

# 10003193 - HUGH BAIRD COLLEGE ACCESS AND PARTICIPATION PLAN 2020/21-2024/25

## 1. Assessment of performance

### Context

In considering the apparent gaps in performance at Hugh Baird College, it is important to take into account the make-up of the student body in terms of key characteristics. Hugh Baird College is a small HE provider with total annual numbers on roll averaging 470 across all year groups. The offer consists of mainly full-time students studying 2 or 3-year Foundation Degrees (with Foundation Entry), 1 Year Honours top-up programmes or Initial Teacher training, which is part time. As discussed later within this analysis, sample sizes for some groups are too small for meaningful comment, which on first view could give the impression of significant gaps in performance between some groups. The student body is primarily made up of local commuter students from an area with low numbers of BAME residents and situated in an area of high social and economic deprivation as classified by the Index of Multiple Deprivation (2015).

### 1.1 Higher education participation, household income, or socioeconomic status

The Index of Multiple Deprivation (2015) identifies the Liverpool City Region as one of the most deprived in the country. Many of the catchment areas that the College draws its students from are in the 1% most deprived in the country including the area in which the College is situated. Many students deal with complex social and emotional issues including chaotic lifestyles and there is an increasing number of students with mental health issues. Whilst the College attracts harder to reach students from areas with low higher education participation, low household income and socioeconomic status, the College is proud of the significant range of support and opportunity it provides to ensure that students succeed, especially within such under-represented groups.

### Deprivation and POLAR 4 data

The table below shows the physical distance travelled by students to the University Centre and quite clearly demonstrates that in 2018/19, for example, 88% of students accessing HE at the College lived within a 10-mile radius of the L20 postcode district.

Academic Year	Within 10 miles	>10 miles	Total student number
14/15	287	58	345
15/16	410	83	493
16/17	418	78	496
17/18	465	66	531
18/19	442	47	489

**Figure1:** Most deprived 10% Least deprived 10%

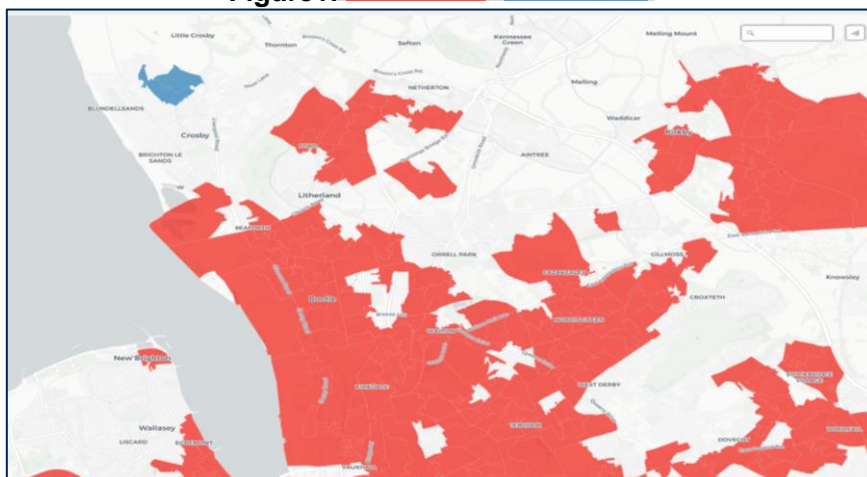
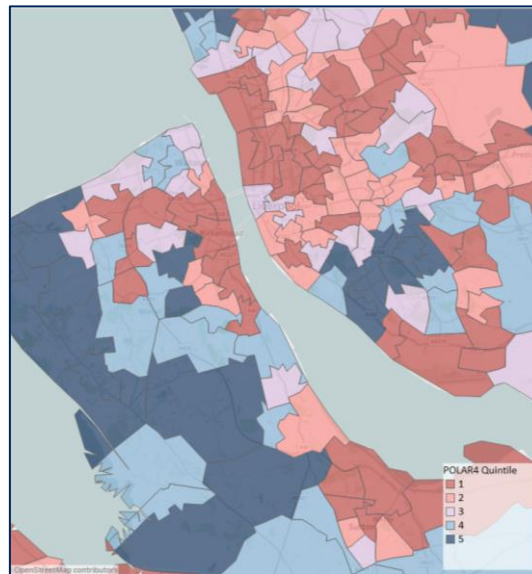


Figure 1 above shows that Bootle and its surrounding area sit within the top 10% of deprived areas nationally, and it should be noted that 99.25% of HE students are commuter students and given that there is very little geographic migration in the area, most of these students have resided in the area since birth.

Further to the above, the Index of Multiple Deprivation statistics show that five of the super output areas (SOAs) adjacent to the proposed site are within the 1% most deprived in the country with particularly acute levels of deprivation as a result of ill health and disability (within the 0.2% most deprived in England), family income affecting children (within the 0.3% most deprived in England) and access to employment (within the 0.5% most deprived in England).

Figure 2 below demonstrates the make-up of the local area by POLAR 4 quintiles 1 (lowest participation) to 5 (highest participation) and quite clearly shows that the postcode areas in the immediate vicinity of the College sit in POLAR 4 quintiles 1 and 2.

**Figure 2**



**Access**

The data table below highlights that, in terms of all undergraduates, the College has continued over the last five years to reduce the gap in young participation between Quintiles 1 and 5, therefore providing opportunities for young people from an area of high deprivation. As such the College is satisfied with the progress that it is making in this area.

OfS Data: The table below shows the gap, in percentage points between students from POLAR quintile 1 compared to POLAR quintile 5 accessing HE provision at Hugh Baird College.

		Year1	Year2	Year3	Year4	Year5	CHANGE_Year1_TO_Year5	CHANGE_Year4_TO_Year5	Significance_Y1 toY5Change	Significance_Y4 toY5Change
All undergraduates	SECTOR	19.9	18.9	18.7	18.6	18.3	-1.6	-0.3	Yes	Yes
	HBC	-14.3	-36.8	-31.9	-19.8	-30.5	-16.2	-10.8	No	No

	Gap is statistically significant between the years
	No statistical significance between the years

**Key to OfS data tables**

- N: not reportable due to small numbers
- N/A: not available
- R: DLHE threshold not reached

Gaps are shown in percentage points.

Success

Continuation

Whilst the OfS data for all undergraduates does not contain any data for HBC, the College is able to provide one year’s worth of data (2016/17) which clearly identifies a 90% continuation rate for students from both quintiles 1 and 5, which indicates that there is not a gap in success rates between these quintiles and that no action is required in terms of narrowing any gap.

College Data – The table below shows the gap, in percentage points relating to continuation between HE students from POLAR quintile 1 compared to POLAR quintile 5 at Hugh Baird College.

