Curriculum & Quality. This team consists of an Assistant Principal, College Manager for Higher Education, HE administrator and Curriculum College Managers. This team are responsible for, among other duties, monitoring and evaluating the Access and Participation Plan (2019/20). This is achieved through a number of mechanisms that are embedded into the college HE Quality Cycle which runs once per semester, as detailed below:

- Higher Education Student Liaison Committee (HESLC)

The purpose of this committee is to gather feedback from Higher Education Students regarding recruitment and programme development, enrolment, equality and diversity, teaching and learning, environment and resources, student support services, quality of provision and assessment procedures. The HESLC is chaired by a HE student representative and a summary report is sent to the Academic Panel and HEQAC (Higher Education Quality Assurance Committee). Any issues raised by students are dealt with swiftly by the Higher Education Manager and programme team.

- Academic Panel (plus Academic Scrutiny Panel)

The purpose of this panel is to ensure quality and academic standards for every Higher Education programme. This is done through the submission of Academic Panel Reports that are provided by programme leaders. The panel reviews these against External Examiner reports, annual monitoring reports and any exam/assessment board minutes. The panel then sets actions for improvement if appropriate. The panel also monitors student outcomes, student success (through module/unit performance tracking), student and stakeholder feedback at course level. The Academic Scrutiny Panel also ensures that standards are continuously monitored. The Academic Panel (and the Academic Scrutiny Panel) is chaired by the College Manager for Higher Education and a summary report is sent to the HEQAC and the Higher Education Forum with any recommendations for Staff Development or actions to improve student success and experience.

- Higher Education Forum

The main focus of this forum is Teaching and Learning. This involves a clear directive to share best practice and address any staff development needs identified by the Academic Panel. The Forum also informs Higher Education staff of emerging changes to the Higher Education sector, such as the Teaching and Excellence Framework. The Higher Education Forum is led by the College Manager for Higher Education a summary report is sent to the HEQAC. Monitoring and evaluation of programmes in terms of activities to support access, success and progression is discussed and actioned here also.

- Higher Education Quality Assurance Committee (HEQAC)

This committee takes a strategic position ensuring the college is responsive to growth opportunities and focussed on key employment areas. The committee is responsible for the continued monitoring of HE provision and to ensure the development and design of Higher Education is in line with the HE Strategy (2018-21). This committee is chaired by the Assistant Principal for STEM, a summary report is shared with Governors and circulated to HE staff and students. Monitoring and evaluation of Access, Success and Progression is undertaken checking for impact on outcomes for students. Actions are set to ensure the access and participation plan targets are met, implementation of the access and participation plan is exercised appropriately and the college HE strategy is adhered to.

Student Engagement

The college works with all HE students to ensure there are a number of mechanisms to consult with students regarding all aspects of the student experience and the student life cycle. All programmes operate a course level student liaison meeting this is attended by the HE manager and or the Student Engagement and Enrichment Manager, tutors and students. Every programme has an elected student representative who receives training and support throughout the year from the college Students Union. The student reps are part of the wider college student feedback systems. Student Reps also provide feedback to our partner institutions and receive support and training from them. Students are encouraged to participate in the NSS surveys and internal learning talks.

The HE Student Liaison Committee is held once a semester and is led by the students. Recruitment and training takes place for the role of Student Rep, during induction week students are given information and guidance on how they can engage with the college to help shape, inform and develop the curriculum and quality of the provision. A large proportion of our students come from areas of low participation. The college will ensure all students from all backgrounds and groups give feedback via a questionnaire and ensure all groups are represented at staff liaison meetings as well as college wide activities. The college student union will focus on engagement for all students. To encourage inclusion and confidence to engage students from different backgrounds and groups the college will implement activities with a focus on specific student issues. For example, student buddy activities to support students from specific backgrounds such as lone students estranged from family, student diversity week, as well as engaging with national awareness day events such as Pride Parade etc.

Evaluation of activities

Evaluation of the effectiveness of student lifecycle activities is undertaken by:

- Tracking the progress of students who participate in collaborative and outreach activities to see if the activities result in improved recruitment to higher education
- Collecting participant feedback to evaluate the impact of activities on attitudes and aspirations towards higher education, and whether this results in improved attainment of participants
- Gathering feedback from student reps and academic staff on the effectiveness of activities to improve success and retention
- Utilise the HEFCE Toolkits and the experience of our university and FEC partners to review activities against benchmarks
- Use of KIS and NSS data for national comparisons of student satisfaction rates
- Use of DLHE data for national comparisons of progression into employment or postgraduate study

