REASEHEATH

C O L L E G E

ACCESS AGREEMENT 2016/2017

A. INTRODUCTION

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 700 FTE students.

The UoC submits OFFA agreements that include reference to students studying at RHC in 2016/17, but they remain UoC numbers, franchised to RHC. There is no intention to move away from this partnership with the UoC.

B. ENSURING ACCESS AND SUCCESS

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. This access agreement will further aim to provide a clear rationale of how the college's approach will help to improve access and student success for under-represented groups, providing evidence where appropriate. The agreement will also evaluate programmes in place to capture how the financial support is helping the college achieve its aims.

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

1. 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.
2. Continue to partake in the National Network of Collaborative Outreach (NNCO) initiative promoted and coordinated by HEFCE by continuing to take part in the Widening Participation Collaborative Group led by Keele University.
3. The second initiative is the promotion and increasing of our level three students participation in Higher Education (internally <u>and</u> externally).

C. FEES, FEE INCOME, STUDENT NUMBERS
i. Fees

Course Type	Full time	Part time
BSc programmes	£9,000	£4,500
Foundation Degree programmes	£7,650	£3,825 (4 years)
FdSc Countryside Conservation and Recreation Management		£3,570
BSc Top up programmes	£9,000	
Sandwich placement year	£1000	

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

Details relating to specific courses will be available on the College website in line with KIS protocols.

Students completing Foundation Degrees at Reaseheath College in July of 2016 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.

Students who commence a HE programme in 2016/17 which includes a one year sandwich placement, will normally undertake the sandwich placement in 2017/18. Students will be subject to a fee of £1,000 which reflects the reduced contact between student and lecturer in that year.

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

ii. Fee Income

The associated documentation prepared in line with the approved template indicates:

- the estimated numbers of full-time students at each fee level, including fees at £6,000 and below;
- the estimated number of regulated part-time students for whom we anticipate the fee will exceed £4,500 in an academic year;

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 £6,750 in an academic year, in accordance with the fees regulations, as outlined by OFFA and the Government's stipulated tuition fee limits.

iii. Student Numbers

The 2014/15 cohort comprises of 200 FT and 116 PT directly funded students. It is anticipated that with the validation and commencement of new higher education programmes in September 2015 and September 2016, that student numbers will continue to grow.

The full time year one cohort 2014/15 shows the breakdown of students as follows: 35% were male and 65% female; 63% aged 18-21 and 37% aged 21+; 16% declared a disability. 58% gave their previous educational institution as further education, 25% state school, 8% a UK HEI and 9% 'other or unknown'.

D. ACCESS AND STUDENT SUCCESS MEASURES
i. Continuation of good practice

RHC will continue to devise and implement new initiatives designed to support students progressing from further education (FE) to HE. RHC has a strong track record of student progression to HE outside of the College. The development of a new programme of outreach

activity from the Faculty of Higher Education to FE course teams for final year cohorts is having a positive effect on internal progression rates.

Retention across HE in 2013/14 was above College benchmarks with all areas reporting retention rates of over 95.5%. Progression to further years of study was high across the board in 13/14 but there were areas where progression fell below benchmark. There have been procedures and protocols put in place which will be measured in terms of success at the end of the 2014/15 academic session.

The College will continue to provide additional support to first year students on foundation degree programmes in order to further improve progression rates into the second year of study. These initiatives include new initiatives for the delivery of Learner Support lead by the Higher Education Support Team (HEST).

ii. Additional fee income to be spent on access and retention measures.

The College has a package of additional support available to its HE students to improve access and retention. It is estimated that there will be an additional fee income of £534,140 of which 24.7% will be spent on initiatives to improve student access, retention and success.

This figure also accounts for outreach work, events and activities including information events, advice and guidance about higher education.

iii. Additional Financial Support for Students

The proposal is to implement a more corporate approach to the additional financial support package by accounting for all spends that enhance the student academic experience. Alongside this, the devising and implementation of an advertising campaign to raise awareness of the support package would also be required.

 The Deal @ Reaseheath

Every Higher Education student that reports a household income of £25,000 or under, has a **£100 package of support**, 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*

Applicable to those courses who engage with secondary learning qualification provision. Course teams to lead on the total costings for secondary qualifications.

Any withdrawn students would count as a loss. This bursary is for home FT and PT students.

The Reaseheath Bursary (RHB)

The RHB is available to FT home students who report a household income of under £25,000 or under, and who maintain an attendance average of over 90%.

