

## Greater Brighton Metropolitan College Access and Participation Plan 2020-21 to 2024-25

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. The College operates across five 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, 690 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.

As outlined in our Strategic Plan<sup>1</sup>, The MET College is committed to providing fair access and equality of opportunity for all. Over the life of this plan we will review our offer to ensure that all our courses, qualifications and student support provide both the broad foundations and specific skills that prepare every student for life beyond their studies. Our provision must reflect and balance the aspirations, ambitions and expectations of our students with economic priorities and the creation of jobs within the labour market. Students who graduate from the MET must leave not only with knowledge and skills that prepare them for the world or work, but with the capability and wherewithal to build a career and a life within our region and beyond. This requires collaboration and partnership with education providers, businesses, Local Enterprise Partnerships, local authorities, the Greater Brighton Economic Board and others to ensure that we understand and respond to priorities and skills needs. At the same time, we will respond to national policy changes impacting upon further and higher education and skills, seeking to balance the priorities of central government with the specific priorities of our students.

This Access and Participation Plan is aligned with our Equality & Diversity Policy<sup>2</sup> and Equality & Diversity Statement, 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

### 1. Assessment of Current Performance

When considering our assessment of current performance, it is important to understand the limitations presented by the lack of available data. This is largely due to different capturing and monitoring processes in the pre-merged institutions. We acknowledged in our 2019/20 Access & Participation Plan that, as a consequence of the merger and the subsequent alignment of our MIS and data capturing processes, we didn't have adequate internal systems in place to monitor and report on all stages of the lifecycle with reference to underrepresented groups. We are reviewing internal reporting systems and in 2018/19 we implemented a new HE enrolment form designed to capture the characteristics of underrepresented groups as defined by the OfS to include:

<sup>1</sup> <https://www.gbmc.ac.uk/media/pdf/met-full-strategic-plan-2017-2022-553.pdf>

<sup>2</sup> <https://www.gbmc.ac.uk/media/pdf/pdf-gbmet-equality-and-diversity-policy-365.pdf>

- Care experienced
- Mature Students (over 21 at enrolment)
- Black Asian Minority Ethnic (BAME)
- Low Participation Neighbourhood (LPN) – POLAR 4 Q 1&2
- Low household income (students receiving the full maintenance loan)
- Students with self-declared disabilities
- Students in receipt of DSA

Post-merger, IT systems have been developed to enable us to monitor, track and report on students from underrepresented groups across the student lifecycle. With the new processes now being developed, the institutional data provided in the ‘Access’ section below is consistent across the newly merged institution. When we consider our own student population up to 2018/19 for continuation, attainment and progression, the institutional data presented in this plan is historic and is derived from the two different IT systems from pre-merged colleges. From 2018/19, when the systems were aligned, we are confident that we will be able to provide consistent data for the whole student lifecycle and this is reflected in our objective to continue to improve and develop capturing and monitoring processes to provide robust data to contribute to a better understanding our own institution’s performance and how that feeds into the national picture. For the purpose of this plan, our ‘Continuation’; ‘Attainment’; and ‘Progression’ data sets are based on the Office for Students Access and Participation Dataset. Where gaps have been identified, further analysis has been undertaken. In order to develop our understanding of the gaps between underrepresented groups and their peers, we have considered our own student population based on historic and current datasets and our role in the national picture with reference to the following sources:

- OfS Access and Participation Data Dashboard
- UCAS End of Cycle report
- HESA Data Analysis
- NNECL ‘Moving on Up’ report
- Academic research

**1.1 Stage of Lifecycle: Access**

**1.1.1 Socioeconomic status (POLAR 4; Deprivation Quintile; Low Household Income)**

**POLAR 4**

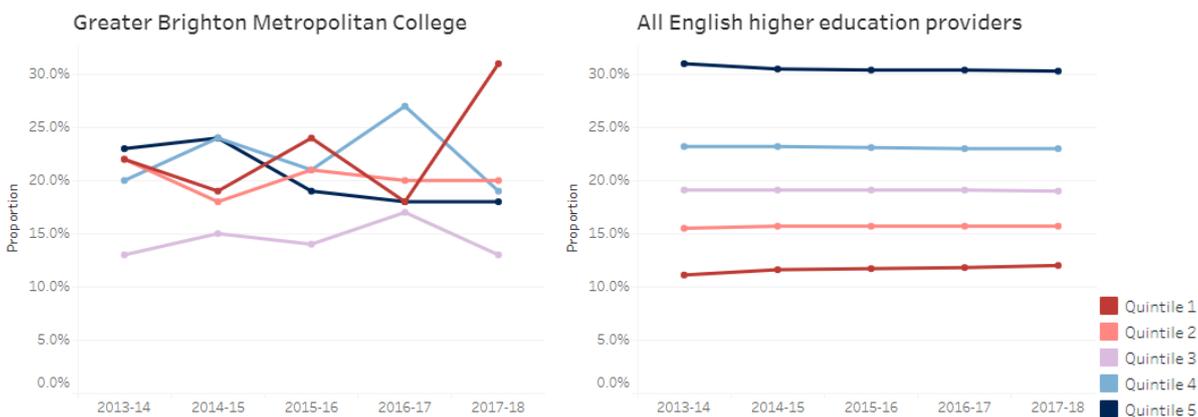


Figure 1.1: Participation rates for POLAR 4 Q1&2 and Q3-5. Source: Access and Participation Dataset

**Deprivation Quintile**

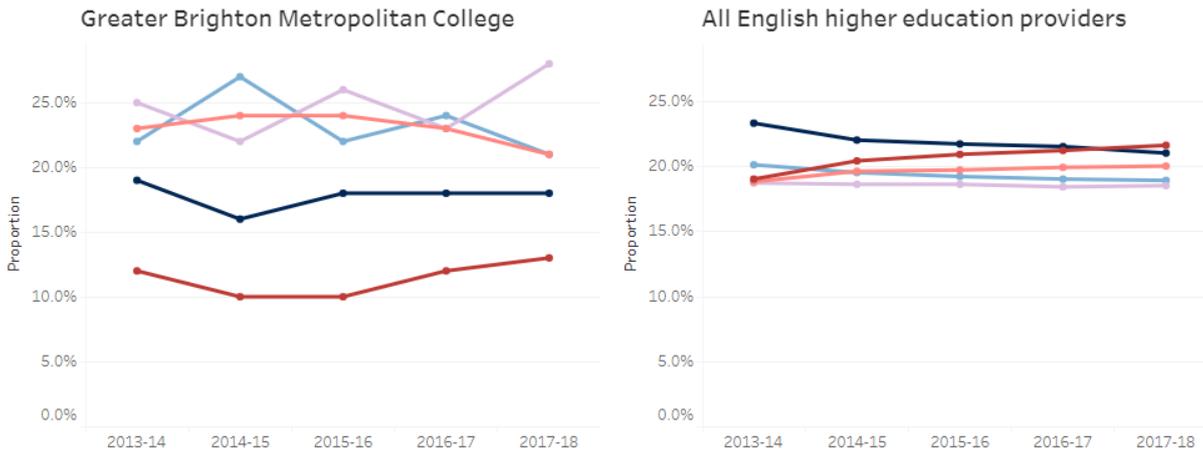


Figure 1.2: Participation rates by Deprivation Quintile. Source: Access and Participation Dataset

	GB MET MIS data 2017/18	GB MET MIS data 2018/19	National picture 2017/18
POLAR 4 Q 1&2	55.8%	42%	11.8% <sup>3</sup>
Low Household Income (in receipt of the full Maintenance Loan)	33%	34%	16.9% <sup>4</sup>

Table 1.1: Institutional data for participation of POLAR4 Q1 & 2

The Access and participation dataset shows that there is a significantly higher proportion of students studying at GB MET from POLAR 4 Quantile 1&2 than the national average.

