Reaseheath College Access Agreement 2017/2018

Contents

Introduction

1. Reaseheath College (RHC) is a specialist Land Based Further Education College delivering Higher Education (HE) in related disciplines. HE awards at RHC are validated by the University of Chester (UoC) and Harper Adams University (HAU). RHC receives direct funding from the Higher Education Funding Council for England (HEFCE) for students enrolled on programmes validated by Harper Adams University. In total, the HE student population is made up of approximately 660 students.

2. The UoC submits OFFA agreements that include reference to students studying at RHC in 2017/18, but they remain UoC numbers, franchised to RHC. The relationship with the UoC has matured further over the recent past so much so that there are students studying HE programmes validated by the UoC whose student numbers form part of our direct funding contract with HEFCE. As such, those students are eligible for 'The Deal @ Reaseheath'. UoC students who do not form part of our direct funding contract with HEFCE are eligible to apply to the Student Assistance Fund (SAF) and the Study Tour Support Fund (STSF).

3. RHC will maintain the thrust of its 2015-16 & 2016-17 access agreements and its overall approach to student access, success, and progression. This access agreement will evaluate the Colleges performance to date and deliver clear messages about how we are seeking to develop priorities, expenditure and targets to demonstrate our commitment to making further progress, faster.

4. In framing this access agreement, RHC has given due care and consideration to the impact of these proposals on prospective students with protected requirements/attributes, including those of disability, minority ethnicity, age, gender, and to those from disadvantaged/low income backgrounds.

5. RHC is a well-respected, important part of the local community and economy. 58% of our Graduates move on to Graduate level work or postgraduate study after leaving us. Our relationships with the industries we serve are a vital part of the curriculum design process and delivery of our degree programmes.

6. RHC has a strong track record of engaging with schools in the local community, both through the Schools Liaison team and the pre-16, key stage 4 team. There are currently 146 learners across year 10 & 11 on pre-16 courses at Reaseheath College.

7. Reaseheath College is a member of Higher Horizons, a collaborative network of eight Universities and Colleges that work together to engage and support schools with outreach activities to help broaden horizons of young learners into further and higher education. The network was formed as part of the National Networks for Collaborative Outreach project and it is the intention of the network participants to carry on with their work in some form when the funding ceases in December 2016.

8. It is the intention of the Higher Horizons consortium to carry on providing outreach activity by bidding, as a network, for funding from the National Collaborative Outreach Project (NCOP) which was announced in March 2016.

Performance Updates

9. RHC has reviewed and evaluated a series of data sets to provide a balanced update on the Colleges performance with regard to access and success. These data sets include internal data

sets, UCAS data, ILR return data, SFE data and Destination of Leavers from Higher Education (DLHE) data.

10. The 2015/2016 cohort comprises of 96 FT directly funded students and 38 PT directly funded students.

    a. This was a lower intake than anticipated given the review and validation of several programmes within the Higher Education (HE) portfolio that took place during the 2014/2015 academic session.

    b. Further programme development is under way and the College is hopeful student numbers will increase with these new additions and a refined marketing strategy and new industry links.

11. Looking at the data set presented by the first year cohort at enrolment:

    a. The male to female ratio was 1:5

    b. 63% identified as mature students, i.e. over 21 years old.

    c. 32% of the first year cohort declared a disability, defined as either physical or learning.

    d. 17% of the first year cohort declared 'state school' as their previous institution

    e. 62% of the first year cohort came from POLAR 1-2 geographic areas.

Targets and Milestone Measurement & Evaluation

12. Maintain and improve proportion of students from low participation groups or wards.

    a. We set a target for improvement of 19% by 2015/16 which was met and exceeded with 37% of the student body coming from low participation groups or wards.

13. Monitor the percentage of students receiving bursaries.

    a. Using available data from the Student Finance England portal on students household income, 77 students across the student body, approximately 43%, report household incomes of £25,000 and under during academic year 2015/16. All of these students would therefore be eligible to support from 'The Deal,' the flagship additional financial support package, which is worth £1,000.

    b. The College has therefore set aside a minimum spend of £89,000, not taking into account the other financial support schemes on offer.

    c. The College reported an underspend on the now devolved National Scholarship Programme (NSP) of £52,500 that will be invested into the Additional Financial Support packages.

