Annex A - 2019-20 access and participation plan

The Oldham College

Assessment of Current Performance: The Oldham College is in its first year of charging fees above the baseline, (£7,500 p/a for full time and pro rata for part time), having submitted the Access Agreement 18 months ago. Some of the intended resources and activities were put in place over the last 18 months while others are in development. This Plan presents the College's continued commitment to supporting social mobility, equality of opportunity to access and succeed in HE from under-represented groups. This interim assessment of the progress we are making, sets out the specific context and outlines the steps we are taking to address the challenges for access, success and progression.

The College's Equality and Diversity Policy sets out our responsibilities under the Equality Act, 2010, and contains a policy statement which includes the commitment to Widening Participation. The core objectives are threaded into the interlinking spheres of the HE curriculum, services for HE students, support strategies and resources. However, the work to consider the impact of our activities and support measures on students with protected characteristics needs developing further e.g. collection of data on Care Leavers, and embedding into our evidence-led approach to monitoring and reviewing. This plan pays due regard to these responsibilities and our commitment to continue to enhance our services, provision and practice through thorough evidence based approaches. There are multiple challenges facing this post-industrial town. The average percentage of adults in Oldham with a degree is 18.6, below the national average, some wards are 10%.

In addition to the socio-economic challenges facing the town, the impact on the College of HEI partners changing strategic direction over the last 4 years cannot be underestimated. As the University of Huddersfield (UoH) teach-out began in 2015, the College successfully validated replacement and new programmes with Teesside University (TU) with recruitment beginning in 2015. The replacement and additional TU programmes were developed, written and approved in 2015 for delivery 2015/16. However, subsequent senior changes at TU (October 2015) led to their withdrawal from collaborative work with colleges and our curriculum development plans were re-routed to Sheffield Hallam University (SHU), UCLan and the University of Bedfordshire (UoB) during 2016/17. This meant that another year was spent in time, energy and resources to secure institutional validations and course approvals during 2016/17, with the added burden of having no UCAS presence until the validations were approved. Thus, the College's recruitment campaigns were severely constrained, impacting on business planning, student numbers and the enhancements to resourcing that had been proposed in the previous Access and Participation plan.
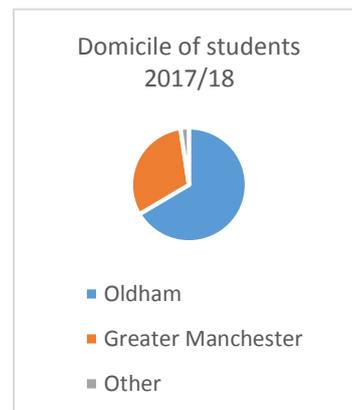
In addressing the local context in curriculum development, it must be acknowledged that the new curriculum developments thus far have been across the caring and creative sectors. While these are areas of potential employment they do not result in high level income on progression. The College is currently developing the curriculum offer across Finance and Professional services, Computing, potential MBA and professional programmes and Higher level and degree apprenticeship routes.

2017/18 is therefore a transition year, the College is consolidating the various aspects of work and continuing to identify, plan and scope the required improvements, enhancements and specific support interventions where there are gaps and improvements required in success, progression and access. The increased use of and access to data (in statistical and infographic formats) will aid academic and support staff to respond in timely and effective ways and also monitor and review their practices and interventions.

Oldham College has delivered its HE on a discrete campus for over a decade, University Campus Oldham (UCO).

The majority (66%) of UCO students travel less than 5 miles to their studies, the provision is resoundingly local. UCO does attract students from the wider region (31% in 17/18) and beyond and the programmes are delivered to respond to the skills needs and employment opportunities across Greater Manchester. Oldham – the town, the population and the socio-economic conditions presents challenges and opportunities. Teaching and Learning, flexibility of provision, the support services and curriculum are delivered, and developed in response to this to best serve the diverse needs of the students. The assessment of our performance against our targets and responding to local needs is therefore a developing appraisal of access, success and progression of our targeted student groups.

Domicile of students 2017/18

- Oldham
- Greater Manchester
- Other

We set out our key intentions and ambitions in 2016, these remain with the addition of no's 7 - 11 below

1. to increase access to HE for young white males
2. to increase the numbers of male students studying HE at the College
3. to continue to target students from low participation areas
4. to continue to target students from low socio-economic groups where household incomes are below £21,000
5. to provide academic and pastoral support for students through each stage of their degree
6. to continue to support disabled learners
7. to identify carers and care leavers and their support needs across the stages of HE
8. to further develop engagement of learners as active partners
9. to work proactively to close any gaps in performance and attainment of protected groups
10. further work on developing employability skills within the curriculum and more structured engagement with employers to improve progression
11. to increase successful progression to graduate level employment/post graduate study

We proposed a range of activities, initiatives and resources that would support the above. These are underway and impacting on:

i) Recruitment/access: to a lesser extent than targeted (see above HEI partner changes).
305 students were due to complete in 2016/17, 395 are due to complete in 2017/18.
587 students were recruited in 2016/17, 80% progressed. 590 students were recruited in 2017/18, below target but with improved retention at this stage. See tables 6 and 7 page 6.
ii) support for learners with disabilities and learning needs with positive results on success (see report page 11 on HE Disability Support below)
iii) improving retention and success (below pages 13-14 comparative numbers of withdrawals and retention)
iv) supporting progression on to employment and further study positively (careers service report page 11 DELHE results pages 15-16)
v) enhancing academic skills support (page 12 – 13)
vi) Gender and Ethnic imbalances on programmes.

Staffing responsibilities and QA structure: The staffing structure and resourcing of UCO is being reviewed, to better focus on and give structure to implementing the College's KPI's. The creation of four new managerial roles with responsibilities for recruitment (access) retention (progression) and data and the student journey (engagement) has focused resources and brought the strategic direction into the fabric of the academics and support services. Through this devolved management, shared accountability is embedding the College's vision at all levels. UCO's HE Quality Assurance structure enables the continuing monitoring, review and actioning of UCO and College KPIs with a systematic approach.

- There is an increased engagement with data and course and student progress dashboards are available
- The scrutiny of KPI's at all levels – the weekly Staff Briefing, Course Leaders meetings, Principalship, governors - enables monitoring, reflections and enhancements and interventions to be timely and appropriate
- Each team produces an Annual Evaluation Report (AER) that reflects qualitatively and quantitatively on access, success and progression. Good practice is shared at briefings and staff development days and planning sessions enable consistent approaches to:
  - Recruitment planning and targeting of activities and events
  - Transition activities within each course at each stage of the student journey
  - Identification of those groups at UCO who are not succeeding to target
  - Consistent VLE practice

- ▪ The Implementation of the UCO HE Tutorial Scheme
- ▪ Establishing Teaching, Learning and Assessment practice that supports all learners
- The retention strategy has been developed in response to data and trends and the register of 'at risk' students has been created to monitor, support and intervene to support students.

Oldham: the local context: The recent report from Oldham Council's Business Intelligence Service (February 2018) *Oldham in Profile* echoes our key challenges and opportunities. This identifies population growth, fewer people of working age, an increase in the number of older people - by 42% within the next 20 years, along with the social care and health needs of this group, and an increasing ethnic diversity in Oldham. The town has many areas with low household incomes, there is low engagement with work across the 35 – 49 age group, serious health issues including mental health, poor educational attainment from early years through to tertiary education, a low skills base, limited employment within the borough, and low numbers of adults with qualifications at or above Level 4.

Access: The College has recruited a predominantly older, female student group to HE over the last 3/4 years, (Table 3 below) with relatively large numbers of BAME students compared to the wider population. This is a key group to engage with, as the diverse population of Oldham continues to grow. The Pakistani and Bangladeshi communities are primarily in the wards surrounding the town centre and are typically the most deprived in Oldham. (ONS Census 2011)

Table 1		Oldham (n)	Oldham (%)	GM (%)	North West (%)	England (%)
	White	174,326	77.5	83.8	90.2	85.5
	Pakistani	22,686	10.1	4.8	2.7	2.1
	Bangladeshi	16,310	7.3	1.3	0.7	0.8
	Indian	1,555	0.7	2.0	1.5	2.6
	Black (African/Caribbean)	2,797	1.2	2.8	1.3	3.4
	Mixed	4,057	1.8	2.3	1.6	2.2
	Other Ethnic groups	3,166	1.4	3.1	2.0	3.2
	All Ethnic Minorities (non-white)	50,571	22.5	16.3	9.8	14.3

As recruitment to UCO is predominantly older students recruiting more young students is a subset of activities that we will engage in and continue to target. The age make up of Oldham is relatively youthful, with a high proportion of residents aged under 16 (22.6%), and fewer residents aged over 65 (15.8%) this is an achievable target. This is compared to English averages of 19.1% and 17.9%.' (Oldham in Profile).

The ethnicity of the UCO student population has a higher number of BAME backgrounds compared to the community:
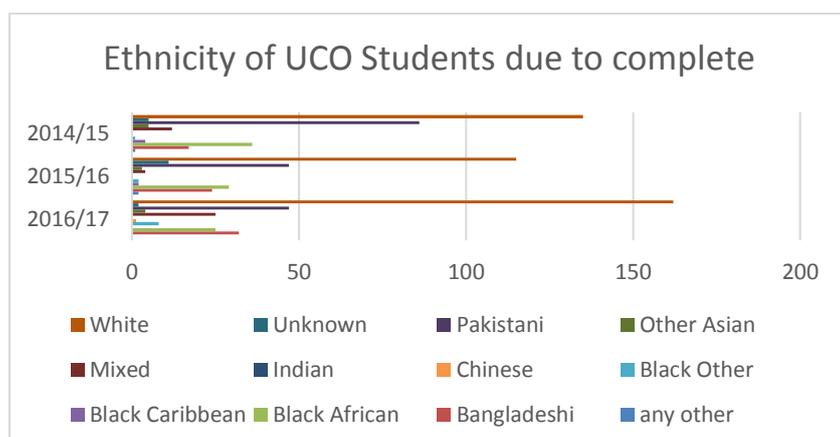

Table 2

The trends over the last 3 years have seen an increase in Bangladeshi students (from 17 to 32), a reduction in Black African (36 to 25) and a reduction in Pakistani (86 to 47) with fluctuations to the number of white students (302, 239 and 306).