**1.1.2 Black, Asian and Minority Ethnic Students**

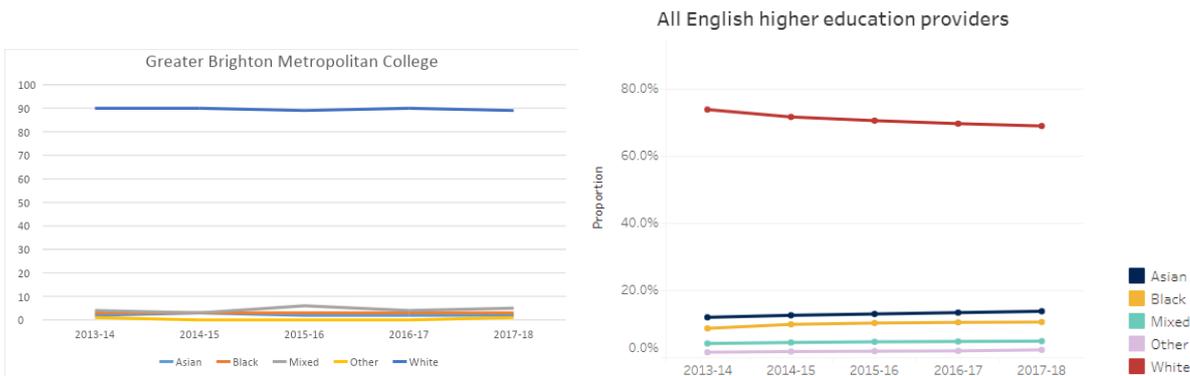


Figure1.3: Participation rates by ethnicity. Source: Access and Participation Dataset

	GB MET MIS data 201718	GB MET MIS data 201819	National picture 201718 <sup>5</sup>
BAME	10.6%	9.5%	24% <sup>6</sup>

Table 1.2: Institutional data for participation of BAME students

In 2017/18 approximately 90% of our student population were white this is significantly higher than the sector average of 69% with BAME students studying at GBMet constituting just over 10%. The college does not currently record further categories of ethnicity, but this will feed into our strategic aim to improve our data capture and monitoring process. There is a 14.5% gap between BAME students nationally as reported by HESA<sup>6</sup> and at GB Met, However, the local demographic indicates in the 2011 census that the

<sup>3</sup> Statistics taken from HESA Data Analysis: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

<sup>4</sup> ‘UCAS End of Cycle Report’, page 22 using FSM as an indicator of LHI

<sup>5</sup> Statistics taken from HESA Data Analysis: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

<sup>6</sup> Statistics taken from HESA Data Analysis: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

<sup>7</sup> Statistic taken from West Sussex Census data: [https://www.westsussex.gov.uk/media/2703/censusbulletin\\_ethnicity.pdf](https://www.westsussex.gov.uk/media/2703/censusbulletin_ethnicity.pdf)

BAME population in West Sussex was in the region of 11%<sup>7</sup>. A significant proportion of students are recruited locally to the college so the current intake reflects the local demographic. However, the college recognises that there is still work to be done in increasing the number of BAME students studying at GBMet and intends to target outreach interventions in areas where there is a high representation of BAME people and also link with community organisations such as the BMECP (Black and Minority Ethnic Community Project) and the BMEYCP (Brighton and Minority Ethnic Community Project), with a view to increasing the number of BAME students who study HE at GB MET. As a consequence the College has set itself ambitious target of increasing the percentage of BAME students studying at GBMet from 10% to 16.5% by 2024.

- *Area for improvement: Target to increase the proportion of BAME students studying at GBMET to 16.5% by 2024*

### 1.1.3 Mature Students

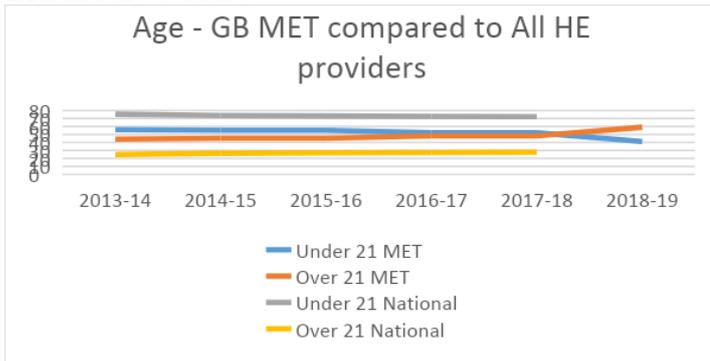


Figure 1.4: Participation rates by age. Source: Access and Participation Dataset

	GB MET MIS data 201718	GB MET MIS data 201819	National picture 201718 <sup>7</sup>
Mature Students <sup>8</sup>	45.6%	59%	26% <sup>9</sup>

Table 1.3: Institutional data for participation of Mature Students

GB MET has a very high percentage of mature students which is double the national picture as reported by HESA.

### 1.1.4 Disability

We know from HEFCE data that the number of UK-domiciled entrants to full-time first-degree courses with a known disability was 44,250 in 2015/16, which was an increase of 56 per cent since 2010/11. Of those with a known disability, about 18,750 (42%) were in receipt of Disabled Students' Allowance (DSA). From our analysis of our institutional data, we can see that in 2018/19, 28% of our HE students with a self-declared disability were in receipt of DSA (a total of 86 students). In addition to this, it is important to note that the number of students with a known mental health condition has increased by 220% since 2010/11<sup>10</sup>. Despite this people with disabilities remain underrepresented in HE<sup>11</sup>.

<sup>7</sup> Statistics taken from HESA Data Analysis: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

<sup>8</sup> 25+ years old up to 2017/18, change to 2018/19 21+ years old at enrolment

<sup>9</sup> Statistics taken from HESA Data Analysis: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

<sup>10</sup> <https://webarchive.nationalarchives.gov.uk/20180319122232/http://www.hefce.ac.uk/analysis/HEinEngland/students/disability/>

<sup>11</sup> <https://www.officeforstudents.org.uk/data-and-analysis/differences-in-student-outcomes/>

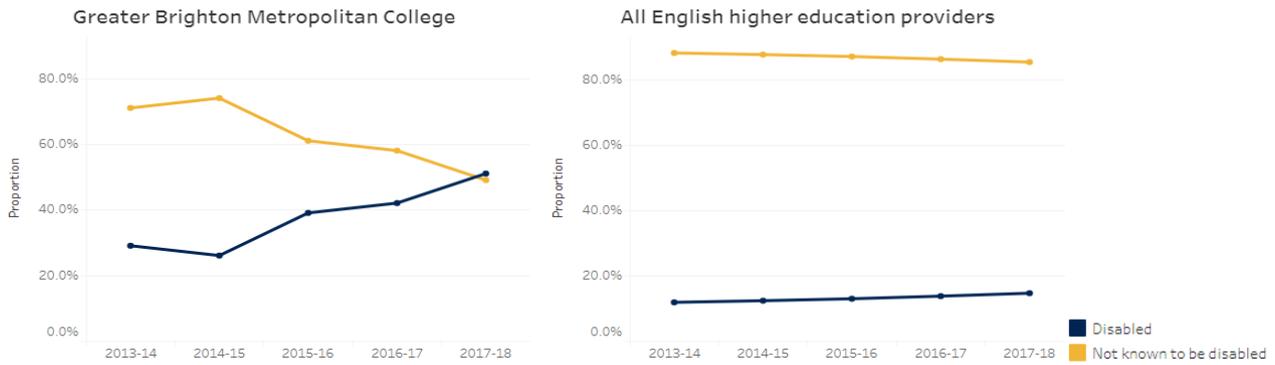


Figure 1.5: Participation rates by disability. Source: Access and Participation Dataset

	GB MET MIS data 2017/18	GB MET MIS data 2018/19	National picture 201718
Self-declared disability	43.3%	46%	14% <sup>12</sup>
Disable Student Allowance (DSA)	16.5%	13%	6.6%

Table 1.4: Institutional data comparing participation of students with a Self-Declared disability against DSA claimants

### 1.1.5 Care Experienced

	GB MET MIS data 201718	GB MET MIS data 201819	National picture 201718 <sup>13</sup>
Care Experienced	1.2%	1%	0.07%

Table 1.5: Institutional data for participation of Care Experienced students

We know from other data sources, such as the DfE<sup>14</sup> and the 'Moving on Up'<sup>15</sup> report published by NNCEL that 6% of all care leavers between the ages of 19-21 were in HE in 2018 and that 12% of care leavers had entered higher education by the age of 23. Despite the fact that we are slightly above the national average, we can see from our own student population that care experienced students are the most underrepresented group and that there is collaborative partnership work to be done with local authorities and other third sector provision to address this. The college has set an ambitious target to increase the number of care experienced students studying HE at GBMet from 1% to 6% by 2024.

