New College Durham

Access and Participation Plan 2020-21 to 2024-25

New College Durham, situated in the North East of England, is a Mixed Economy College, with a long and successful history of delivering higher education (HE). Our HE Strategy has a clear focus on delivering high quality professional and technical programmes which clearly align to employer demand and student needs in the North East region. The North East Local Enterprise Partnership (NELEP) priorities are Innovation, Business Growth and Access to Finance, Skills, Employability and Inclusion, Economic Assets and Infrastructure and Transport and Connectivity. Over the years, New College Durham's HE provision has increased in size and range and currently provides for over 1200 (FTE) students studying full-time (FT) and part-time (PT). In 2018/19 63% of our HE students are female and 37% male. Most (66%) of our HE students are mature, aged 21 or over, and the majority of the College's HE students are recruited from widening participation neighbourhoods (as measured by POLAR3 quintiles 1 and 2): 66% for FT and 60% for PT. As a community-based College, 95% of New College Durham's HE students reside within County Durham. Accordingly, New College Durham ensures that its strategy is fully consistent with the needs of the regional economy by designing and delivering a 'career driven' HE curriculum which focuses on offering and developing a wide range of undergraduate programmes, including apprenticeships, that support employers in achieving economic growth which in turn, contributes to overall regional and national prosperity. The College is proud of the social and cultural diversity of our community and we are committed to the College being a place where learning and working exists in an environment that advances equality of opportunity, celebrates diversity and allows everyone to achieve their fullest potential. We ensure this by embedding equality and diversity within all our practices and seek to educate staff, students and the community to both foster good relations and recognise the benefits of a diverse community. As a large FE and HE college, New College Durham is able to attract a wide range of students to lower level programmes and raise aspirations and develop skills and confidence to enable progression to HE. Additionally, the College sponsors two large secondary school Academies situated in North Durham and Consett. Supporting these two academies enables us to enhance the educational opportunities of a significant number of children, some of whom are from the most disadvantaged wards in County Durham.

1. Assessment of performance

1.1 Higher Education participation, household income, or socioeconomic status

The North East region has one of the lowest HE participation rates (40%)[1] in England as measured by HEIPR.[2] There are 43 disadvantaged wards in the county classified by POLAR 1 and 2 data which are particularly targeted by the College. Only 30.2% of adults in County Durham are qualified to level 4 or above, with 10.1% aged 16-64 having no qualifications. New College Durham recruits approximately 1000 new HE students each year, to a range of first degree and sub-degree programmes studied both FT and PT, with 66% of the student population being mature. Therefore, when data is disaggregated by mode of study, age as well as level of study (first degree or other undergraduate) datasets become relatively small. Consequently, relatively small variations in numbers from one year to the next represent quite large percentage variations that, taken alone, can present a misleading picture. Accordingly, New College Durham performance has

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[1] DfE (2018) Participation Rates in Higher Education: Academic Years 2006/2007 – 2016/2017
[2] HEIPR – the Higher Education Initial Participation Rate is an estimate of the likelihood of a young person participating in higher education by age 30

been evaluated using internal information, which typically combines data based on age and level of study; Office for Students (OfS) TEF4 data, which aggregates 3 years of data and compares to relevant benchmarks as well as the OfS access and participation dataset.

Access

POLAR	Full-time		Part-time		Total	
	Headcount	%	Headcount	%	Headcount	%
1	65	21	20	18	85	21
2	115	38	35	35	150	37
3	55	19	25	22	80	20
4	40	13	20	19	60	15
5	25	9	5	6	30	8

Table 1 – Contextual TEF4 POLAR4 metrics

Overall, internal data indicates that New College Durham's track record in recruiting disadvantaged students is impressive, with the majority of students (58%) from POLAR3 quintiles 1 and 2 in 2018/19. This track record is supported by year 4 TEF metrics provided in Table 1, which confirm that considerably more students access New College Durham HE from the lowest participation group (POLAR4Q1) than for the highest participation group (POLAR4Q5) – there are differences between FT and PT but typically the lowest participation group is 2.6 times better represented than the highest participation group. When broadened to POLAR4 quintiles 1 and 2 (using year 4 TEF data) and compared to POLAR4 quintiles 3, 4 and 5, the lower participation groups make up 58% of the New College Durham HE student population compared to 42% from the highest participation groups. This data is further supported by the APP dataset which confirms that 20% of New College Durham's HE students come from POLAR4 quintile 1 households (compared to 11-12% nationally); which is consistently higher than the most advantaged students (from POLAR4 quintile 5) which is approximately 6%. In terms of Access – there is no gap that needs to be addressed and New College Durham's action in this area is to maintain its impressive track record in attracting and recruiting from disadvantaged areas.