College Data: Continuation (Success)		College data 16/17
		%
POLAR 4	Quintile 1	90%
	Quintile 5	90%

Attainment

In analysing attainment between the POLAR 4 quintile areas, due to the unavailability of OfS data for all undergraduates, analysis of performance is based on College statistics.

The available three-year data in the table below highlights a steady increase in the number of students from POLAR 4 Quintile 1 gaining First or 2:1 honours classifications compared to those from quintile 5 again highlighting a “positive” gap in favour of this priority group. Variance within the Quintile 5 performance is attributable to the very small numbers recruited.

College Data – The table below shows the gap, in percentage points relating to attainment between HE students from POLAR quintile 1 compared to POLAR quintile 5 at Hugh Baird College.

	15/16	16/17	17/18
<b>Honours Degree Outcomes: Quintile</b>	<b>% of students</b>	<b>% of students</b>	<b>% of students</b>
Quintile 1 graduates with first or 2:1	24.5	32%	51.1
Quintile 5 graduates with first or 2:1	3.8	45%	8.5

Due to the nature of undergraduate courses on offer at the College, it is important to evidence the classifications for Foundation Degree qualifications as well as full honours in order to illustrate the work that is being done to improve attainment at qualification completion. The table below shows a similar trend is highlighted for Foundation Degrees with an improvement in performance over a three-year period in terms of Merits and Distinctions gained by those from POLAR 4 Quintile 1. Again, very small numbers recruited from Quintile 5 skew the percentages for this cohort. Work will continue to support students to develop beyond pass grades.

College Data – The table below shows the gap, in percentage points relating to Foundation Degree attainment between HE students from POLAR quintile 1 compared to POLAR quintile 5 at Hugh Baird College.

	15/16	16/17	17/18
Foundation Degree Outcomes: Quintile	% of students	% of students	% of students
Quintile 1 under graduates with pass	79.6	65	64.2
Quintile 1 under graduates with merit	18.5	23	28.3
Quintile 1 under graduates with distinction	1.9	8	7.5
Quintile 5 under graduates with first pass	40.0	54	33.3
Quintile 5 under graduates with first merit	60.0	38	55.6
Quintile 5 under graduates with first distinction	0.0	8	11.1

### Progression to employment or further study

There is no data to determine if there are any gaps in rates of progression to highly skilled employment or further study between those from Quintile 1 and all other Quintiles over the most recent five years in the OfS dataset for all undergraduate students at Hugh Baird College.

Further to the above, whilst the latest TEF4 supplementary LEO metrics indicate that 84% of first degree students from POLAR Quintile 1 progressed into further study or sustained employment, it must be noted that the student numbers at Quintile 5 are very low in comparison to Quintile 1 and are not reportable.

In concluding the analysis of performance across the student lifecycle for POLAR 4 quintile 1 (the most underrepresented groups to higher education) compared to Quintile 5 (the most represented), the College is pleased with its progress and therefore will not be setting any targets for this group of students. The College will continue to monitor the situation as the switch to Graduate Outcomes data takes effect, to ensure this remains the case.

## 1.2 Black, Asian and minority ethnic students

### Access

OfS data indicates a gap in Access for all undergraduates between White and BAME students with the table below indicating little progress in narrowing the gap over a five-year period. However, it must be noted that the majority of the student body at HBC are “commuter” students from the local area, of whom approximately 2.6% are BAME (Ref: [Sefton – People and Place Introductory Profile information](#)). Within this context, therefore, gaps between White and BAME access are to be expected.

OfS data does not provide a full dataset across all years, but does, along with the OfS Access and Participation Dashboard, inform the College of the following breakdown of all undergraduate students, by proportion, accessing HE provision at Hugh Baird College over the five years 2013/14 to 2017/18 in terms of 18 years-old white and ABMO student entrants, disaggregated between Black, White, Asian Mixed and Other groups.

	13/14	14/15	15/16	16/17	17/18
Ethnic Group	proportion of students	proportion of students	proportion of students	proportion of students	proportion of students
White	96	97	97	97	91
Other	N	N	N	N	N
Mixed	N	N	N	N	3
Black	N	2	N	2	5
Asian	N	N	2	N	1

The table below, derived from the College's internal data shows the breakdown of all undergraduate students accessing HE provision at Hugh Baird College over the three years 2015/16 to 2017/18 in terms of white and ABMO students, disaggregated between Black, White, Asian and Other backgrounds. The proportions of students accessing the HE offer correlate with the information above (Sefton – People and Place Introductory Profile information).

	15/16	16/17	17/18
Ethnic Group	% of students	% of students	% of students
White	95.4	93.6	92.5
Other	2.4	2.6	2.6
Black	1.2	2.6	3.8
Asian	1.0	1.2	1.1

It should be noted, within the local context outlined above, gaps between White and BAME groups accessing HE provision at the College are to be expected. Therefore, the College will not be identifying narrowing the gaps between these groups as a target.

### Success

#### Non-continuation

There is no OfS data set for non-continuation between ABMO and white students due to low ABMO numbers. The available 3-year College data however, indicates that for the period 2015/16 to 2017/18 overall HE continuation rates were as follows:

Ethnic Group	Continuation
White	82%
Other	87%
Black	56%
Asian	94%

This College data above identifies a significant gap between black and white students in terms of continuation. Therefore, narrowing the gap between black and white students in terms of continuation has been identified as a target for the College.

### Attainment

Due to the small numbers of ABMO students, there is no OfS data for attainment of AMBO vs. white students for all undergraduates. Whilst the College data appears to reveal a gap in attainment between black and white students the data is skewed due to the very small number of black students. However, the College will continue to work towards raising the aspirations of BAME students and will continue to collect data.

College data - The table below shows the gap, in percentage points relating to attainment between white HE and ABMO students at Hugh Baird College.

	15/16	16/17	17/18
Honours Degree Outcomes: Ethnicity	% of students	% of students	% of students
% of white graduates with first or 2:1	51.3	46.2	66.7
% of black graduates with first or 2:1	100	0	50
% of Asian graduates with first or 2:1	N/A	N/A	N/A
% of mixed graduates with first or 2:1	N/A	N/A	N/A
% of unknown	N/A	N/A	N/A

### Progression to employment or further study

Again, due to the small number of ABMO students, there is no OfS data to determine whether there are any gaps in rates of progression to highly skilled employment or further study for all undergraduates from white or ABMO backgrounds.

Further to the above, whilst the TEF4 supplementary LEO metrics indicate that 84.2% of white students progressed into further study or sustained employment, no such data exists for BAME students due to the small sample size. A gap in progression between these groups cannot therefore be identified.

In concluding the analysis of performance across the student lifecycle for BAME students, due to the small number of BAME students it is not feasible to make any clear judgements on whether there are any significant gaps. However, there is College data evidence that non-continuation of black students is an area to target. It must be noted that the College is pleased with its progress in supporting BAME students and will continue to monitor this as the switch to Graduate Outcomes data takes effect, to ensure this remains the case.