- **Target: to increase the proportion of Care Experienced students accessing higher education at GB MET to 6% by 2024.**

It is vital to consider our context as a provider of HE in an FEC. We recognise that the nature of our provision attracts students from underrepresented groups, and this is evidenced by comparison to the national picture. Our HE student body is diverse, we reported to the OfS in our monitoring return in 2017/18 that 76% of our students occupied one or more category. Looking at the national picture, and considering other data sources such as the OfS Access and Participation Data Dashboard and the UCAS End of Cycle Report 2018, we can see that, on a national level, there are gaps in equality of access for Mature Learners; BAME students; students with disabilities; and that in 2017-18, 67% of English higher education providers recruited less than 18.1% of their 18 year-old entrants from areas where young people are the least represented in higher education (POLAR4 quintile 1)<sup>16</sup>.

We recognise the importance of our role in addressing these gaps in equality and will continue to target an allocation of our resources to take account of the access and participation KPM:

<sup>12</sup> Statistics taken from HESA Data Analysis: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

<sup>13</sup> Statistics taken from HESA Data Analysis: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

<sup>14</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/757922/Children\\_looked\\_after\\_in\\_England\\_2018\\_Text\\_revised.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/757922/Children_looked_after_in_England_2018_Text_revised.pdf)

<sup>15</sup> <http://www.nnecl.org/resources/moving-on-up-report?topic=guides-and-toolkits>

<sup>16</sup> <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/guide-to-the-access-and-participation-data-resources/findings-from-the-data/>

- a. Eliminate the gap in participation at higher-tariff providers between the most and least represented groups (Participation of Local Areas (POLAR4) Q5 & Q1 respectively) by 2038-39)

## 1.2 Stage of Lifecycle: Continuation and Attainment

From 2018/19 we have monitoring and reporting processes in place to capture continuation data which will allow us to assess progression from Level 4 to Level 5 to Level 6 and identify any gaps in equality. The attainment data captured from 2018/19 onwards will monitor any gaps between groups in terms of degree classification. As we are using historical data in this current plan, we can only present a limited picture of our institution's performance against these indicators. We also recognise the importance of considering the national picture when identifying gaps in the continuation and attainment of underrepresented groups. According to the OfS, 'evidence shows that gaps in continuation and attainment at higher education persist for underrepresented groups of students, even when taking into account a student's entry grades or qualifications.'<sup>17</sup> And this is further highlighted by the OfS KPM:

- b. Reducing the gap in non-continuation between the most and least represented groups (POLAR4 Q5 and Q1 respectively)

### 1.1.2 Socioeconomic Status

The Access and participation dataset shows continuation rates between POLAR4 Q1&2 and POLAR4 Q3-5 show a 2% gap. The gap in attainment between Q 1&2 and Q 3-5 is 5%. (2015/16 shows a significant dip in attainment and retention for Q3 to 5). Even though our Year 4 TEF Metric shows a positive flag for continuation for POLAR4 Q1&2 and no flag for POLAR 4 Q3-5, we recognise that our continuation and attainment rates for all quintiles is below that of 'All HE Institutions'.

- *Area for improvement: There is a gap in continuation (2%) and attainment (5%) rates for students from POLAR4 Q1&Q2 at GB MET and those from POLAR 4 Q3-5 at GB MET.*

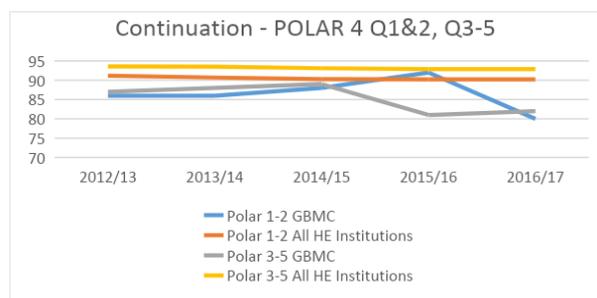


Figure 1.2.1: Continuation rates of POLAR 4 Q1&2, Q3-5. Source: Access and Participation Dataset

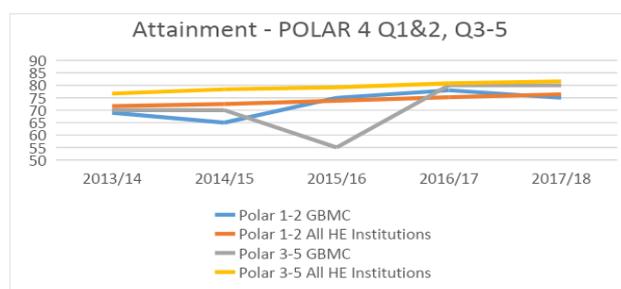


Figure 1.2.2: Attainment rates of POLAR 4 Q1&2, Q3-5. Source: Access and Participation Dataset & GBMC MIS HE data finder

### 1.2.2 Black, Asian and Minority Ethnic

<sup>17</sup> <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/continuation-and-attainment-gaps/>

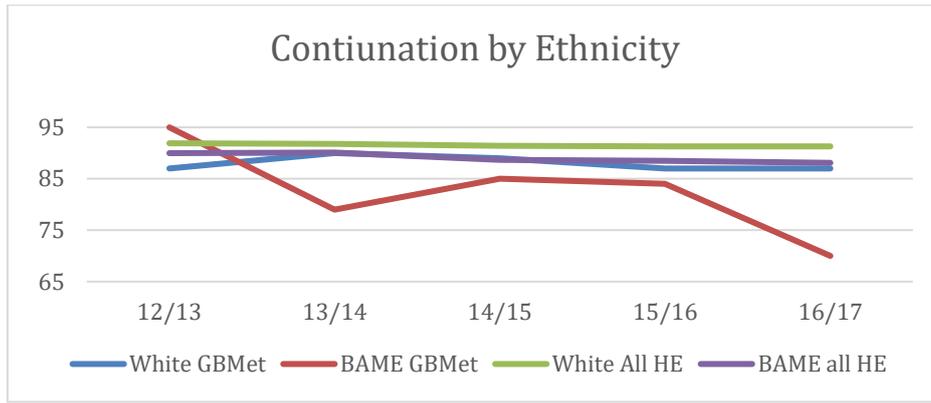


Figure 1.2.3: Continuation rates of white and BAME students. Source: Access and Participation Dataset

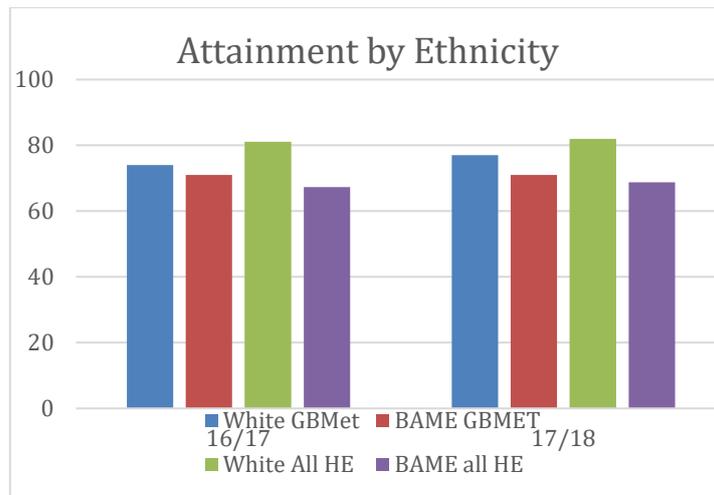


Figure 1.2.4: Continuation rates of white and BAME students. Source: Access and Participation Dataset and colleges data sets

The Access and participation dataset shows that GB MET BAME students have a lower continuation rate (7%) than their peers at GB MET. There is no data in the Office of Students data set for BAME attainment so college data has been used to assess attainment. The college data set shows that there is a attainment gap of 6% in 2017/18 between BAME students and their peers at GB MET. The attainment rate for BAME students at GB Met slightly higher than BAME students from all HE Institutions (1-4%) but we recognise from this data that there is work to be done to improve both our continuation and attainment rates for all HE students.