- Analysis of external surveys at HE forums and committee meetings

Access, Student Success and Progression Measures	
Indicator	Wirral Metropolitan College performance
Percentage of higher education students from low participation neighbourhoods	<p>In 2013-14, the percentage of degree learners attending the College from Low Participation Neighbourhoods (LPN), classified by POLAR3 as quintile 1, was 61%. This figure is 4% higher than the sector average for all FECs.</p> <p>However, the number of young (18–25) entrants is significantly lower than the proportion of older ‘second chance learners’, with only 33% of LPN learners being under 25 years old, although this is significantly above the 2012-13 national benchmark of 17%.</p> <p>The College has set a target to increase access for young, full time, undergraduate entrants from LPN to 55% by 2021.</p> <p>Indicative access activities will include:</p> <ul style="list-style-type: none"> • Community projects aimed at LPN in collaboration with: <ul style="list-style-type: none"> ○ Merseyside Collaborative Outreach Partnership ○ Magenta Housing ○ Wirral Community Action ○ Primary School Links ○ Feeder School links ○ Voluntary Sector Services
Percentage of higher education students from ethnic minority/non-white groups	<p>In 2014/15, 7% of HE entrants to the College indicated that they are of black or minority ethnic (BME) origin. HEFCE data for the same year specifies that 4% of HE students in the Liverpool City Region indicated they were BME origin.</p>
Percentage of higher education students with a declared disability/learning difficulty	<p>In 2014/15, 14% of HE entrants indicated that they have a disability/learning difficulty, well ahead of HEFCE’s 2013/14 data for the region which states that only 5% of HE students in the Liverpool City Region are in receipt of Disabled Students’ Allowance.</p>
Non-continuation following year of entry	<p>The College’s non-continuation rate following year of entry for all undergraduates is currently at 7.82% (2014-15 HEIFES Return). This compares favourably with the national 2011-12 entrants</p>

	<p>data (Higher education indicators for further education colleges February 2016/01) of 15.2%.</p> <p>The College has set a target to reduce non-continuation rates for all full-time students from LPN (POLAR3, quintile 1) from 14% to 6% by 2021.</p> <p>Indicative activities to address non-completion of module and/or academic year activities will include:</p> <p>Summer school support workshops</p> <p>Identification of 'at risk' students through attendance monitoring, with interventions and referrals to college support services</p> <p>Identification of 'at risk' students through performance monitoring, with intervention and referrals to academic college support services such as Learning Mentors</p> <p>Peer to peer mentoring scheme for higher education students</p>
Higher education student retention and success	*Please see tables below on page 9 for retention and success performance three year data trends.
Internal progression of level 3 students to higher education within the College	<p>In 2015/16, only 4% of Level 3 students progressed internally onto HE provision and 13% of the College's own students went on to study HE courses externally. With no external benchmark the College will establish the internal progression rate as a baseline.</p> <p>Indicative internal progression activities will include:</p> <p>Higher Education student union activities</p> <p>Promotional activities to inform student choice</p> <p>Student IAG through progression interviews at level 3</p>
Progression to employment or post-graduate study	<p>The College invites those who successfully complete their final year to be a part of our Alumni. Our Alumni Association invites graduates back to the College to encourage the next generation of students to progress to higher education as well as using those Alumni in promotional case studies. The College's Alumni Association grants a clear line of communication with graduates to allow us to monitor their progress following their successful completion.</p>

	<p>The College has set a target to increase progression onto further study or graduate level employment for those young, full-time, first degree achievers from LPN (POLAR3, quintile 1) from 84% to 90% by 2021.</p> <p>Indicative progression activities will include:</p> <p>Support on HE research, including top up/level 6 and postgraduate study</p> <p>Foundation degree to honours degree transitional summer schools</p> <p>Expansion of the Art Fellowship scheme to all degree programmes in the College</p> <p>Subscription to on-line resources/services that support graduate recruitment</p> <p>Follow up graduate interviews 6 months post-graduation</p>
OFFA financial support evaluation toolkit	This tool kit will be used to evaluate the impact of financial support provided has on access, continuation, success and progression.

Investment Plan 19/20

Investment information is available in table 5a of the 2019/20 access and participation resource plan, this forecast is updated annually and presented to SLT and Governors for approval.

The College's own FE students remain a crucial market for HE. The College recognises the need to provide improved information and widen curriculum choices in order to encourage greater internal progression for students. Further activities will be developed to encourage and support level 3 and level 2 students to consider progressing into HE and to be fully aware of the level 4 opportunities available. In 2015/16, only 4% of level 3 students progressed internally onto HE provision and 13% of the College's own level 3 students went on to study HE courses externally. The college has a focus on vocational qualifications and a curriculum designed to enable progress into employment. A large number of our adult students study at level 3 so they can progress onto nursing and allied health professions degree programmes.

Clearly, the College's investment in securing progression routes from its own provision requires further development. A proportion of the increased fee will be used to stimulate interest and progression opportunities for both the College's own learners and those from feeder schools, colleges, and the wider region of Merseyside.

