

**Greater Brighton Metropolitan College
2019-20 Access and Participation Plan**

Assessment of current performance

Greater Brighton Metropolitan College (GB Met) was created from the merger of City College Brighton and Hove and Northbrook College Sussex on 31 March 2017. It is the college for the city and west along the south coast to Worthing drawing on 150 years of heritage, history and experience. The College operates across six campuses in Brighton, Shoreham and Worthing offering a range of qualifications for 16 year olds leaving school, a small 14-16 year old provision, full and part time courses for adults, apprenticeships, professional qualifications and university degrees. Our student population comprises of around 3,500 16-18 year olds, 7,500 adult learners, 800 undergraduates and 800 apprentices.

Both precursor Colleges have offered degree level provision for over 10 years in partnership with the same validating partner, the University of Brighton, as well as Pearson provision. The Colleges both undertook QAA HE Review in 2015/16 and met the standards with a commendation for student enhancement and recognition of the strength of employer partnerships. Greater Brighton Metropolitan College has been awarded Silver in the recent Teaching Excellence Framework Year 2.

Our Higher Education (HE) student body is diverse, with a significant proportion reflecting our Widening Participation (WP) priorities and we are continuing to make good progress in the achievement of our strategic milestones.

As part of the College's process of continual improvement, we are building on existing projects and developing new strategies to deliver targeted outreach activities. In addition, we are assessing how we provide support to HE students, particularly those from disadvantaged backgrounds, to ensure that we give them the best possible chance of completing their studies and progressing either into employment or further studies.

We consider underrepresented groups of students to include those who share the following particular characteristics where data shows gaps in equality of opportunity in relation to access, success, and/or progression.

- Care experienced
- Mature Students (over 21 at enrolment)
- Black Asian Minority Ethnic (BAME)
- Low Participation Neighbourhood (LPN)
- Low household income (students receiving the full maintenance loan)
- Students with disabilities

We understand from local demographic data that there is a higher than average proportion of people from Gypsy, Roma and Traveller communities, Refugees, and Carers in the local area. We will continue to monitor the number of students from these backgrounds at point of enrolment and if a gap emerges we will develop initiatives to improve access for these groups.

The College is committed to providing equality of opportunity for all fair access in the creation of a diverse student body which reflects the region. This Access and

Participation Plan is aligned with our Equality & Diversity Policy and Equality & Diversity Statement¹, as is our responsibility under the Equality Act 2010, and reflects the following key principles:

- Ensure that the achievement of equality and diversity is the collective responsibility of every member of our College community.
- Create a positive, inclusive ethos with a shared commitment to respecting diversity and difference.
- Value the achievements of all students and support them to realise their full potential.
- Ensure that equality and diversity issues are considered within College planning processes (including trips, visiting speakers and work experience).
- Encourage all students to have high expectations and high aspirations for their future progression.
- Promote positive images of student and staff to celebrate success from all backgrounds.
- Develop a curriculum offer that meets the needs of the whole community and supports under-represented groups.
- Collect, analyse and report on a range of data that will identify areas of inequality, and develop appropriate strategies and actions that will address those inequalities.
- Make reasonable adjustments to ensure that students and staff are supported to fully participate and achieve their potential.
- Encourage applications from potential students and potential employees into non- traditional areas of work or study to address areas of underrepresentation.

The following tables show an assessment of our current performance across the whole student lifecycle including access, retention and success, and progression. Where there are gaps in the provision of comprehensive data, we describe the processes and system we intend to put in place to address this.

Access

Table 1: Breakdown of GB Met HE student population against national averages and comparing past trends.

The figures from 2015/16 and 2016/17 are presented as relating to the two predecessor colleges and are then unified for 2017/18. There are some data gaps due to the recent merger of the two institutions in April 2017, and the subsequent alignment of our data collection, analysis and reporting systems. Post-merger, since becoming GB Met, we have developed a new HE enrolment form that will be implemented in 2018/19. We are developing IT systems where the required data for AAP reporting will be inputted to enable us to run comprehensive reports from 2018/19 to explore trends and conduct analysis on the intersections of characteristics.

¹ <https://www.gbmc.ac.uk/media/pdf/pdf-gbmet-equality-and-diversity-policy-365.pdf>

Category	City College HE students enrolled in 201516	NB HE students enrolled in 201516	City College HE students enrolled in 201617	NB HE students enrolled in 201617	GB MET HE students enrolled in 201718	National Average ²
Care Experienced			1%		1.2%	0.07% ³
Mature Students ⁴			29.2%		45.6%	26%
BAME	16.3%	6.5%	20%	8%	10.6%	24%
LPN POLAR 1-2	31.8%	37.7%	30%	63%	55.8%	11.8%
Low household Income ⁵					33%	16.9% ⁶
Self-declared disability	24%	32%	17.5%	50%	43.3%	14%
DSA ⁷		18.5%		14%	16.5%	6.6%

In terms of Access for underrepresented groups, we are doing well compared to the national benchmarks. We will continue our targeted outreach work as outlined in our Ambitions and Strategies. We have a 3,500 16 to 18 year olds from a diverse range of backgrounds enrolled at GB Met and we are developing initiatives to raise attainment and deliver comprehensive HE IAG to all our Level 2 and Level 3 learners. As an FE College, a core principle is raising the L2 and L3 attainment of our own FE cohort across the college.

² Statistics taken from HESA Data Analysis: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>. (13.04.18)

³ Data from Govt. National Statistics: Children Looked After in England Including Adoption 2016-2017, Local authority tables: SFR50/2017: <https://www.gov.uk/government/statistics/children-looked-after-in-england-including-adoption-2016-to-2017> and HESA Data Analysis: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>. (13.04.18)

⁴ 25+ years old up to 2017/18, change to 2018/19 21+ years old at enrolment.