- *Area for improvement: there is a gap between continuation (7%) and attainment (6%) rates for BAME students and their peers at GB MET.*

**1.2.3 Mature Students**

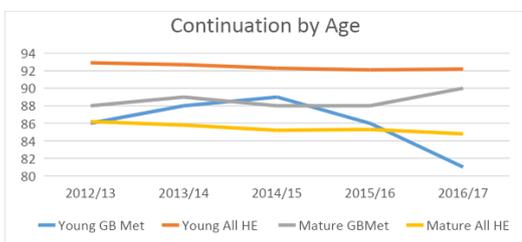


Figure 1.2.5: Continuation rates of by age. Source: Access and Participation Dataset

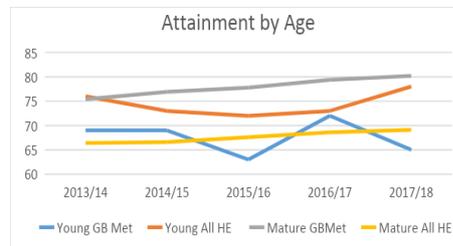


Figure 1.2.6: Attainment rates by age. Source: Access and Participation Dataset

The Access and participation dataset shows attainment rates for Mature students are 6% higher than mature students at all HE institutions. Attainment for mature students was at 90% in 2016/17, 9% higher than their young peers at GB MET..

**1.2.4 Disability**

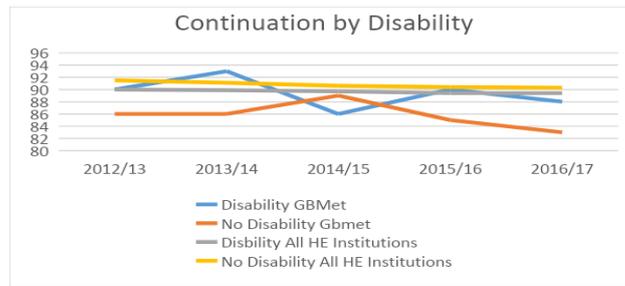
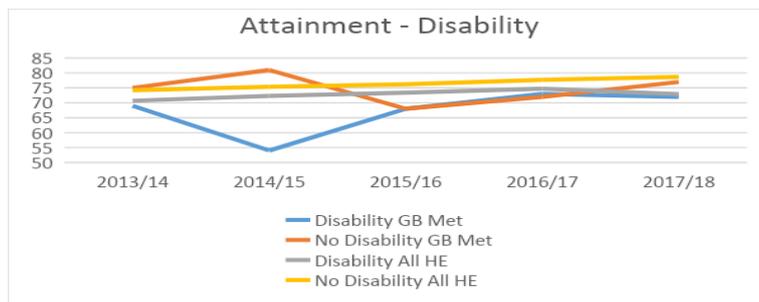


Figure 1.2.7: Continuation rates for disabled and non-disabled students. Source: Access and Participation Dataset

On average students at GB Met with disabilities have better continuation rates than those with no known disabilities by 4-7%. Continuation rates for our students with disabilities are 4% higher than the sector averages. (The Access and participation dataset) Our Year 4 TEF continuation metric shows a double positive flag for continuation of students with disabilities. There is limited data on how students with different types of disability perform but we will include capturing and monitoring this data in the development of our new system.

- *Continue to design and develop data capturing and monitoring systems to provide robust data to accurately explore inequalities in continuation and attainment between underrepresented groups, broken down in detail, and their peers.*

Figure 1.2.8: Attainment rates for disabled and non-disabled students. Source: Access and Participation Dataset



The Access and participation dataset attainment data shows that GB Met students with disabilities are currently in line with students within the sector with disabilities. However, the attainment rates for students with disabilities are lower than students without disabilities both institutionally and sector wide. We recognise that the figure for students with disabilities aggregates those with self-declared disabilities and DSA claimants there is a gap of 7.8% difference between those who claim and those that don't.

*There is a significant gap between the number of students with self-declared disabilities and those in receipt of DSA at GB MET that warrants further exploration.*

### 1.2.5 Care Experienced

As identified in the section on Access we have very low numbers of Care Experienced students (1%). In 2017/18 the continuation and attainment rates for these students was 75% which is just below their peers at GB MET at 76.3% for attainment (a 1.3%

gap) and 79.6% for retention (a 4.6% gap) – sector data in 2017/18 was 71.1% and 84.7% respectively. Despite the low numbers, we recognise that we need to improve our continuation and attainments rates for all underrepresented groups.

### 1.3 Stage of Lifecycle: Progression

Table 1.3.1: GB Met Progression Data for students completing in 2017/18

	All HE %	21+ %	BAME %	With Disability %	LHI %	Care Experienced %
FE at GB Met or another institution (full time)	6	4	0	2	6	0

HE at GB Met or another institution	21	21	28	22	18	2
HE leavers in employment total	57	56	60	56	61	80
HE Leavers not in paid employment total	16	19	8	19	14	19
VOL1 Voluntary work	1	0	4	1	0	0

The GB MET progression telephone survey 2017/18 contacted HE leavers five months after the completion of their course with a response rate of 58%. The numbers are too low to have full confidence in the results. However, the data implies that there are the following gaps in progression for underrepresented students:

- Students continuing in HE (FdA to BA Hons Top-Up): Students in receipt of a maintenance loan (LHI) were 3% lower than their peers at GB Met.
- In employment: Care leavers were 23% higher than the general population of students however this may be due to the low numbers involved causing a distortion.

We acknowledge that there are areas for improvement when considering the progression of our HE students, particularly those from underrepresented groups. We also recognise the need to aim to increase our survey response rate.

Analysis of the Office of Students datasets suggests that GB Met students are less likely to progress on to highly skilled employment or stay in education than the sector average. TEF year 4 data shows negative flags on the progression metric for Mature, IMD Q3-5 and Disability. There are no flags for progression for POLAR 4 Q1&2, IMD Q1&2 or Ethnicity.

**Table 1.3.2** Progression of GB MET Students in highly skilled employment or further study at a higher level six months after leaving higher education. Source: Access and Participation Dataset

Student Group	16/17 % progressing	15/16 % progressing	14/15 % progressing	13/14 % progressing	12/13 % progressing
With disability	65	56	59	56	51
Non-disabled	66	66	62	55	67
Mature	61	58	63	49	53
Young	69	65	60	59	69
White	66	63	60	56	64
BAME	70	n/a	n/a	50	45
POLAR 4 Quintile 1&2	61	65	58	62	73
POLAR 4 Quintile 3-5	76	65	61	57	65

However the OfS datasets show that there is currently (16/17) only a 1% gap in progression of students with disability and their peers at GB MET. There is a gap of 8% between mature student's progression into skilled employment or higher education employment than their peers. The progression gap between white students and BAME students at GB MET is currently 4% this is the first year progression has been higher for BAME students at GB MET. There is a significant 15% gap between GB MET students from POLAR 4 Quintile 1&2 & those GB MET students from POLAR 4 Quintile 3-5.

- *Area for improvement: reduce the gap in progression rates to graduate employment for Mature students and POLAR 4 quintile 1&2 and their peers at GB MET.*

- *We need to develop and implement more robust internal systems and processes to capture a more accurate picture of progression rates to graduate employment.*

#### 1.4 Intersections of Disadvantage

We acknowledged in our 2019/20 Access and Participation Plan that it was challenging for us to provide information on the intersections of characteristics due to the merger and subsequent alignment of our data collection and analysis systems. On further analysis of our student body in 2018/19, we have found that our intersectional analysis is limited by our small student numbers and as such we are at risk of making individuals identifiable. We are developing methods of enquiry to explore intersectionality to protect the anonymity of students, but it should be recognised that this is a work in progress and is included in one of our main strategic objectives.