14. Improve the baseline of students with physical and or learning difficulties. The college achieved its target of 13.7% in 2014/15, ascending to 14% by 2015/16.

    a. The College is seeking to maintain 14% as a baseline moving forward.

b. A high proportion of students at Reaseheath College access additional learning support via the Disabled Students Allowance. 20% of the 2015/16 first year cohort are identified as being in receipt of Disabled Students Allowance (DSA).

c. The Higher Education Support Team are exploring various models which will enable a support provision to be in place when the DSA stops, as it is anticipated to do so, by 2017.

15. Monitor participation rates of 14-16 yr olds recruited onto collaborative vocational programmes, providing identified (signposted) progression pathways onto higher education.

a. RHC hoped to increase uptake on those courses by 10% by 2015/16 but experienced a decrease in the enrolment numbers. Those that did enrol came to us with a higher support need in terms of behaviour management.

b. The College currently has 146 learners enrolled on pre-16/key stage 4 programmes and the College has reviewed and reset targets in this access agreement.

c. The pre-16 and key stage 4 team have recently undergone a realignment within the organisation which will allow for new, specific, progression activity and monitoring to take place.

16. Monitor the participation of students identified as requiring additional support in prerequisite knowledge bases (e.g. science/practical skills).

a. There was no identified requirement to undertake additional support ahead of the 2015/16 academic session.

b. The College is mindful of a difference in achievement in science based modules between students on Foundation Degrees and Bachelor's and will seek to address this in in its 2017/18 targets.

c. In acting on the above, year to year progression will tracked and targets have been set to monitor progress.

17. Monitor progression for key groups such as Access to Higher Education programme.

a. RHC wanted to enhance progression figures by an additional 12% 2015/16.

b. This target was met with 14% of the Access to Higher Education Diploma progressing on to Higher Education programmes internally in 2015/16.

18. Continue to improve retention of students on higher education programmes.

a. 2010/11 data provided the base line for student withdrawals at 17.3%.

b. The target was to reduce this to 16% by 2015/16. The withdrawal value going into academic session 2015/16 was 16.6%.

19. Improve the proportion of traditional 'non-white' students.

a. 2011/12 provided the baseline figure of 1.86% with a target of 2.05% to be achieved by 2016/17.

b. As of April 2016, 1% of the student body were defined as 'non-white.'

c. Cheshire's BME population is less than 1% which means recruitment is difficult in that area.

d. This access agreement references the College's commitment to improving recruitment of target groups from 2017/18.

20. To increase the proportion of mature undergraduate entrants. The college had 242 students enrolled on HE programmes in 2014/15 deemed as 'mature learners' (over the age of 21 years old). RHC set an improvement target of 3% in 2015/16.

    a. 157 students defined themselves as mature in 2015/16.

    b. This decline in number is due to the lower than anticipated recruitment in 2015/16. The College profile seemed to mirror the national picture of declining numbers of mature students.

    c. Overall, however, 55% of the HE student population at Reaseheath College are classed as mature students.

21. Recognise the extent to which mature students rely on institutional sources of information and take this into account in terms of website design, contents and other publicity and information strategies.

    a. Working with marketing, the College is working on producing targeted marketing materials that specifically address the concerns of that group.

    b. This output will be tested and created in consultation with current mature students.

22. The College will focus more heavily on the recruitment of prospective mature students. On-campus recruitment events will be designed to appeal to all types of prospective student and regular tours of the campus will be run throughout the year for those who have been unable to attend an open event.

    a. New schedules and structures have been tested by the marketing team in 2015/16 with positive outcomes.

23. Run a pre-induction session for mature learners one week prior to the start of the normal induction. Mature entrants are invited to join a one-day series of talks and activities that cover enrolment, learning at higher education level, finance and funding, sources of help and a learning centre induction.

    a. The College attempted to facilitate this but the students were unable to attend with their various external commitments.

    b. The College is keen to devise and facilitate a pre-induction workshop for mature students and will be addressing that in its 2017/18 targets.