⁵ With household income less than £25,000 in 201718.

⁶ 'UCAS End of Cycle Report', page 22 using FSM as an indicator of LHI.

⁷ DSA claimants at GB Met as a percentage of 812 HE students.

Success and Retention

Table 2a
Northbrook Met⁸ (pre-merger)

E&D Data	2015-16				2016-17			
	Starts	ret %	pass %	ach %	Starts	ret %	pass %	ach %
BME	31	80.6	96	77.4	35	82.9	96.6	80
White	449	88	93.1	81.8	404	86.4	98	84.7
DSA	89	93.3	90.4	84.3	62	82.3	98	80.6
No DSA	391	86.2	94	80.8	377	86.7	97.9	84.9
LDDH	154	86.4	92.4	79.7	221	86.9	96.9	84.2
No LDDH	326	88	93.6	82.3	218	85.3	98.9	84.4
POLAR 1-2	181	88.4	89.8	79.2	276	83.7	97.4	81.5
POLAR 3-5	292	86.6	95.2	82.4	163	90.2	98.6	89

- The achievement of BME students increased by 2.6% in 2017, but the increase in white achievement was greater at 2.9% so the net result was that the gap slightly widened between white and BME students' outcomes, with 4.7% more white students from the starting cohort achieving their degree. Both retention and pass rates were lower for BME learners than white learners.
- Learners with self declared LDDH achieved a growth in achievement outcomes of 4.5% and are now just 0.2% behind the rest of the cohort.
- Learners with DSA have seen a drop in achievement from 84.3% in 2016 to 80.6% in 2017. The changes in the DSA system have apparently impacted these learners, and there is work to do on establishing how the College can ensure the students claiming DSA are getting effective support.
- Learners from POLAR wards 1 and 2, with the lowest participation in HE, have seen a 2.3% rise in their achievement rates, but are still lagging 7.5% behind their high participation ward contemporaries in achievement.

⁸ GB Met IAHR 201617

Table 2b
Brighton Met⁹ (pre-merger)

E&D Data	2015-16				2016-17			
	Starts	ret %	pass %	ach %	Starts	ret %	pass %	ach %
BME	21	76.2	93.8	71.4	24	66.7	87.5	58.3
White	106	75.5	96.3	72.6	96	72.9	94.3	68.7
LLDD	31	77.4	95.8	74.2	21	81	94.1	76.2
No LLDD	99	72.7	95.8	69.7	99	69.7	92.8	64.6
POLAR 1-2	41	68.3	96.4	63.4	36	66.7	87.5	58.3
POLAR 3-5	89	76.4	95.6	73	84	73.8	95.2	70.2

- 10.4% more white learners achieved their award than their BME counterparts.
- Students from high participation wards (POLAR 3-5) were 11.9% more likely to gain an award than those from low participation areas (POLAR 1-2).
- Students with self declared LDDH did 11.6% better than their non LDDH contemporaries. Embedded in this figure are those who were supported through the DSA.

⁹ GB Met IAHR 201617

Table 2c - GB Met HE Students achievement data by underrepresented groups compared to national average

Category	GB Met HE Students ¹⁰	National Average
All HE students	84.3% (Northbrook) 65.8% (Brighton) ¹¹	Not known
Care Experienced	100% ¹²	81.7% ¹³
Mature ¹⁴	85.4%	88.4% ¹⁵
BAME ¹⁶	71.2%	92.4% ¹⁷
LPN (POLAR 1 & 2)	78%	87.9% ¹⁸
Low household income ¹⁹	38%	Not known
DSA	80.6% (Northbrook)	93.5%

These outcomes show that the College has been good at supporting students with a range of learning and health needs, but there is some work to do other aspects of equal opportunities. We recognise that the success and retention of our students from underrepresented groups is a key area for development we are developing a number of new initiatives detailed in our Ambitions and Strategies.

We recognise that we don't currently have systems in place to monitor and report on the success and retention of all students from underrepresented groups outlined on page 1 of this plan. Post-merger, a new HE enrolment form has been designed to capture the required data, and IT systems are under development to monitor and report on the retention and success of underrepresented groups consistently across the institution in 2018/19.

¹⁰ As per Greater Brighton Metropolitan College Institution Level Academic Health Report 2016-17

¹¹ Achievement figures are currently being presented as relating to the predecessor colleges, with the aim of a unified set of figures for 2017-18.

¹² MIS 15/05/2018

¹³ NNCEL (Nov 2017) MOVING ON UP: Pathways of care leavers and care-experienced students into and through higher education, p. 28

¹⁴ Captured on MIS: 25+ years old up to 2017/18, change to 2018/19 21+ years old at enrolment.

¹⁵ <http://www.hefce.ac.uk/analysis/ncr/timeseries/>. (16.04.18)

¹⁶ The retention of BAME students varies significantly between ethnic groups; it is therefore hard to analysis 'BAME' as a single category. I would recommend that different ethnic groups be analysed separately. For more information, see <http://www.hefce.ac.uk/analysis/ncr/timeseries/>. (16.04.18)

¹⁷ <http://www.hefce.ac.uk/analysis/ncr/timeseries/>. (16.04.18)

¹⁸ HESA: Non-continuation of young students following year of entry:

<https://www.hesa.ac.uk/news/08-03-2018/non-continuation-tables>. (16.04.18)