Success - Continuation

Having recruited a high number of disadvantaged students, New College Durham generally performs well in retaining these students. Internal data indicates that a gap exists (4% in 2017/18) between continuation of the most (85%) and least disadvantaged students (89%). Students from POLAR3Q5 form cohorts of less than 40 resulting in non-statistically significant gap data, however, when broadening the data set to compare POLAR3Q1and2 (550 students in 2017/18) with POLAR3Q4and5 (197 students in 2017/18) a similar gap exists.

Retention for all students has increased over the last 3 years from 81% to 85% with the greatest impact seen equally both for POLAR3Q1 and POLARQ3Q5 students. For evaluation of external data, POLAR4 data has been reviewed for FT students only and the more relevant IMD data applied for PT students. The APP dataset indicates that retention has decreased for FT disadvantaged students (POLAR4Q1/2) from 80% in year 1 to 75% in year 5 (compared to 84% for POLAR4Q3-5 and 90% sector average for POLAR4Q1/2). Conversely, retention has increased for PT disadvantaged students from 65% in year 1 to 75% in year 5 (well above the national average of 60%). The apparent gap between the most and least disadvantaged has

been eroded over the past 5 years but this APP data is not statistically significant due to the low cohort sizes. Although a decrease for FT is disappointing and overall continuation is lower than sector averages, TEF4 data confirms that New College Durham is at benchmark for continuation of FT POLARQ1/2 students and PT IMDQ1/2 students. As a result of this evaluation New College Durham has set itself a target for improving retention for all students including a focus on FT disadvantaged students as set out below [PTS_1].

Success - Attainment
Attainment represents a measure of students obtaining a first or upper second class degree. Only 36% of all New College Durham HE students are studying towards a first degree (based on TEF4 data) so the numbers in the APP dataset for attainment are very small. Accordingly, there is no reportable data for FT student attainment based on POLAR4 characteristics.

For PT IMDQ1/2, the maximum cohort is 30 and there has been an overall increase in attainment of 5% over 5 years to 75%, compared to IMDQ3/5 (maximum cohort of 30) with 85% attainment in year 4 and no reportable data for year 5. There is no statistically significant gap between the least and most disadvantaged.

Progression to employment or further study
Based on APP data, there are no statistically significant gaps between progression of students from the most and least represented groups based on POLAR (comparing POLAR4Q3/5 and POLARQ1/2) and IMD (comparing IMDQ3/5 and IMDQ1/2). All FT POLAR data is non-reportable. For PT, IMD data shows the non-statistically significant 'notional' gap closes from 10% in year 1 to -3% in year 5.

Based on TEF4 data, New College Durham is at benchmark for FT and PT employment or further study for POLARQ1/2 and IMDQ1/2.

1.2 Black, Asian and Minority Ethnic (BAME) students
Access
The North East has the second lowest BAME population in England (4.7% based on the 2011 census) and within County Durham only 1.6% of the population are from ethnic minorities. New College Durham's BAME population is highly dependent on the local demographic because 95% of its HE students come from County Durham. Typically, 3-4% of New College Durham's HE students are BAME which is significantly above the county make up. Over the last 3 years New College Durham has considerably increased the proportion of offers made to applicants from 43% to 2015/16 to 62% in 2017/18. While this has been achieved by a broad increase across all student characteristics, the increase in proportion of offers made to BAME applications is the largest from 28% in 2015/16 to 58% in 2017/18. While these figures suggest a small gap in offers to BAME (compared to white) applicants, the numbers are small and the perceived gap of 4% is not statistically significant. In comparing white and BAME students in the APP data, no access gaps exist because BAME student cohort sizes are very small. New College Durham will continue to maintain its proportion of BAME students above that of County Durham and continue activities to extend BAME recruitment to match that of the North East.