Table 3	Age Band	2014	2019	2024	2034	% increase 2014-2034
	0-15	51,449	52,572	52,680	51,491	+ 0.08
	16-64	141,309	142,336	143,858	143,792	+ 1.76
	65+	36,007	39,109	42,380	51,284	+41.99
	Overall	228,765	233,835	238,729	246,411	+ 7.71

Table 4
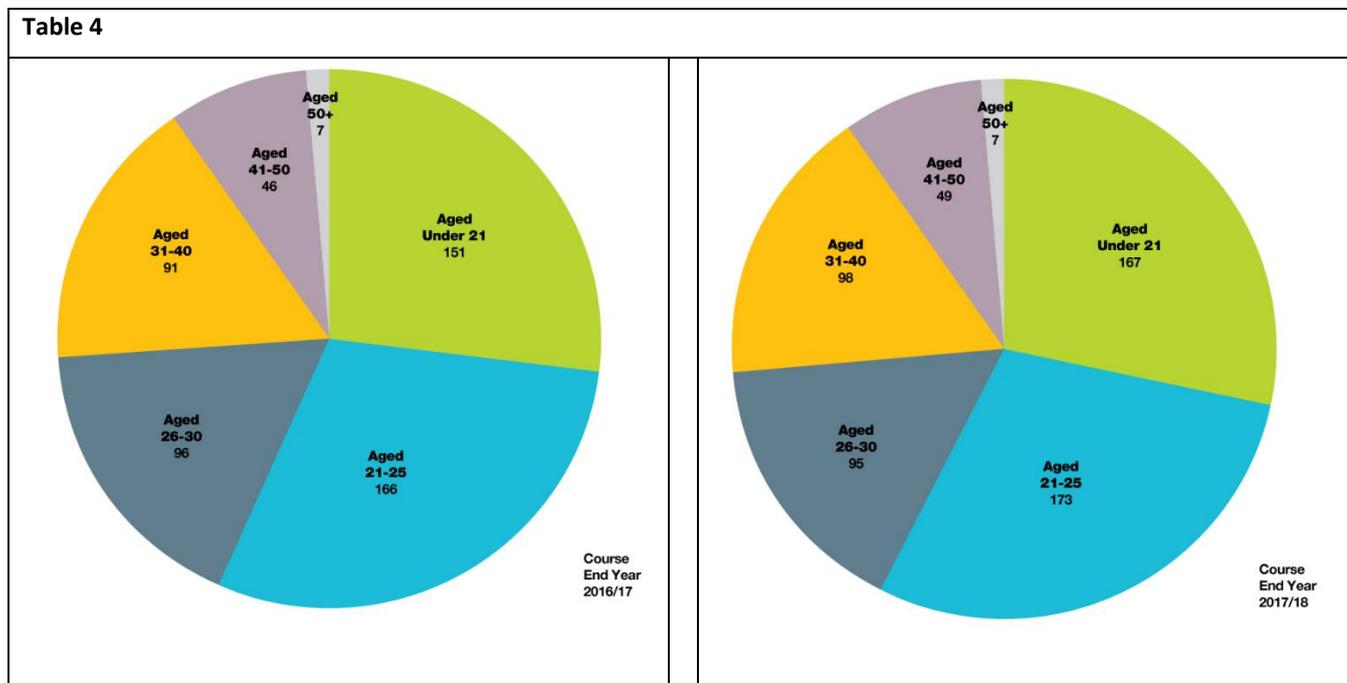
There is a large proportion of non-traditional/mature students in UCO's intake with a slight increase in under 21's. This may be connected to the increased outreach work and new provision – aspects that will be further monitored and analysed over the next years of data.

Fig 1
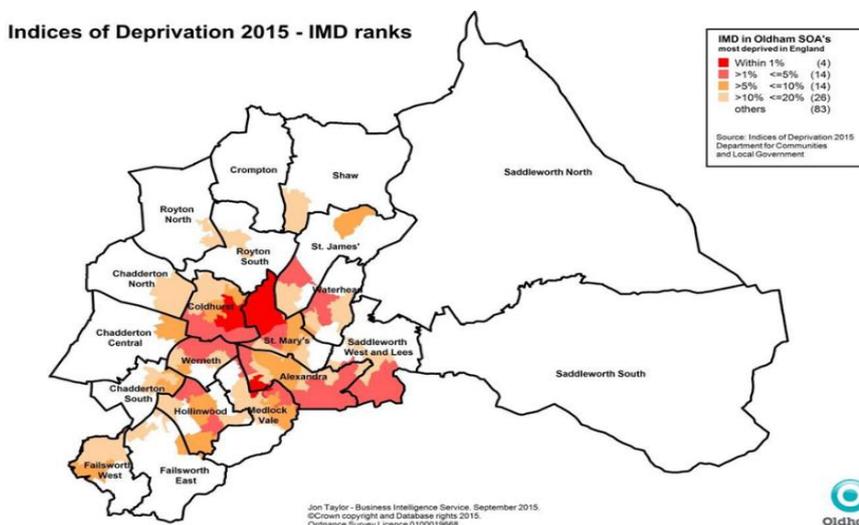
The socio-economic context of Oldham is challenging, with levels of deprivation among the highest in the country and 4 wards among the lowest 1% in the UK.

Students on UCO courses come from across all of Oldham's wards, Greater Manchester and smaller numbers from the North West.

Table 5

Coldhurst 59	Chadderton Central 15
St Marys 40	Chadderton South 16
Medlock Vale 30	Failsworth West 4
Alexandra 26	Werneth 30
Hollinwood 31	Alexandra 26
Shaw 10	Waterhead 24
Crompton 16	Saddleworth West and Lees 7
St James' 26	
Royton North 12	Saddleworth North 7
Royton South 13	Saddleworth 4
Chadderton North 14	
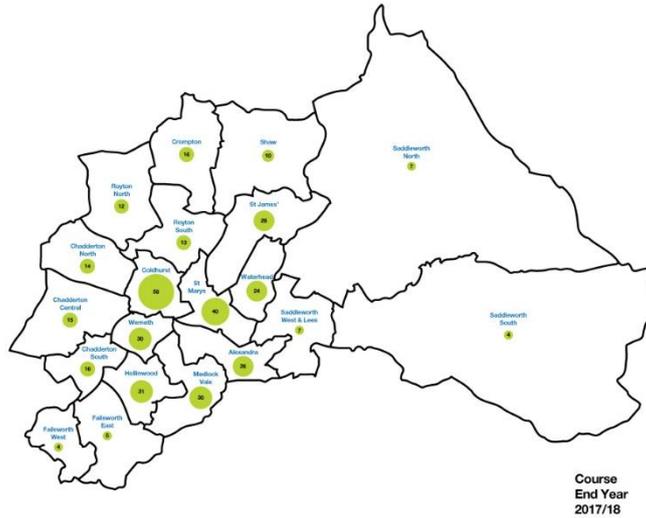
Course End Year 2017/18
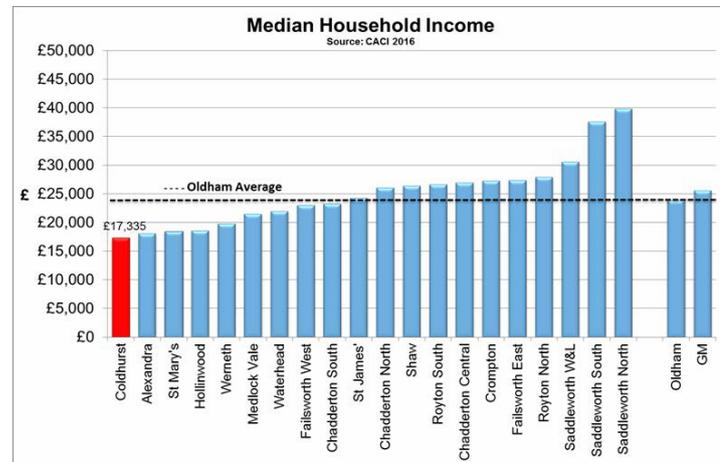
Students from areas of low participation areas predominate UCO's student population, with the largest concentration - 59 - from Coldhurst, one of the most multiply deprived 1% of wards in the UK. Coldhurst's median household income is low at £17.335, with a high dependence on benefits - 21.1%, the highest in Oldham with employment low at 39.6%.

Table 6

286 (49%) of UCO students come from 10 of the lowest income wards.

Table 7		
Students due to complete	**2016/17 starts**	**2017/18 starts**
All areas	305	395
Low participation areas	242 (79%)	278 (79%)
Retained (all)	252 (82%)	354 (90%)

The increase in students recruited in 2017/18 continued this trend.

There are 48 more females in their final years in 2017/18 than the previous year, and 1 more male. The larger numbers of students due to complete this year are accounted for by the Foundation Degree year 2's, the 3rd year of Degrees, and the new Top-ups (42) and 2 new preparatory years (32) significantly increasing the total.

Table 8

Students due to complete	2016/17 starts	2017/18 starts	Diff.
Male	107	108	+1
Female	198	246	+ 48
Total	305	354	+ 49

Access: the feeder schools and Colleges: Over the last 4 years recruitment has been mainly from 8 local institutions, however, there are fluctuations to this that will be monitored and acted on. School links work and effective engagement with the institutions will be explored to sustain engagement and relationships:

Table 9

Previous Institution	2017/18	2016/17	2015/16	2014/15
No data	224	145	99	105
Oldham College	204	184	205	145
Oldham Sixth Form College	30	43	52	45
Hopwood Hall College	19	21	25	14
The Manchester College	10	13	17	15
Ashton-under-Lyne Sixth Form College	4	6	5	7
Tameside College	3	5	9	9
Rochdale Sixth Form College	3	8	8	12
Hyde Clarendon Sixth Form College	1	5	5	4
Manchester Creative and Media Academy	1	3	3	3
Bury College	0	2	2	5

The College also needs to strengthen data collection at enrolment to better identify previous institutions. However, given the high numbers of non-traditional students this may account for some missing information.