Overall, for Higher Education within the College in academic year 16/17, data demonstrates that retention is 92% and success is 71%. For degree provision alone in the same year, retention is 92% and success is 73%. Consequently, the additional rise in income from the fee increase will be used to facilitate strategies to maintain and improve further the success on the College's degree

programmes. Such measures would be targeted within the curriculum areas concerned and tailored to meet individual student needs.

The College estimates that it will spend a maximum of £36,330 on access, student success and progression measures overall. Based on the College's current performance and strategic aims, 10.5% of the higher fee income will be spent on access, 1.7% on student progression and 5.1% on student success. Internal progression is a key focus for action at the College and some of the additional funding allocated for access will be used to fund activities, taster days and other associated events to aid internal progression.

To support our strategic objectives we propose to allocate 48.5% of the additional fee income above £6,165 on measures to support access, success, retention and progression. Financial support to students will represent 37.1% of the income above £6,165. Allocation of the 48.5% higher fee income in 2018/19 will be as follows: 19.3% to be allocated to Access activities, 77.6% to be allocated to Student Success activities and 3.1% to be allocated to Progression activities.

Activity	Amount
<u>Access (19.3%)</u>	
Pre-entry activities to support students from disadvantaged backgrounds to enter higher education	£28,192
<u>Student success (77.6%)</u>	
<ul style="list-style-type: none"> • Activity to retain and support students from disadvantaged backgrounds • Support bursary (£500pa for those with household income below £25k) • Access and Progression bursary (£500pa for those with household income below £25k and studied at WMC in previous 2 years) • Hardship fund (ad hoc support for those with household income below £25k) 	£13,693 £89,500 (£500 x 179) £5,500 (£500 x 11) £4,500
<u>Progression (3.1 %)</u>	
Activity to support undergraduate students from disadvantaged backgrounds to progress to employment or postgraduate study	£4564
Total of APP – countable	£145,949

NCOP activity 17/18	Spend Grant £30k
Participate Workshop (Art School) Participate Workshop (Art School) Participate Workshop (Art School) Liverpool City Region Skills Show trip Auto-sport International Expo trip Yorkshire Sculpture Park Visit trip Visit to London Galleries trip Body-power Expo trip Manchester City Football Club Stadium Tour HE Information Morning Rocket Factory Kit (for use in taster workshops) Taster Days - aspirational HE NHS event careers through HE taster evening 16-18 routes to HE STEM big Bang	£13406.27
Staff and resource costs	£16694.70
Total spend	£30100.97

Since the introduction of the new higher fee regime in 2012/13 the College has struggled to meet its student target numbers, despite setting a low full time fee of £5,975 p.a. for full time programmes and £2,650 for part time programmes. The College reduced its full time fee for HND down from £5,975 to £3,975 from September 2014 to try to attract more students. The majority of the College's HE students are mature adults, many from LPN of the Borough.

Provision of information to students

The College will provide information relating to finance and current course fees for students via the following platforms:

WMC HE Prospectus – this publication contains information for students about the first port of call for guidance on the application process, including contact details of student advisers. Information will also include associated tuition fees, loans and grants. The document also contains details about making an application for DSA

College Website – the website includes up to date student fee information, as well as information about loans and bursaries.

HE Events and Open Days – Teaching staff and Learning Support staff provide advice and guidance to potential students and family members, maintaining students' confidentiality. The College attends external events and exhibitions within the local community, for example in Galleries. Events are also a vehicle to raise awareness of the financial options available to facilitate study at HE level.

UCAS and SLC – the College provides information to UCAS and the Student Loan Company in order to ensure that accurate information is available to potential students. The College complies with all associated deadlines through the College’s HE Administrator.

CMA - In accordance with the Competition and Markets Authority guidance, all information provided to students is distributed in a durable medium and subsequent changes to that information is brought to the attention of students.

Bursary for Financial Support – All full time HE students who began and enrolled on their course from 2017/18 and onwards and are paying the higher course fee of £7500, are means tested for bursary payments of £500 per academic year. If the student has an annual household income of £25k or less they are eligible for the additional financial support via the bursary, this is automatically paid to the student. The college uses Student Loans Company (SLC) to identify those students who meet the criteria. Any eligible student who is paying the higher fee and meets the criteria stated, but has not applied for a loan through the SLC, is asked to complete an application from provide the evidence of income at £25k or below, to receive the bursary. Financial support has only been introduced this academic year (2017/18) and the college intends to evaluate its impact through continuation data and comparison of success data from previous years. We intend to commence this evaluation in September 2018 and use the analysis to inform how financial support has impacted on student retention, experience and success.