Success - Continuation
Due to very small numbers of non-white students, APP continuation data is non-reportable. Based on TEF4 data, New College Durham is 10% above benchmark for FT Continuation for BAME students. Due to small numbers there is no further numerical data for FT but there are positive flags for the disaggregated Black, Asian

and Other student populations. APP data for PT BAME is non-reportable due to low numbers. Internal data shows consistently higher retention for BAME students (89% in 2017/18) compared to White students (85% in 2017/18). While there cannot be strong confidence in this 'reverse' gap, due to the small group sizes, this excellent performance is consistent with the positive green flags in the TEF4 data. New College Durham will maintain a focus on BAME students in its activities to support students on course.

Success - Attainment

Because only 36% of New College Durham HE students are studying towards a first degree coupled with low numbers of non-white students, the attainment data for non-white students is non-reportable. Therefore, gap data for BAME attainment is not available. Internal monitoring data indicates that there has been a decline in achievement of BAME students (85% in 2015/16, 81% in 2016/17 and 74% in 2017/18) compared to overall achievement of all students (82%, 81% and 82% respectively). For each year the cohort sizes are small with just 14 BAME students in 2017/18 resulting in non-statistically significant data but will be monitored closely in future years. High level attainment is monitored by New College Durham but cohort sizes are so small when disaggregated into first degree and sub-degree groups that the outcomes are not meaningful. New College Durham will continue to closely monitor both overall achievement of BAME as well as high level attainment.

Progression to employment or further study

Due to very small numbers of non-white students, APP BAME progression data is non-reportable. Similarly, TEF4 data for employment or further study for BAME students is also non-reportable. Internal data confirms 100% progression for BAME students for the last 3 years compared with 99% for non-BAME students. As discussed above, BAME cohort sizes are very small making any comparison data non-statistically significant but New College Durham will continue to closely monitor progression of BAME students.

1.3 Mature students

Access

New College Durham typically recruits more mature students (aged 21 and over) than young students (under 21). The APP dataset indicates that mature students have consistently accounted for around half of the FT students over the last 5 years. Mature students dominate the PT mode at 75% based on TEF4 metrics (see Table 2). New College Durham has seen a general decline in PT recruitment over the last 5 years diminishing from 290 students in year 1 (based on the APP dataset) to 210 in year 5.

		Full-time		Part-time		Total	
		Headcount	%	Headcount	%	Headcount	%
Level of study	PG-UG boundary	0	0	0	0	0	0
	First degree	285	44	100	24	385	36
	Other UG	355	56	325	77	680	64
Age	Under 21	300	47	105	25	410	38
	21 to 30	225	35	175	41	400	38
	Over 30	110	18	145	34	255	24

Table 2 – Contextual TEF4 metrics for level of study and age

Over this period, the proportion of mature PT students has also declined from 78% to 69%, although mature students have accounted for approximately 70% of the PT students for the last 3 years. New College Durham will closely monitor its recruitment to maintain its high mature student intake and take actions if there is decline in this area, especially for the PT mode.

Success - Continuation
New College Durham has an excellent record in retaining its students. The TEF4 data confirms continuation for FT young students at 86% is in line with benchmark while continuation for FT mature students is above benchmark at 90%.
The continuation of PT students is significantly above benchmark for both age groups at 94% for young students and 89% for mature students. This 3 year data is disaggregated in the APP dataset: FT data shows annual variations in the gap from -6% in year 1 to -5% in year 5 and for PT the gap increases from -5% in year 1 to 14% in year 5; but the gap data is not statistically significant. There appear to be gaps in continuation of mature students from low participation areas compared to high participation areas which may account for the perceived gap. This data will be explored in Section 1.6. New College Durham will continue to monitor continuation of mature students to ensure the positive benchmark performance continues.

Success - Attainment
Attainment reflects students obtaining a first or upper second class degree, however as indicated in Table 2, only 36% of New College Durham HE students are studying towards a first degree so numbers are reduced overall compared to continuation. The APP dataset shows annual variations in the gap between the attainment of young and mature students: for FT the data shows gaps from -10% in year 3 to -15% in year 5; years 1 and 2 and all PT data is non-reportable. Due to the low numbers all gaps are non-statistically significant.