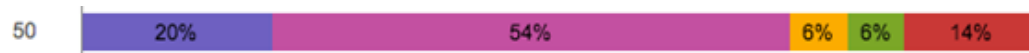
¹⁹ Household income under £25,000

Table 3a - Progression into employment 201617²⁰

DLHE outcomes for Northbrook Met



DLHE outcomes for Brighton Met



Legend

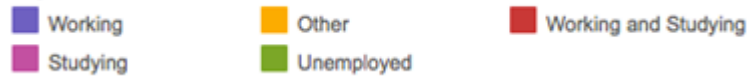


Table 3b - Internal Progression from FdA 201617 to BA Hons Top-up 201718

(where a Top-Up route exists internally, data not captured for students who do a Top-Up externally)

	Completed FdA 201617	Top-Up in 201718	Progression
Northbrook	190	113	59.5%
Brighton	59	7	11.9%

²⁰ DLHE data 201617

We understand that we need to be able to capture the information broken down into characteristics and focus on where there may be intersections as we acknowledge the importance of supporting students across the whole lifecycle. We recognise that this is an area for development and that there is work to be done in terms of capturing and analysing our progression and destination data by student characteristics. We will be implementing a new HE enrolment form in 2018/19 to enable us to gather information consistently across the whole institutions following the recent merger of two colleges. We will also be developing MIS processes and be in a position to provide progression and destination data divided into characteristics at the end of the next academic cycle. This is an area that we are keen to focus on and, rather than solely relying on DHLE data, we intend to utilise the internal Destination of Leavers survey, the outcomes of which can be captured in our Management Information System to enable us to explore and respond to trends relating to progression and identify gaps and areas for improvement.

Areas for development

Retention, Success and Progression

We recognise that the nature of our HE provision in an FEC attracts students from underrepresented groups as outlined Table 1 and evidenced by comparison to the national average. While we will continue to do targeted outreach work, particularly focussing the large FE cohort at GB Met, we will be shifting our resources to supporting the students when they get here and their progression to employment. In our Assessment of Current Performance we have identified that there is work to be done to increase the retention and success of students from underrepresented groups and we intend to develop a number of initiatives to address this. This is detailed in the Retention, Success and Progression section in our Ambition and Strategy.

Intersections of characteristics

It has been challenging for us to provide information on the intersections of characteristics due to the recent merger of Northbrook and City Colleges and the alignment of our data collection and analysis systems. Post-merger, since becoming GB Met, we have developed a new HE Enrolment Form that will be implemented in 2018/19. We are in the process of developing IT systems where data will be inputted and we will be able to run comprehensive reports analysing the intersection of characteristics. To some extent, this information is available from Northbrook systems but the method of capture was not consistent across the two merged institutions and we would potentially be at risk of skewing the data. The merger and the development of this AAP has given us the opportunity to create more robust data capture and analysis processes that we will be able to confidently report on from 2018/19.

Ambition and Strategy

Our vision is to offer high quality HE that is distinctive, of great benefit to the students who pursue our HE courses and also to the regional economy and culture. Our HE Strategy key priorities:

1. Facilitate a **Student Experience** which is outstanding whereby students gain sustainable employment through the development of life and work skills, including digital literacy.
2. Review and revise the current HE offer and provide **Products** for students

- and employers that are consistently high quality and meet local and regional skills and education priorities in a sustainable way.
3. Ensure the deployment of our **People** provides leadership at all levels and develop the education, employer and community partnerships, which enhance and help grow the HE curriculum.
 4. Ensure the **Promotion** of our offer fully informs students, parents/carers, employers and local communities including progression and career opportunities.
 5. Provide a **Governance** structure that facilitates effective management and oversight of the curriculum.

We offer a range of full undergraduate degree programmes, Higher National Certificates and Diplomas (HNC/Ds) and Foundation Degrees. We have recently reviewed our Admissions Policy and have introduced more flexible entry requirements that recognise prior achievement and industry experience. As an Further Education College we also have a thriving English and Maths Department where HE students can study English and/or Maths GCSEs alongside their courses. On completion of their FdA or HND students can choose to enter employment or 'top-up' their qualification to a full BA (Hons) within the College or another provider. The nature of our provision gives students who may have non-traditional qualification backgrounds an excellent vehicle into HE and an opportunity to enter graduate employment.

Our courses are developed in consultation with employers and professional bodies and content is designed to align itself with the needs of today's industries. Our ambition is to provide industrial currency so our students graduate with the most up to date skills and knowledge to enable them to progress into employment in their chosen industry sector. The courses are led by industry experts and our students benefit from small class sizes and personalised tutor support in a friendly and inspiring atmosphere. Also, a piece of research was undertaken in 2018 as part of the College's Research and Scholarly Activity to explore the nature of employer engagement in curriculum design. The outcome was to develop models for the active engagement of employers in the course design process.

We continue to invest in our learning infrastructure. In October 2015 we completed the multi-million pound investment at the West Durrington campus in Worthing. The Music, Theatre and Performance facilities are equipped to the highest standards and provide inspirational spaces for students to develop. The music facilities are one of the most comprehensive recording complexes in Europe with over 25 recording studios, including live sound desks, air conditioned performance spaces, pre and post production rooms along with dedicated computer clusters and a sound synthesis lab.

Through student feedback there has been a significant investment in the creation of a dedicated HE study area within the city centre campus as well. The HE Hub is a work area for HE students to meet facilitating individual and group collaboration. The campus has also invested significantly in resources for Photography and Music courses in the city. This included the purchase of specialist hardware and software.

In January 2018 GBMet was awarded a £5m grant from the Coast to Capital Local Enterprise Partnership (LEP) to redevelop its city-centre Pelham site. The funding will allow GBMet to build a new Centre for Creative and Digital Industries and the grant will be matched by a College investment generated primarily through the disposal of land on the East of Pelham Street creating a c£16 million redevelopment fund. The Centre will be housed in a new c2,700m² state-of-the-art facility integrated into Pelham Tower which will also be substantially refurbished. It is estimated that on-site

development will begin in Spring 2019 and the project will take around 18 months to complete.