As a starting point, our analysis of the OfS APP data set on characteristics across the student lifestyle highlights an institutional gap in continuation rates where the following characteristics intersect:

- White students from IMD Q1 and 2 are 1 -4% below white students from Q3-5 and both groups are below the sector average by 1-6%
- Students of all ethnicities (except white) from IMD Q3-5 are 6% below the sector and 2% below white students from IMD Q3-5
- White students from POLAR4 Q1&2 are 7% below the sector but broadly in line with GB Met white students from POLAR4 Q3-5

## 2. Strategic Aims & Objectives

### 2.1 Target Groups

Access for BAME students

Access for care experienced students

Continuation for students from POLAR 4 quintiles 1&2

Continuation for BAME Students

Attainment for students from POLAR 4 quintiles 1&2

Attainment for BAME students

Progression for students from POLAR 4 quintiles 1&2

Progression for mature students

### 2.2 Aims and objectives

Having conducted as thorough as possible assessment of current performance with the data sources available to us, we are setting ourselves a broad strategic aim to increase continuation, attainment and progression for all students from underrepresented groups. We acknowledge that to be able to do this effectively we need to develop and implement robust systems and processes to capture and monitor data to provide accurate reports both internally and externally to inform how we allocate resources and target interventions. We have identified 3 main objectives with associated targets outlined in the 'Targets & Milestones' section of the plan.

#### Objective 1

To develop robust data monitoring and evaluation strategies that are informed by access and participation standards of evidence and contribute to the generation of meaningful data to understand what works by 2024-25.

#### Objective 2

Contribute to the OfS target to reduce the gap in participation between the most and least represented groups from a ratio of 5:1 to 3:1 by 2024-25, with a focus on increasing the number of BAME students and Care Experienced students at GB Met.

#### Objective 3

To reduce the gap for continuation, attainment and progression of our students from underrepresented groups compared to their peers nationally, based on sector averages, with a particular focus on improving continuation and attainment rates for POLAR 4 Q1 & Q2 and BAME students at GB MET by 2024-25

### 3. Strategic Measures

#### 3.1 Whole Provider Approach

##### Access

Objective 2: Contribute to the OfS target to reduce the gap in participation between the most and least represented groups from a ratio of 5:1 to 3:1 by 2024-25, with a focus on increasing the number of BAME students and Care Experienced students at GB Met.

##### Curriculum and pedagogy

We recognise in our Strategic Plan <sup>[2]</sup> that people have different starting points and different goals. We offer students the opportunity to retake their English and/or Maths GCSE with a view to raising attainment to meet the entry requirements for HE. In 2018/19 we were named a Maths Centres for Excellence by the DfE and we are the lead partner in a collaboration with 6th Forms and FECs in the Sussex region. We are developing and improving our provision to support learners to achieve a Grade 4+ and this project enables us to access training and networking events focussed on four key themes: mastery, motivation, contextualisation and technology. Alongside GCSE English and Maths, we intend to include GCSE Biology in our 2019/20 offer as we have identified a knowledge gap for 16 to 19, and 19+ learners who need the qualification to progress to Health or Teaching undergraduate programmes.

We will be expanding our Access to HE offers in 2019/20 to include Access to HE Forensics and continue to offer 8 Access to HE pathways: Business, Computing, Media, Humanities, Social Sciences, Biomedical Science, Health and Childhood & Youth. We intend to deliver comprehensive study skills and HE IAG programmes alongside these courses to ensure successful progression routes to university level study.

We operate a flexible Admissions Policy <sup>[3]</sup> for our HE courses and encourage applications from students with non-traditional education backgrounds, particularly mature learners, recognising prior learning from employment in industry. Our aim is to help students succeed and achieve their potential by ensuring they are offered a place on an appropriate programme of study which best meets their learning needs and aspirations thereby widening participation, achievement and progression.

##### Student support

We currently have 3,500 16 to 19-year-old students enrolled at The MET from a diverse range of backgrounds. A high proportion of our FE students are from groups that are underrepresented in HE and are studying BTEC and UAL qualifications. Our dedicated Widening Participation Coordinator covering our Northbrook campuses and our Widening Participation Research and Development Officer based in Brighton work alongside the Curriculum Areas, Student Support and our Careers teams to provide impartial information, advice and guidance about HE options to our Level 2 and Level 3 students including information on career pathways. Our aim is to reach all our Level 2 and Level 3 students by coordinating a suite of interventions including presentations, workshops, 1:1 support, subject tasters, and funded trips to Universities and UCAS events to ensure that our FE students are equipped with the knowledge they need to make informed choices about HE. This programme includes a college-wide subscription to Unifrog for all our students to access, this online resource enables students compare opportunities and then apply successfully. It is also effective in empowering tutors and advisors to manage the progression process. This intensive programme of HE IAG interventions was launched in 2016/17 and we monitor impact by looking at the number of UCAS applications year on year and we know from surveys and focus groups that our FE students who have taken part in one more of our activities feel better informed about their HE choices.

In 2019/20 we intend to pilot a Peer Mentoring programme for targeted groups that will be delivered by in-class by our trained HE Ambassadors and designed to support our FE Creative Industries students with practical skills and an experiential understanding of the UCAS application process including portfolios and interviews. This project will prioritise students from underrepresented groups focusing particularly on care leavers and BAME students and we will monitor the efficacy of the project by numbers of successful applications to HE and qualitative methods such as focus groups.

##### Collaboration

We continue to maintain, and aim to increase, a collaborative network with schools, alternative learning providers, 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. We actively work with 168 schools, 6th Forms, Academies, Pupil Referral Units and community organisations. In 2018/19 we significantly increased our outreach initiatives offering a range of subject tasters, evening activities, and longer programmes giving priority access to students from underrepresented groups. The longer programmes are delivered out of term time and give the students access to our industry-level facilities and university resources. Our WP Team are trained Arts Award Advisors and the Bronze Arts Award is embedded in the programmes to complement the curriculum in creative subjects and raise attainment. We want to use our networks and the NCOP, to collaborate with our partners on the design of interventions that meet the needs of their curriculum. We recognise that it has become increasingly difficult for schools to release groups from their guided learning hours, so our interventions need to complement their learning in addition to raising awareness of HE. An example is a Taster Session that our Theatre Department takes into schools to act out the end battle scene in Macbeth, supporting the GCSE English curriculum.

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 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 S'kools Fest. Participants can perform and compete for prizes at a local theatre and the event is supported by our HE Student Ambassadors who are on-hand to give information about their experiences studying at HE. This familiarisation breaks down the barriers for students from underrepresented groups are unsure of whether degree level study is for them. We know that there is scope to develop these activities and we intend to improve the quality and reach over the next 5 years.

Our partnership with The Sorrell Foundation's Saturday Club programme is now well established within Art and Design. This initiative, delivered in our institution from October to June, is aimed at young people interested in pursuing a career in Art Design and Media with engagement from underrepresented groups from Year 9 to Year 11. From our student consultation we know that these longer-term interventions have a proven track record of raising awareness of HE provisions. The club includes trips to exhibitions in London and an industry Masterclass led by high profile designers. We aim to continue to deliver and develop this high-quality intervention over the next 5 years and from 2018/19 we have offered participants the opportunity to work towards their Bronze Arts Award alongside 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 student finance, bursaries, DSA, and how to navigate the UCAS process. We also arrange campus visits and student led tasters and tours on request. By working at a community level, we can extend our outreach beyond schools and 6th Forms and also engage community partners in the design and delivery of our initiatives. This work is an area we plan to develop, we have existing processes in place to monitor and track individuals who interact with this provision but going forward, we need to collaborate more with third party providers on the design and delivery of interventions that suit the needs of this diverse group.

We intend to target these outreach interventions in areas where there is a high representation of BAME people and also link with community organisations such as the BMECP (Black and Minority Ethnic Community Project) and the BMEYCP (Brighton and Minority Ethnic Community Project), with a view to increasing the number of BAME students who study HE at GB MET.