Tuition Fees for 2017/2018

Course Type	Full time	Part time
BSc programmes	£9,250	£4,625 (6 years)
Foundation Degree programmes	£7,860	£3,930 (4 years) £5,240 (3 years)
FdSc Countryside Conservation and Recreation Management		£3,570
BSc Top up programmes	£9,250	
Higher National Certificates	£5,950	£2,975 (2 years)
Sandwich placement year	£1,000	

24. Students will not, for the duration of their course, be subject to any increase in the fee beyond that indicated in this access agreement.

25. Students completing Foundation Degrees at Reaseheath College in July of 2017 who are progressing and continuing straight onto a BSc Top Up programmes within the institution will be charged the same tuition fee that they were for the Foundation Degree. First time entrants to Reaseheath on BSc Top Up programmes will be charged the full fee listed in the fee table.

26. Students who commence a HE programme in 2017/18 which includes a one year sandwich placement, will normally undertake the sandwich placement in 2018/19. Students will be subject to a fee of £1,000 which reflects the reduced contact between student and lecturer in that year.

27. The College may increase its fees annually by the inflationary amount and/or agreed amount announced each year by the government.

Fee Income

28. Our estimated fee income above the basic level for full-time means that the part-time fee levels indicated above are the maximum that a student would pay (i.e. up to 75% of a full-time study load), although many would typically pay a lower fee, dependent on their study load. RHC will not charge any part-time student more than £6,935 in an academic year, in accordance with the fees regulations, as outlined by OFFA and the Government's stipulated tuition fee limits.

Additional Financial Support

Reaseheath College is committed to removing financial barriers to studying higher education. The programme of additional financial support is designed to reach those who most need it and provide them with targeted, meaningful assistance.

An identified underspend from the National Scholarship Programme (NSP) of £52,500 will be invested into the following programme of financial support as well as contributing to outreach activity including but not limited to postgraduate progression.

29. The Deal @ Reaseheath

Every full time year one entrant to Higher Education that reports a household income of £25,000 or under, has a package of support worth over £1,000, taking the form of:

1. HE starter pack*
    1.1 £20 print credit
    1.2 £80 allocation on course materials [key text books, specific equipment]

2. Each student receives funding for a secondary qualification to the value of £300**

3. A £900 bursary***

Any withdrawn students would count as a loss.

The HE Starter Pack is only available in the first year.

**Applicable to those courses who engage with secondary learning qualification provision. Value is indicative across the length of the course and not an annual contribution.*

***Paid in two instalments of £450 to those students who meet the aforementioned criteria and have an attendance average of 90% and over. This bursary is available to eligible students for every consecutive year of study.*

30. The HE Student Assistance Fund (SAF)

The Student Assistance Fund (formerly the Reaseheath Trust [name change pending approval by the College Governing Body]) exists as an emergency hardship fund that can be used by all FT and PT HE students, regardless of who validates their programme of study, who are experiencing financial hardship.

The SAF is accessed via submission of an application form and evidence to support the application. The amount available is decided purely on a case by case basis.

Any underspend from internal additional financial support packages will be re-invested into the SAF, maximising the financial support afforded to students and accentuating the College's commitment to improving access and success measures.

31. Aspire @ Reaseheath (ARHC)

ARHC is available to all internal level three students who progress onto a FT HE programme of study in September 2017.

These students will receive a £500 bursary paid via BACS transfer in January of their first academic year only. These students will need to have an attendance average of over 90%.

32. Study tour support fund (STSF)

This bursary is designed to support students who might struggle to meet the costs of study tours. This would be made available to those who are from households with income under £25,000 and whose study tour contributes to academic credit, across both validating partners. The support provided would be a percentage contribution and value will be decided on a case by case basis.

33. Fee Waivers

The College is making a three year investment in fee waivers to increase participation from key demographics and OFFA target groups. Over £10,000 per year will be made available to students up to 2019/2020. The waivers will take the form of 5 awards of £1,000 and 10 awards of £500.

Eligible students would be required to apply for a fee waiver through the central HE Office, demonstrating their eligibility through the confirmation of student loan entitlement and supplementary evidence, such as evidence of income below £25,000.