In addition to the full time bursary described above the college offers another bursary of £500 per academic year for students on full time degree programmes, enrolled from 2017/18 onwards and paying the higher fee of £7500 per year who meet the following criteria; the students will have a household income of above £25k, will have attended the college for 2 years prior on a level 2 or level 3 programme and have progressed onto higher education provision at the college. Students can apply for this bursary through an application form with evidence they meet the criteria.

* 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.		
Fees will not increase for 2019-20 entrants while students are enrolled on a course for their duration of study.		
Full-time course type:	Additional information:	Course fee:
First degree		£7,500
Foundation degree		£7,500
Foundation year / Year 0		£7,500
HNC / HND		£3,975
CertHE / DipHE		£7,500
Postgraduate ITT		£7,500
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	University of Chester - 10007848 -	£2,650
First degree	University of Central Lancashire - 10007141 -	£2,650
Foundation degree	University of Chester - 10007848 -	£2,650
Foundation degree	University of Central Lancashire - 10007141 -	£2,650
Foundation year / Year 0	University of Liverpool - 10006842 -	£2,650
HNC / HND	Wirral Metropolitan College - 10007553 -	£2,650
CertHE / DipHE	University of Central Lancashire - 10007141 -	£2,650
Postgraduate ITT	University of Central Lancashire - 10007141 -	£2,650
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	Low participation neighbourhoods (LPN)	HESAT1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	The College is setting this target to increase access for young, full time, undergraduate entrants from Low Participation Neighbourhoods (LPN) quintile 1, by 22% by 2020-21. The college is part of a MNCO consortium and MCOP consortium bid, which is focused on visiting schools in LPN in the Liverpool City Region over a two year programme.	Yes	2013-14	33%	To be confirmed	To be confirmed	55%	55%		The College will encourage applications to higher education through outreach activities that are focused on raising aspirations and attainment among potential applications from LPN. There are twelve local areas of LPN that are classified as quintile 1 (POLAR3) within the College's demographic. The College will engage in opportunities to visit Primary and Secondary schools in LPN, as well as summer school taster days, which will all contribute to raising access. The internal progression of WMC level 3 students aged 18-25 from LPN will also be raised and supported through specific Information, Advice and Guidance activities. The College, in partnership with other HEIs, participates in HEFCE's MNCO aspiration-raising activities across the region. Part of this collaboration with MNCO includes a project created, planned and implemented by the College that features sustained and co-ordinated activities in LPNs (POLAR3 quintile 1 areas).
T16a_02	Student success	Socio-economic	Other statistic - Completion/Non continuation (please give details in the next column)	To reduce Completion/non-continuation rates for students from under-represented and disadvantaged groups by 8% by 2020-21	No	2013-14	14%	10%	8%	6%	6%		This will be achieved through the implementation of a Student Mentor scheme that will offer social support and signpost those students 'at risk' of non-continuation to college support services. The College will facilitate accommodation for personal study and support distance learning (where mitigating circumstances deem this appropriate). The use of induction activities and HE Student Union activities will be further developed to promote student engagement, enhancement and belonging. A number of HE tutors are currently in the process of gaining Fellowship of the Higher Education Academy, this process will see HE tutors reflect on their own performance and practice. This in turn will support student success through the continued improvements in teaching and learning.
T16a_03	Progression	Low participation neighbourhoods (LPN)	HESAT1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	To increase progression onto further study or graduate level employment for young, full-time, first degree achievers from LPN (POLAR3, quintile 1) to 90% by 2020-21.	Yes	2013-14	84%	86%	na	90%	90%		The College will work with local employers and those in professional careers to build on and increase the national figure of 84.5% (this figure is related to 16% of Further Education Colleges 2012/13). The intention is to close the gap in employment for this group between FEC and HEI graduates. The College will engage with already established links with employers to source work placements for undergraduates. Progress on this target will be measured and evaluated through follow up contact with leavers after six months. This will ascertain the number of graduates in employment or in further study. There will be interim milestone targets every two years for a 5% increase.

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	This college plans to engage with local schools to include pupils from LPN quintile 1.	Yes	2016-17	1 school, 15 pupils	4 schools to include 40 pupils	4 schools to include 50 pupils	5 schools to include 60 pupils			This College will work with the MCOP consortium to implement school visits across the Liverpool City Region
T16b_02	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	Outreach events working in collaboration with Community Action Wirral Agents and MCOP to promote access to Higher Education	Yes	2016-17	2 events	4 events	5 events	6 events			This College will engage with community based and voluntary sector to promote access to higher education
T16b_03	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	College wide Participate Project to promote and engage current level 2 and 3 learners from LPN to consider HE	Yes	2016-17	10 participants	30 participants	40 participants	50 participants			This College will implement the Participate Project to inspire, engage and support progression to Higher Education