In an attempt to address the equality gap relating to care experienced people accessing HE at GB MET, we are working with local Virtual Schools, Care Leavers Teams, and other services for young people including the Prince's Trust, Clocktower Sanctuary, and supported accommodation services to develop initiatives and arrange visits and events specifically tailored to the needs of care-experienced young people. We have developed our partnership work with the Local Authorities and are collaborating on the design and delivery of our outreach initiatives. We have strong links with the Leaving Care Pods and Childrens' Social Work Services in both Brighton & Hove and West Sussex and as a result have seen an increase in the number of Care Experienced young people on our outreach programmes. We have representation at the regional NNECL meetings and regularly host 'Supporting Your Young People' events attended by foster carers, personal advisers, practitioners, and other key professionals. With the support of colleagues at the University of Sussex, we are developing GB MET's Care Leavers Covenant to be launched in 2019/20. Our aim is to continue to develop these partnerships in the forthcoming years to contribute to increasing the numbers of care experienced young people in HE.

We are a member of the Sussex Practitioners Network led by the University of Sussex and are moving towards a more collaborative way of working with the other HEIs in our region. We organise trips for our FE students to attend subject-specific taster activities and promote the range of Summer Schools the HEIs offer. We are a partner in the Sussex Learning Network (SLN), a strategic educational partnership that develops new opportunities for everyone to participate in and progress through higher level education. The SLN is the lead partner in our local NCOP consortium.

## **NCOP**

We have been successfully working with the SLNCOP since 2016/17 and have received funding to develop targeted outreach initiatives. This has enabled us to further develop links with local schools and 6th Forms where there is an NCOP funded HE Champion, and we use this relationship to inform the delivery of targeted outreach interventions that support learning to raise attainment. We have also received funding to conduct two small-scale pieces of research to contribute to the evidence base around widening participation issues. The first piece of research explored the relationship between formal and informal education and if the latter can be used as an engagement tool with a view to participants progressing into FE and subsequently, HE. We worked alongside AudioActive, a community organisation who deliver music-related engagement activities in Sussex. This partnership has led to evening activities at both our Brighton and Northbrook that positively engage students from underrepresented groups in a subject that interests them, while getting them through the door of the college, working alongside HE students and discovering potential education pathways. We would like to develop and continue these activities as we know from qualitative research that participants feel better informed about their education options from taking part. The second piece of research is ongoing and is being conducted in partnership with a young people's supported accommodation service in Brighton and explores the experiences of education and potential barriers to HE that the young people who reside there may face.

## **Success - Continuation, Attainment and Progression**

Objective 3: To improve the continuation, attainment and progression of our students from underrepresented groups compared to their peers nationally, based on sector averages, with a focus on improving continuation and attainment rates for POLAR 4 Q1 & Q2 and BAME students at GB MET.

As outlined in our Assessment of Current Performance, we know that we have a high proportion of students who are from underrepresented groups in comparison to the national averages. The strategic measures that we have in place aim to support all our HE students. That said, we give priority access to some of the initiatives described below in section 3.1 to students from POLAR 4 Q1 & Q2 and/or BAME students - those initiatives include our Industry Mentoring Scheme; PASS; and our HE Student Ambassador programme.

## **Curriculum and pedagogy**

As outlined in our Equality & Diversity Policy we endeavour to ensure that our teaching and learning strategy actively promotes equality of opportunity and meets the needs of individual learners by ensuring effective and appropriate learning support is in place and teaching and assessment methods, approaches and materials are varied and relevant.

The academic year 2017-18 saw the College undertake a Curriculum Design Review (CDR) under the auspices of the University of Brighton's Curriculum Design Initiative. The CDR process began in December 2016 and culminated in CDR panel event in February 2018, followed by formal approval of all University of Brighton validated programmes and modules. The activity involved a review of all the provision against the principles of the Curriculum Design Framework (CDF) and the redevelopment of these programmes to align with the structures of the CDF. The process enabled the College to consider its HE provisions against some key themes, including equality and diversity, employability skills and structuring curriculum for developmental learning. It also guided the College to structure modules and programmes in a way that ensures parity of assessment load on students.

We have developed our methods of assessment and self-evaluation has become a common feature of assessment for our Creative Industries courses, we find that this helps students to better understand the grading criteria and become more engaged in the process. More powerfully the students' self-evaluations can be referenced in both the formative and summative feedback from the tutor. Summative feedback can be in the form of structured tutorials, written feedback on assessment returns and/or in summative critique sessions. In Art, Design and Media assessments, these critique sessions take the format of a presentation to the rest of the group, and sometimes to a professional practitioner. We intend to develop these areas of assessment as student feedback tells us that it develops confidence and enables a deeper understanding of the learning process, particularly for groups from non-traditional education backgrounds.

## **Employment and skills development**

Employability and enterprise are embedded within the curriculum and we continue to 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. Music students are supported to develop themselves as recording artists and develop portfolio careers as freelancers. Our Marketing Team have recently developed an Alumni Strategy and are building a database of our graduates who now work in industry. They are invited to deliver practical workshops and sessions for current HE students to hear about their routes into industry and how to build a successful career. The industry workshops are a provide an excellent opportunity for students from underrepresented groups to find out about the world of work to enrich their work experience and industry placements. We know anecdotally from the student consultation process that they value these connections with industry, but we acknowledge that we can improve this practice and need to provide a better evidence base. We would also like to see an increase in the number of students attending these events and over the next year plan to review our communication with our students and increase our use of social media channels, particularly Instagram, to promote events. Following the student consultation, we recognise that there is a need to improve internal communication to staff in relation to support and opportunities for underrepresented groups, increasing information available and developing promotional campaigns to ensure students have more awareness of these initiatives.

In 2017/18 we launched a formal HE Ambassador scheme where students are recruited and trained to deliver subject-specific student led tasters, with priority given to students from underrepresented groups notably POLAR 4 Q1 & Q2 and BAME students. This not only supports our widening access and outreach objective but gives our HE students the opportunity to get involved in activities and as a result fosters a culture of community at the college. It also enables students to develop key transferable skills that will make them more attractive to employers. We aim to develop this initiative, offering our HE Ambassadors to become Peer Mentors and we will offer them accredited training and support that will help with their own professional development.

In 2018/19 we launched an Industry Mentoring Programme. The 6-month scheme connects mentors from industry and students studying in HE, with priority given to students from underrepresented groups actively targeting Mature, POLAR 4 Q1 & Q2 and BAME students. 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 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. This pilot initiative will be written up as a piece of academic research to be disseminated nationally, and the mentoring project will be developed and offered to students as a core initiative to increase their employability and progression opportunities. The students involved in the consultation process for this plan were entirely positive about the scheme and would like to see it develop and be offered to more students.

The WP Team, alongside the Careers Team and Curriculum Areas, offer advice and guidance about progressing to further study, BA Hons Top-Ups or postgraduate study.

## **Student support**

Due to the nature of our provision and our flexible admission policy, we recognise that our HE students may not have entered HE with traditional education backgrounds and may have been out of education for some time and that this can impact on student success and retention. With this in mind, we have developed a range of study skills and learning support which have been proven to support students. Our Digital and Learning Resource Team have developed a comprehensive online HE Study Skills Kit and staff members with industry knowledge and skills offer individually tailored support to help with the development of projects and research skills. Following a student consultation, we recognise that there is work to be done to better publicise this to our students. As a result of their feedback, we are developing staff training and induction packages to ensure that tutors and students make effective use of this resource to improve our continuation and attainment rates. In addition to this, the benefit of having a relatively small HE provision in an FEC means that the tutors can offer more individually tailored support and operate an open-door policy. We know from conducting student focus groups that students from underrepresented groups feel more comfortable in this environment and as a result engage with HE and perform better.

In 2016/17 we introduced 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. In 2017/18 training was offered to progressing students on all HE courses at GB MET; this was taken up by 60 Level 5 and 6 students on 22 BA (Hons) and FdA courses. Student reflections included a greater understanding of the way people 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 will continue to develop and deliver this project evaluating its impact on the success and retention of underrepresented groups.