While we are confident in the quality of our HE provision, we recognise that we need to continuously improve and develop strategies to support students across the whole lifecycle. Our commitment to continuous improvement is evidenced by our targets set out in the attached resource plan and further outlined in our activities below.

Student Lifecycle: Access

We have a dedicated Widening Participation Coordinator based in Worthing and a Widening Participation Research and Development Officer based in Brighton. Alongside the Curriculum Areas, Student Support and our Careers Team, the WP Team deliver initiatives to provide information, advice and guidance about HE to our Level 2 and Level 3 students at GBMet. We intend to reach all our Level 2 and Level 3 students by coordinating a suite of interventions including presentations, workshops, 1:1 support, and organising trips to Universities and UCAS events. We want to ensure that all our Further Education (FE) students are equipped with the knowledge they need to make informed choices about HE. We currently have 3,500 16 to 18 year old students enrolled at GB Met from a diverse range of backgrounds.

We have added to our Milestones in Table 8b an outcomes focussed target which aspires to increasing the progression from FE to HE for our FE cohort, irrespective of which institution they are progressing on to. This is in addition to our existing Milestone which is focused on internal progression. The provision of information, advice and guidance on progression to HE for our FE cohort falls under the WP remit of the College because of the high proportion of WP learners in our FE cohort. We intend to develop this further by ensuring that every student at Level 3 has the right level of information to support their decisions about their future choices and this will be delivered by and make use of the expertise in the Widening Participation Team. In addition to this, we intend to roll out a series of Advanced Study Skills sessions to support the transition from Level 2 to Level 3 and to raise attainment at that level. This will be measured by two outcomes target measures: increase in pass rate at Level 3; and an increase in the number of students at GB Met participating in HE. The programme of Advanced Study Skills is due to be piloted in September 2018.

We are also developing an HE Ambassador scheme where HE students are trained to deliver student led taster activities to Level 2 and Level 3 students on relevant courses, this is proving to be an excellent approach to giving them a flavour of what it would be like studying at a HE level. Using current HE students is proving to be a more effective way of engaging the learners as they are able to relate to the students. These activities are monitored and evaluated by administering short feedback forms to measure attitudinal shifts to accessing HE.

The majority of our Level 3 students that apply to study HE through UCAS progress onto an HE programme at another institution. The College has a large 'Access to HE' offer that leads to progression onto degree courses not offered by the College, as well as a few internal progression opportunities. We offer support to our adult learners on Access to HE courses to help them choose courses and make a successful application. This contributes to supporting an increase in the number of mature learners accessing HE.

There is more to be done regarding internal progression into relevant courses in Creative Industries, Motorsport, Business, Computing and Hospitality & Events. We recognise that this is a viable option for those students who want to study locally in

an environment that is familiar to them, and all of our HE programmes have a potential progression route into them from within our FE offer. 35.7% of Foundation Degree students, where a 'top up' pathway was available, elected to continue their studies with us, a figure we would like to increase.

We regularly collaborate with the 3 Universities in the local area: University of Brighton; University of Sussex; and the University of Chichester. We organise trips for our FE students to attend subject-specific taster activities and promote the range of Summer Schools the HEIs offer. This contributes to our commitment to raise aspirations and widen participation in HE for students from underrepresented groups.

We are a partner in the Sussex Learning Network (SLN). SLN is a strategic partnership of universities, colleges, training providers and guidance agencies focused on ensuring the life-cycle of students in the South East is accessible and transparent. Its work brings together new research and curriculum development, widening participation and outreach activities, and careers education, information, advice and guidance to support the whole learner journey and enable successful progression through education and on into the workplace.

The SLN enables Greater Brighton Metropolitan College to be represented by the co-funded central members of staff, working on behalf of all the partners in the network, in and at a number of activities and events targeting low HE transitional areas, and who can operate as the regional single point of contact for educational resources; policy news; Career Education Information, Advice and Guidance (CEIAG) resources; labour market and economic intelligence; Continuous Professional Development (CPD) activities and funding opportunities which support the progression of students successfully through education.

In terms of external outreach, we continue to maintain a collaborative network with schools and other FE and HE institutions across the Greater Brighton Region which runs from Littlehampton in the West along the coast to Lewes in the East and up to Haywards Heath in the North. The College is actively working with 168 schools, 6th Forms, Academies, Pupil Referral Units and community organisations. Our outreach programme incorporates a range of activities including campus tours and the student led taster sessions. We also offer open days where staff are on hand to assist with UCAS applications. The programmes are delivered in schools as well as in college; our HE ambassadors support the delivery of the different elements. We continue to participate in activities initiated by local schools that include talks, events and parents evenings often in collaboration with other regional universities. We offer workshops and presentations delivered in the institutions giving key information on the alternative pathways to HE including Foundation Degrees, HNC/Ds, and Apprenticeships and updates on finance, bursaries, DSA, and how to navigate the UCAS process. For reporting purposes, we monitor numbers of attendees and where possible administer a short feedback form aiming to measure attitudinal shifts to HE.

In addition to targeting local schools and 6th Forms, we also work collaboratively with local young people's projects to engage learners in an informal education setting while giving them information about their possible education pathways. For example, the Creative Music Production Course Leader in Brighton is currently undertaking research into the relationship between formal and informal education and exploring if the latter can be used as an engagement tool with a view to participants progressing into FE and subsequently HE. The planned publication and dissemination of the findings is October 2018.