Access, Success and Outreach Activity

34. Reaseheath College promotes and fosters inclusive access to Higher Education for prospective students. Reaseheath College's access and outreach programme is based on the following key activities;

    a) The formation and maintenance of direct links and developing collaboration with a number of targeted schools and colleges with low higher education participation rates or large proportions of disadvantaged students.

    b) Continue to partake in the National Network of Collaborative Outreach (NNCO) initiative promoted and coordinated by HEFCE by continued presence in the Widening Participation Collaborative Group, Higher Horizons, led by Keele University.

    c) The promotion and increasing of our level three students participation in Higher Education (internally <u>and</u> externally).

    d) The onward journey of our Undergraduates to either Postgraduate study and employment.

Pre 16 and Key Stage 4

35. The pre-16 and key stage 4 team have approximately 140 students enrolled on level 1 and level 2 programmes that take them out of their school or home school environment and into a new learning situation.

36. The programme is well established within RHC and is seeking to develop its reach further by engaging with more schools within the Cheshire area and by providing activity that directly supports and enhances secondary curriculum and learning.

Higher Horizons Collaborative Network

37. Higher Horizons is a collaborative network of university and FE college partners, working together to support schools with outreach activities to help broaden the horizons of young learners into further and higher education. It currently represents 12 HE and FE partners and supports a network of 171 state funded secondary schools across the North West and Midlands region.

38. In 2017-18 Reaseheath College will maintain its involvement in the collaborative network.

39. Membership of Higher Horizons allows Reaseheath College to be represented by the co-funded central members of staff, working on behalf of all HEI's and FEC partners in the network, at a number of activities targeting low HE transitional areas. This includes collaborative IAG stands at a number of HE fairs, and Parents & Careers evenings, the delivery of impartial IAG sessions in schools and colleges around themes such as student finance and management of a robust localised learner focused IAG website.

40. In addition, Reaseheath College have committed to contribute to at least two Year 10 collaborative conferences and two Looked After Children events per annum, that are organised by the network and welcomes sessions and ambassadors from all partners on the respective events. Reaseheath College have also populated a central collaborative website (higherhorizons.co.uk) with institutional IAG and curriculum based outreach sessions

that the network's partner schools can book and shall be delivered by Reaseheath College and brokered and evaluated by the central network.

41. Being a part of the network also gives members the ability to do more specifically targeted activity to go some way towards meeting the Government's goals around increased transition to HE of BME young people and white 'working class' boys.

42. Further, following the announcement of funding for the special initiative National Collaborative Outreach Programme, it is the intention of the Higher Horizons consortium to work together to bid collaboratively for funding. The intention will be to enable the development of new and complimentary activity which specifically targets the priority groups identified by this initiative with the intention of making a major contribution to the Government participation targets for 2020. Given the success of this consortium to date it should be strongly placed to expand targeted activity quickly, efficiently and productively.

Level three progression

43. RHC has a strong track record of progressing learners to Undergraduate study and has sought to improve the internal progression rates since 2014/15 by providing bespoke outreach activity such as progression evenings for parents and students and UCAS workshops. One of the flagship initiatives was the introduction of the 'Aspire' bursary acting as targeted financial support to encourage progression.

44. Level three progression has improved annually with the data showing a 54% increase from 2012/13 to 2014/15 and the College continues to invest in its internal outreach activity to increase participation further.

Student Success

45. Higher Education students benefit from a bespoke HE Learning Support Service (HEST), that provides various levels of support. The team has responded well to the changes to the Disabled Students Allowance (DSA) programme to date and the College is committed to ensuring that those who require support are able to access it in order to achieve their potential.

46. The HEST team has a study mentor that works with curriculum areas to provide targeted study and academic skills development to students who do not have diagnosed specific learning disabilities with the ultimate aim of reducing academic failure rates.

47. Each curriculum area has timetabled group tutorials as well as study skills sessions designed to ensure all students are equipped with the skills to succeed.

48. The College has recognised there is a difference in attainment in science-based modules between students on Foundation Degrees and Bachelor's degrees. The College is committed to addressing the assessment methodologies with a view to providing different methods across the two routes from September 2017.

The onward journey: postgraduate study and employment

49. 2017/18 will see more progression activity designed for the onward journey of our Graduates.

50. The College will facilitate postgraduate options events for our Undergraduate cohorts. RHC will explore links with larger HEI's offering relevant postgraduate progression in order to facilitate events and taster activity.

51. Each curriculum area has 'employer mentors' as part of the Employer Engagement strategy. These employer mentors enhance the development of graduate characteristics through involvement with programme design, guest lectures, workshops and group tutorials.