The strategic target to provide a route to HE for the College's FE students is building momentum with an increase of 59 internally progressing over the last 3 years, from 145 in 2014/15 to 2014 in 2017/18. There are more younger students enrolling too with under 21s and 21-25 age groups up from 317 in 2016/17 to 340 in 2017/18. Applications to date (May 2018) are above the position one year ago – at 386, an increase of 123. An increase in the Early Years and Teacher Education faculty of 46 and an increase in Business and Construction from 718 to 70. However, as referenced above, it must be noted that there was no UCAS presence in May 2017. All applicants contacted regularly with 'keeping warm' initiatives to ensure access is supportive, various events and activities have been instigated e.g. applicants' days for Early Years where students meet ambassadors, the Social Sciences Conference that applicants can take part in, the Sports 'Boxing Clever' event for potential students and applicants. These are opportunities to meet staff, students, interact and spend time in the environment that they will then join.

Local economics, wage levels: Given the low wage base of Oldham the resources and support provided from the increase in fees has aided students in accessing and continuing their studies. Not only financially – the **Hardship Fund** and Bursary but also in the wraparound services provided e.g. Careers, pastoral tutorials.

Table 10

	Resident			Workplace		
	Annual	Weekly	Pt Hourly	Annual	Weekly	Pt Hourly
Bolton	24,848	466	8.63	24,614	479	8.82
Bury	28,028	523	9.10	25,544	479	8.09
Manchester	24,137	468	8.01	28,313	546	8.97
Oldham	**23,917**	**469**	**8.20**	**22,978**	**443**	**8.44**
Rochdale	24,400	470	8.11	22,852	438	8.12
Greater Manchester	25,741	494	8.45	26,113	499	8.57
England	28,503	545	8.95	28,500	544	8.93

Bursary: The College continues to award bursaries of £500 for each new starter based on eligibility criteria to support students from WP and protected categories. The students must also satisfy attendance and engagement criteria which is monitored. The College will begin to use the OFFA Toolkit to further evaluate and assess the impact of this support across the student demographic to ensure a robust and thorough approach.

Table 11			
Year	Number of students	Bursary	Hardship Fund
2016/17	109	£54,500	17 students £3,599
2017/18	157	£78,500 (estimate)	9 students £6,254

£500 is a significant sum, students have used the sum to support their studies e.g. a study trip to Poland for the Criminology students, specialist equipment for students on Creative Arts courses. Assessing the impact and benefit/s of these two examples will be undertaken in September 2018.

Hardship Fund: All students are eligible to apply to the Hardship Fund. This is broken down into categories corresponding to the nature and urgency of the need.

- One-off payments to address immediate need, e.g. the delays experienced by some students awaiting their first payment from SFE (Student Funding England) in September. This has particularly affected carers and parents.
- Funds to carry out assessment of learning needs for current and prospective students – many of our students require their Learning Needs statement updated for HE and a significant number have not had their Learning Needs identified – UCO paid for 15 of these from September 2016 – April 2017.
- Larger payments for emergency situations e.g. a house fire

Diversity and intersecting characteristics of students: student numbers recruited (where declared)

Table 12				
Year	BME all	White all	Male	Female
2015/16	272 (48%)	311 (52%)	172 (30%)	411 (70%)
2016/17	260 (46%)	297 (54%)	197 (34%)	382 (66%)
2017/18	267 (45%)	320 (55%)	175 (33%)	390 (67%)

The range of students on UCO's courses over the last 3 years is a mixed picture in terms of specific learning needs, gender and ethnicity. While the Business and Construction areas are predominantly male, the proportion of White to BME has shifted in the last 3 years. The health and caring programmes are mostly female (89 – 98%), with high numbers of students from the BME communities (average 55%) e.g. Health and Community Studies 89% female over the last 3 years but with Games Art improving in gender diversity from 77% male in 2015/16 to 63% in 2017/18. The new Foundation degrees are seeing more diverse cohorts but trends are not yet possible e.g. FD Criminology has a mix of gender whereas the Sports programmes are predominantly male. One of our targets is to increase white males accessing HE with the Business area specifically targeted – this has had some success with the cohort mix changing from 8:92 to 40:60 (%) white to BME over the last 3 years.

Students identified as Disabled or with Additional Learning Needs are higher in the Digital and Creative Industries faculty at 6% and lowest in Business and Construction faculty at 1%. However, given that on average 15 students are diagnosed as dyslexic each year this is an evolving picture. As elsewhere across the sector there has been an increase in students presenting mental health issues and difficulties and suggesting more support is made available – via the pastoral tutorials, at the Student Forum and directly to the support services that have been instigated over the last 2 years. This is not surprising given the levels of multiple deprivation in Oldham. We intend to further develop mental health and wellbeing services.

The intersections of gender, low income, lower than average educational attainment, present the College with challenges to support, retain, and engage the student body. The wraparound approach to supporting students is expanded on below. Many of our students are the first generation in their family to enter HE. Initiatives and activities are taking place to raise confidence, develop the skills and expectations levels of HE, utilising students to work as mentors and peers in this process alongside a developing HE Tutorial approach that works with individuals and groups of students to support the whole experience at each stage and at each transition point. While there are no overall significant gaps in BAME and White achievements 2016/17 (BAME 75% and White 72%, there was a 13% gap in the achievements of Pakistani: White students. The picture for students identifying

as Mixed has improved over the last 3 years: from 20% (12 students), to 50% (4 students) to 64% (25 students), further scrutiny of this group and a wider understanding of intersecting characteristics is a key piece of work for the College to engage in.

Success: the education context. Educational attainment in Oldham is low with Key Stage 4 Oldham pupils making lower than average progress and subsequently perfming poorly at GCSE and level 3. While disadvantaged groups may have low attainment levels this is not a given as support and resources channelled into education have significant impact. However, this chimes with our own surveys of students confidence and ambitions and informs our interventions and support. The data also shows that Oldham has a significant deficit in the percentage of the working age population with a Level 4 qualification (or above), compared to the Greater Manchester and national averages.

Table 13

	Oldham (%)	Greater Manchester (%)	England (%)
NVQ 4 and above	27.6	33.6	36.7
NVQ 3	16.5	18.0	17.3
NVQ 2	15.2	16.6	16.3
NVQ 1	15.0	11.2	11.6
Other qualifications	7.8	7.1	6.6
No qualifications	15.0	10.1	8.4

Performance and Success: Over the last 5 years there are some key and significant gaps in attainment and progression. We do have some concerns that the attainment for students from Polar 1 and 2 areas may be below their peers and are committed to further analysing, monitoring and acting on the evidence obtained. This will be enhanced by using student dashboards, engaging tutors and developing the picture across the campus and at course level.

The period of recruitment 2015 onwards opened up new Foundation Degrees with lower entry criteria to encourage access to HE. However, this also required increased support processes which we have been working on over the last 3 years. This has seen some improvements in performance form low participation areas. The flux of curriculum changes and uncertainty over HEI partners is part of the context as is the cultural shift and management of change that took place and which has turned into a positive trajectory.
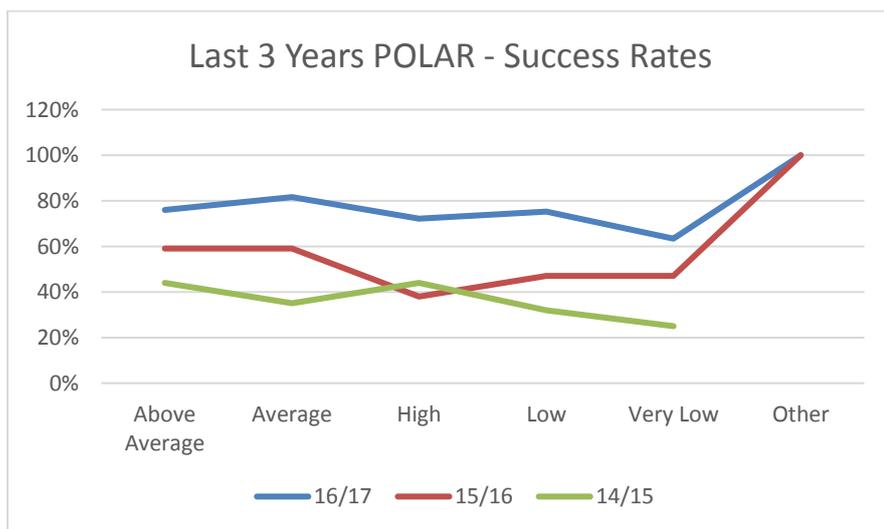
Fig. 2

In addition, the importance of linking our data analysis to the ILR will be addressed 2018/19 onwards. The appointment of a full time HE Data Officer – in post from June 2018 – will enable the teams across the college to benefit from the insight that data can give us and the responses that tutors, support staff and managers will then put in place.
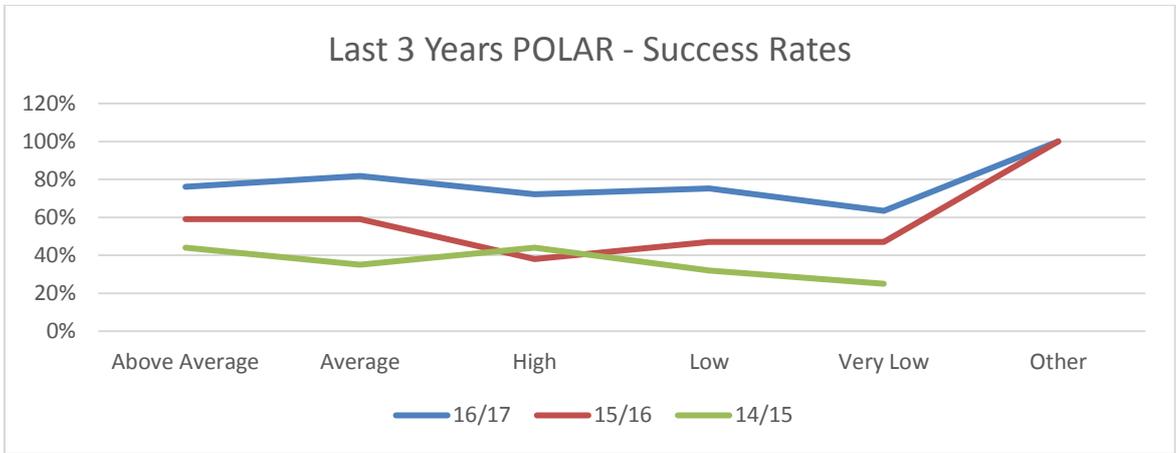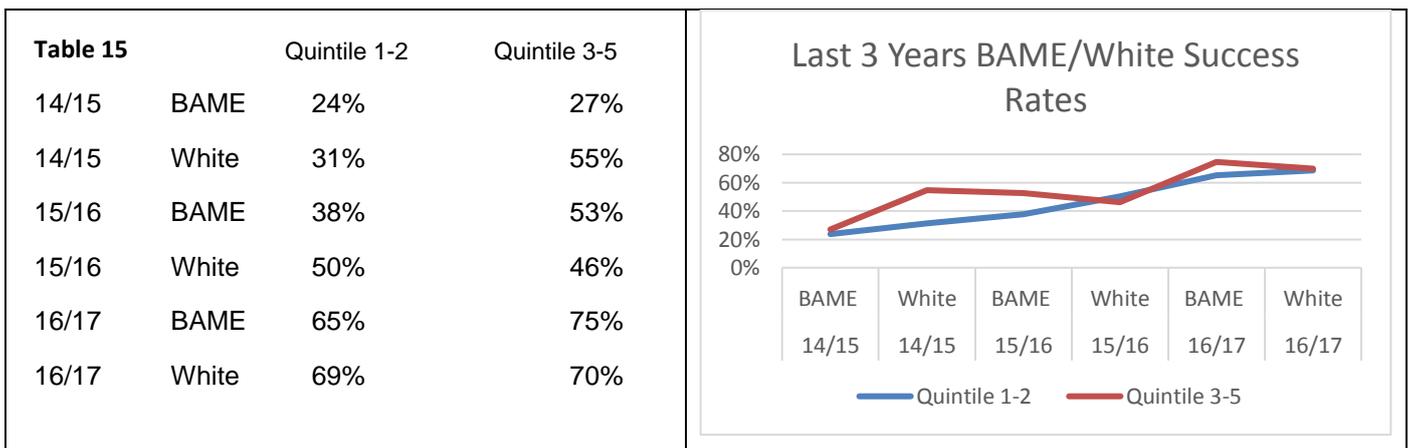
Last 3 Years POLAR - Success Rates