### 1.3 Mature students

#### Access

In the OfS data that exists for all undergraduate mature students recruited to the College, the OfS data table extract below clearly shows a 5 year upward trend in the proportion of this group that was recruited by comparison to the proportion of students recruited who were aged under 21. Part time provision is very small and as such the numbers are not sufficient to support analysis. The College makes a positive contribution to access for mature students and is satisfied with the progress that it is making in this area.

	13/14	14/15	15/16	16/17	17/18
Group	proportion of students	proportion of students	proportion of students	proportion of students	proportion of students
Young_Under21	50	44	41	34	29
Mature	50	56	59	66	71

#### Non-continuation

The OfS data shows there are no statistically significant differences in terms of gaps, year-on-year, of non-continuation of all undergraduate mature full-time students at the College over the past five years. It is deemed that the College does not, therefore, need to address significant gaps in this area.

OfS Data – The table below shows the gap, in percentage points relating to continuation between mature HE students and those aged under 21 at Hugh Baird College.

		Year1	Year2	Year3	Year4	Year5	CHANGE_Year1_TO_Year5	CHANGE_Year4_TO_Year5	Significance_Y1toY5	Significance_Y4toY5
									Change	Change
All undergraduates	SECTOR	6.7	6.8	7.1	6.8	7.4	0.7	0.6	Yes	Yes
	HBC	7.4	-1.5	6.1	-1.8	-3.8	-11.2	-2	No	No

#### Attainment

There are no statistically significant differences in the gaps between age groups in the OfS dataset for attainment of all mature undergraduates. With only Y5 data available it is difficult to determine if this is an area to improve. However, this is an area that the College will continue to monitor. Part time provision is very small and as such the numbers are not sufficient to support analysis.

The OfS data table below shows the gap, in percentage points relating to attainment between mature HE students and those HE students aged under 21 at Hugh Baird College.

		Year1	Year2	Year3	Year4	Year5	CHANGE_Year1_TO_Year5	CHANGE_Year4_TO_Year5	Significance_Y1toY5 Change	Significance_Y4toY5 Change
All undergraduates	SECTOR	9	10.3	10.2	10.8	10.3	1.2	-0.5	Yes	No
	HBC	N/A	N	N	N	3.9	N/A	N/A	N/A	N/A

### Progression to highly skilled employment or further study

Further to the above, the latest TEF4 supplementary LEO metrics indicate that 78% of mature undergraduate students aged over 21 progressed into further study or sustained employment, compared to 87% of those aged under 21, therefore identifying a significant gap. This will be an area to target.

In concluding the analysis of performance across the student lifecycle for mature students and young students, it has been identified that there is a difference of between 9 and 10 percentage points between young and mature students progressing into sustained employment or further study, therefore this will form a target throughout the lifetime of the plan.

## 1.4 Disabled students

### Access

In terms of all undergraduate disabled students at the College, the OfS data indicates the College is narrowing the gap in terms of access to the College between students with a known disability and those without a known disability over the 5-year period. The College is pleased with the progress it is making and will continue to monitor access for disabled students.

The OfS dataset informs the College of the following breakdown of all undergraduate students accessing HE provision at Hugh Baird College, by proportion, over the five years 2013/14 to 2017/18 in terms of disabled and non-disabled student entrants.

	13/14	14/15	15/16	16/17	17/18
<b>Group</b>	<b>proportion of students</b>	<b>proportion of students</b>	<b>proportion of students</b>	<b>proportion of students</b>	<b>proportion of students</b>
No known disability	79	79	77	79	68
Known disability	21	21	23	21	32

### Success

#### Non-continuation

The OfS data table below shows that the gap in in continuation for students with a disability has widened between years 4 and 5. The College acknowledges this gap, and plans to monitor the continuation of disabled students during the lifetime of the plan. The College has invested in the appointment of a DSA Co-ordinator to manage the advice, guidance and support given to disabled students. It is expected that this post will be in existence for the lifetime of the plan with the post holder working with staff to develop approaches to support disabled students on an individual basis with a view to raising the continuation of this group. In addition, further investment has been made in the appointment of two new Student Engagement Officers, who will provide pastoral and academic support to HE students, with a view to improving continuation rates for HE students, including disabled students for the lifetime of the plan. The College plans to reduce the gap in non-continuation for disabled students compared to non-disabled students to zero during the lifetime of the plan and this will form a target for the College.

OfS data – The table below shows the gap, in percentage points relating to continuation between disabled and non-disabled students at Hugh Baird College.

		Year1	Year2	Year3	Year4	Year5	CHANGE_Year1_TO_Year5	CHANGE_Year4_TO_Year5	Significance_Y1toY5 Change	Significance_Y4toY5 Change
All undergraduates	SECTOR	1.5	1.3	0.9	1	1	-0.5	-0.1	Yes	No
	HBC	N	-2.9	-1.4	-0.1	4.6	N/A	4.7	N/A	No

### Attainment

In terms of attainment between all undergraduate disabled students and non-disabled students, the data table below also indicates that there is was a 14.2 pp gap in attainment between the groups in year 5. We acknowledge this gap, and plan to monitor the attainment of disabled students during the lifetime of the plan. It is expected that the DSA Co-ordinator will work with staff to develop approaches to support disabled students on an individual basis with a view to raising the attainment of this group. It is further envisaged that the Student Engagement Officers will also assist in improving attainment rates for disabled students for the lifetime of the plan. The College plans to reduce the gap in attainment for disabled students compared to non-disabled students to zero during the lifetime of the plan.

OfS Data – The table below shows the gap, in percentage points relating to attainment between disabled HE students and non-disabled HE students at Hugh Baird College.

		Year1	Year2	Year3	Year4	Year5	CHANGE_Year1_TO_Year5	CHANGE_Year4_TO_Year5	Significance_Y1toY5 Change	Significance_Y4toY5 Change
All undergraduates	SECTOR	3.4	3.1	2.8	3	2.8	-0.6	-0.2	No	No
	HBC	N/A	N	N	16.8	14.2	N/A	-2.7	N/A	No

### Progression to employment or further study

There is no OfS data set for all Hugh Baird College undergraduate students relating to the progression of disabled vs. non-disabled students. The latest TEF supplementary LEO metrics indicate however, that 82% of disabled students progressed into further study or sustained employment, compared to students with no known disability which was 83%. Therefore, indicating there are no significant gaps between the two groups of students. The College will however, continue to monitor this as the switch to Graduate Outcomes data takes effect, to ensure there are no material gaps.

## 1.5 Care leavers

### Access

The College started to record care leaver enrolments in 18/19 with one full time care leaver student enrolled. In terms of contextualising the situation, there were 131 care leavers in Sefton in 17/18 and 297 in Liverpool. Local data informs the College that there was 428 across the whole of Liverpool and Sefton who are care leavers. (Ref: Safeguarding Children in Care Annual Report 2017/18). Access to provision at the College for care leavers is an area that the College plans to target with a view to significantly increasing the numbers of those accessing provision throughout the lifetime of the plan.