52. Each undergraduate student leaves the College with a Graduate Skills Portfolio which contains evidence of a student's personal and professional development which could include curriculum vitae, evidence of secondary qualifications and evidence of interaction with industry.

Expenditure across these areas

53. Proportionally 35% of the total activity expenditure is attributed to access, 30% to success and 35% on progression.

54. In 2017/2018 we will invest 36.3% of higher fee income in access, student success, progression activities and financial support.

55. This balance of spend has been designed to ensure each of the three areas receive equitable investment which is a clear demonstration of our commitment to enhancing each stage of the student lifecycle.

Access and Student Success Measures

56. The Pre-16 and KS4 work will be measured through the recruitment and engagement of new schools to the programme and the success of students enrolled onto the programmes of study. Reflective evaluation will occur annually as part of the Colleges annual report on Student Access and Success.

57. RHC will continue to be a part of 'Higher Horizons,' in whatever shape that consortia takes following the cessation of the NNCO funding. At the time of writing this agreement, it is the intention of the network to bid for NCOP funding to continue to utilise the links already forged as part of our past work. Any and all work will be reported and evaluated annually in the Colleges annual report on Student Access and Success.

58. RHC will continue to devise and implement new initiatives designed to support students progressing from further education (FE) to HE, internally and externally, by facilitating on-site progression activities, such as taster sessions and residential visits and careers fairs.

59. RHC will continue to utilise data sets from the DLHE survey and utilise the alumni association to understand further what and where our Graduates go to after leaving the College. The employer mentor scheme will be measured

60. Retention is a key measure of success and one that the College traditionally performs well in; overall retention for 2013/14 was above College benchmark of 93% at 95.5%; in 2014/15 this remained at 95%. The benchmark for 2015/16 is 93% and at the time of writing this agreement FT retention for 2015/16 stands at 94.2%.

61. The College will continue to provide transitional study support within and between levels of study, in order to further improve progression rates into the subsequent year(s) of study.

2017-2018 Targets and Milestones

62. Improve the proportion of students from OFFA target groups. Anticipating a period of growth through new programme development, the College are setting a target of 25% of the student body to be from OFFA target groups by 2020. Specifically, the College will work to reach white 'working class' boys and black and minority ethnic groups (BME). The College will aim to reach the latter group proportionately to the demographic of the county and surrounding areas.

63. Improve the proportion of students from POLAR 1–2 geographic areas to 35% by 2020. 28% of the 2015/16 first year cohort were defined as resident in those areas.

64. Increase student numbers on the part time higher education provision to 60, which would represent a 50% increase by 2020.

65. Maintain baseline value of 14% in respect of students with disabilities, defined as either physical or learning. Work to increase this to 16% by 2020.

66. Commit to undertake research into the success rates of students who disclose mental health issues throughout 2017/18 with a view to embedding measurable targets based on those findings in 2018/19.

67. Monitor the number of students on KS4/Pre-16 vocational programmes. Increase enrolment onto KS4/Pre-16 vocational programmes aiming for 5% growth year on year up to 2020.

68. Facilitate and provide long term aspirational activity that supports the delivery of secondary curricula, delivered at home or in schools.

69. Continue to engage with the Higher Horizons network and participate in any NCOP bidding the network decide to undertake.

70. Improve the progression rate of students on Access to Higher Education Diplomas and Year 0 programmes onto HE courses, internally and externally, by 11% to 16% by 2020.

71. Strategically plan introduce and monitor a new model of support in the post DSA environment.

72. Maintain baseline of 85% progression from level 4 to 5 and 95% progression from level 5 to 6.

73. Monitor the impact of Additional Financial Support (AFS) on student retention and success. Produce annual evaluative research and reflective evaluation which is published on College website. Performance indicators are yet to be fully finalised but the College is committed to developing these mechanisms moving forward.

74. Continue to reduce withdrawal rate across higher education by 4% from 16% to 12% by 2020.

75. Maintain retention rates of 90% and above across higher education.

76. Rigorously and routinely evaluate College information and recruitment platforms, such as the prospectus, the College website. Routinely benchmark the quality of the public information in line with the Competition & Markets Authority's guidelines as well as part C of the QAA Quality Code for Higher Education.