Fig. 3

In 2016/17, there was a gap of 19% from Very low to Average Quintile areas. Over the last 3 years, while overall success has increased the differentials between Above average and very low Polar areas, (19, 11, 13) does not illustrate a particular trend, scrutiny of 2017/18 data will assist us in ascertaining the general direction, intersecting factors and act to address gaps.

Table 14	Above Average	Average	High	Low	Very Low	Other
16/17	76%	82%	72%	75%	63%	100%
15/16	59%	59%	38%	47%	47%	100%
14/15	44%	35%	44%	32%	25%	

There is a historic dip in attainment for Black students when compared to their peers that occurred in 2013/14. The contextualisation of this gap was outlined in the Oldham College Annual Provider Review – Preliminary Assessment, March 2017. In 2012 the University of Huddersfield transferred its HE provision at University Campus Oldham to the Oldham College. Within this decision the University retained control of key members of the Law academic team which had a substantial impact on retention and recruitment of students. Long-term sickness and the resignation of one team member led to the secondment of additional members of staff from the University on a temporary basis. There had been a gradual decline in student numbers in the 4 years leading up to 2013/14. With the additional fall in student numbers this restricted the organisation's capacity to recruit sufficiently qualified and experienced staff to deliver across all 3 years of the programme. Based on this position the College decided it was not viable to continue to deliver the LLB degree. Level 4 and 5 students were accepted to progress onto the following year of the LLB programme at the University of Huddersfield and were transferred. Both UCO and the University of Huddersfield supported students fully through this process, and full information was provided to students in March 2014. The withdrawal of 100% of LLB students had a significant negative impact on retention data and as the numbers of Black students on the course was high this too impacted on the statistics for UCO that year – of the 2012/15 cohort 21 out of 25 were Black, of the 2013/16 cohort 13 of 16 were Black.

There have since been improvements in BAME performance. In 2016/17 there was a gap of 29% on Above Average Quintile, 13% gap on Average Quintile. The improvements coincide with a new Management Structure, the appointment of the VP HE and Higher Level Skills and new staff and programmes and approaches to Quality Assurance, data, monitoring, reviewing and actioning across the campus.

Table 15		Quintile 1-2	Quintile 3-5
14/15	BAME	24%	27%
14/15	White	31%	55%
15/16	BAME	38%	53%
15/16	White	50%	46%
16/17	BAME	65%	75%
16/17	White	69%	70%

Last 3 Years BAME/White Success Rates

Males from below average Polar areas seem to fare better than females, while females from above average areas fare better than males. Women from below average polar areas are the section of our student population who are returning to study, often have caring responsibilities whereas males form these areas do not have these competing priorities when they enter HE. However, over the last 3 years Female success has improved from 33%, to 52% to 74% in 2016/17.
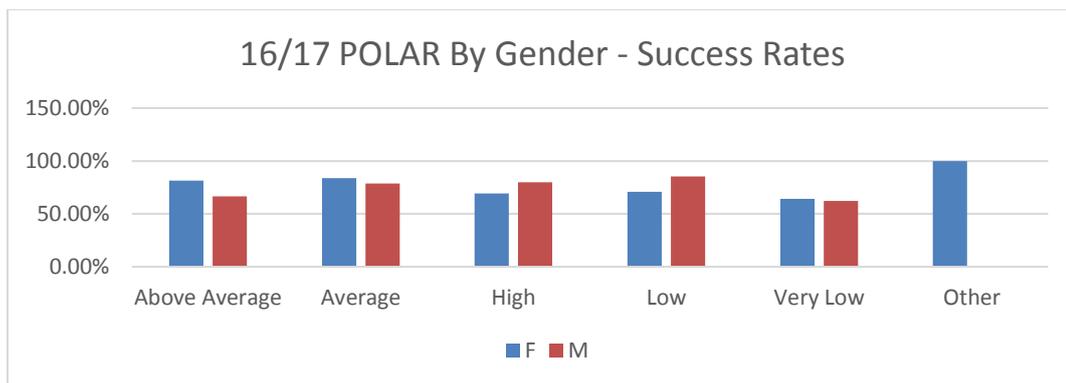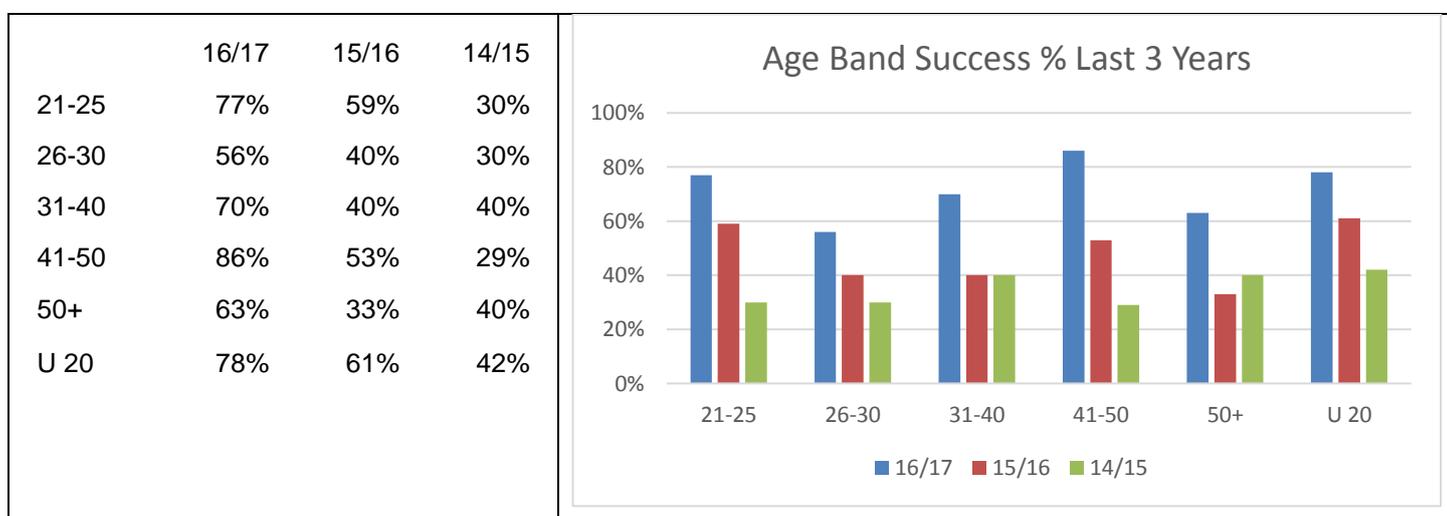

16/17 POLAR By Gender - Success Rates

Fig. 4

While success rates across all age bands is improving year on year, the success of mature students compared to the traditional under 20 year olds entering HE straight from school/college provides interesting data. The most improved age band over the last 3 years are the 41-50 year olds with an increase of 57 points, 26- 30 year olds increased by 26 and the under 20's an increase of 36. The number of 50 + year olds is small with a slight dip in achievement in 2015/16.

Table 16

	16/17	15/16	14/15
21-25	77%	59%	30%
26-30	56%	40%	30%
31-40	70%	40%	40%
41-50	86%	53%	29%
50+	63%	33%	40%
U 20	78%	61%	42%

Age Band Success % Last 3 Years

However, the higher success rates of the male students is more marked in particular there is a trend showing a widening gap between 26-30 year olds based on gender.