Progression to employment or further study
There are no statistically significant gaps between progression of young and mature students in the APP dataset. FT data shows annual variations in the gap from -7% in year 1 to 5% in year 5; years 2 and 3 are non-reportable. For PT data there are annual variations in the gap from -15% in year 3 to -10% in year 5; years 1 and 2 are non-reportable.
TEF4 data for employment or further study is in line with benchmark for both FT and PT mature and young student groups.

1.4 Disabled students
Access
There has been a steady increase in the recruitment of disabled students over the last 5 years, from 7% to 14% based on APP data. The largest increase has been for PT recruitment which has seen disabled students increase from 5% to 12%.

Success - Continuation
There are no statistically significant gaps between continuation of disabled and non-disabled students in the APP dataset. For FT gaps vary from 5% in year 1 to 15% in year 5 but there is no clear trend as no gaps exist for years 2 to 4. For PT, APP continuation data is non-reportable.

Based on TEF4 data, continuation of FT disabled students (90.4%) exceeds that for non-disabled students (87.8%) and New College Durham is above benchmark for continuation of both FT disabled (5.8% above benchmark) and non-disabled (2.3% above benchmark) students.

New College Durham is nearly 20% above benchmark for continuation of PT non-disabled students but low numbers mean that data for PT disabled is non-reportable.

Internal data is consistent with the TEF data indicating that continuation of disabled students has improved each year for 3 years from 75% in 2015/16 (compared to 85% for non-disabled), 87% in 2016/17 (85% for non-disabled) to 93% in 2017/18 (86% for non-disabled). The gap in performance has been eroded and continuation of disabled students now exceeds that of non-disabled students. New College Durham is proud of its performance in this area and will continue to support disabled students and monitor retention.

Success - Attainment

All APP attainment data is non-reportable. There are no statistically significant gaps between attainment of disabled and non-disabled students in the APP dataset. Internal data indicates that the overall achievement of disabled students has improved each year for 3 years from 75% in 2015/16 (compared to 82% for non-disabled), 87% in 2016/17 (81% for non-disabled) to 93% in 2017/18 (82% for non-disabled). The gap in performance has been eroded and overall achievement of disabled students now exceeds that of non-disabled students. When disaggregating data to examine good degree outcomes the student groups are too small to provide any meaningful data. New College Durham is nevertheless very proud of its performance in this area and will continue to support disabled students and monitor achievement.

Progression to employment or further study

All APP progression data for PT disabled students is non-reportable and only one year of data for FT is reportable: 60% for year 5 (based on a cohort of 30).

3-year aggregated TEF4 data for employment or further study is in line with benchmarks for PT disabled and non-disabled students. However, the aggregated data for FT disabled progression is 7.5% below benchmark and has a negative flag (FT non-disabled progression is in line with benchmark).

Internal data indicates that the progression of disabled students to employment or further study has improved each year for 3 years from 90% in 2015/16, 96% in 2016/17 to 98% in 2017/18 (compared to a steady 99% for non-disabled across the 3 years). There now exists a slight gap of 1% but this is not statistically significant due to the very small cohort sizes. The gap in progression has been all but eroded and overall progression of disabled students is in line with that of non-disabled students.

1.5 Care leavers

New College Durham was an early FE College adopter of the Buttle UK Quality Mark to support care leavers in HE. The successful Quality Mark scheme was discontinued in 2014 and, unfortunately, since then New College Durham does not have current data on care leavers within the College and there is no care leaver data in the APP workbook.

Therefore, New College Durham has set itself a target to establish a robust mechanism of identifying and recording care leavers, providing ongoing support to

this highly under-represented student group and monitoring both student and College performance in this area [PTA_1].