### Success

### Non-continuation

There is no comparable OfS or College data for continuation of care leavers to date.



## Attainment

There is no comparable OfS or College data for continuation of care leavers to date.

## Progression to employment or further study

There is no comparable OfS or College data for continuation of care leavers to date.

In concluding the analysis of performance across the student lifecycle for care leavers, due to the small numbers it is not feasible to make any clear judgements on whether there are any significant gaps. However, this is an underrepresented group that the College feels it can attract to higher education, therefore this will be added to the plan as a target. In terms of data collection relating to care leavers, this is an area for improvement at the College and will be a key focus moving forward.

It must be noted that part time provision is very small across all levels and as such the numbers are not sufficient to support analysis across any of the underrepresented groups identified above. Furthermore, in most cases the data only goes back three years and the College does not record student destinations via student groups, this is clearly an area to focus on in order to determine which under-represented groups may need to be targeted for all aspects of the student lifecycle. This piece of work will take priority in 2019-20 in order to ensure the correct data is being reported, in turn it is envisaged that by 2024-25 there will be five years' worth of data to compare and analyse in order to identify the gaps at each stage of the student lifecycle.

## 1.6 Intersections of disadvantage

In relation to the intersections of different measures of disadvantage, it is too early for the College to draw any conclusions on which to base future plans. However, with the commitment by the College to focus on data collection, recording and analysis to inform strategic targets moving forward, the monitoring of differences in outcomes over the student lifecycle will enable the College to develop appropriate strategies to inform the Access and Participation Plan from 2025.

## 1.7 Other groups who experience barriers in higher education

**Carers:** In terms of carers, whilst the College collects information at the point of enrolment for students that consider themselves carers, the data cannot be verified at this stage as it is not scrutinised to determine whether these students are registered carers. In light of the need to capture and scrutinise this data, the College will be targeting this group of students in order to support them through the student lifecycle through the proposed changes in the tutorial structure.

**Estranged Students:** This is an area that the College has not collected data for to date and will require work to identify students with evidence that are estranged from their families and not rely on student self-declarations as to whether or not they are estranged from their family.

**Children from military families:** In 18/19 the College began to ask students at the point of enrolment to declare whether or not they were from military families. To date no students have declared that they are from military families.

**Gypsy, Roma and Traveller communities (GTR):** The College began to collect data for this specific under-represented group in 18-19 with one student from such a background being enrolled. Due to the local authority data indicating that Sefton is not a settlement place for GTR communities, it is unlikely that the College will target this group of students during the period of this plan, however further reporting in relation to any local changes will take place in the annual return for the plan.

**Refugees:** The numbers of refugees within Sefton has started to increase but still remain low in terms of higher education enrolments (one recorded in 18-19). Although the College does recruit ESOL students, the majority of these students have equivalent level qualifications from their own country and want to improve their English as opposed to enrolling on an undergraduate course. As a result of this, the College will not be targeting this group of students during the lifespan of this plan. However, however further monitoring and reporting will take place in the annual return for the plan.

## 2. Strategic aims and objectives

### 2.1 Target groups

The College prides itself on being a widening participation provider of education within the Borough of Sefton. The College's mission statement is **'to inspire, challenge and transform lives'** and by providing HE courses to the local community it is not only providing a much-needed service for life-long learning, but also develops well-rounded global citizens that will have the skills to meet their life and career goals. The data and evidence presented in section 1 of this plan clearly indicates the make-up of the student body at the College and we are aware that there are challenges faced by the College in terms of the recruitment of certain groups. Likewise, the College is aware that many of its higher education students face greater challenges than others in accessing and succeeding in higher education.

Although the College will continue to focus its student lifecycle work on all under-represented groups identified by the OfS and OFFA the strategic focus has been derived from the identification of the following target groups to clearly focus on impact.

In conclusion of the data analysis in section 1, the College performs well in many aspects of widening participation. However, there are five areas in particular that have been identified as having significant gaps:

1. The non-continuation of black students compared to white and other groups of students, this will form a target;
2. The non-continuation of disabled students compared to non-disabled students, this will form a target;
3. The attainment of disabled students compared to non-disabled students, this will form a target;
4. The progression of mature students compared to young students, this will form a target;
5. Access of care leavers will also form a target.

Access of BAME students has clearly been explained in terms of the context and will not form a target.

### 2.2 Aims and objectives

Hugh Baird College prides itself in ensuring all students are at the heart of everything it does, no more so in terms of achievement and positive progression. Therefore, the College aims to excel in all aspects of access and participation in particular to close the gaps in terms of its own data collection identified as well as the recognised gaps identified in the OfS dataset. The College will monitor performance in respect of all under-represented groups moving forward. The analysis evidences how successful the College is in widening access and participation and in supporting students through the student lifecycle. The priorities are however:

#### **Access:**

A1. To raise aspirations and improve attitudes to higher education for care leavers through a sustained programme of activity resulting in 3% of enrolees being care leavers at the College by 2024-25 Ref: PTA\_1

#### **Success:**

S1. To reduce the gap to zero in non-continuation between black and white students at the College by 2024-25. Ref: PTS\_1

S2. To reduce the gap in non-continuation of disabled students compared to non-disabled students to zero by 2024-25. Ref: PTS\_2

S3. To reduce the gap in attainment of disabled students compared to non-disabled students to zero by 2024-25. Ref: PTS\_3

#### **Progression:**

P1. To reduce the gap in progression of mature and young students to zero by 2024-25. Ref: PTP\_1

## Data:

Analysis also indicates that the College needs to improve data collection, monitoring, evaluation, analysis and reporting, therefore the priorities are:

D1. To have a five-year data set against all under-represented groups for access, success and progression by 2024-25.

As the College continues to develop its data collection and analysis systems during the lifetime of the plan, it may be that further priorities and strategic targets will be realised.

## 3. Strategic measures

The Dean of HE is a board member of the NCOP Shaping Futures programme within the Liverpool City Region. During the last two academic years the College has worked on two programmes to widen access to HE through the NCOP programme. In 17/18 the NCOP project aimed to widen the participation of looked-after children and raise aspirations to enter Further and Higher Education. This involved workshops and a residential in Ireland. During 2018/19 the focus was on raising aspirations of students from target wards from the age of 14 to aspire to go to university, this was done through a project called 'Breaking Through' which involved a residential and workshops, the theme of which was raising aspirations.

The College provides financial support to all students within their first year of study (L4) as well as a number of £500 "Moving on Scholarship" Awards for students from low income families that progress from Level 5 to Level 6 and the College plans to continue this offer throughout the lifetime of the plan.