77. Facilitate postgraduate study fairs and careers guidance designed to inspire the onward journey of our Undergraduate students. Monitor and report on the destination of leavers from higher education using the DLHE survey and our own internal surveys.

Monitoring and Evaluation

78. The Dean of Higher Education, Assistant Dean of Higher Education, Quality Enhancement Manager and Academic Operations Officer are responsible for the delivery of this agreement and the college is committed to monitor compliance and progress against the milestones.

79. Progress will be measured throughout the year regarding key milestones, as part of the College's normal quality compliance/ assurance processes. The major targets/milestones relate to data collection and analysis. Progress being measured against targets set will be reported in an annual report to the College's Higher Education Academic Board. The report will include:

    a) Financial data summarising recruitment, awards made to students via bursaries and awards.

    b) Outreach activities that have been undertaken during the year

    c) Progress made against institutional milestones and objectives relating to student success, progression and widening participation

80. The College's Single Equality Scheme aims to proactively embed equality in the culture and systems of our organisation by ensuring that policy making, service delivery and employment practice are all equality orientated. A proactive and systematic approach to undertaking Equality Impact Assessments (EIA) is in place for existing and new policies.

Consulting with students

81. A preliminary draft of this agreement was shared with members of the Student Association at RHC through a routine meeting with the senior staff. Particular attention was given to the balance of available expenditure committed to supporting student success and financial support, and to the basis upon which financial support might best be organised. Subsequent input will come through student representative involvement in the HE Academic Board meetings at which this agreement is formally considered, approved and monitored.

Provision of information to applicants

82. Information regarding financial information will be published by the College and provided to applicants. This information will also appear on the College web site. Illustrations of the net costs of study at RHC will be included, including examples of living on site in halls of residence and the cost of living off campus. This information also appears in the college KIS.

83. Information is also included regarding support both academic and pastoral available at the College. For existing students the College has a dedicated student finance team and proactive

student services team that are housed in a bespoke building providing dedicated advice and guidance to existing students.

84. For prospective students, the college holds open days, taster courses, bridging courses and attends education fairs, schools and college career days and other events relevant to recruitment. At all these events printed information is available regarding the colleges position on tuition fees, the Student Assistance Fund and other forms of financial support.

85. Information regarding tuition fees and financial support available will be sent to all applicants receiving an offer of a place.

86. All staff involved in recruitment and admissions will receive on going updates and training regarding tuition fees and additional financial support. Information will also be made available via the UCAS website where possible.

87. The college provides IAG, Information, advice and guidance to perspective and existing students and is the holder of full MATRIX accreditation.

Summary

88. The evaluation of previous years targets and milestones highlight strong performance in several key areas, such as recruitment from low participation groups and retention of learners, but also highlights areas where there is room for development.

89. The College recognises the cost of studying higher education and works hard to ensure that the additional financial support packages available to students are meaningful and wide reaching. Utilising an underspend of £52,500 from the National Scholarship Programme (NSP) and with permission from HEFCE, the College is investing in its programme of support and providing a series of fee waivers designed to increase participation from key demographics and target groups.

90. The College has taken account of OFFA's strategic guidance in the development of this access agreement and the targets it sets out for 2017/18. Those targets are ambitious and take account of both our strategic mission and our resource.