1.6 Intersections of disadvantage
Female and LPN - Continuation
The APP dataset suggests that female students have lower retention (gaps vary from 0 to 6% across the 5 years of data) and attainment (gaps vary from 0 to 10%) than males but the data is not statistically significant. Internal data confirms a gap of 6% gap in retention between females and males. Similarly, the APP dataset indicates that Low Participation Neighbourhood (LPN) female students have lower retention (gaps vary from 0 to 11%) and attainment than LPN males but this data is also not statistically significant. Internal data indicates improved continuation for both males and females from low participation neighbourhoods, but enhanced improvement for males. Continuation for POLAR3Q1/2 females has increased from 76% in 2015/16 to 80% in 2017/18 compared to 83% for POLAR3Q1/2 males in 2015/16 and 91% in 2017/18. New College Durham will target females from low participation neighbourhoods, in terms of on-course support to narrow this gap [PTS_2].

PT Female and LPN - Progression
APP data suggests that FT females are slightly more likely to progress to employment or further study than males but PT females are less likely to progress than males (gap = 19% in year 5 but not statistically significant). Year 5 APP data suggests FT POLAR4Q1/2 female students are less likely to progress to employment or further study than POLAR4Q1/2 males but PT IMDQ1/2 females are considerably less likely to progress than IMDQ1/2 males (gap = 25% this data is also not statistically significant). The smaller cohorts at New College Durham do not provide statistically significant data. However, the College is of the opinion that the progression gaps will be treated as significant and actions will be taken to focus on PT IMDQ1/2 female progression, to determine whether there are real gaps and start to close the gaps where they exist [PTP_1].

Mature and Young Students from LPN - Continuation
Internal data indicates that a continuation gap existed between mature students and young students from low participation neighbourhoods. In 2015/16 continuation of low participation mature students was 78% compared to 81% for low participation young students.

Despite improved continuation overall a gap of 3% remained in 2016/17 but this has been removed by 2017/18 with continuation for both young and mature low participation students at 84%. This is a performance measure that will be closely monitored to ensure the gap does not re-open.

1.7 Other groups who experience barriers in Higher Education

Gender
New College Durham is actively working to overcome gender stereotypes within key industry professions in order to help create a more gender diverse workforce. The School of Technology contributes with targeted interventions aimed at supporting more women into the traditionally male dominated construction and engineering industries via initiatives aimed at secondary school age females. At these events local schools are invited into College where female students can undertake hands on activities in order to help change perceptions and potentially inspire girls to consider careers within these industries. Additional support is provided by the

vocationally experienced female members of the teaching team who act as role models and support for those young females looking to pursue this career route. A similar scheme has been actioned within the School of Health, Care and Public Services in order to encourage more young males to consider careers in the early years and health care sectors.

Mental Health and Wellbeing

New College Durham works in partnership with the Aspire Care Group, a provider of residential care and independent living support for individuals with a variety of mental health conditions, and the Waddington Street Centre, a small independent mental health resource centre which aims to effectively support individual personal development and reduce social isolation and exclusion. Through these partnerships the College aims to provide the service users with access to educational opportunities to help support them into rewarding employment. The HE Disability Advisor, the College Counsellor and the Advice Support and Careers Service also provide a range of mental health support services.

2. Strategic aims and objectives

The New College Durham Statement of Purpose identifies our Vision to be recognised as a leading provider of Further and Higher Education in the North East region, nationally and internationally. We will contribute to social, economic and environmental well-being, changing lives for the better by enabling people of all abilities to fulfil their potential in work and in the community through high quality professional, technical and general education.

We will work to eliminate gaps in equality of opportunity throughout the College's student lifecycle. The College's HE strategic objectives reflect this ambition:

- to enable students to aspire, succeed and progress through providing the highest quality HE learning opportunities in an environment which is both supportive and challenging;
- to develop an innovative, responsive curriculum that meets the needs of the regional economy, with all programmes designed and delivered in partnership with a range of employers and key stakeholders;
- to maintain and develop accommodation and resources to support a distinctive, high quality HE experience;
- through the continuous development of our HE curriculum, enable students to meet current and future demands within the labour market and support our students to access opportunities to develop higher level skills which contribute to the economy;
- to continue to develop our strategic relationships with industry, employers, awarding bodies and the wider sector, enhancing our external visibility and reputation, and impacting positively on the student experience;
- to grow our HE provision and student numbers through widening participation (WP), targeted advice and guidance and provide clear progression opportunities for young people and adults into HE; and
- to work in partnership with our students and staff, empowering them to further develop our dynamic and engaged academic community through research, scholarship and professional practice.