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 identified a substantial gap between our HE students who have self-declared disabilities (46% of the 2018/19 cohort) and those who are claiming DSA (13% 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 have implemented measures to support this. We are keen to remove any barriers and in 2019/20 we will fund DSA assessments for students who have a highlighted disability in their initial screening. From student feedback and our own monitoring systems, we can see that students may not access this support until it's too late and become at risk of withdrawing. We recognise that there are areas for improvement to ensure that the support available is more visible to our students and aim to improve our communication strategy and develop our student induction package.

We have a dedicated HE Pastoral Mentor at our Northbrook Campus and a team of Pastoral Mentors available on each campus to provide students with support with personal issues such as sexual health, financial or housing concerns, and substance misuse. In addition to this, we have Mental Wellbeing advisers available to provide support with issues pertaining to mental health, including basic assessments and offering 1:1 sessions and referral to specialist mental health or counselling services for diagnosis and treatment where needed. We monitor student interactions with these services but know from our student consultation that they are not always aware of them until they hit crisis point. We aim to raise awareness of this service by developing our communication strategy.

GB MET's Students' Union is an affiliate of the University of Brighton Students' Union (BSU). We continue to work with BSU to develop our students' 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 lifecycle. The SU arranges social activities for students and support students to set up societies and promotes interaction and cohesion between students on different courses, with the SU office acting as an HE student 'hub'. Students can also apply for funding from the BSU to help fund trips, exhibitions, and other events that will enrich their student experience. We would like to see an increase in engagement with BSU events and societies and from consulting our students we know that participation contributes to an increased sense of community and belonging.

### **Financial Support**

We will monitor the impact of our Financial Support over the forthcoming years to determine if it has any direct link to the success and retention of students from underrepresented groups. In 2020/21 the following support will be available:

#### **Higher Education Bursary**

- Low Household Income (students in receipt of the full Maintenance Loan)
- Progressing from a Further Education to a HE courses at GB Met
- 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.

#### **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. 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. Students will also be offered advice and guidance on budgeting and money management from the WP Team.

### 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.

From discussion in student consultations and focus groups, we understand that we need to improve communication about the bursaries as the feedback suggests that not all eligible students are receiving the funding. This is further evidenced by data showing that the number of students in receipt of the full maintenance loan so eligible for the LHI bursary is much higher than those that apply. Students need to be better informed about the financial support available to them to help them with their studies, so we need to review how this is communicated.

### 3.2 Student Consultation

We welcome the views of our students in order to improve the educational experience; ensuring that the teaching, learning and assessment students receive is personalised, challenging and relevant. We are committed to involving students in our strategic decision-making and operational management processes. By embracing student views and offering an opportunity for the student body to have direct involvement in assessing and shaping their own learning experience, there is a significant and effective impact on our quality improvement processes, with the aim of increasing student success. Students have key roles to play in self-assessment, self-improvement and policy-making procedures. Our approach to Student Engagement at HE is outlined in our Student Engagement Strategy which describes the rationale and mechanisms for engaging students in feedback, quality and enhancement. Student representation is embedded in the system at all levels of HE committee structures at the College; Course Boards, Higher Education Board (HEB) and Governors.

A range of mechanisms are in place for collecting the student voice, including:

- Focus groups
- First impressions survey
- NSS
- Module feedback
- Course rep participation in Course Boards
- Lead Student Rep and SU participation in Higher Education Board (HEB)
- Course Rep meeting minutes presented at HEB
- APP Student Consultations

During the development and review of our 2020/21 APO, we consulted with students from different backgrounds including mature learners; BAME; LHI; and students in receipt of DSA. The students participating in the consultation received information about fair access, underrepresented groups in HE, and the context of Access and Participation. The comments and suggestions discussed in the Student Consultation are presented in the tables below and have been used to inform the measures in this plan as detailed above.

Access & Outreach	Strategic Measure
<ul style="list-style-type: none"> <li>● Better transparency regarding financial cost and repayments, discussion around interest added to student loans</li> <li>● Taster Days/Open Days would help with improving understanding of the support available and expectations of the course</li> <li>● Would have benefited from information talks in 6th Form</li> <li>● Include information about career pathways</li> <li>● Course publicity on social media channels - HE information not reaching target groups</li> <li>● Careers Officers in schools</li> <li>● Partner with Job Centres</li> <li>● Partner with Social Services</li> </ul>	<p>HE IAG outreach programme</p> <p>Taster Sessions/Engagement programmes/funded trips to Open Days &amp; UCAS Fairs/HEI Collaborations</p> <p>HE IAG outreach programme</p> <p>HE IAG outreach programme</p> <p>Improved Comms Strategy – under development</p> <p>HE IAG outreach programme</p> <p>Community networking/collaboration</p> <p>Community networking/collaboration</p> <p>Community networking/collaboration</p> <p>Peer Mentoring</p> <p>Taster Sessions/Summer Schools</p>

<ul style="list-style-type: none"> <li>● Improved links with community organisations including faith groups and youth club</li> <li>● Mentoring schemes</li> <li>● Practical course-related activities and inductions during the summer before the start of the course</li> <li>● Increase awareness of support available e.g. disability screenings, to reassure people that they be properly supported during their studies</li> <li>● Financial support for travel</li> </ul>	<p>HE IAG outreach programme</p> <p>HE Bursary/Hardship Fund</p>
<p>Success: Continuation &amp; Attainment</p>	
<ul style="list-style-type: none"> <li>● Study skills and support with accessing online academic journals to be promoted in-class by tutors and revisited when assignments are set</li> <li>● Better induction packages to increase awareness of support available</li> <li>● Mid-year session reminding students about support available</li> <li>● Poster/social media campaigns to increase awareness of support available</li> <li>● Course Reps/BSU to help to communicate information about support available</li> <li>● Support staff to be more proactive in the promotion of their services</li> <li>● HE Disability Advisor to promote DSA and explain that it is there to help students and level the playing field</li> <li>● More extra-curricular activities such as Mindfulness sessions; yoga; and BSU events</li> <li>● Christmas party</li> <li>● More Industry/Employer talks</li> <li>● Improved organisation and communication to students about changes to course</li> <li>● Increased cross-course collaboration</li> </ul>	<p>HE Study Skills package/LRC/Communications Strategy</p> <p>Improved Student Induction Include in Communications Strategy</p> <p>Communications Strategy Communications Strategy</p> <p>Communications Strategy</p> <p>BSU/Student Enrichment BSU Alumni Strategy/Industry Mentoring Communications Strategy</p>
<p>Progression</p>	
<ul style="list-style-type: none"> <li>● More information and support about setting up as a freelancer</li> <li>● Improved connections with industry and work placement opportunities</li> <li>● Continue the Industry Mentoring initiative</li> <li>● More Industry/Alumni talks and workshops</li> <li>● Better promotion of these initiatives - use Instagram in addition to emails and posters; ask tutors to promote in-class</li> </ul>	<p>Improved Careers Advice/Alumni Strategy/Industry Mentoring</p> <p>Alumni Strategy/Industry Mentoring/Industry Specialist Workshops</p> <p>Alumni Strategy/Industry Mentoring</p> <p>Alumni Strategy/ Industry Specialist Workshops</p> <p>Communications Strategy</p>

### 3.3 Evaluation Strategy - What works?

In 2018/19 we have been working towards evidence-based practice which will guide future decisions about which interventions and practices have the highest impact and require continued investment. The evaluation strategy that is under-development aims to improve our access and participation delivery and performance. We recognise that this is an area for improvement and will need to be reviewed on an annual basis at the end of each cycle to inform planning for the following academic year.

We are developing a tracking and monitoring system for all learners who participate in our outreach, success and progression initiatives so we can demonstrate impact. It is hoped that this level of quantitative analysis will further inform our practice and identify which activities are most successful and those that need reviewing. Our project development work is also informed by learning gained from current research accessed through NEON and Action on Access in addition to information sharing through

collaboration with other local HEIs. As the current initiatives were developed relatively recently, we are not yet in a position where we can provide longitudinal data. We can compare year-on-year UCAS destination data for our Level 3 students who participate in our programme of HE IAG events and activities.