HBC has begun to use the OFFA evaluation toolkit questions within the internal student questionnaire to evaluate the impact of the bursary. Linked to attendance and successful completion of work, the scheme enables students to be supported within year 1 of study. Feedback from students is positive with students detailing how they use the bursary during their year to support them with travel, trips and resources. In 2017/18 during consultation with students regarding the bursary scheme and attendance, they requested the scheme be continued in Year 2 to further support them. This has now been implemented for 2019/20 delivery for full time Foundation Degree students and will continue in 2020/21 with a full evaluation of impact being completed using the OFFA evaluation toolkit questions annually.

In 2016/17 the HE Directorate introduced the Value-Added system which allows the staff to identify an aspirational target grade (ATG) for each student at the beginning of their course from an initial assessment point at induction. This is then monitored through regular reviews throughout the academic year to evidence progress against the ATG. SMART targets are set that allow the College Management Team to challenge staff on performance. Although this system has been newly introduced to HE, the Value-Added system has started to show results with early identification of students that are struggling and requiring additional support, to the stretch and challenge of students to reach their ATG. The monitoring of student attendance and attainment through the Value-Added system allows all staff to capture students early who maybe struggling. In turn this has contributed to positive student continuation rates with overall retention rates increasing from 92% in 2016/17 to 95% in 2017/18.

### The Hugh Baird University Centre Moving on Scholarship

The College will continue to offer £500 "Moving on Scholarships" to enable students from low income groups to complete their studies within their final year, throughout the lifetime of the plan.

The College recognises the need to support disadvantaged students who may not otherwise progress to a full Honours degree and will continue to allocate a limited number of awards (7) of £500 for students who have been accepted for a full time Top-up year at the Hugh Baird University Centre. These will be made available via application only.

To be eligible for the Hugh Baird University Centre Moving on Scholarship a 2<sup>nd</sup> year (Foundation Degree) current full-time student at the College will need to fulfil the following criteria:

- Ordinarily resident in England or European Union;
- Must be starting their first Higher Education (undergraduate) Top-up year;
- The student must have a declared residual household income of less than £25,000;

- Have had a successful interview;
- Participate in College HE recruitment activities;
- Be an active member of the HE Student Engagement Team (SET).

### **The Hugh Baird University Centre Bursary Gift**

The College is committed to assisting all students during the study of their full time Foundation Degree to purchase course-related equipment as well as help towards the cost of national / international trips. Year on year there is an increase in HE student participation in international trips to enhance the student experience. The opportunity to participate in these activities, for students who may not have had the opportunity to travel before, is invaluable and highlights the commitment by the College to offer life-changing opportunities for all of its students.

The College acknowledges that not all students can afford course related equipment. Therefore, the Hugh Baird University Centre Bursary Gift will enable students to receive help towards equipment whilst they are studying.

The College will allocate a Hugh Baird University Centre Bursary Gift of £250 for all new first year full time Level 4 Foundation Degree students and £250 for all continuing full time Level 5 Foundation Degree students. This will continue throughout the lifetime of the plan. Terms and conditions will apply.

Payment by the College of any bursary gift due to a student shall be subject to the student having met the following terms and conditions:

- Available to Year 1 Level 4 Foundation Degree Full Time new students for the first year of study only - £250;
- Available to Year 2 Level 5 Foundation Degree Full Time continuing students for the second year of study only - £250;
- That the student achieves a full credit value for the award studied during the academic year;
- That the student attends the progression / exit review with his / her personal tutor at the end of semester one and two of each academic year;
- That the student meets a minimum of 90% actual attendance at the end of semester one and two for each year of the Foundation Degree;
- That the College is satisfied that the student has complied, throughout the academic year, with the College's Code of conduct.

### **3.1 Whole provider strategic approach**

The College has grown its HE provision over the last seven years and continues to attract students from areas of low HE participation, mainly within 10 miles of the campus as evidenced in section 1 of this plan. The Hugh Baird University Centre Strategy 2018-21 is built on the College mission and values and is expressed through the College strategic aims:

- Maximise the opportunities of working with the Liverpool City Region Combined Authority to meet local and regional skills needs
- Provide a challenging, well-thought-out and evidence-based curriculum offer that reflects local need and is implemented with integrity and in the best interest of all learners
- Maintain a robust and sustainable financial position to support a highly effective operation which meets and exceeds the demands of external stakeholders
- Embed outstanding employer engagement across the College to enrich learning and develop the employability skills of all
- Deliver fun and unmissable lessons that learners enjoy, attend and which support them to make progress and achieve their potential
- Create an estate that fulfils the local community's aspirations
- Empower staff to act with integrity within a solution-focussed culture

The College delivers its mission through a whole-institution approach which includes:

- Inclusive approaches to teaching, learning and assessment;

- Clear focus on health and wellbeing through targeted support services;
- A tutorial system that allocates 1 hour per week for all full-time students on their timetable to support students to succeed and move on;

### Alignment with other strategies:

- Equality and Diversity
- HE Teaching, Learning and Assessment Strategy 2018-21
- Employability Strategy
- HE Marketing Strategy
- Destinations and Progression Strategy
- Quality Strategy

In terms of the Equality and Diversity, the College has paid due regard to equality and diversity in designing our access and participation plan. It aligns to our equality and diversity strategy, the crux of which is to provide equality to diverse groups regardless of age, disability, gender or race.

## Strategic measures

### Context

Based in Bootle, in the extreme south of the borough of Sefton, the College attracts students from across the region with a significant proportion of these residing in South Sefton and North Liverpool. In relation to employment opportunities it is the 26th most deprived (out of 32,844) neighbourhoods nationally; a rate that places it within the most 0.06% deprived in the country. In 2017/18, 87% of learners at the College were 'white British', with no other significantly large ethnic cohort amongst the remaining students. Approximately 49% of students are male and 51% are female and during 2017/18, approximately 36% of students declared a learning difficulty/disability/health problem. Taking all of this into account the work for access is both targeted at the local community and inclusive.

The National Strategy for Access and Student Success in Higher Education published by the Department for Business, Innovation and Skills in April 2014 states that 'higher education brings significant benefits to individuals... it enriches the lives of individual students, opening the doors to rewarding careers, and enhances physical and mental wellbeing'.

As a widening participation institution, the College has a Single Equality Scheme and welcomes applications from students with equivalent experience and life skills and has a strong commitment to providing access to education for all. The College has achieved Career College status and is proud of its strong vocational focus at all levels, with employability firmly embedded in teaching.

The College has an enduring reputation for working successfully with non-traditional students in terms of age, academic qualifications and family commitments, offering high quality personal support alongside skilfully differentiated provision. The prime aim at Hugh Baird College is to provide a high-quality university level experience for these students. Widening participation is a core activity for the College to attract students who would not usually aspire to a university or who choose not to travel for their education.