In May and June we run MetFest, a Fringe Festival where visitors from the local community can attend shows and exhibitions held at both the Brighton and Worthing Campuses, including student-led tours of our HE Graduate Shows. We also offer local schools and 6th Forms the opportunity to use the facilities to put on their own events at the college such as drama and dance performances.

Our Music Department delivers an annual 'battle of the bands' competition for local schools and colleges called Skoolsfest. Participants have the opportunity to perform and compete for prizes at a local theatre and the event is supported by our HE Ambassadors who are on-hand to give information about their experiences studying at HE.

The Sorrell Foundation Saturday Club programme is now well established within Art and Design. This initiative is aimed at young people interested in pursuing a career in Art Design and Media with engagement from year 9. We administer pre and post project evaluations to measure any attitudinal shifts to HE and monitor and track the participants on completion of the programme.

We are continuing to develop links with Community Organisations and Adult Learning Centres as we understand that this will be key to reach mature students in the surrounding area who find themselves in a position where HE is now a viable option or who may be looking to retrain. We offer an 'Alternative Pathways into HE' information session about our FdAs, HNC/Ds, and Apprenticeships and updates on finance, bursaries, DSA, and how to navigate the UCAS process. We also arrange campus visits and student led tasters and tours on request. Activities in MetFest and HE Graduate Shows are publicised widely and key community contacts are invited to the Private Views to strengthen and develop networks. We also have student led events as part of the Brighton Fringe, Europe's largest open access arts festival.

We are working with local Virtual Schools, Care Leavers Teams, and other services for young people including the Prince's Trust and the Clocktower Sanctuary to develop initiatives to arrange visits and events specifically tailored to the needs of care-experienced young people. We will continue to monitor the impact of this activity by recording the number of care-experienced young people that we interact with and where possible, administer an evaluation form to measure any resulting attitudinal shift to accessing HE.

All of these initiatives are monitored and we capture data on the number of participants and their characteristics so we can ensure that we are reaching people from underrepresented groups including: low income households; POLAR 1 & 2; mature students; care leavers; BAME; and those with disabilities. Once we have implemented the new data capturing processes we will also be able to delve deeper to identify and analyse intersections of characteristics.

Retention, Success and Progression

We are developing a number of initiatives to increase retention and enhance the student experience at GBMet. Post merger the precursor institutions have aligned data capturing and monitoring processes and have developed a robust system to collect data at point of enrolment. The data is uploaded to a Management Information System that allows us to further interrogate and drill down to explore patterns where multiple characteristics may intersect. The process, coordinated by the Widening Participation Team in liaison with curriculum areas and Student

Support Services, also enables us to identify and monitor students with WP characteristics and intervene to offer support when necessary.

HE students have access to Pastoral Learning Mentors who can offer pastoral support and signposting to services. We continue to monitor the ways in which our HE students interact with support services and evaluate impact, reviewing systems on an annual basis.

Relatively small class sizes across our HE enable tutors to respond to individual student needs. In addition, the WP Team offer an extra tier of support to students who are at risk from withdrawing. This includes contacting at risk students, signposting them to relevant services; supporting them with their applications for financial support such as student loans and bursaries; and helping them complete extension and mitigating circumstances forms. Tutors refer students who they think may be at risk to the WP Team who will then contact them to offer support.

The College Students' Union is an affiliate of the University of Brighton Students' Union (BSU). We continue to work with BSU to develop the student experience, in particular the wider engagement of the student body in the development of our thinking around Widening Participation and support for students throughout the student life-cycle. We have a dedicated Students Union (SU) officer based at the West Durrington Campus Worthing four days a week and at our Central Campus Brighton one day a week, reflecting the relative sizes of the HE student body at each site. The SU arranges activities for students, such as a fortnightly open mic night, a monthly pub quiz and pet therapy sessions. It also supports students to set up societies and promotes interaction and cohesion between students on different courses, with the SU office acting as a 'hub' specifically for HE students. Students can also apply for funding from the BSU to help fund trips, exhibitions, and other events that will enrich their student experience.

BSU also coordinates a Course Rep programme at GBMet that aims to give students the tools to maximise the effectiveness of their input into the formal Quality Assurance processes. Students are nominated and elected by their peers to represent their course area at termly Course Boards and monthly Course Rep meetings, in a process which enhances their overall experience and for future students.. BSU provide training and support throughout the process and our Course Reps are given the opportunity to develop transferable skills that will enhance their employment prospects when leaving the course. It also provides the institution with an invaluable mechanism to ensure that our students are listened to and actively participate and influence their learning practices. We also have Lead Student Representatives (LSRs), one in Brighton and one in Worthing. These are paid roles and the LSRs are required to attend the termly HE Boards and write a report at the end of the academic cycle.

We are proud to be one of the first FECs to introduce the Peer-Assisted Study Skills (PASS) scheme for our HE students. PASS is a peer mentoring model that involves Level 5 students running regular study sessions for Level 4 students on the same course. PASS leaders undergo a thorough training on working with groups; they are not expected to teach, but to facilitate discussion about coursework. They benefit from the acquisition of team-working and employability skills, while Level 4s have an opportunity to discuss elements of their courses which they may find problematic. The project was initially piloted at Northbrook College and following the merger in April 2017, training has now been offered to progressing students on all HE courses at GBMet; this was taken up by 60 Level 5 and 6 students on 22 BA (Hons) and FdA courses. Reflections have included a greater understanding of how individuals learn

and a deeper engagement with the threshold concepts of their disciplines, from Musical Theatre to Business. The evidence base consists of questionnaires, focus group discussions and interviews with PASS participants.