This ambition has been achieved, in part, with the HE student population dominated by mature students. Year 4 TEF data confirms that the College works hard to retain its

students and indicates benchmark or above benchmark retention for key underrepresented groups including FT mature, BAME and disabled students and PT mature and students from low participation neighbourhoods. Similarly, TEF data also indicates benchmark performance for progression. Critical evaluation of performance across the student lifecycle has identified gaps in performance for continuation of students from low participation neighbourhoods and progression of part-time females from low participation neighbourhoods as well as a potential gap in access for care leavers, for which data has not been collected.

> To deliver and build upon our ambition within our 2020-2021 Access and Participation Plan we will continue to invest in evidence-led research and evaluation which identifies the challenges for students from underrepresented groups. Our overarching strategic aims in respect of the delivery of equality of opportunity and outcomes for HE students are:
> - to put in place evidence-based processes to attract care leavers into HE and to encourage disclosure of care leaver status to enable students to be fully supported across their HE courses and into employment or further study;
> - to further develop and maintain robust and reliable management information systems that align with OfS and HESA including low participation neighbourhoods characterised by POLAR4 and IMD data and progression data informed by the DLHE outcomes;
> - to improve retention of FT students from low participation neighbourhoods through targeted academic and pastoral tutorials to provide continuous support across their HE courses;
> - undertake further research with identified student groups including those from low participation neighbourhoods and females to improve evidence base and better targeted support mechanisms to improve retention; and
> - undertake further research to identify targeted approaches to improve part-time female progression to employment or further study.

2.1 Target groups

Our critical evaluation of performance has identified the target groups identified in Table 3. Establishment of baseline date for care leavers [PTA_1] is our highest priority as no data is currently available. TEF data confirms that the College's performance for retention of students from low participation neighbourhoods is in line with benchmark but absolute performance lags behind national averages and will be addressed [PTS_1]. Gender and low participation neighbourhoods represent a specific intersection of disadvantage that was previously unknown. Work to address the gaps in retention [PTS_2] and progression [PTP_1] will be underpinned by improvement of internal management information systems to enable regular and systematic monitoring of performance.

Target Reference	Target Groups	Lifecycle Stage	Strategic Priority
PTA_1	Care leavers	Access	High
PTS_1	Low Participation Neighbourhood	Success	Medium
PTS_2	Multiple	Success	Low

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Target Reference	Target Groups	Lifecycle Stage	Strategic Priority
PTP_1	Multiple	Progression	Medium

Table 3 - Key target groups identified from assessment of performance

2.2 Aims and objectives

Care leavers

Aim: Care leavers – establish a baseline and monitor recruitment and success of care leavers (**High priority** – no data currently available)
Measurable Objective: In 2019/20 our Business Intelligence Systems (BIS) team will seek to identify and record current care leaver FE and HE students and thereafter collect HE care leaver data as part of the routine enrolment process. The BIS team will report HE care leaver access and success data throughout the academic year as an integral part of our WP monitoring processes. The DfE and Centre for Social Justice sector target of 0.1-0.2% of the 19-21 year old student population would be exceeded if the College recruits 1 care leaver per year – representing 0.5% of the College's FT HE students. The College will aim for continuation, attainment and progression of care leavers to equal that of the mean HE student population, noting that the very small cohort numbers are likely to make specific care leaver data non-statistically significant.
Identified Timescale: Initial baseline data will be identified by November 2019 and success and progression targets will be monitored over the 5 years of this APP action plan (see PTA_1 Target Investment Plan).

Low Participation Neighbourhood

Aim: Low Participation Neighbourhood (LPN) - To improve the continuation of FT LPN students and thereby reduce the continuation gap between FT POLAR4 quintiles 3-5 and POLAR4 quintiles 1and2. Monitor at programme level via POLAR4 quintile status. (**Medium priority** – national gap)
Measurable Objective: Improve continuation of FT POLAR4 quintiles 1and2 students by 9% by monitoring students' continuation rates at programme and College level disaggregated by POLAR4 quintile status. All FT LPN students will have mandatory 1-2-1 tutorials with both academic and pastoral staff. This is to ensure they have all relevant information and are encouraged to access, where appropriate, the full and extensive range of College support services available to them.
Identified Timescale: FT LPN students' continuation improved by 9% within the 5 years of this APP action plan with intermediate milestones starting from 2020 (see PTS_1 Target Investment Plan).