The College provides extensive support to students with disabilities and this starts at the point of application. In October 2016 a DSA Co-ordinator was appointed to manage the uptake of available services by students declaring additional support needs. This role also involves liaison between students and external services where appropriate to ensure the quality of the student experience and aid the swift allocation of appropriate support. In addition, students are supported in terms of accessing Educational Psychologist services in order to evidence their applications. The appointment was made in response to the rise in the number of students applying for DSA and the following academic years (2016/17 & 2017/18) have seen a 65% rise in the total number of students (from 32 to 53 percentage points). In particular, the role seeks to:

- Co-ordinate applications for Disabled Students' Allowances and take lead role in organising support from external suppliers (e.g. Clear Links, Randstad, NAS);
- Review resources needed to meet the needs of students with SEND and advise on priorities for expenditure;
- Assess and review provision for SEND students;

- Offer strategies to support the work of the tutors and support staff with regard to SEND in HE;
- Deliver staff training and development sessions.

The new SEO roles will also enable the targeting of support for disabled students to ensure they have every opportunity to be successful and progress at each level of study.

## Access

**Priority A1: To raise aspirations and improve attitudes to higher education for care leavers through a sustained programme of activity resulting in 3% of enrolees at the College being care leavers by 2024-25 Ref: PTA\_1**

The College will develop a programme of activities in order to engage care leavers to improve attitudes and raise aspirations to progress to higher education. The long-term plan is to put in place a mentoring project that will involve undergraduates at the College with experience of being care leavers to develop support networks for students through the transition of levels to Higher Education at the College. The aim is to achieve this change by increasing applications from care leavers to the University Centre.

Ref: target and investment plan PTA\_1

## Success

**Priority S1: Reduce the gap to zero in non-continuation between black and white students at the College by 2024-25. Ref: PTS\_1**

**Priority S2: To increase the non-continuation of disabled students to equal that of non-disabled students by 2024-25. Ref: PTS\_2**

**Priority S3: To increase the attainment of disabled students to equal that of non-disabled students by 2024-25. Ref: PTS\_3**

The HE tutorial system has a dedicated 1-hour tutorial slot allocated for all full-time students. With the recent introduction of the Student Engagement Officer (SEO) roles there will be a strategic focus on supporting students where there are gaps in equality that have been identified in the APP. This will include, but is not limited to: dedicated 1:1 academic support, stretch to higher grades workshops, academic support workshops, mental health and well-being workshops, and “moving on” workshops. It is expected that the DSA Co-ordinator will work with staff to develop approaches to support disabled students on an individual basis with a view to raising the attainment of this group.

A number of courses have dedicated facilitator roles to support students both in and outside of class contact time. This support is seen as vital to students, especially those with learning difficulties and disabilities. Moving forward, the success of black students will also be targeted using this support system.

Along with the support given in weekly tutorials, the College believes this has positively contributed to an increase in classifications. The aim is for the SEO roles to take the lead on Value Added and monitor progress of the target under-represented groups for the lifespan of this plan.

In order to support all students, the College has continued to develop its support services in every aspect of the student journey. This support has been further enhanced with the recent development of the Health, Education and Training (HEAT) HUB, which was funded by a £3.9m Local Growth Fund provided by the Liverpool City Region Combined Regional Authority. This centre of excellence for health, social care and mental health training, combined with a much-needed local resource to improve wellbeing and employment in the local community, opened in December 2018. In collaboration with the Mersey Care NHS Trust, the HEAT HUB not only services the local community, but also staff and students of the College. With the observed increase in mental health issues disclosed by students at the College, students will have access to specialist support on campus that will serve to support them through their educational journey. The core purpose of the HEAT HUB, within St Winefride’s Campus, is to improve life chances both locally and in the Liverpool City Region.

Ref: target and investment plan PTS\_1,2 & 3

## Progression

**Priority P1: Reduce the gap in progression of mature and young students to zero by 2024-25. Ref: PTP\_1**

The new Student Engagement Officer roles will focus throughout the lifetime of the plan on the student progression through the levels in order to ensure every opportunity is given to students. Dedicated 1:1 tutorials will be provided to mature students to ensure they are kept on target and this will be monitored through the College's Value Added and Career Readiness strategies. Additional workshops, as well as internal and external careers and progression events will also take place to ensure students have the opportunity to prepare for positive progression.

Ref: target and investment plan PTP\_1

### 3.2 Student consultation

The College embeds opportunities for students to be fully engaged with all aspects of the operation of Higher Education at the College. It is imperative that the student voice is a key component in the success of the University Centre in order to continually improve the student experience throughout their period of study with us. In terms of the APP we consulted with the student body with proposed actions and ensured that these actions were agreed with them prior to the submission of the plan. For example, further detailing of how the College could support students through the HBUC Bursary Gift will now benefit students that have barriers to attendance.

The College will, throughout the lifetime of the plan, continue to develop practices to actively engage students in all aspects of the student lifecycle as well as monitor changes to ensure the best student experience possible. Students have been engaged in activity through meetings and on-line surveys whereby information has been evaluated to inform the impact, for example the HBUC Bursary Gift has changed in terms of it being spread over the two years of a Foundation Degree instead of one year. This will continue throughout the lifetime of the plan. Also, the number of Moving On Scholarships was increased from 5 to 7 after consultation with students. The scholarship students have actively been involved in recruitment activities throughout the year and have informed the development of the scholarship over the last two years of operation. All courses nominate a student representative and they are active in ensuring the student voice is heard at cross College meetings, as well as HE staff and student meetings. The Student Experience Team (SET) is made up of the student body including the HE student governor and meetings moved forward key issues relating to the student experience. This is managed by the HE Academic Lead (Student Experience). The introduction of Staff, Student Liaison Committees (SSLC) in 2018/19 has seen a clearer focus on student engagement and moving forward this is where the Access and Participation Plan will be monitored prior to be reported on at the HE Committee, chaired by the HE College Governor and attended by the HE Student Governor.

### 3.3 Evaluation strategy

#### Strategic context:

The College continues to develop its evaluation of activities in terms of engaging under-represented groups throughout the student lifecycle, however it still has a long way to go to be able to show impact of how these students compare year on year. This will be a key focus during 2019/20 to ensure systems are full operational in order to monitor throughout the year and report on annually in relation to this plan from 2020/21. It is intended to develop further the Value-Added system to include Learning Gain with a coded system for all under-represented groups so reports can be generated throughout the year to determine progress against targets. This system will sit alongside evaluation of activities to engage students in access to higher education at the College as well as further evaluation of how bursaries are impacting on access, continuation, success and progression.

#### Evaluation design:

Questions from the OFFA Toolkit have been introduced as part of the internal student questionnaire evaluation of the HBC Bursary Gift in order to determine its impact. However, an APP Steering Group will be created in 2019/20 to monitor all targets and develop a more robust evaluation system in order to evidence the impact of the work throughout the student lifecycle.