Table 17

	Female	Male
14/15	29%	33%
15/16	37%	44%
16/17	52%	70%

Last 3 Yrs 26-30 Success Rates By Gender
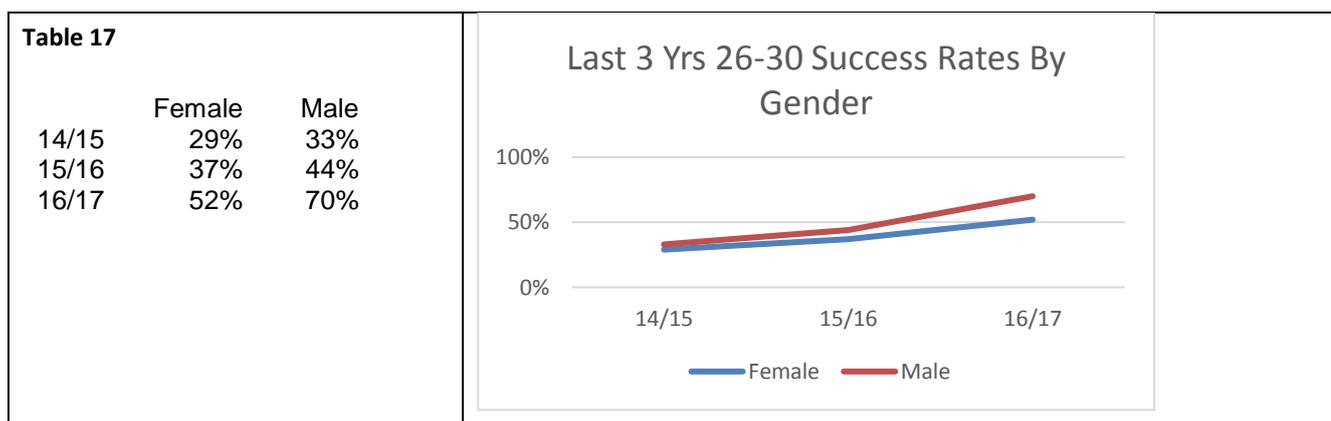
Female students are concentrated in the caring and health areas, are often carers themselves; further analysis of this needs to be carried out and interventions designed and developed to narrow the gender gap. Several academic colleagues and support staff are involved in action research projects that are beginning to explore this facet of WP HE and this will be proposed as a research cluster to build pedagogic and support approaches across the campus.

The years of flux during Huddersfield's withdrawal, the validation of new programmes with new partners affected service areas. This included the Careers advice service that provided by UoH. In addition to this, the majority of Asian students were either on the Business Management degree and many would progress to the MBA delivered at UCO, and others were on caring and health related programmes that do not generally garner high wages. The withdrawal of the MBA had a particularly negative impact here.

The Oldham context of lower than average wage levels, graduate level opportunities in employment combined with opportunities in the caring and health professions (traditionally low skilled and low wages) present more challenges for some of our programmes' – health and caring – progression into work. There is work to be done here to support closing progression gaps as we consider the intersecting factors that our student profile in these sectors are predominantly female and from BAME (Asian) backgrounds.

Data, Evaluation and Monitoring: As the College HE provision progresses into its next phase, there are gaps in our data at some stages of the lifecycle for some target groups. Moving forwards, we will continue to develop the data collection processes that can accurately reflect the WP and protected groups' performance at each stage of engagement and of the HE lifecycle. The objective is to ensure that we can assess our performance and make effective, evidence-based medium and long term plans to continually improve the provision. The Senior Management Team of UCO have ultimate responsibility for the monitoring and evaluation of the Participation Plan through the QA processes and regularly report to Principalship and Governors.

Changes to Senior Management have enabled a change in culture, increasing the importance of a data and metric management philosophy throughout the organisation. Recruiting with integrity, maximizing retention and student satisfaction are now key themes for all staff roles within UCO, with a greatly increased emphasis on maintaining accurate data and monitoring risks throughout the student lifecycle. Dashboards on performance data and reflections on addressing gaps for our varied student groups is now shared, monitored and acted on from course, team, campus level up to Principalship and Governors.

Support Services for HE students: Enhancing the support services for students is a key aspect of access, success on programme and progression on completion. The increased fees for access, success and participation contribute to the support infrastructure at the HE campus: careers, Disability, Academic Skills and the Learning Resources Centre (LRC). The position of the separate campus means that all of these services are dedicated to HE students. These continue to develop and respond to students' needs and feedback. Each team provides an annual review of the service, reflecting on numbers of participants, the impact of the services and actions to continue to enhance this. These reports are considered at the relevant Quality Assurance committees, are fed into Annual Evaluation Reports by courses and overall HE reports and action plans, on to Principalship and Governors. An action to provide more focussed and responsive actions to address gaps in performance across the stages of the student lifecycle and by e.g. BAME and gender will be in place for 2018/19.

The 2017 NSS result for the 'library resources' (e.g. books, online services and learning spaces) *'…have supported my learning well…' showed* a 15% increase on the UCO result from 2016 at 75%. However, this demonstrated a -11.22% on the national average (86.22.) The key areas of concern from students included: Library opening hours, Quality and availability of book stock, Behaviour management, Non-computer study spaces. In response to this the College undertook the redevelopment of the Learning Resource Centre over the summer of 2017. The project included significant building work including the removal of two study rooms to create an open and airy environment. The project turnaround was timely with the new facility available during induction week, September 2017.

The NSS LRC Action Plan is addressing the other concerns. Key areas for development in 2017-2018 are to extend holiday opening hours; improve quality and breadth of physical book stock; develop and promote e-Resources; improve communication with customers. The Learning and Resource Centre was an integral part of the Induction Programme 2017-2018. The LRC Moodle Pages were re-developed and re-launched in September 2017 to provide access, information and support materials to enable students to develop information literacy skills independently and to confidently access a range of key e-Resources to support their research and academic studies. Feedback from students at the Semester 2 Student Forum (February 2018) confirmed the positive customer engagement, refurbishment and support of the LRC staff.

Progression: the employment context: Oldham's workforce is increasingly concentrated in few large employers, public health and the Local authority being major players (20%) alongside 6,240 SME's and a burgeoning entrepreneurial environment. '…Oldham's business base … over time has become more reliant on public sector employment. In increasing access to HE and

increasing opportunities for employability the challenges and opportunities are varied: '…The employment rate in Oldham (68.4%) has fluctuated over time but still remains significantly lower than the GM (70.1%) and national averages (74.1%). The gap between Oldham residents, GM and England is largest in the 35-49 year old group… Oldham has high rates of residents with long term illness/disability and large numbers of inhabitants choosing not to work'… 'recent trends suggest that… greater numbers of younger Pakistani and Bangladeshi women accessing the local labour market.' (ibid) Thus highlighting the access to HE required to support employers and employees' needs.

Evidence taken from the review of the UCO **Careers service 2016/17** notes that 245 students were seen and surveyed in September & October 2016 on their readiness for employment. Based on this a variety of interventions followed: One to One interviews, Tutor Group and Open Workshops, CV Surgeries, and Careers Surgeries. The main workshops included How to Create a Winning CV: 1 hour (plus 45 minute pre-activity), Creating an online CV / Website / Blog using Wordpress: 1.5 hours, Networking like a Ninja: 1 hour, How to get a 'Wow' Work Experience.

While UCO's students are predominantly form Widening Participation backgrounds the task of evaluating our careers and employability work with students has up to date been on an inclusive basis. However, given the significant gaps e.g. in Asian women going into higher paid work, the evaluation, monitoring and planning of activities and interventions will take a more focussed and evidence-led approach. For example, a trip to Liverpool, planned for the summer of 2018, specifically targeting Asian females, who self-identified as having low confidence in travelling beyond the town to an unknown area. Survey Monkey is utilised after each 1 to 1 and group activity delivered by Careers service, reported on to Line Manager, included in Annual Report. However, we do need more sophisticated and reliable longitudinal tracking methods developed – the student dashboard has been developed and will be introduced in 2018/19 to address this.

A survey of students identified barriers to their success after completion of the course, this identified a lack of jobs in the area, low confidence, anxiety or fear of rejection, family responsibilities or childcare and also low motivation, loss of interest. The careers service for the remainder of 2016/17 focussed on key areas: Careers & Employability – underpinning work on confidence and preparedness, Work Experience & Volunteering, Employer Liaison. Another 60 students engaged during Semester 2 2017 alongside the group sessions. This continues into 2017/18. During 2016/17 over 300 students engaged with the careers service. Performance, Health & Social Care and Health & Community Studies courses were most proactive in engaging with the careers offer during 2016/17. In responding to this the Careers service was included in the HE Induction programme for all courses in September 2017.

The Graduate Hub – a bespoke space for information, advice, workshops and tailored sessions was inaugurated and available to students and staff from September 2017. This also hosts the UCO Breakfast Club. The careers service continues to develop and play a dynamic role in the life of UCO. The careers officer co-ordinated UCO's Employability weeks in 2016/17 and 2017/18. The event brings together employers, keynote lectures, voluntary services, and activities supporting students at all levels to focus on their skills and development needs. UCO is continuing to work on strategies, interventions and events to respond to the barriers, opportunities and engagement with employers that will support students in developing confidence, networking and other skills to equip them to progress to employment.

Teaching teams from each of the Faculties have organised subject specific events supporting progression during 2017/18: the Social Sciences Conference, Criminology Conference, Business event and the upcoming creatives End of Year Exhibition. All are opportunities for students to meet professionals, gain more knowledge of possible work routes, network with prospective employers.

The investment in the Careers service and the proactive approach taken in ensuring that all students engage in this service have had positive impact. Employers, visiting lecturers and speakers from across the vocational and professional areas have taken part, visited, showcased good practice, been involved at validation panels and contributed to curriculum developments. The Careers service is expanding from 3 days a week to 5 days a week from September 2018 to strengthen UCO's Progression work.

The **HE Disability report of 2016/17** reflected on this new service's first year of operation. In January 2017, 27 students had disclosed a disability. By August 2017, this had increased by 59% to 66 students. This may be attributed to the appointment of the HE Disability Officer based on site. 13% of students who studied at UCO had a disclosed disability. Although this is a marked rise on the 5% that had disclosed by January 2017, the figure may rise again as awareness across staff and students grows. Of those: 58% progressed onto the next year of their course, 32% achieved their qualification: 2% failed to achieve the qualification: 2% repeated the year: 2% took a break in learning: and 6% withdrew from the course. Overall, 90% of students who declared disabilities achieved in 2016/7. This is higher than the overall progression of 84%. Each year UCO support students to have assessments for their needs, significant investment has been made e.g. dyslexia testing of 15 students in 2016/17 and a further 11 in 2017/18. Support can then be put in place to enhance the students' opportunity to achieve and succeed.

From January to August 2017, 24 Health and Wellbeing Assessments were arranged for applicants to HE courses. Assessment of needs were made prior to commencement of the course and gave ample time to put reasonable adjustments in place.