Table 7 - Targets and milestones

Institution name: Reaseheath College

Institution UKPRN: 10005404

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16a_01	Access	**Other statistic** - Low-income backgrounds (please give details in the next column)	Monitor the number of students receiving bursaries	No	2011-12	N/A	60	62	65	70	72	RHC provides an extensive package of support for studnets who record low income backgrounds. The refinement of this target is to truly understand the reach of bursary support across HE at RHC. Monitoring will be via SLC portals.
T16a_02	Access	**Other statistic** - Low-income backgrounds (please give details in the next column)	Improve percentage of students from OFFA target groups.	No	2011-12	18	21	22	24	25		In 2011/12 this was 17.67% we set a target for improvement to 19% by 2014. This target has been amended from 2017/18 to allow us to reduce the number of targets addressing the same area. Underpinning this target is a commitment to increasing engaemnet with white working class boys and black and minority ethnic groups as described at paragraph 55 of the access agreement. Data will be collated and monitored using information sectors such as progression data our L3 learners onto HE qualifications (highlighting data such as geographical location, MIS Polar Scoring).
T16a_03	Access	**Other statistic** - Applications (please give details in the next column)	Improve the percentage progression rate of students on Access to Higher Education Diplomas and Year 0 programmes onto HE courses, internally and externally	No	2015-16	5	8	11	14	16	18	The access diploma had proved to be successful in enabling student progression to higher education. 2017/18 will see a developed offer of access programmes and as such, the College is aiming to improve the recruitment picture which will in turn enhace progression. Progression will be monitored through the use of college data systems.
T16a_04	Access	**Other statistic** - Disabled (please give details in the next column)	Maintain baseline percentage value in respect of students with disabilities, defined as either physical or learning.	No	2015-16	14	14	15	16	17	18	Monitoring will happen through the College data systems from applicant and enrolment data.
T16a_05	Student success	**Other statistic** - Completion/Non continuation (please give details in the next column)	Continue to reduce withdrawal rate across higher education	No	2015-16	16	15	14	13	12		Enhanced course management support and the introduction of early intervention at the point of a student expressing their intention to withdraw was trialed in the 2015/16 session and had a postive impact. This will continue and become integrated practice.
T16a_06	Access	**Other statistic** - Ethnicity (please give details in the next column)	Improve the percentage of non white students 2011/12 1.86% by 2014/15 target 2.05%	No	2011-12	2	2.02	2.05	2.05	2.07		This target has been critically reviewed in paragraph 19 of the access agreement and is now part of the target described at row 17.
T16a_07	Access	**Other statistic** - State School (please give details in the next column)	Monitor the number of students on KS4/Pre-16 vocational programmes. Increase enrolment onto KS4/Pre-16 vocational programmes aiming for 5% growth year on year up to 2020.	Yes	2015-16	144	151	158	165	172	179	Reaseheath College will continue to develop and promote the benefits of higher education, by continuing and growing our pre-16/KS4 work. The college will monitor the intake of 14 - 16 yrs old recruited onto our specialist vocational programmes on an annual basis, via MIS, Marketing and curriculum area reports and provide bespoke access to aspirational activity that promotes the benefits of higher education.
T16a_08	Access	**Other statistic** - Mature (please give details in the next column)	To increase the percentage of all mature undergraduate entrants with no prior HE experience	No	2013-14	242	255	255	265	265		This target has been critically reviewed in paragraph 20 of the access agreement and is now part of the target described at row 17.
T16a_09	Access	**HESA T2a** - (Mature, full-time, all undergraduate entrants)	Increase the percentage of older students enrolling onto full-time undergraduate programmes	No	2014-15	53	61	65	69	73		This target has been critically reviewed and is now part of the target described at row 17.
T16a_10	Access	**HESA T1c** - Low participation neighbourhoods (POLAR2) (Young, full-time, other undergraduate entrants)	Improve the percentage of first year students from POLAR 1–2 geographic areas	Yes	2015-16	28	30	32	33	35	36	The College is well placed georgraphically to address and reach POLAR 1-2 areas through its outreach work with schools and as part of the work undertaken with its NNCO. Investment and smarter recording of applicant data means we can measure more accurately where our students come from and how we engage with them.
T16a_11	Access	**Other statistic** - Part-time (please give details in the next column)	Increase student numbers on the part time higher education provision to 60 by 2020	No	2015-16	38	40	45	50	60	61	A key area for development for the College in terms of its strategy, the part time programme offer will increase as will our work with employers to be able to provide courses that respond to those who need to work and study.

Reference Number	Select stage of the lifecycle	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	2016-17	2017-18	2018-19	2019-20	2020-21	Commentary
T16a_12	Access	**Other statistic** - Other (please give details in the next column)	Maintain baseline progression (number) of students from level four to five	No	2015-16	85	86	87	88	89	90	This will be monitored through assessment board outcomes.
T16a_13	Access	**Other statistic** - Other (please give details in the next column)	Maintain baseline progression (number) of students from level five to six	No	2015-16	95	95	95	95	95	96	This will be monitored through assessment board outcomes.