It is recommended that the spend on the RHB be reduced from a £1,000 spend per eligible student to a £900 spend (encompassing two separate payments of £450).

The Reaseheath Trust (RHT)

The Reaseheath Trust exists as an emergency hardship fund that can be used by RHC HE FT and PT home students who are experiencing financial hardship.

The RHT is accessed via submission of an application form and evidence to support their claim.
Any underspend from internal additional financial support packages will be re-invested into the RHT, maximising the financial support afforded to students and accentuating the College's commitment to improving access and success measures.

Aspire @ Reaseheath (ARHC)

ARHC is available to all internal level three students who progress onto a FT HE programme of study. This bursary is for home FT students.

These students will receive a £1,000 bursary paid via BACS transfer in January and May of their first academic year. These students will need to have an attendance average of over 90%.

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. This bursary is for home FT and PT students.

E. TARGETS AND MILESTONE MEASUREMENT

We believe our targets and milestones to be both stretching and ambitious, whilst at the same time, both reflective and embracing of our strategic objectives as an institution to ensure that we can improve access, success and/or progression at a faster rate. The College intends to honour and achieve this commitment to our students by setting out the following targets, with accompanying milestones:

- Maintain and improve baseline proportion of students from low participation groups or wards. In 2011/12, this was 17.67%. We have set a target for improvement to 19% by 2015/16 and the College is currently already operating at that target.

- Monitor the percentage of students receiving bursaries. In the AY 2012/13, this was 52, but this has now been increased to 64 in 2014/15, an increase of 23%. Monitoring will be provisioned on an individual basis, but will be regularly discussed at HE Academic Board meetings.

- Improve the baseline of students with physical and or learning difficulties. In 2011/12, this figure was 12.9%. The college achieved its target of 13.7% in 2014/15, ascending to 14% by 2015/16. Learning support requirements will be closely monitored (and measured) through diagnostic/formative assessments; individual learning plans, DSA collaboration and enhanced tutorial provision via course managers.

- Monitor participation rates of 14-16 yr olds recruited onto collaborative vocational programmes, providing identified (signposted) progression pathways onto higher education. RHC will continue to develop and promote the benefits of higher

education, by continuing and growing our outreach network. RHC are intending on achieving a 10% increase on this figure for 2015/16 to 330 students enrolling onto these programmes. 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.

- Monitor the participation of students identified as requiring additional support in prerequisite knowledge bases (e.g. science/practical skills). Departments such as Equine, provide students with low science attainment at their point of entry with additional support in the shape of summer schools, prior to the commencement of their programmes of study. RHC's commitment to monitor this provision will be provided by curriculum areas having identified students requiring additional learning support prior to the commencement to their programme of study. The college intends on increasing its student uptake in this activity over the next few years by up to 25%, assuming this support is identified and needed.

- Monitor progression for key groups such as Access to Higher Education programme. In the AY 2011/12, 33 students from disadvantaged wards progressed to higher education. RHC will look to enhance progression figures by an additional 12% to 37 in 2015/16. Progression will be monitored through the use of annual course reports, module evaluations, curriculum group meetings (FE-progression and HE -retention) and course committee meetings.

- Continue to improve retention of students on higher education programmes. 2010/11 base line for student withdrawals was 17.3%. It is envisaged this will be reduced to 16% by 2015/16 through initiatives such as: enhanced course management support and tuition (HE Curriculum Area Manager role); tutorial and course file audits; learner voice provision in the form of student liaison meetings and course committee meetings; building on student survey responses and feedback; engagement with the VLE will also be enhanced, as well as meeting student expectations through increased monitoring of marketing materials, online prospectuses and course documentation.

- Improve the proportion of traditional 'non-white' students 2011/12 (1.86%) by 2016/17 to a target of 2.05% through widen HE provision to other catchment areas (geographically) as well as enhancing its brand name and reputation further afield (internationally) via increased marketing and student satisfaction.

- To increase the proportion of all mature undergraduate entrants with no prior HE experience. The college currently has 242 students enrolled on HE programmes, deemed as 'mature learners' (over the age of 21 years old). It is hoped this figure will improve by 3% in 2015/16 to 250 students. Reaseheath College will monitor this target through information extraction from our Marketing and MIS teams, reviewing recruitment, HE enquiry/conversion rate statistics and qualifications on entry.

We have also included an additional target within the 2016/17 access agreement, which is centred around entrants. The college appreciates that studying in HE as a mature student can be a very different experience from arriving direct from school or college. Therefore, to enable mature learners to gain support from peers in similar circumstances to each other, the college aims to:

- 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

- The College will focus more heavily on the recruitment and widening participation work 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.