We have also recently launched a formal HE Ambassador scheme where students are recruited and trained to deliver subject-specific student led tasters. This not only supports our widening access and outreach plan, but gives our HE students the opportunity to get involved in the activities which fosters a culture of community at the college. It also enable students to develop key transferable skills that will make them more attractive to employers.

In 2018 we launched an Industry Mentoring Programme. The 6-month scheme connects mentors from industry and students studying at HE level, with priority given to students from widening participation backgrounds. The scheme is designed to increase employability among students, encourage networking opportunities, enable students to develop key skills related to their chosen subjects and to gain insider knowledge of working in specific industries. This programme is designed to support students through their time at GBMet as well as to provide links with industry, which will aid their progression into employment. Research into industry mentoring schemes have shown them to be beneficial to students and employers, with an increase in both retention and a sense of 'belonging' amongst students. A research proposal has been submitted to evaluate the impact of this scheme using methods including feedback forms, focus groups and reviewing impact by student characteristic.

Employability and enterprise is embedded within the curriculum. As an example of best practice, our Fashion Design course has strong links with employers both at a national and international level. Fashion students gain industry experience through work experience modules, live briefs and commissions, and industry visits and speakers, and they are able to network and create opportunities for future employment by showing their work at Graduate Fashion Week. The Fashion Design programme has Creative Skillset 'Tick' Accreditation in recognition of the effectiveness of these practice.

Placements are offered with companies both blue chip/commercial and Independent such as Alexander McQueen, Marks & Spencer, Grazia, Daily Telegraph, Vivienne Westwood, Moschino, Modus PR, Irregular Choice, Doll, Wonderland, I-D magazine. Projects are run in conjunction with 'Pop Up Brighton' and industry competitions in conjunction with Caryn Franklin from All Walks Diversity Now' and 'i-D' magazine

We maintain strong long-established links with industry. Quality student placements are offered in nationally recognised cultural organisations such as Glyndebourne, the Royal Opera House, the National Theatre and Pinewood Studios as well as regional organisations such as Brighton Fringe, The Great Escape, Brighton Pavilion and Worthing Theatres. Art Design and Media students participate in London Graduate Fashion Week shows and agent showcases which result in exposure to industry contacts and employment opportunities. Students work on live briefs and commissions during their studies. The second year experience within Theatre Arts subjects supports students to plan their next steps, identifying strengths and areas of interest; this is used to plan for employment or further study. Music students are supported to develop themselves as recording artists and develop portfolio careers as freelancers. Additionally within music, there are strong alumni networks which support progression to employment for current students.

Highlighted in a research project undertaken as part of the institution's Research and Scholarly Activity on 'Employer Engagement in the Creative Industries' and now part of the AoC's Scholarship Framework, we also recognise that in this fluid, constantly changing landscape. Staff involved in curriculum design should not only consult larger arts employers, such as Glyndebourne or the Tate, but also talk to funders about current trends and access the informal networks existing in their area. Rather than 'bolt-on' professional practice modules, industry engagement is integrated into the students' creative practice as they are encouraged to involve themselves in live projects, e.g. the production of music from a local band; the creation of a theatre performance in a local community café venue; the organisation of a drawing marathon in a converted chapel, now art gallery.

As a result of a research project on Employer Engagement conducted by the College, resources have been developed to enable student to develop their understanding of how to engage with their local creative economy. The aim of the resources are to stimulate discussion of the best ways for students to gain access to Creative Industries employment opportunities, given the volatile nature of a sector where the existence and longevity of venues, studios, events and projects on funding.

We offer our HE students an extensive programme of Industry Specialist lectures giving information about career opportunities and what life is like working in particular sectors. We have a dedicated careers officer that works with students on CV development, portfolio support, interview techniques and application construction. These activities are supported by our HE Ambassadors and are made accessible to our outreach contacts including schools and 6th Forms. These events are evaluated to measure impact on increasing aspiration to study at HE; career planning; as well as supporting the curriculum and our current cohort of HE students.

Due to the nature of our provision and our flexible entry requirement policy that takes into account Record of Prior Attainment, we recognise that HE students at GBMet may not have entered HE with traditional education backgrounds or who are mature learners may have been out of education for some time. With this in mind, we understand the need to provide students with the opportunity to access Additional Learning Support (ALS), particularly around the time of written assignment deadlines. We are exploring ways in which the College can further enhance the offer of ALS to further support HE students in a way that complements existing support provided by their academic tutors.

All of these initiatives are specifically designed to support the success, retention, and progression for our students from underrepresented groups. We hope that with new and robust systems in place we will be able to determine the efficacy of each intervention and its impact. There are a number of projects underdevelopment that will specifically target certain groups such as care leavers and students with disabilities.

We have a dedicated HE Disability Coordinator who supports students with their applications and accessing the support they are entitled to. There is a team of HE facilitators that provide in-class support for students with a declared physical disability, ongoing health condition, sensory impairment or other diagnosed medical conditions. We have however, identified a substantial gap between our HE students who have self-declared disabilities (43.3% of the 2016-17 cohort) and those who are claiming DSA (14.1% of the same cohort). We recognise the importance of ensuring that both current and prospective students have adequate resources to be able to apply for DSA and we will be putting in measures to support this. We are keen to

remove any barriers and are exploring the possibility of funding DSA assessments for students who have a highlighted disability in their initial screening. We will ensure that the impact is measured by comparing year on year retention data.

As part of the College's Research and Scholarly Activity scheme, a project is currently being undertaken to explore ways in which we can further develop our support mechanisms to enhance the progression, retention and achievement of our care-experienced learners. Based on evidence from the research, we anticipate that we will be able to implement a student-led group for care leavers that will be facilitated by the WP Team and will support the retention and success of our care-experienced students.