## Evaluation of Access:

As outlined above, evaluation of access is an area to improve by the College. Data collection and activities for under-represented groups in relation to recruitment activities is limited but will have a clear focus moving forward. In terms of investing in research and evaluation all data reporting for the student lifecycle, this will be achieved via close liaison between the HE Quality Assurance and Enhancement Officer through the College's management Information Systems Team and Quality Unit data reporters to ensure that data is captured at enrolment and during the student journey. In terms of investment, staff development will be identified and provided through the annual CPD and appraisal system. Whilst it is difficult to ascertain the exact cost of investment in future years, the forecast expenditure may be in the region of £10,000 annually. If further data reporting requirements are necessary, it is envisaged that further investment will be made to ensure there is a system that is fit for purpose. A measure of success in this respect shall be the development of fit-for-purpose reports relevant to the Access and Participation Plan. However, it must be noted that the College has begun to collect data relating to under-represented groups at the point of entry and enrolment. It is envisaged that with a clear direction this will be in place by 2020/21 in order to inform the progress and impact of activities. Part of this area to improve will include research and evaluation in order to improve performance against targets.

The logic chain below illustrates how the College aims to achieve the outcome of access targets:

Access				
Inputs (resources)	Activities	Outcomes	Impacts	Ref No
<ul style="list-style-type: none"> <li>Outreach non-staff budget</li> <li>Research and evaluation staff time</li> <li>Academic and non-academic staff commitment and time for outreach visits and activities</li> <li>Academic and non-academic staff time at open events, interview evenings, interview slots, recruitment days, Get ready for Uni days</li> <li>Equipment and resources to run activities</li> </ul>	<ul style="list-style-type: none"> <li>Design a programme of activities</li> <li>Campus visits</li> <li>Subject taster sessions</li> <li>Mentoring programme</li> <li>All staff trained on admissions</li> </ul>	<ul style="list-style-type: none"> <li>FE students engage with programme</li> </ul> <p><b>Care leavers</b></p> <ul style="list-style-type: none"> <li>3% of the student population will be care leavers by (2024-25)</li> </ul>	<p>Overall increase in positive attitudes towards HE through:</p> <ul style="list-style-type: none"> <li>Improved understanding of pathways to progress</li> <li>Improved understanding of careers</li> <li>Increased self-confidence</li> <li>Better knowledge of student finance</li> <li>Increase understanding of the benefits of life-long learning</li> </ul> <p>Eliminate the gap in entry rates for care leavers. Increase student numbers to 3% of the student population by 2024-25.</p>	PTA_1
<p><b>Assumptions:</b> students selected from access target groups. School select students who have low HE aspiration. Students are willing to engage with the programme.</p>		<p><b>External Factors:</b> Parent/School/College/Carer influences. Interaction with other College/HEI activities. Care leavers personal circumstances.</p>		

## Evaluation of Student Success and Progression:

This is something that the College has nurtured over the last 3 years in terms of monitoring student progression and success via its Value-Added system. This is reviewed annually and further enhancements are made to ensure the information that is being inputted and reported on, has purpose. It is envisaged that further developments will be made during 2019/20 to include Learning Gain in order to further support students through the student lifecycle. The next step will be to track students through their student journey especially those from identified target groups. In 2018/19 the College began to use the OFFA Toolkit questions for evaluation of the financial support it offers to students. This has evidenced improvement in continuation and attainment but not in attendance, therefore this is an area that will be a key focus during 2019/20.

Analysis of the Moving on Scholarship however has had an excellent impact with all 10 students who received the award over the last 2 years successfully completing their top up course.

Staff will continue, throughout the lifetime of the plan, to engage in a range of scholarly activity and professional development opportunities. A variety of internal and external opportunities have impacted to improve practice



and help to maintain subject currency to inform teaching. This includes MA/PhD level study, coaching and leadership awards and coaching at an international event.

The logic chain below illustrates how the College aims to achieve the outcome of success targets:

Success				
Inputs (resources)	Activities	Outcomes	Impacts	Ref No
<ul style="list-style-type: none"> <li>Staff time</li> <li>Student time</li> <li>Financial investment</li> <li>Student Services time</li> <li>Student Engagement Officers (SEO)</li> <li>DSA Co-ordinator</li> <li>Facilitators</li> <li>Staff training</li> <li>Research and evaluation staff time</li> </ul>	<ul style="list-style-type: none"> <li>Workshops Creative Students</li> <li>Academic study workshops, Library inductions</li> <li>1-hour weekly tutorial on timetable (all full-time students)</li> <li>Value Added and Learning Gain training</li> <li>Safe-guarding, prevent, pro-monitor, Microsoft teams training</li> <li>Counselling, wellbeing and mental health support</li> </ul>	<ul style="list-style-type: none"> <li>All creative industries students to access creative workshops each year</li> <li>All students to access academic support workshops each year</li> <li>All full-time students to access tutorial support each year</li> <li>All students to have access to Student Services each year</li> </ul> <p><b>Black students and disabled students</b></p> <ul style="list-style-type: none"> <li>to engage with 4 bespoke tutorial workshop and 1:1 per year</li> </ul>	<p>Reduction in non-continuation results.</p> <p>Increase in attendance.</p> <p>Increase in classifications.</p> <p>Eliminate the absolute gap in non-continuation between:</p> <ul style="list-style-type: none"> <li>Black and white students by 2024-25 (gap to reduce to zero)</li> <li>Disabled and non-disabled students by 2024-25 (gap to reduce to zero)</li> </ul> <p>Eliminate the absolute gap in attainment between:</p> <ul style="list-style-type: none"> <li>Disabled and non-disabled students by 2024-25 (gap to reduce to zero)</li> </ul>	<p>PTS_1</p> <p>PTS_2</p> <p>PTS_3</p>
<p><b>Assumptions:</b> the attainment grades can be explained through the VA system.</p>		<p><b>External Factors:</b> High demand for student services from all students. Student expectations of staff support outside of class contact time.</p>		

The logic chain below illustrates how the College aims to achieve the outcome of its progression target:

Progression				
Inputs (resources)	Activities	Outcomes	Impacts	Ref No
<ul style="list-style-type: none"> <li>Budget</li> <li>Employer time and input</li> <li>Career Readiness Programme</li> <li>Staff time</li> <li>Student time</li> <li>Financial investment</li> <li>Student Services time</li> <li>Student Engagement Officers (SEO)</li> <li>Facilitators</li> <li>Staff training</li> <li>Research and evaluation staff time</li> </ul>	<p>Career Readiness Calendar of events to include:</p> <ul style="list-style-type: none"> <li>Career workshops</li> <li>HEI moving on workshops</li> <li>Meet the Professionals</li> <li>Faculty Guest Speaker events</li> <li>ITT alumni event</li> <li>End of year Degree Show event</li> <li>Live briefs</li> <li>Competition briefs</li> <li>Enterprise and setting up a business workshops</li> <li>Moving on Scholarships L5 to L6</li> </ul>	<ul style="list-style-type: none"> <li>7 Moving on Scholarships to be awarded for each year of the plan to low income L5 progressing to L6 students (T&amp;C apply)</li> <li>Creative Design students, which includes a large percentage of mature students, to have the opportunity to participate in at least two of the following per year: <ul style="list-style-type: none"> <li>live brief,</li> <li>competition brief,</li> <li>guest lecturer,</li> </ul> </li> </ul>	<p>Increase in classifications and resulting progression.</p> <p>Eliminate the absolute gap in progression between young and mature students by 2024-25</p>	<p>PTP_1</p>

