



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Greater Brighton Metropolitan College against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

Greater Brighton Metropolitan College's ambition and strategy as detailed in the 2019-20 access and participation plan:

The 2019/20 Access and Participation Plan sets out an ambition to offer high quality higher education that is distinctive, of great benefit to the students who pursue our courses and also to the regional economy and culture. Our strategy 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 higher education 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.

In pursuing this ambition, the College has recently reviewed its Admissions Policy and has introduced more flexible entry requirements that recognise prior achievement and industry experience. As a Further Education College there is a thriving English and Maths Department where higher education students can study English and/or Maths GCSEs alongside their courses. On completion of their course, graduates can progress to further education at the College, at other providers or gain related employment. The nature of the College's provision gives students who may have non-traditional qualification backgrounds an excellent vehicle into higher level study and an opportunity to enter graduate employment.

Courses are developed in consultation with employers and professional bodies and content is designed to align itself with the needs of today's industries. The College has an ambition 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.

Following recent investment, 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.

In January 2018 the College was awarded a grant from the Coast to Capital Local Enterprise Partnership (LEP) to redevelop its city-centre Pelham site. The funding has allowed the College to build a new Centre for Creative and Digital Industries. The Centre is housed in a new c2,700m² state-of-the-art facility integrated into the City Campus.

While the College is confident in the quality of its higher education provision, it recognises that it needs to continuously improve and develop strategies to support students across the whole learning lifecycle. Our commitment to continuous improvement is evidenced by the progress made against targets set out as part of the Access and Participation Plan.

2. Self-assessment of targets

The tables that follow provide a self-assessment by Greater Brighton Metropolitan College of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Greater Brighton Metropolitan College's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	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	2011-12	41%	51%	52%	Percentage	2019-20	88	Expected progress
T16a_02 (Access)	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	2011-12	41%	51%	52%	Percentage	2019-20	88	Expected progress
T16a_03 (Access)	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	2014-15	9	15%	15%	Percentage	2019-20	14	Limited progress
T16a_04 (Access)	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.	2014-15	2	6%	6%	Percentage	2019-20	3	Limited progress
T16a_05 (Access)	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.	Other (please give details in Description column)	19%	26%	27%	Percentage	2019-20	19	Limited progress

T16a_06 (Student success)	To increase in-year cohort retention rates to a minimum of 90% by 2021/22. Base line data is 2010-11	Other (please give details in Description column)	74%	91%	92%	Percentage	2019-20	92	Expected progress
T16a_07 (Progression)	To increase the percentage of students working and/or participating in further study after completion of their programme	2014-15	90%	92%	92%	Percentage	2016-17	92	Expected progress
T16a_08 (Multiple)	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	Other (please give details in Description column)	47%	60%	65%	Percentage	2016-17	65	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Multiple)	Introduce effective mechanisms for collecting WP information and monitoring WP student progression, retention and achievement	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.	N/A (see description / commentary)	2019-20		Expected progress
T16b_02 (Access)	Develop schools partnerships and outreach activities, attend their careers and HE events	2010-11	5	maintain 17/18 levels	30 secondary schools & 6th Forms	Headcount	2019-20	30	Expected progress
T16b_03 (Access)	Run effective taster events for local schools in Greater Brighton region, increase the number of prospective and current FE students that participate	2010-11	90	260	Deliver 15 taster sessions to FE students	N/A (see description / commentary)	2019-20		Expected progress
T16b_04 (Student success)	Develop HE student Mentor and Ambassador scheme to enhance access and retention of WP category students	2010-11	design scheme and plan roll-out	Scheme in place	Recruit & train 15 HE/WP Student Ambassadors	Headcount	2019-20	24	Expected progress
T16b_05 (Access)	Events targeting non-traditional HE learners [including those progressing from apprenticeships]	2010-11	0	24	26 learners from Apprenticeships engaged in activities	N/A (see description / commentary)	2019-20		Expected progress
T16b_06 (Access)	Develop subject/curriculum area specific funded WP projects to increase recruitment of WP category students	2015-16	Design process and plan roll-out	3	4 projects designed to address specific characteristics: BAME; Care Leavers; Mature Learners; Gender imbalances in subject areas	N/A (see description / commentary)	2019-20		Expected progress
T16b_08 (Student success)	Support the development of Students' Union. Facilitate the growth of HE student participation across merged college to enhance their experience	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.	Percentage	2019-20	72	Expected progress
T16b_09 (Progression)	Further embed Employability, Enterprise and Entrepreneurship within the curriculum. Develop careers/progression advice, links with industry, live projects	2013-14	Communicate expectations to delivery teams	7 events	Industry Mentoring in place. 10 industry events.	N/A (see description / commentary)	2019-20		Expected progress
T16b_10 (Multiple)	Increase in progression to HE from our internal FE cohort	2016-17	715	720	725	Headcount	2019-20	752	Expected progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£70,000.00	£58,000.00	-17%
Financial Support	£150,000.00	£108,000.00	-28%

4. Action plan

Where progress was less than expected Greater Brighton Metropolitan College has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_03	Campaign to better communicate support for screenign and disabled students aimed at applicanrs and enrolled students.
T16a_04	Further development od Care Leavers' Covenant
T16a_05	Curriculum review to reduce progression gaps, development of new curricula to establish reinforce progression opportunities

5. Confirmation

Greater Brighton Metropolitan College confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
No	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
Greater Brighton Metropolitan College has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Andrew Green
Position	Interim CEO

Annex A: Commentary on progress against targets

Greater Brighton Metropolitan College's commentary where progress against targets was less than expected.

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
Yes
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Intoduction of financial support for disability screening

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
Yes
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Development of the care leavers' covenant ot support FE and HE study

Target reference number: T16a_05
How have you met the commitments in your plan related to this target?
yes
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes, restructure of curriculum management to inlcide L2-6 within subject clusters

Annex B: Optional commentary on targets

Greater Brighton Metropolitan College’s commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	n/a
T16a_02	n/a
T16a_03	n/a
T16a_04	The number of care leavers progressing to HE is reflective of the profile of the wider FE and local community. Data derived from GBMet enrolments, however, more care experienced students have engaged with UniConnetc activities and have progressed to HE at othe HEP.
T16a_05	Curriculum review underway to identify progression gaps for FE students. Re-structuring of curriculm managment to support better alignment and prgression from FE to HE. Introduction in 19/20 of L4 professional diplomas as alternative prgression route.
T16a_06	n/a
T16a_07	
T16a_08	n/a
T16b_01	MIS in place to capture and monitor WP data with mechanisms to identify intersectionality.
T16b_02	30 secondary schools & 6th Forms
T16b_03	10 x Creative Workshops; 3 x Holiday Programmes; 1 x Saturday Club
T16b_04	24 x Student Ambassadors recruited and trained in 2019/20
T16b_05	Development of Care Leavers Covenant, working closely with LA and foster carers association to target care experienced learners. Developed links with the BAMYCP, supporting asylum seekers and ethnic minorities – identifying and working with organisations that work with these disadvantaged groups. Targeted IAG with adult learners and development of Access to HE courses and part time foundation diplomas.
T16b_06	Research & Scholarly Activity - Decolonising the Curriculum Add outreach events etc.
T16b_08	
T16b_09	22 x students linked with Industry Mentors; Live Events/Industry Talks
T16b_10	