- run a pre-induction session for mature learners one week prior to the start of the normal induction ('Welcome Week'). 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. Induction talks at this event will feature successful mature students who share their experiences of adapting to higher education and student life.

F. INCREASING ACCESS FOR UNDER-REPRESENTED GROUPS
i. Part time & Mature students

Most of our part time learners are mature, have dependants and are employed. The report *The Power of Part time: Review of part time and mature higher education* (Universities UK, October 2013), identifies the contribution to the economy part-time HE has to the local economy; RHC understands there is a requirement to ensure access and success for these students and as such implemented a new strategy for attracting and recruiting part time students in September 2014.

Intrinsic to growing the part time offer and increasing access for those who wish to study part time, is to provide clear tuition fee information which was achieved by providing a definitive figures for entrants to part time HE programme from September 2015. That would enable students to seek assistance from the student loans company by potentially engaging with the part time tuition fee initiative.

RHC has a forum in which part time and mature students can meet with each other, share stories and feedback on their experiences to staff which then feeds any changes in processes and communication mediums. In addition to that, they have a point of contact outside of their corresponding curriculum area and course team; it is hoped that by doing this, the feedback is more subjective and reflecting.

ii. Internal applicants

The College has a newly developed programme of outreach activity that is designed to engage internal level three further education students with higher education. This is predominantly an activity designed to increase internal progression rates of FE learners but covers preparation of application to all HEIs too.

G. ADDITIONAL ACCESS MEASURES
i. Student retention and success

It is the intention of Reaseheath College to sustain and enhance a range of learning and teaching, pastoral and welfare, and employability services, to support the retention and success of its students throughout their academic careers at the College, and to continue to monitor the relative performance of those students from disadvantaged groups. Recent data released by HEFCE for 2014/15 indicates that RHC is bucking recent recruitment trends for HE; compared to many of RHC competitors (land-based colleges) recruitment looks healthy, with an application to enrolment conversion rates for 2014/15 of 40% - on a par with aggregated competitors from similar educational sectors. Higher Education student numbers continue to grow and the quality of the provision is also improving with increased retention

and improved student satisfaction. However, the college is mindful that this improving picture requires vigilant management and leadership to maintain and grow a quality product. The two partner Universities have continued to offer support and guidance.

Students need to be properly supported to stay and achieve successful academic careers and the College has an on-going programme to increase the quality of its HE provision. This academic year's internal induction survey saw the highest response rate recorded for HE learners (92% - 9% up on last year). Within that survey, conducted in November 2014, satisfaction with enrolment and induction is very high, with no negative responses over 3%, and only one question, the organisation of enrolment, having a positive response below 90%. Satisfaction with enrolment and induction was also very high, with no negative responses over 3%. This would suggest our strategies and provisions of both mentoring and support were accurately targeted and are having a successful impact.

Quality assurance practices are monitored and maintained the HE curriculum. Standardisation across all academic departments delivering HE has allowed for an enhanced student experience through transparent course documentation, enabling staff to meet student expectations and generating increased student satisfaction through promoting a HE culture/ethos.

As the cost for higher education is shifted to individual students rather than taxpayers it is important not just to improve student retention, but to **enhance the student experience and maximise the success of all students**. Through consultation with students and employer engagement networks over the past 12 months, it is apparent that RHC offers the following commendable features for our HE student body:

- Traditional closeness (family connections to institution and geographic location)
- Local and access orientation (local marketing and open events, including school visits)
- Strengths in flexible delivery, pastoral care, student support and guidance and skills provision
- Basis for progression (prepare students for progression to HE and employment

However, there are still some areas for improvement and avenues which we, as a college and team, need to pursue and develop to ensure that this trend in retention is maintained and built upon. Principally, these centre around:

- Strengthening a HE culture within the college to enhance and impact upon HE delivery
- Practices which sustain student motivation
- Opportunities to develop employability skills
- Focus on career education, information and guidance
- Developing knowledge, confidence and identity as successful HE learners
- A HE experience relevant to students' interests and future goals

RHC will be looking to strengthen the institutional data available to senior management and course managers, to enable identification of departments, programmes and modules with higher rates of withdrawal, non-progression and non-completion. In conjunction with this, course managers will monitor student behaviour, with particular emphasis on participation and performance, to identify students at risk of withdrawing, rather than only relying on entry qualifications or other student entry characteristics. The learner voice sector (course committee and student reps meetings) has also provided a platform where staff can gain a student perspective on reviewing data and experience about student belonging, retention and success. The college has invested in technological advances and this has aided

communication and management of its HE provision, culminating in enhanced student engagement across the curriculum areas.