	<ul style="list-style-type: none"> <li>• Workshops Creative Students</li> <li>• Academic study workshops, Library inductions</li> <li>• 1-hour weekly tutorial on timetable (all full-time students)</li> <li>• VA and LG training</li> <li>• Safe-guarding, prevent, pro-monitor, Microsoft teams training</li> <li>• Counselling, wellbeing and mental health support</li> </ul>	<p>end of year degree show</p> <ul style="list-style-type: none"> <li>• 100% HE students to have access to at least two guest speakers each year.</li> </ul> <p><b>Mature students</b></p> <ul style="list-style-type: none"> <li>• The above target students to engage with 1 bespoke tutorial for 'Moving on' workshops per year</li> </ul>		
<p><b>Assumptions:</b> the attainment grades can be explained through the VA system.</p>		<p><b>External Factors:</b> High demand for student services from all students. Student expectations of staff support outside of class contact time.</p>		

### 3.4 Monitoring progress against delivery of the plan

As a strategic priority for the College, the development of Higher Education provision has been introduced as a key feature of presentations at the Governors' Strategic Conference as well as the Corporation Board and Quality and Standards Committee, which forms part of the College Corporation's formal committee structure. The Access and Participation Plan targets and milestones will be monitored through the newly formed APP Steering Group and reported at the HE Committee.

The principal responsibility for monitoring and evaluating widening participation actively lies with the Vice Principal People, Organisational Development and Culture. However, a new HE Committee was formed in 2018/19, chaired by the HE Governor who oversees all HE activity in terms of strategy, quality and standards. The College Principal and Chief Executive, a Governor from a local HEI, Vice Principal Curriculum and Quality and HE Student Governor who represents the HE student body attend the three meetings per year. The plan will be approved at the HE Committee and Full Corporation meeting attended by College Governors. Further to the above, the College Management Team, on behalf of the Governors, approves fees and bursary arrangements. The HE Student Governor also attends regular meetings with both the HE Management Team. Although monitoring of the operational progress against the plan shall be the day-to-day responsibility of the APP Steering Group, it shall be the responsibility of the Group to report to the HE Committee, comprising Governors. Progress against the APP shall be a key agenda item at each of these HE Committee meetings.

Interim monitoring of targets will be reported to the APP Steering Group throughout the academic year by the Dean of HE which in turn will be reported to the HE Committee at each meeting in preparation for the annual return to the OfS for monitoring the APP targets. The APP Steering Group will identify if targets are not being met and will formulate an action plan as required in order to ensure achievement of the annual milestones and ultimately the five-year plan.

## 4. Provision of information to students

The College is committed to publishing clear and accessible information to existing and prospective students on all aspects of their courses, in particular the financial expectations. The College is compliant with the Competitions and Markets Authority (CMA) and is monitored through internal audits as well as by the awarding body of the awards it offers. Tuition fees and additional costs are published on the Wider Information Set (WIS) on the HBC website page as well as any financial support packages it offers. Fee repayment information is also advertised through a web link to Student Finance England (SFE) website on future salary levels. The College recognises that the higher education sector remains subject to continuous change. Therefore, it will continue to review the fees in close consultation with the OfS. The College will clearly advertise any changes where relevant and ensure students receive appropriate advice and guidance.

As part of the formal offer stage and at the point of enrolment at the College, students are provided with the following:

- The cost per year of the programme, as well as the course duration and total course cost within the offer letter which is emailed to students as a durable medium;

- The course handbook, which details the implications of continuous unauthorised absence on tuition fees, and links to the Tuition Fee Policy;
- A student policy document which includes the Tuition Fee Policy and College Terms and Conditions;
- A Standard Additional Costs document which provides details of standard optional additional costs (relating to the course, indicative living costs, or other one-off items)
- Accompanying information and conditions of offer document, which provides details regarding the payment of fees, the total amount of tuition fees payable, tuition fee team contact details and cancellation arrangements
- A model cancellation form.

The HE Admissions Coordinator provides timely, accurate information to UCAS and the Student Loans Company in order to ensure prospective students receive information in a timely manner. The approved Access and Participation Plan will be advertised on the College website in a way that is easily accessible to both current and prospective students.

## **5. Appendix**

**Summary of 2020-21 entrant course fees**

\*course type not listed

**Inflationary statement:**

We do not intend to raise fees annually

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

Full-time course type:	Additional information:	Course fee:
First degree	Top up Courses	£8,500
Foundation degree	Y1 & Y2 Practical based courses	£8,000
Foundation degree	Y1 & Y2 Theory based courses	£7,500
Foundation year/Year 0		£6,000
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

Part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE		£3,000
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

Provider name: Hugh Baird College

Provider UKPRN: 10003193

## Investment summary

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

### Note about the data:

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

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Total access activity investment (£)</b>	£47,704.00	£48,904.00	£48,904.00	£48,904.00	£48,904.00
Access (pre-16)	£4,770.40	£4,890.40	£4,890.40	£4,890.40	£4,890.40
Access (post-16)	£4,770.40	£4,890.40	£4,890.40	£4,890.40	£4,890.40
Access (adults and the community)	£33,392.80	£34,232.80	£34,232.80	£34,232.80	£34,232.80
Access (other)	£4,770.40	£4,890.40	£4,890.40	£4,890.40	£4,890.40
<b>Financial support (£)</b>	£104,000.00	£105,000.00	£105,000.00	£105,000.00	£105,000.00
<b>Research and evaluation (£)</b>	£10,000.00	£10,000.00	£10,000.00	£10,000.00	£10,000.00

Table 4b - Investment summary (HF1%)

Access and participation plan investment summary (%HF1)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Higher fee income (£HF1)</b>	£828,140.00	£947,905.00	£967,930.00	£967,930.00	£967,930.00
<b>Access investment</b>	2.8%	2.6%	2.5%	2.5%	2.5%
<b>Financial support</b>	0.6%	0.5%	0.5%	0.5%	0.5%
<b>Research and evaluation</b>	1.2%	1.1%	1.0%	1.0%	1.0%
<b>Total investment (as %HF1)</b>	4.6%	4.2%	4.1%	4.1%	4.1%