### Strategic Context

We have the skills and expertise in our WP Team to create and develop robust evaluation processes that include data monitoring; questionnaires; focus groups; case studies; and 'talking heads'. We include evaluation on the agenda of regular WP planning meetings and the delivery of our initiatives and interventions is reviewed at the start of each academic cycle in accordance with the findings. At the end of our longer, more intensive initiatives such as Summer Schools we hold a review meeting with the delivery partner to discuss any key learning and recommendations. We recognise that we need to develop a mechanism for strategic overview of our access and participation programmes and that this requires a whole institution approach. As such, we are looking to set-up a cross college working group to monitor the impact of support initiatives, bringing together colleagues from curriculum areas, student support services, BSU, MIS, Finance & Bursaries and WP. This will contribute to the systematic dissemination of evaluation findings at HEB (Higher Education Board) and at meetings of our Equality & Diversity Committee.

### Programme Design

All our programmes and initiatives are designed with reference to current academic research and in collaboration with GB Met curriculum areas, schools, 6<sup>th</sup> Forms, community organisations and local authorities. Our more intensive initiatives such as Peer Mentoring, Taster Days, Saturday Club, and our out of term time engagement programmes such as summer schools are based around the subjects that we offer at HE. We can use our HE level facilities to raise inspirations and our WP Team are trained Arts Award Advisors, so we are able to embed the Bronze Arts thus contributing to raising attainment. We are developing a database to track the young people who take part in our interventions to monitor impact and determine if their participation has led to an increased interest in studying at HE level. We administer surveys and arrange focus groups to monitor attitudinal shift and behavioural changes as we recognise that may take a number of years to identify if participants progress to HE and acknowledge that there are other factors at play that will affect the decision making process.

### Evaluation Design

We are confident that the evaluation of our access and outreach initiatives are in line with OfS expectations – see table below. We recognise that there is work to be done to develop a whole institution approach to capturing and monitoring the impact of student support and the financial support that we offer to underrepresented groups. The cross-college working group that will be piloted in the next academic year will go some way to address this, as will our new data capturing and monitoring processes outlined in the Aims and Objectives section of this plan. Our WP Team and academic tutors contribute to the generation of a knowledge base to inform WP activities and conduct a variety of different research projects and the findings are disseminated at local and national conferences and events.

### Learning from Evaluation

Our methods for collecting and analysing data to measure the impact of our programmes are reviewed at WP Planning meetings and any limitations are acknowledged. We recognise that we are dealing with relatively low numbers and hope that the implementation of a database to track participants will go some way to overcome this as overtime the sample sizes will increase. It is also important to acknowledge that participants who contribute to case studies or focus groups are often those who have had a positive experience which can create bias. It is vital to consider and reflect on these limitations when planning and developing our programmes. We have discontinued programmes that have not clearly led to the desired outcome of raising participation in HE for underrepresented groups.

### Methods of evaluation for programmes and interventions

Programme	Type of Impact Evaluation <sup>[4]</sup>	Methods	Target Group	Stage of Lifecycle
HE IAG programme for our FE students	Narrative/Empirical enquiry/ Causal claim	Quantitative: No. of UCAS applications vs control group Qualitative: Surveys and focus groups to explore attitudinal shift to HE.	All	Access

Peer Mentoring	Narrative/Empirical enquiry	Quantitative: Monitor successful applications to HE Qualitative: surveys and focus groups to explore experience.	All except mature learners.	Access
Collaboration & partnerships: schools; 6th Forms; community organisations; alternative learning providers; HEIs;	Narrative/Empirical enquiry	Quantitative: no of partnerships; interventions; participants from target groups. Qualitative: surveys and focus groups to impact of interventions.	All	Access
Curriculum and pedagogy	Narrative/Empirical enquiry	Quantitative: improved continuation and attainment stats. Qualitative: focus groups; student consultations; student reps at course boards	All	Success
Employment and skills development including Industry/Alumni workshops; Industry Mentoring; industry placements	Narrative/Empirical enquiry	Quantitative: increased participation; improved attainment and progression stats. Qualitative: focus groups; student and employer consultations	All	Progression
Student support	Narrative/Empirical enquiry/Causal claims	Quantitative: numbers of students interacting with support; Qualitative: focus groups; student and support staff consultations	All	Success
Study Skills support	Narrative/Empirical enquiry/Causal claims	Quantitative: numbers of students using Study Skill kit Qualitative: focus groups; student and tutor consultations	All	Success
Financial support	Narrative/Empirical enquiry	Quantitative; monitor numbers of students receiving support against continuation, attainment and progression data. Qualitative: focus groups; student consultations	All	Success

### 3.4 Monitoring progress against delivery of the plan

Alongside developing and implementing our evaluation strategy to monitor the impact of our activities, we are 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 targets and investment plan. We will track progress and, if necessary, take appropriate action if it appears that the intentions of the plan may not be delivered.

### **Provision of information for 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. Students eligibility for financial support is reassessed for each academic year of their studies. Information on the fees for the duration of their course is clearly communicated to students on our website<sup>[5]</sup>. Our Student Protection Plan<sup>[6]</sup> is also on our website and is referred to during the student induction process. This Access and Participation Plan will be published on our public facing website and disseminated internally on our intranet system.

### **Appendices**

1. Targets
2. Investment summary
3. Fee Summary

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[1] <https://www.tandfonline.com/doi/abs/10.1080/0309877X.2017.1404558>;  
<https://journals.sagepub.com/doi/full/10.1177/1474904116652629>; <https://www.heacademy.ac.uk/knowledge-hub/building-student-engagement-and-belonging-higher-education-time-change-final-report>

[2] <https://www.gbmc.ac.uk/media/pdf/met-full-strategic-plan-2017-2022-553.pdf>

[3] <https://www.gbmc.ac.uk/media/pdf/he-admissions-policy-2018-2019-formatted-2-2329.pdf>

[4] <https://www.officeforstudents.org.uk/publications/standards-of-evidence-and-evaluating-impact-of-outreach/>

[5] <https://www.gbmc.ac.uk/media/pdf/gbmet-tuition-fees-policy-19-20-3001.pdf>

[6] <https://www.gbmc.ac.uk/media/pdf/gbmet-student-protection-plan-2696.pdf>

## Summary of 2020-21 entrant course fees

\*course type not listed

## Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree	One year BA Top up with Bridging	£8,880
First degree	One year BA top up without Bridging	£8,290
First degree	Three year BA	£8,290
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	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree		£4,500
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND		£1,615
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

# Targets and investment plan 2020-21 to 2024-25

Provider name: Greater Brighton Metropolitan College

Provider UKPRN: 10004736

## Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

### Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Total access activity investment (£)</b>	£69,000.00	£69,000.00	£69,000.00	£69,000.00	£69,000.00
Access (pre-16)	£24,000.00	£24,000.00	£24,000.00	£24,000.00	£24,000.00
Access (post-16)	£40,000.00	£40,000.00	£40,000.00	£40,000.00	£40,000.00
Access (adults and the community)	£5,000.00	£5,000.00	£5,000.00	£5,000.00	£5,000.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
<b>Financial support (£)</b>	£150,000.00	£150,000.00	£150,000.00	£150,000.00	£150,000.00
<b>Research and evaluation (£)</b>	£10,000.00	£10,000.00	£10,000.00	£10,000.00	£10,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Higher fee income (£HFI)</b>	£1,259,280.00	£1,263,530.00	£1,263,530.00	£1,263,530.00	£1,263,530.00
<b>Access investment</b>	5.5%	5.5%	5.5%	5.5%	5.5%
<b>Financial support</b>	11.9%	11.9%	11.9%	11.9%	11.9%
<b>Research and evaluation</b>	0.8%	0.8%	0.8%	0.8%	0.8%
<b>Total investment (as %HFI)</b>	18.2%	18.1%	18.1%	18.1%	18.1%