Aim: Multiple – Close the gap between LPN male and LPN female continuation (**Low priority** – year 4 TEF data indicates NCD is at or above benchmark for continuation for POLAR4Q1/2 and IMDQ1/2 and for females).
Measurable Objective: Increase continuation of LPN female students to 89%, and thereby eliminate the gap between LPN males and females, by identifying students at risk of withdrawal through our 'At Risk' register and implementing appropriate intervention strategies managed by curriculum managers and programme leads.

> **Identified Timescale:** Continuation gap eliminated between LPN males and females in a 3 year period with intermediate milestones starting from 2020 (see PTS_2 Target Investment Plan). We have set ourselves a challenging target of 3 years rather than the 5 year span of the APP

Multiple

> **Aim:** Multiple – Closely monitor graduate level employment opportunities for PT IMDQ1/2 female students and narrow the gap between PT IMDQ1/2 males and females (**Medium priority -** year 4 TEF data indicates NCD is at benchmark for progression for PT IMDQ1/2 and is at benchmark for PT females).
>
> **Measurable Objective:** Align internal data with APP dataset criteria for progression and improve progression of PT IMDQ1/2 females to close gap between PT IMDQ1/2 males and females.
>
> **Identified Timescale:** Close the progression gap between PT IMDQ1/2 males and PT IMDQ1/2 females in the 5-year lifetime of this APP action plan with intermediate milestones starting from 2020 (see PTP_1 Target Investment Plan).

3. Strategic Measures

3.1 Whole provider strategic approach

The 2020/21 APP has been developed through a series of HE meetings, forums and focus groups involving all relevant stakeholders from across the College, including students, staff and governors.

Our approach for addressing gaps in equality of opportunity in the access phase of the student lifecycle is a targeted approach delivered by our Schools Liaison and Marketing Team. For the success and progression phases of the student lifecycle our approach to addressing gaps is comprehensive and wide-ranging across a number of departments within the College.

As outlined in our assessment of performance, these approaches have demonstrated a positive impact on addressing gaps in equality of opportunity across a number of underrepresented groups.

Alignment with other strategies

New College Durham implements a robust policy of equality of opportunity in order to ensure a diverse student population. This policy is informed and guided by the College's legal obligations under the Equality Act 2010. The College operates a Single Equality, Diversity and Inclusion Scheme, which complements the Equality, Diversity and Inclusion Policy, and reflects our commitment to working in partnership to create an inclusive environment for all. New College Durham has maintained 'Leaders in Diversity' status which was awarded in April 2018 and provides a framework to analyse our performance and identify areas for further development and improvement.

The College Admissions (HE) Policy promotes transparent processes that seek to minimise barriers to applicants and ensure all applicants receive clear and accurate information that will support them in making an informed decision about their course of study. Once on course, the College Learning Support Policy supports an inclusive approach to learning that enables all individuals to reach their academic potential.

Progression to employment or further study is covered within the Career, Education and Guidance Policy and ensures all HE students are provided with guidance and opportunities to further their learning or gain employment within their chosen sector.

Curriculum

An essential aspect of New College Durham course approval is the engagement of employers as expert advisors in curriculum design. This ensures vocational programmes are fit for purpose, are current and meet the needs of industry. Additionally, employers are included as full approval panel members for New College Durham Foundation Degrees, placing employers at the heart of the decision-making process alongside curriculum experts. The approval process also ensures the curricula are inclusive and promote equality across all stages. Academic Board maintains oversight of the strategic curriculum design process to monitor the portfolio of HE courses enabling additional courses to be introduced, as appropriate, to tailor for part-time students, for example, or female students where the curriculum may have been skewed to male-dominated subjects. A strong focus on equality is maintained across the College and training events regularly reinforce good practice such as use of images, language and in-course examples/scenarios that challenge stereotypes and promote positive ethnic, gender, disability and age characteristics.