During 2017-2018 the College continues to invite applicants to attend Health and Wellbeing Assessments and a review of the Health and Wellbeing Assessment process is taking place for further development of this initiative. The UCO weekly Breakfast Club was initiated and is providing a space for people with disabilities and people without to mix outside of their course. Support for students' Health and Wellbeing is being strengthened during 2017/18, MIND Oldham run weekly drop-in sessions, a Wellbeing Officer has been appointed who has a caseload of regular clients and sees students for 1 to 1 individual support. Additional resources are now in place to increase support for student counselling and help in personal, financial and health issues.

While the success rates overall have been increasing, the appointment of the HE Disability Officer in 2016 has impacted positively on take up of support and success rates have improved. In 2014/15 33% of Disabled students succeeded, this rose to 52% in 2015/16 and was at 74% in 2016/17.

In 2016/17 disabled students from low Polar areas fared better than those from high participation areas – we will further develop our evidence-based approach to scrutinise this to ascertain any trends and actions.
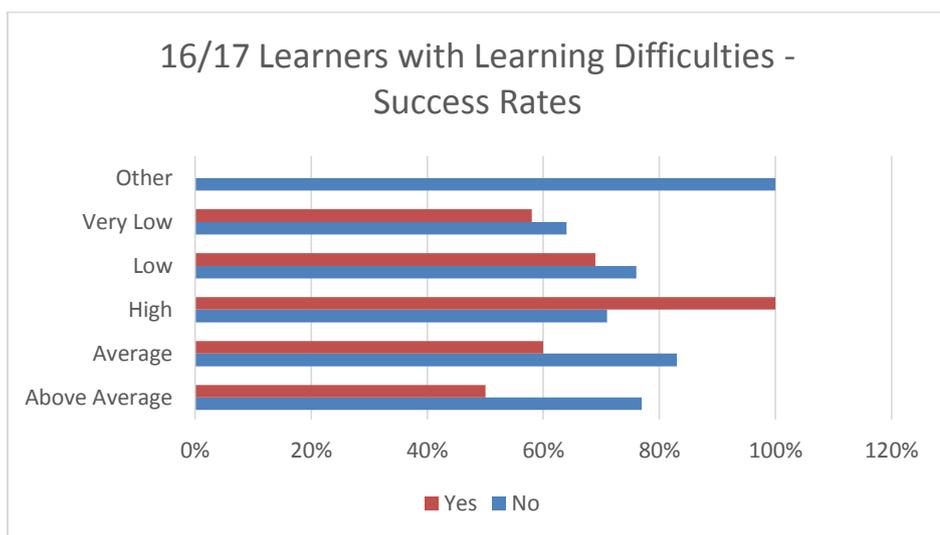

Fig. 5

The **Academic Skills review** of 2016/17 reflected on the input of the two tutors providing group and individual support to all HE students at the college. From July 2016 to June 2017, 401 individual tutorials were scheduled with Academic Skills tutors. Of these, 30 (7%) students either failed to attend or cancelled their booking leaving 371 appointments for students from all disciplines). This is a slight increase in appointments compared to 2015/16 (367 tutorials). Fig 2
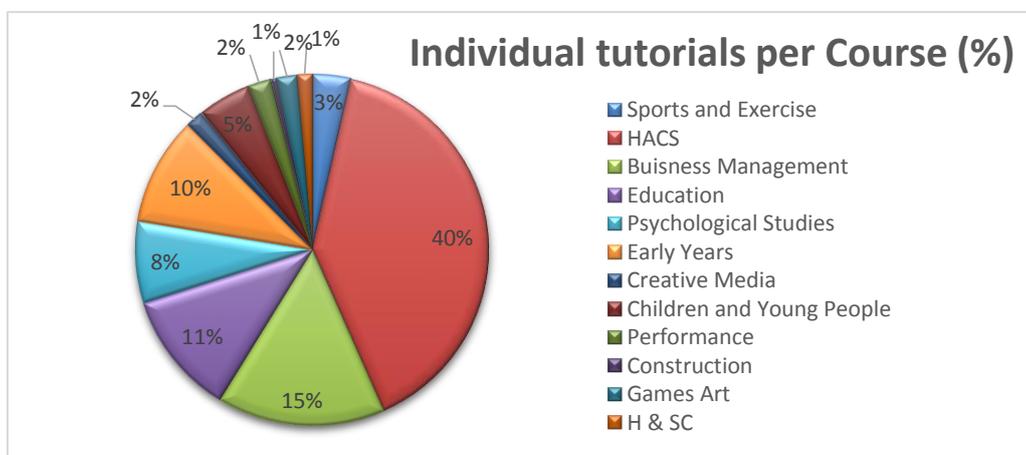
Fig. 6

During 2016/17, the number of third-year students attending tutorials increased from 26% in the previous year, to 31% in 2016/17. Due to the high focus of dissertations tutorials, two dissertation days were delivered for second-years towards the end of 2016/17. A total of 40 students attended, of these, 83% felt more prepared after the event. This pattern follows that seen the previous year, 2015-2016, and the initiative continues into 2017/18.

First year students attend a 6 week skills programme, delivered to multiple cohorts in large groups. The number of workshops delivered to second-year students (26%) remained similar to the previous year. For 4 years running UCO Academic Skills Tutors have offered a 3-week course on English for Academic Purposes (EAP). The course covers note-taking, presentations, critical thinking, and seminar skills which were all embedded within reading and writing tasks. 14 students attended in 2016/17. All agreed that the course had provided them with effective strategies to develop their academic work, academic register and structuring of an essay. During 2016/17, the Peer Assisted Learning (PAL) scheme was extended to include more courses. The groups met every fortnight with Level 6 students supporting first-year students. In 2017/18 Academic year, PAL Leaders were again recruited and trained with a total of 7 PAL Leaders ready to take on their additional duties. Further scrutiny of these activities based on protected status will be carried out.

The Academic Success Hub (ASH) was established in 2016/17, providing a conducive space for students to work independently and meet others from different courses. From March to June 2016 over 425 students had made use of the resource. A Graduate Intern maintains bookings, and provides additional support. This role was initially Hefce funded and the increased fees will be used to continue to support this work.

As with the Careers and employability activities above, Academic Skills support is provided and offered on an inclusive basis. In order to proactively respond to attainment gaps of particular groups, this will be monitored and evaluated in order to respond in more focussed ways. For example in providing support for BAME students where there is evidence of discrepancies between groups of students.

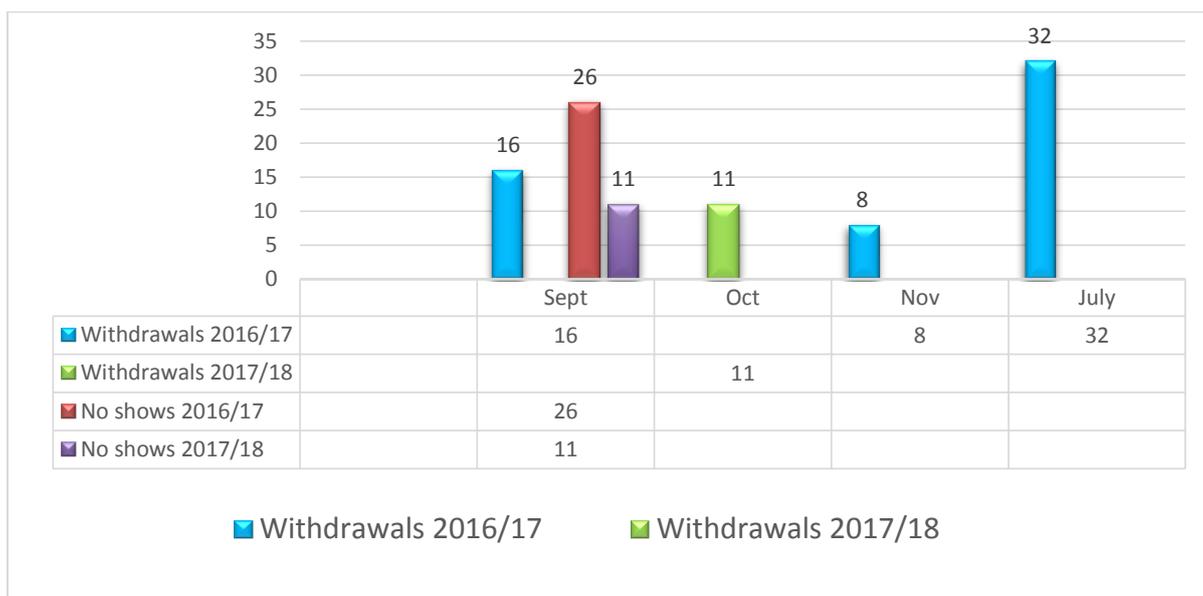|	Sept	Oct	Nov	July
Withdrawals 2016/17	16		8	32
Withdrawals 2017/18		11		
No shows 2016/17	26			
No shows 2017/18	11			

Fig. 7

Retention: Retaining students remains a key focus of activity. A variety of interventions is in place to address the variety and range of issues that students may experience or present. There has been some improvement during 2017/18, with the support services, academic and pastoral tutorials impacting. UCO has held sessions on reading the data alongside the instigation of the 'at risk' register – all developed following high rates of withdrawals over the last 3 years.

In 2015/16 there were 124 withdrawals, in 2016/17 this fell to 79 and, to date in 2017/18 34 have withdrawn. The pattern and occurrence has improved this year with a clear downward trend in students leaving during the programme. This has been achieved through various tools and strategies: an increased awareness of the timings, focus in course meetings and improved understanding and engagement with data. Fig 6 (Key timings of withdrawals) illustrates that with a focus on retention and interventions the number of withdrawals dropped to date in 2017/18 compared to the previous year. Further monitoring and review continues.

Student Engagement and Student Voice: The older profile of the student body means that a large proportion have caring, domestic responsibilities and/or work part time – thus impinging on time available to engage in societies, leisure, additional activities. Several societies have been instigated (breakfast club, craft, knitting, reading, games), and events take place that engage students (Christmas fayre, end of year celebration), Freshers, trips, and the Research Symposium. The number of younger students has slightly increased this year (16 more under-21's and 13 more aged 21 and 25). A key area of development to work in partnership with students on building the leisure, cultural and representational aspects of the HE experience. This also needs to take into account the very diverse groups and their needs.