ii. Outreach

RHC's widening participation strategy is underpinned by a belief that anyone with the necessary ability should feel that they can aspire to higher education regardless of their background. As a Further Education College with higher education provision we see widening participation as an integral part of our mission and vision, indeed we have been carrying out WP initiatives for some considerable time. These initiatives include our internal further education (FE) students, ensuring they are well informed and assisted in the transition to Higher education (HE); if they chose this as an outcome of their studies. Progression will inevitably involve applications to universities and HE provision other than our own, although we also enjoy a healthy internal progression rate that we would want to maintain. Since Reaseheath College is essentially a specialist vocational institution, we have a particular interest in insuring our graduates are vocationally competent and employable.

Additional avenues in which we are now building on established outreach activity in these areas include using social media, in particular Facebook and Twitter, to engage young people pro-actively and develop a two-way dialogue. In particular, we are looking to actively participate in Q&A sessions around particular subjects which young people are most likely engaged with. The College has developed its student ambassador training in 2014/15 to increase awareness of the need to widen participation and to help them develop the skills needed to advise and guide those from diverse backgrounds and with different initial interests.

Consequently, RHC subsidises the cost of relevant secondary learning goals across the various curriculum areas, which lead to increased employability opportunities and career development. A considerable element of the outreach investment in 2014-15 has been channelled at maintaining the resources, staffing and other costs to support the direct targeting and delivery of inclusive and engaging programmes of study, demonstrating continued enhancement in the following areas:

- Students on low incomes
- Students from deprived geographic locations
- Non-traditional HE learners (e.g. people whose families have no experience of HE including looked after children)
- Schools collaboration (targeted links with schools with a low progression rate to HE)
- Students with physical/learning disabilities
- Under-presented ethic groups

Please refer to RHC's separate interim widening participation strategy for 2014/15, which identifies the college's guiding principles and how the college intends on committing to monitor and improve its own strategies and measurable targets in supporting outreach investment, across targeted internal and external initiatives.

H. MONITORING AND EVALUATION ARRANGEMENTS

The Assistant Principal/Dean of Higher Education, The Director of Quality and the Director of Finance will be responsible for the delivery of this agreement and the college is committed to monitor compliance and progress against the milestones. 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:

- Financial data summarising recruitment, awards made to students via bursaries and awards.
- Outreach activities that have been undertaken during the year
- Progress made against institutional milestones and objectives relating to student success, progression and widening participation
- 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

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.

I. PROVISION OF INFORMATION TO STUDENTS AND PROSPECTIVE STUDENTS

Information for students regarding financial information will be published by the college and provided to students. 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.
Information is also included regarding support both academic and pastoral available at the college. For existing students the college has a dedicated student finance officer and proactive student services team that are housed in a bespoke building providing dedicated advice and guidance to existing students.

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 Reaseheath Trust Fund and other forms of financial support.

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

Perspective students seeking admission to courses are normally interviewed. During the applicants interview visit to RHC there is an opportunity to discuss financial support and what this is likely to be available from the institution.

All staff involved in recruitment and admissions will receive on going updates and training regarding tuition fees and scholarships. Information will also be made available via UCAS.

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

In summary, RHC is committed to removing barriers to Higher Education, whether they are physical, social, cultural or financial. We continue to work with and the community, as well as providing support to internal students wishing to progress to higher education, we are committed to monitoring our progress.

J. SUMMARY

This strategic document lays out the College's commitment in shaping and influencing its work on access and widening participation. Working in partnership and consulting our Student Association on the content of this access agreement and the access activities we intend to deliver, the College feels that this document provides a clearer plan of action than in previous years, that measure the outcomes, as well as the inputs, of the work we do to raise aspirations and attainment among talented people from disadvantaged backgrounds, and support those students throughout their studies, and as they prepare for employment.

Our access agreement, fundamentally, has two key aims. Firstly, we want to increase the proportion of learners from disadvantaged backgrounds in higher education generally. Secondly, we want to specifically address the large participation gap between the most advantaged and the most disadvantaged across our HE provision,

The access agreement for 2016-17 aims to mirror the student lifecycle and the entirety of the higher education experience, encompassing the three stages of access, student success and progression. In outreach, the College's focus will be about collaborative activity, honing the targets and working with a variety of student groups. For retention, the focus will centre around developing student engagement, attainment and potential to progress to employment or postgraduate study. For all activities, the College aims to ensure that there is a strong evidence base and a clear intention to monitor the success of the activity to ensure it is having an impact.