For 2019-20 we will introduce a Progression Fund for HE students with widening participation characteristics. This will be an application based system coordinated by Widening Participation Team to fund exhibitions, events etc. that clearly demonstrate progression opportunities. The aim of this new fund is to increase progression opportunities for our students and enable them to build networks and contacts to enhance their employability post graduation.

All of these initiatives are specifically designed to support the success, retention, and progression for our students from underrepresented groups.

Monitoring Progress

Alongside developing and implementing evaluation processes to monitor the impact of our activities, we will be developing robust systems to monitor our progress against this access and participation plan. The analysis of our activities and data from our Institution Level Academic Health Report (IAHR); Equality & Diversity Reports; UCAS Applications; and DLHE/Graduate Outcomes will form the basis of this evaluation. In order to demonstrate that we are delivering the objectives and targets in the plan, we intend to implement a process where we can interrogate our performance in an annual review in line with the annual monitoring return and, if necessary, review milestones and change our strategy and develop new interventions to have maximum impact. This monitoring process will be overseen by the Higher Education Board (HEB), which is the highest level HE Quality Assurance Committee in the College, and will be signed off by SLT and the Board of Governors.

This will enable us to monitor our performance against the measures set out in our plan in Table 8 of the Resource Plan. We will track progress and, if necessary, take appropriate action if it appears that the intentions of the plan may not be delivered.

Investment

We anticipate spending £165,880 on Access and Participation Plan activity (Access, Success and Progression) and £150,00 on financial support in 2019-20, as broken down in the table below.

Access investment	70,000
Success investment	55,880
Progression investment	40,000
Investment in financial support	150,000
Total investment	315,880

This investment represents 25% of the College's income from HE.

In setting our planned APP expenditure, we are mindful of evidence relating to financial support and student success/progression. In response to this we have discontinued our Award Bursary, which paid all students £200 on achieving their Award. This will allow us to redirect our funding of financial support to bursaries and funds which we anticipate will have greater impact for our WP students. Our emphasis is now very much on improving our 'life-cycle' support for students linked to access, success and progression initiatives and priority will be given to the most disadvantaged in the application for financial support. The following financial support will be available in 2019-20:

1. Higher Education Bursary

Students from the following backgrounds will be eligible to apply:

- Low Household Income (students in receipt of the full Maintenance Loan)
- Progressing from a Further Education to a HE course at GBMet
- Care leavers

Based on previous student application numbers and previous amounts the bursary fund has been able to allocate per student, bursaries are expected to be between £250 and £750.

2. Hardship Fund

This is a hardship grant to support students at times of financial crisis that would be likely to result in the student withdrawing from the programme. It is based on need and calculated with reference to the student's income and expenditure whilst at college. In order to apply, full-time students must be receiving their full loan entitlement and be struggling to meet basic living costs. Approved Hardship Fund applications are normally between £100 and £750. Student will also be offered advice and guidance on budgeting and money management from the WP Team.

3. Progression Opportunities Fund

This is an application based system coordinated by WP Team for discretionary grants of up to £250 to fund activities and events that clearly demonstrate progression opportunities.

We will survey students to identify the impact of the financial support we give and provide quantitative data on retention and progression for those that have received bursaries.

4. DSA Assessments

This new initiative is designed to close the gap between students with declared disabilities and those in receipt of DSA. Students will undergo a pre-screening and those that demonstrate a certain level of likelihood of being eligible for DSA will be financially supported with their full assessment by the College.

The administration of these funding initiatives will be monitored closely and the impact will be measured by tracking the retention and success of recipients. The impact of the new funding initiatives can also be measured by comparing institutional retention data from previous years.

We will also be offering a programme of ALS in the form of individual and group Study Skills support to all students.

Provision of information to students

In line with guidance we will ensure that information on the financial support available to students is clearly stated on their enrolment form, given out as part of their induction process, and publicised on our website. Information on the fees for the duration of their course will be clearly communicated to students on our website.

This plan was written in consultation with HE students at both our Brighton and Worthing sites who gave constructive feedback and support the initiatives we have outlined.

Our Access and Participation Plan will be published on our public facing website and disseminated internally on our intranet system. We will present the new plan to staff at the start of the academic year 2019-20 at our annual Staff Development Day.

Student Consultation

Students were consulted in the development of this plan through Brighton Students' Union and 2 focus groups were conducted to attain their feedback and comments which were fed into the consultation process. We will continue to include them in the review process and the lead Course Representative attends the Higher Education Board meetings three times a year. We will monitor the characteristics of the students participating in the APP consultation, and will actively invite underrepresented groups to participate.

* 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.

We will not be applying inflationary increases to course fee levels for 2019-20 entrants.

Full-time course type:	Additional information:	Course fee:
First degree	Three year BA	£8,290
First degree	One year BA Top Up with bridging	£8,800
Foundation degree		£8,290
Foundation year / Year 0		*
HNC / HND		£6,500
CertHE / DipHE		*
Postgraduate ITT	PGCE in Art Design and Media	£8,290
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		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
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	Multiple	Other statistic - Other (please give details in the next column)	To increase the percentage of HE students in WP categories from 41% in 2011-12 to at least 50% by 2016-17 and maintain thereafter	Yes	2011-12	41%	51%	52%				WP is categorised using under-represented groups, this is calculated as those with a family income below £25k, care-leavers, mature students (21yrs +), those from deprived areas (POLAR3 Q1/Q2 postcodes), students with disabilities and BME. NCOP project is expected to increase the number of WP students with limited impact in 18/19.
T16a_02	Access	Multiple	Other statistic - Other (please give details in the next column)	To support applications leading to the enrolment of students from WP categories, the impact being a more diverse HE student population across all curriculum areas	Yes	2011-12	41%	51%	52%				To offer targeted support for specific WP categories, e.g. IA&G within outreach settings and targeting schools with large WP cohorts.
T16a_03	Access	Disabled	Other statistic - Disabled (please give details in the next column)	The college has been very successful in working to encourage Disabled groups to participate in HE we are seeking to continue into the forthcoming years	No	2014-15	9	15%	15%				We are maintaining this target despite a drop in overall numbers.
T16a_04	Access	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	Greater Brighton has a disproportionate number of young care leavers, many of whom are studying FE courses at the college. There are few who progress to HE either at the college or more widely.	No	2014-15	2	6%	6%				The focus on internal progression should enable us to achieve this target. The College is currently undertaking research into this.