Student representatives at cohort, course and College level are in place and being furthered strengthened with targeted work to recruit to the Student Union and Governor posts. Student rep training takes place and surveys of teaching and resources gather information on the students' experience at UCO. The means of gathering feedback via questionnaires has not been effective, other tools and approaches are being considered in consultation with students. The Student Forum takes place twice each Semester, students meet senior managers of the college, reflect on positives and propose enhancements. The role of student governors, the bursary, LRC services and the mental health needs of students have also been raised. Students have attended external conferences on course-related and QA themes.

There are key areas of improved practice now apparent at UCO: the uptake of national surveys and increased student satisfaction being of note. The improvements in nss uptake and satisfaction are on a positive trajectory. This can be attributed to the resources and infrastructure that have been invested in the Student Journey. Courses are now reflecting on the surveys – data and outcomes - in their annual evaluations. Student involvement in compiling the PP has been limited. Henceforth Student Panel Agendas, the Tutorial Scheme, Welcome week information will be utilised to develop this aspect of UCO's engagement. UCO will also make use of OFFA toolkits. The percentages of students completing the DLHE survey has improved, from 51.54% in 2013/14 to 64% in 2015/16.

Table 18: Destinations of Leavers of HE National Survey					
Year	No. eligible for DLHE	respondents	in F/T work	in P/T work	F/T study
2013/14	130	67 (51.54%)	30 (48%)	9 (13%)	10 (15%)
2014/15	98	55 (56%)	24 (44%)	5 (7%)	18 (32%)
2015/16	122	78 (64%)	35 (44%)	20 (25%)	25 (32%)

DLHE 2013/14. Fig. 8 Total Number of Graduates: 130, Total Number of Respondents: 67, Response Rate: 51.54%
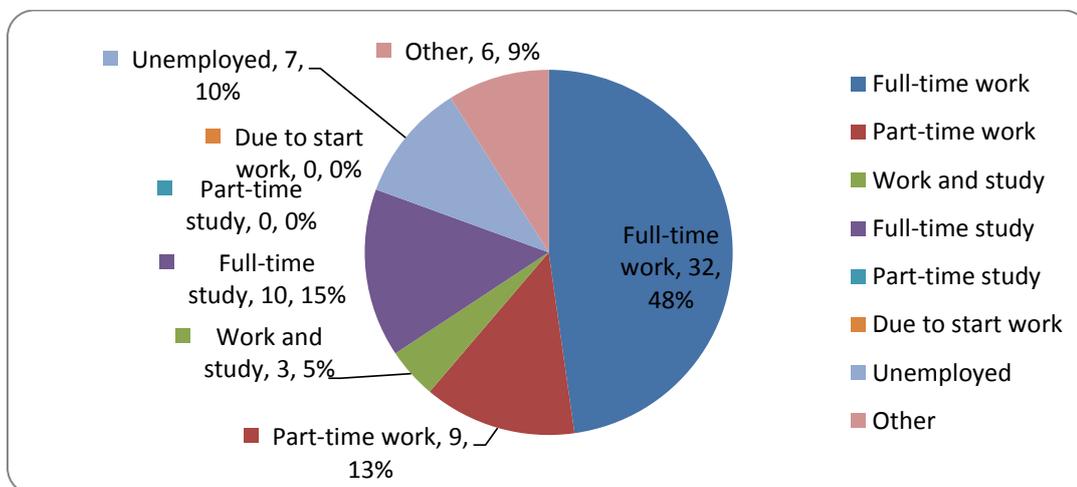
DLHE 2014/15: Fig 9 Total Number of Graduates eligible: 98. Total Number of Respondents: 55 Response Rate: 56%
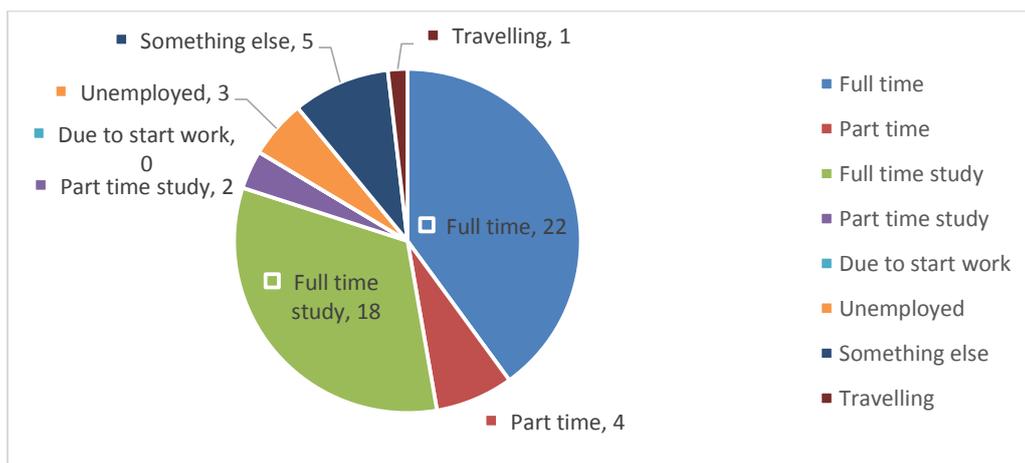
DLHE 2015/16; no of respondents 78 out of 122 eligible, 64%

This was an increase of uptake on the previous year. The 2015/16 survey reported that the median salary of graduates who responded was £15,000.

- 30.8% of graduates are working full-time and 32.1% are studying full-time.
- Only 37% of those graduates who are working are in graduate jobs.
- 25.6% are working part-time and 7.7 % are studying part-time.
- 87% employed graduates and 91% of graduates engaged in further study felt UCO prepared them for their graduate destination, compared to only 58% of self-employed/own business graduates.
- Median salary of graduates who responded is £15,000.

Table 19: Graduate Employment, further breakdown by occupation:

2015/16 DLHE Results: 16/44 in Level 1,2,3 = 36%	2016/17 DLHE Results: 47/82 in Level 1,2,3 = 57%
Employment (Level): What are your graduates doing?	**Employment (Level): What are your graduates doing?**
6 Caring, leisure and other service occupations — 14	2 Professional occupations — 23
3 Associate professional and technical occupations — 7	3 Associate professional and technical occupations — 22
7 Sales and customer service occupations — 6	6 Caring, leisure and other service occupations — 19
2 Professional occupations — 5	7 Sales and customer service occupations — 8
1 Managers, directors and senior officials — 4	9 Elementary occupations — 5
9 Elementary occupations — 3	1 Managers, directors and senior officials — 2
4 Administrative and secretarial occupations — 2	4 Administrative and secretarial occupations — 2
5 Skilled trades occupations — 2	5 Skilled trades occupations — 1
0 Not known — 1	

Further Study: In 2015-16: 32% were studying full-time and 8% studying part-time as their main activity. In 2016-17: 36% studying full-time and 4% studying part-time as their main activity. A further breakdown by ethnicity and protected characteristics will be investigated as we develop our approach to WP data.

Ambitions and strategy:

The College's HE Strategy concentrates access and participation at the heart of transformation and regeneration:

- … achieve sustained growth in HE and Higher Skills provision which meets employer, student and community needs, keeps students engaged locally and is linked to the regeneration of the area
- … engage with the community to raise awareness and increase the number of people in Oldham and surrounding areas engaging with HE and higher skills, transforming lives through education, experience, support and inspiration
- … will deliver the highest standard in inspirational teaching, learning and assessment informed by professional practice, research and scholarship to enhance the learning experience
- … provide an excellent HE and Higher Skills experience and strong HE identity, sharing our passion, enthusiasm and energy to enhance the development of students before, during and after their studies
- … will provide governance and strategy to HE to support its growth, development and enhancement, building the brand, reputation and influence of UCO at Oldham College, with employers and the community
- … will develop external partnerships that provide tangible benefits to HE and Higher Skills students
- …UCO will enhance the career outcomes of all HE and Higher Skills students through supporting employability, enterprise and innovation and develop individuals who will shape the social and economic fabric of the future

In building on inclusive support the College will now target interventions to support under-represented groups and will carry out evidence-led assessments of the impact of our work:

1. to increase access to HE for young white males
2. to increase the numbers of male students studying HE at the College
3. to continue to target students from low participation areas
4. to continue to target students from low socio-economic groups where household incomes are below £21,000

5. to provide academic and pastoral support for students through each stage of their degree
6. to continue to support disabled learners
7. to identify carers and care leavers and their support needs across the stages of HE
8. to further develop engagement of learners as active partners
9. to work proactively to close any gaps in performance and attainment of protected groups
10. further work on developing employability skills within the curriculum and more structured engagement with employers to improve progression
11. to increase successful progression to graduate level employment/post graduate study

Areas for development of the College's practices and infrastructure to meet the strategic objectives and targets above.

1. A reporting schedule and structure that identifies, plans and scopes the required improvements, enhancements and specific support interventions, medium and long term, where there are gaps and improvements required in success, progression and access.
2. Increased use of and access to data (in statistical and infographic formats) to aid academic and support staff to respond in timely and effective ways and also monitor and review their practices and interventions. The college will continue to invest in these resources and provide staff development to ensure that they utilise data in reporting, monitoring and evaluating their practices.
3. Developing and threading Equality Impact Assessments throughout our work to ensure support for those with protected characteristics are supported
4. Planning student involvement and consultation for the next iteration of the Access Plan alongside the enhanced student engagement plans for 2018/19

Implementing the above will develop and involve all support and academic staff into well-informed practitioners who engage with each stage of the student lifecycle. Crucial to the step change required in addressing gaps in performance, assessment of students with protected characteristics is access to robust, relevant data that informs staff at all levels.

The gaps identified above are the starting point and the interrogation of performance now needs to be established and embedded. For example this will include:

- All course teams to prepare course-specific action plans as part of the AER in response to NSS & DLHE data
- A UCO-wide action plan in response to the NSS which responds to the priority areas (to be monitored by TEF Steering Group
- Further embedding of Teaching, Learning and Assessment policies into curriculum practice with review of impacts
- Greater focus on 'Graduate Jobs' as part of the Graduate Hub/Careers & Employability Service
- Review employability content of courses and in-curriculum to ensure it prepares self-employed/own business graduates
- Monitoring, reviewing and action planning of the College's performance against the targets in the participation plan with key aim to ensure continuous improvements

The AER is a central, critical document that contains both quantitative and qualitative analysis, monitoring and review of our activities and interventions. AERs (from Academic and Support areas) will continue to report on key strands of Access, Progression and Success. However, as this reporting matures these will be further strengthened next year through a robust focus on Data, KPIs, longitudinal tracking. AER Review panels are scheduled and themes and actions will be added to the updated HE and Higher Skills Strategic Action Plan. This is presented to UCO Committees, the Principalship and Governors throughout the year.