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	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)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16a_01	**Other statistic** - Low-income backgrounds (please give details in the next column)	Monitor the percentage of students receiving bursaries	No	2011-12	N/A	58	60	62	65	70	This is obviously newly managed from Reaseheath's perspective in light of the recent direct-funding acquisition. The intention is that Reaseheath College will aim to create a robust system to measure how we will monitor those learners receiving bursaries (please refer to section 3c of the Access Agreement for further clarification). Monitoring will be provisioned on an individual basis, but will be regularly discussed at academic board meetings, which occur three times per year
T16a_02	**Other statistic** - Low-income backgrounds (please give details in the next column)	Maintain and improve baseline proportion of students from low participation groups or wards	No	2011-12	18	19	21	22	24	25	In 2011/12 this was 17.67% we have set a target for improvement to 19% by 2014; 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	**Other statistic** - Applications (please give details in the next column)	Monitor the progression of key groups e.g. Access to Higher Education progression to HE	No	2011-12	33	37	38	40	42	45	Progression will be monitored through the use of annual course reports, module evaluations, curriculum group meetings (FE-progression and HE -retention) and course committee meetings
T16a_04	**Other statistic** - Disabled (please give details in the next column)	Improve the baseline of students with physical or learning difficulties 2011/12 12.9% target of 14% by 2016/17	No	2011-12	0.1375	0.14	0.14	0.15	0.16	0.17	Learning support requirements will be closely monitored (and measured) through diagnostic/formative assessments; individual learning plans, DSA collaboration and enhanced tutorial provision via course managers
T16a_05	**Other statistic** - Completion/Non continuation (please give details in the next column)	Monitor additional support measures to ensure improved retention and achievement/drop-in with withdrawals	No	2011-12	0.16	0.16	0.15	0.145	0.145	0.141	Monitoring will take the form of enhanced course management support and tuition (HE Curriculum Area Manager role); tutorial and course file audits; learner voice provision in the form of student liaison meetings and course committee meetings; building on student survey responses and feedback; engagement with the VLE will also be enhanced, as well as meeting student expectations through increased monitoring of marketing materials, online prospectuses and course documentation
T16a_06	**Other statistic** - Ethnicity (please give details in the next column)	Improve the proportion of non white students 2011/12 1.86% by 2014/15 target 2.05%	No	2011-12	2	2	2.02	2.05	2.05	2.07	Reaseheath College is situated in a predominantly, limited mulit-cultural./diverse location; initiatives will be set to widen HE provision to other catchment areas (geographically) as well as enhancing its brand name and reputation further afield (internationally) via increased marketing and student satisfaction
T16a_07	**Other statistic** - State School (please give details in the next column)	Monitor participation rates of 14-16 year olds recruited onto collaborative vocational programmes - providing identified (signposted) progression pathways	No	2011-12	330	330	245	345	350	350	Reaseheath College will continue to develop and promote the benefits of higher education, by continuing and growing our outreach network. 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.
T16a_08	**Other statistic** - Mature (please give details in the next column)	To increase the proportion of all mature undergraduate entrants with no prior HE experience	No	2013-14	242	250	255	255	265	265	Reaseheath College will monitor this target through information extraction from our Marketing and MIS teams, reviewing recruitment data, enquiries/conversion rate statistics and qualifications on entry.

Reference Number		Description	Is this a collaborative target?	Baseline year	Baseline data						
T16a_09	**HESA T2a** - (Mature, full-time, all undergraduate entrants)	Increase the proportion of older students enrolling onto full-time undergraduate programmes	No	2014-15	53	57	61	65	69	73	Attracting more older students onto full-time undergraduate programmes will strenghten the College's commitment on widening particpation and fair access. This will be enhanced through greater engagement with local industries and communities and be monitored via MIS data

Notes

Alongside applicant and entrant targets, we encourage you to provide targets around outreach and student success work (including collaborative work where appropriate) or other initiatives to illustrate your progress towards increasing access, student success and progression. These should be measurable outcomes -based targets and should focus on the number of beneficiaries reached by a particular activity/programme or the number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Table 7b - Other milestones and targets.

Reference Number	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)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16b_01	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	12	14	14	16	18	Reaseheath College's commitment to monitor this provision will be provided by curriculum areas having identified students requiring additional learning support prior to the commencement to their programme of study

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.