T16a_05	Access	Multiple	Other statistic - Other (please give details in the next column)	To increase internal progression [FE to HE, where there is a progression route] for WP students , from 19% in 2010-11 to 30% in 2021-22. Base line data is 2010-11.	No	Other (please give details in Description column)	19%	26%	27%					To include the development of level 6 top-ups and internal progression activities.
T16a_06	Student success	Multiple	Other statistic - Other (please give details in the next column)	To increase in-year cohort retention rates to a minimum of 90% by 2021/22. Base line data is 2010-11	No	Other (please give details in Description column)	74%	91%	92%					Progress has been good against this target however it becomes more challenging to increase above 90%
T16a_07	Progression	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	To increase the percentage of students working and/or participating in further study after completion of their programme	No	2014-15	90%	92%	92%					This milestones baseline metric is calculated by the % of students who complete the DHLE survey
T16a_08	Multiple	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	Increase the percentage of Foundation Degree students accessing and progressing onto degree top-ups, either internally or to another provider, to 70% by 2021/22. Base line data 2011-12	No	Other (please give details in Description column)	47%	60%	65%					This milestone includes developing progression routes from all Fnd Degrees where appropriate.

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	Multiple	Operational targets	Contextual data	Introduce effective mechanisms for collecting WP information and monitoring WP student progression, retention and achievement	Yes	2014-15	limited data collection and reporting	Use performance data to drive intervention strategies	Robust data collection and monitoring processes in place for reporting on intersectionality.				WP contextual data collection has been refined, reporting at course, department and college levels for WP categories in place from 2012-13 and at the point of enrolment from 2015/16.
T16b_02	Access	Outreach / WP activity (other - please give details in the next column)	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Develop schools partnerships and outreach activities, attend their careers and HE events	Yes	2010-11	5	maintain 17/18 levels	30 secondary schools & 6th Forms				The six schools worked with in 2012-13 are; Durrington High, Worthing High, The Littlehampton Academy, Shoreham Academy, Chatsmore High and Worthing College.
T16b_03	Access	Outreach / WP activity (summer schools)	Outreach / WP activity (other - please give details in the next column)	Run effective taster events for local schools in Greater Brighton region, increase the number of prospective and current FE students that participate	Yes	2010-11	90	260	Deliver 15 taster sessions to FE students				To work with schools to continue to increase the number of students accessing our HE taster events. Outreach work increased in 2012 - 2013 with more than 100 students participating in activities.
T16b_04	Student success	Other (please give details in Description column)	Student support services	Develop HE student Mentor and Ambassador scheme to enhance access and retention of WP category students	Yes	2010-11	design scheme and plan roll-out	Scheme in place	Recruit & train 15 HE/WP Student Ambassadors				HE ambassadors to be involved in; mentoring, talks at previous school/college, visits to secondary schools, attending careers and HE fairs,

T16b_05	Access	Outreach / WP activity (collaborative - please give details in the next column)	Other (please give details in the next column)	Events targeting non-traditional HE learners [including those progressing from apprenticeships]	Yes	2010-11	0	24	26 learners from Apprenticeships engaged in activities				To include a 'keeping warm' campaign for HE applicants throughout the year of application and engagement with NCOP
T16b_06	Access	Other (please give details in Description column)	Operational targets	Develop subject/curriculum area specific funded WP projects to increase recruitment of WP category students	Yes	2015-16	Design process and plan roll-out	3	4 projects designed to address specific characteristics: BAME; Care Leavers:				Example areas : Fashion & Textiles, Music Technology and Engineering, to target gender/WP imbalance
T16b_07	Student success	Operational targets	Outreach / WP activity (collaborative - please give details in the next column)	Support the development of Students' Union. Facilitate the growth of HE student participation across merged college to enhance their experience	Yes	2011-12	develop relationship with student union and implement delivery contract	70% of HE student population to have engaged in at least one event or support initiative	72% of HE student population to have engaged in at least one event or support initiative.				Grow student participation across college, to include ambassadors, Students' Union [college, local and National], student peer mentoring, participation in student focus groups, HE enrichment activities, Freshers Fair
T16b_08	Progression	Other (please give details in Description column)	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Further embed Employability, Enterprise and Entrepreneurship within the curriculum. Develop careers/progression advice, links with industry, live projects	Yes	2013-14	Communicate expectations to delivery teams	7 events	Industry Mentoring in place. 10 industry events.				Employer engagement is a strength within HE, the target is to further embed EEE and make it explicit where learners are developing these skills
T16b_09	Multiple	Attainment raising	Student support services	Increase in progression to HE from our internal FE cohort	No	2016-17	715	720	725				The WP IAG programme and the Advanced Study Skills programme GBMet FE learners aim to increase progression from FE to HE. In the baseline year, 2016-17, 715 FE students from GBMet enrolled on an HE programme in 2017 from a UCAS application (data from UCAS). This target aspires to increase this number year on year.