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Please select target type from the 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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16b_01	Student success	Outreach / WP activity (summer schools)	Monitor the participation of students identified as requiring additional support in prerequisite knowledge bases (e.g. science/practical skills)	No	2012-13	8	14	14	16	18	0	This target has been critically evaluated and is now embedded within the targets listed at rows 27 and 28 above.
T16b_02	Access	Outreach / WP activity (collaborative - please give details in the next column)	Facilitate and provide long term aspirational activity that supports the delivery of secondary curricula, delivered at home or in schools.	Yes	Other (please give details in Description column)	TBC						This target has been developed with the Pre-16/KS4 team who are commiting to working collaboratively with secondary schools in the locality to provide outreach activity that directly responds to and supports delivery of their curricula.Final details relating to these new targets will emerge throughout the 17/18 academic session. Development and benchmarking will move forward in successive access agreements.
T16b_03	Access	Outreach / WP activity (collaborative - please give details in the next column)	Continue to engage with the Higher Horizons network and participate in any NCOP bidding the network decide to undertake.	Yes	Other (please give details in Description column)	TBC						Our NNCO has been very successful and has allowed the College to form stronger parterships with HEPs in the locality. It is the intetnion of our NNCO to continue when the funding ends in December 2016. Similarly, RHC will be part of any and all NCOP bids the network decides to undertake.Final details relating to these new targets will emerge throughout the 17/18 academic session. Development and benchmarking will move forward in successive access agreements.
T16b_04	Student success	Student support services	Strategically plan introduce and monitor a new model of support in the post DSA environment.	No	Other (please give details in Description column)	TBC						The removal of the Disabled Students Allowance presents a real challenge for our Support Team and thier service users - of which there are over 100 in 2015/16. This target represents our commitment to continue to scope out ways of ensuring there is some level of support when the fund ceases to exist in 2017 and the onus is then shifted on to the provider.Final details relating to these new targets will emerge throughout the 17/18 academic session. Development and benchmarking will move forward in successive access agreements.
T16b_05	Student success	Other (please give details in the next column)	Monitor the impact of Additional Financial Support (AFS) on student retention and success.	No	Other (please give details in Description column)	TBC						Research will be undertaken to understand its impact on student success and progression - continuing the research undertaken in the last academic session. Monitoring will be via assessment board outcomes. This report will be published on the College website and reported to the College Academic Board.Final details relating to these new targets will emerge throughout the 17/18 academic session. Development and benchmarking will move forward in successive access agreements.
T16b_06	Other/Multiple stages	Other (please give details in the next column)	Rigorously and routinely evaluate College information and recruitment platforms, such as the prospectus, the College website	No	Other (please give details in Description column)	TBC						Final details relating to these new targets will emerge throughout the 17/18 academic session. Development and benchmarking will move forward in successive access agreements.
T16b_07	Progression	Other (please give details in the next column)	Facilitate postgraduate study fairs and careers guidance designed to inspire the onward journey of our Undergraduate students. Monitor and report on the destination of leavers from higher education using the DLHE survey and our own internal surveys.	No	Other (please give details in Description column)	TBC						Final details relating to these new targets will emerge throughout the 17/18 academic session. Development and benchmarking will move forward in successive access agreements.
T16b_08	Student success	Other (please give details in the next column)	Commit to undertake research into the success rates of students who disclose mental health issues throughout 2017/18 with a view to embedding measurable targets based on those findings in 2018/19.	No	Other (please give details in Description column)	TBC						Final details relating to these new targets will emerge throughout the 17/18 academic session. Development and benchmarking will move forward in successive access agreements.

Optional commentary on milestones.
This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

Targets and milestones have been re-evaluated across the board and amended in part to show more direction in the reach and drive of the target. This applies to the description and the statistical markers which reflect closer evaluation of the Colleges resources as well as our ambition to make further progress ahead of 2020. Some targets have been removed, as at rows 21 23 24 and 106; those targets are now embedded within the target at row 17 signalling a move towards smarter target setting which helps us avoid over ambitious targets and targets that address the same point. We have developed some of the erased targets outside of the overall target at row 17, such as measuring POLAR scores of students. We have included our targets that don't carry statistical measures in table 7b , such as ensuring a plan for student support once the disabled students allowance ends and continuing our work with the NNCO and our intention to bid for NCOP funding as part of that network.