Access

i) Continue to improve progression from The Oldham College Level 3 programmes, to recruit younger students
ii) Continued work to target young white males from working class low participation backgrounds
iii) Address the current make-up of e.g. the Business Management programmes – white males are under-represented; Caring and Health programmes are over-represented by older females from BME groups.
iv) Scrutiny of data to ascertain the feeder colleges to continue to engage with and to develop relationships.
v) Continue to develop links with local schools and Colleges through liaison and outreach work.

Success

vi) Identify and support other under-represented groups i.e. Care leavers and carers
vii) Provide a wide range of academic and pastoral support for students at each stage of their programme

viii) Provide systems to systematically identify and respond to the support needs of students
ix) Analyse data and identify gaps in achievement and devise interventions to address these
x) Monitor and respond to retention issues and students at risk
xi) Provide resources to facilitate the engagement of students in partnership with the College to continue to enhance their experience and environment

Progression

xii) Identification of those groups at UCO who are not progressing to employment etc.
xiii) A calendar of employability events and activities to reach the campus, programme areas and cohorts

While UCO is not a large institution and therefore not in a position to provide 'sponsorship' arrangements, the College is committed to building on and developing further work with local schools and colleges which promotes Higher Education, aspiration to progress to HE and supports increased attainment. For example, the FdA Graphic Design team deliver sessions to school pupils across this academic year (2017/18) with a view to raising aspirations about the possible progression routes through HE and on to employment whilst the same time working with the pupils on practical projects at the school and on the UCO premises. The success of this model will be cascaded out to other programmes. Attendance is consistent and positive feedback has been received from teachers and staff. Building on these outreach projects and delivering sessions on campus will be a key activity in the UCO calendar for each course and team to be involved in. This will continue into 2018/19 and specifically target underrepresented groups.

Student Success and progression: There is no consistent pattern of achievement across UCO with some courses performing well on retention and progression and others not meeting targets. Some programmes report high success at Level 6 but against low retention. Therefore, UCO needs to continue to do more to improve student success and progression to meet targets consistently. The support required to address this has been initiated through appraisals, improved data collection and sharing and minimum targets of 90% set in the key areas of retention, success and achievement. By 2018/19 enhancements and appraisal of the success will assist in setting out the next phases.

Access, student success and progression measures:

Resources and steps will continue:

- Improving progression from the College Level 3 programmes by 25%
- The recruitment of more young white males from working class low participation backgrounds, by 25%
- The current make-up of e.g. the Business Management programmes – white males are under-represented; the Games degree is predominantly white, and the Health programmes are over-represented by non-traditional females from BME groups.
- The provision of a £500 bursary for every new starter – subject to satisfactory attendance and engagement
- Access to the College Hardship Fund
- Identification of any differentiation in achievements from BME groups – gaps?
- Recruitment of younger students, targeting this to be 65% of the student body
- Involvement of students in partnership as ambassadors, mentors, peer learners across the student lifecycle
- Investment in activities based in local schools that raise awareness, each faculty to develop a relationship with a feeder school/college
- Investment to raise achievement in schools and the development of longitudinal engagement. Pilots will focus on areas key of curriculum i.e. Creative courses, Business and Management and Social Sciences
- Initiatives across each course/faculty team that links the college with feeders, employers, and local community organisations

Further resources and steps to support Access, Success and Progression:

1. The enhancement of the Peer Assisted Learning (PALs) scheme, these are successful on some but not all courses. Expertise has been developed and could be further enhanced through resourcing alumni to take part in the scheme as well as continuing to build the expertise of current students.
2. Additional wellbeing and mental health specialist support. The mental health needs of students is increasing and specialist staff on site will support students through times of crisis. Student feedback has consistently requested the provision of on-site mental health support.
3. Resources will be earmarked to support student exposition and exhibition of work – ranging from poster displays showcasing dissertations at the annual scholarly symposium, to support for finished work at the creative arts' end of year Festival of Creativity.

4. A calendar of events to share good practice within the organisation and with partners and stakeholders.
5. Continued improvements and availability of data, reporting and sharing with increased analysis to enable proactive interventions.

Outreach work:

Through Greater Manchester Higher we will continue to promote our existing outreach activities and contribute to a collaborative programme of HE awareness-raising activities for state schools in Greater Manchester. In addition, we will use the Network as an opportunity to share best practice, grow the evidence base for what works and identify and reduce cold spots within our region. We will look to work closely with the Opportunity Areas, particularly Oldham in Greater Manchester and ensure our outreach provision, both institutional and collaborative, meets the needs of learners in Oldham.

Through Greater Manchester Higher we will continue to deliver a programme of collaborative events targeted specifically at disabled learners. This includes events for learners on the autistic spectrum, as well as 'wellbeing days' to help reassure learners of the support available.

We will continue to work in partnership with other institutions through the Greater Manchester Higher collaboration to deliver a range of outreach events to support young people from care.

Integration of Access and Participation Plan with Other Funding: In order to maximise the impact of the funding provided through this Plan, we will ensure that activities and interventions support and complement income derived from other funding. This is evidenced through our approach to outreach, where institutional funding is used to target priority schools or year groups not covered by NCOP funding.

We will continue to target and develop our work in areas of low participation and work with schools. Oldham is an Opportunity Area and this is a key link to make 2018/19 in developing more strategic relationships with schools, employers and other partners where we can work collaboratively. For example expanding the subject level conferences to engage these external stakeholders. In increasing and enhancing this engagement we will work collaboratively to identify low areas of attainment and action plan to support increased attainment. This is a new area of work for the College which will be closely monitored utilising too the NCOP network and GM Higher to share good practice.

Investment: The College's intended investment to meet the aims and ambitions above for 2019/20: The College intends to invest 60,000 in Access, 180,000 in Success, 40,000 in Progression and 130,000 in financial support during 2019/20. The investment represents 50% proportion of the higher fees. The College's engagement with Widening Participation is at the core of all our work and thus our investment.

Table 20	**Access** investment forecasts	120 000
		60 000 50%
	Success investment forecasts	360 000
		180 000 50%
	Progression investment forecasts	80 000
		40 000 50%
	Total activity investment	**560 000**
		280 000

Provision of information to students: The Oldham College will provide accurate and reliable information to prospective students, stakeholders and current students on the UCO section of the college website and keep this up to date. Stakeholders will also be directed to relevant points of information e.g. Unistats, WIS and complying with regulatory and legislative requirements e.g. CMA guidance.

Updated and current information on the fees, financial support, and bursaries will be made available through the College's communications channels, on the website, VLE, at the campus and guidance will be offered throughout the student journey. Initial advice and guidance, interview, enrolment and induction will further embed and signpost information and sources to assist students in accessing support and information.

* 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.		
no increase is planned because of inflation		

Full-time course type:	Additional information:	Course fee:
First degree		£7,500
Foundation degree		£7,500
Foundation year / Year 0		£7,500
HNC / HND		*
CertHE / DipHE		*
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		*
Foundation degree		£3,750
Foundation degree		£3,750
Foundation year / Year 0		*
HNC / HND		£3,750
CertHE / DipHE		*
Postgraduate ITT		£3,250
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

									Yearly milestones (numeric where possible, however you may use text)					
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	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16a_01	Access	Low income background	**Other statistic** - Socio-economic (please give details in the next column)	Increase the number of students studying at UCO from families with income of less than £21000	No	2015-16	25%	31%	32%	35%	38	40	
T16a_02	Access	Low participation neighbourhoods (LPN)	**Other statistic** - Socio-economic (please give details in the next column)	Increase the number of students studying at UCO from the local area of Oldham especially those from the areas of low participation	No	2014-15	45%	49%	50%	55%	58	60	
T16a_03	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Increase the number of white students on course for business and management and increase recruitment of BME students on the Games Art course	No	2013-14	25%	37%	40%	42%	45	50	

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

T16a_04	Access	Gender	**Other statistic** - Gender (please give details in the next column)	Increase the number of male students on health and social science courses at UCO	No	2014-15	30%	37%	40%	42%	44	48
T16a_05	Access	Mature	**Other statistic** - Mature (please give details in the next column)	Increase the number of under 30 students at UCO so that there is a greater representation of younger students moving into Higher Education from the Oldham area	No	2014-15	69%	75%	79%	82%	85	87
T16a_06	Student success	Other (please give details in Description column)	**Other statistic** - Other (please give details in the next column)	Increase the number of students succeeding their programmes from lower income backgrounds, areas of low particpation, from white backgrounds, males on health programmes, students aged under 30 on all courses.	No	2015-16	80%	84%	85	87%	90	92
T16a_07	Progression	Other (please give details in Description column)	**Other statistic** - Other (please give details in the next column)	In line with our aims to support widening access and to improve progression through each stage of the degrees. This progression will be based on infrastructure and resources that aid them in their studies, academically and pastorally.	No	2015-16	80%	82%	85%	87%	90	92

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	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16a_08	Multiple	Attainment raising	**HESA T1a** - State School (Young, full-time, first degree entrants)	We will start our work in collaboration with 2 feeder schools to support groups of students to improve attainment in their studies. The projects will be focussed on 2 areas of our provision: Creative and Digital and Business and Finance. The intention is to see improved outcomes and also improved engagement in their school work and in preparation for further study.	No	2015-16	25%	35	40	45	50	55	
T16a_09	Progression	Multiple	**Other statistic** - Postgraduate (please give details in the next column)	increase the number of students progressing to post graduate study	No	2017-18	20%	25	28	32	35	37	
T16a_10	Progression	Multiple	**Other statistic** - Other (please give details in the next column)	increase the number of graduates attaining graduate level income	No	2016-17	50%	50	55	60	70	72	

				Table 8b - Other milestones and targets.									
T16b_01	Access	Other (please give details in Description column)	Other (please give details in Description column)	Greater Manchester Higher is a collaboration of universities and further education colleges from Greater Manchester working together to provide high quality outreach activities for local schools and colleges.	Yes	2014-15	87 secondary schools engaged with	114 secondary schools	122 secondary schools	130 secondary schools			