There are three general and inter-related principles which inform our approach to learning and teaching:
- the student should be at the centre of everything we do;
- everything we do should promote inclusive learning;
- everything we do should be guided by evidence-based practice which enhances successful learning.

Our pedagogical framework for New College Durham support service is broadly constructivist, humanistic, and solution focused, situating tutors as facilitators rather than 'experts'. It also draws on Bourdieu's conception of cultural capital (1979) and Bowskill's definition of 'entitativity' (2013). The service is inclusive and open to all HE students, but is uniquely situated to provide support for students from groups identified as under-represented within HE. Despite the well-recognised difficulty of engaging students from under-represented communities (Bowskill, 2013; Wiseman et al., 2017), the College HE support services has seen significant levels of engagement and attainment leading to minimal gaps in performance as identified in our assessment of performance.

Employability

Within New College Durham, methods of employer engagement are diverse across the different areas of curriculum provision and can be grouped into seven major categories; market research, active involvement in curriculum development, serving as expert advisors, teaching on programmes, provision of work-based teaching and learning sessions, provision of placements and internships, and involvement in student assessment.
Across the range of the College's portfolio of HE provision over 200 employers are actively engaged within one or more of these categories. For example in areas such

as engineering the vast majority of the students are in employment and conduct aspects of their course, such as individual projects, in collaboration with their employer. The digital and creative curriculum areas use vast networks of local employers, mainly Small and Medium Sized Enterprises (SMEs) to visit the College in order to provide guest lectures, set live briefs, and to engage in the formative assessment of student work. For example Gentoo Construction has worked with FdA Visual Arts students on a number of occasions to help them to fulfill their social responsibilities to residents by commissioning artwork to be used at live construction sites.

In recent years New College Durham has also started to develop and deliver HE courses to meet specific skills needs identified from local employers, such as Nissan Motor Manufacturing Ltd who are based in the region with 7,000 employees. The College provides specific delivery on the FdA Business and Management for Nissan employees and has also developed a Foundation Degree in Maintenance Engineering in response to the demand from this company.

The College is leading a consortium of employers and both FE and HE providers that will form the Institute of Technology (IoT) North East. The fundamental aim of the IoT is to develop higher level technical skills at levels 4 and 5 whilst maximising progression opportunities from level 3 to level 6. This initiative will also include employer led research and development to ensure key sectors across the region are involved in product design and implementation. The programme delivery partners led by the College will work alongside employers to develop provision to meet current and future skills needs.

Collaboration (NECOP)

The North East Collaborative Outreach Programme (NECOP) is a regional collaboration of the 5 universities and 16 colleges tasked with promoting HE to students from areas where participation in HE is lower than expected, given KS4 attainment levels. The overall partnership is led by Newcastle University with New College Durham as the lead institution for the College programme.

The NECOP project FutureMe delivers intensive interventions, aligned to the Regional Progression Framework (RPF). The learning outcomes of the RPF have been developed and mapped to the Careers Development Institute Framework and the Gatsby Benchmarks to demonstrate how all activities support specific HE-focused outcomes. Since the project began in 2017, events such as HE talks and campus visits have been designed to equip students with knowledge about HE pathways, provide information to dispel any misperceptions and provide experiences of student life. Employer talks and visits and careers fairs have offered students the opportunity to meet employers and find out about the world of work thus giving students a clear goal to aim for and raising attainment.

Phase 2 of the NECOP project begins in August 2019. Events will continue to run with students from the designated low participation areas, but the focus in this phase will be on students receiving various interventions to reinforce messaging provided in phase 1.

Outreach Hubs will be introduced to help schools and colleges access HE outreach support. The hubs are intended to bring together relevant information in one place to make it more accessible. It is expected that hubs will strategically engage with local authorities, local enterprise partnerships, employers and other stakeholders to understand the challenges locally and develop tailored approaches to overcome them.

Hubs will be encouraged to focus particularly on students from underrepresented groups with particular consideration on supporting those with a disability and care leavers.

3.2 Student consultation

The College operates and financially supports a duly constituted Students' Union (SU) which is led by an elected sabbatical SU President. The salaried post is normally of one calendar year's tenure. The President is supported by a team of student officers drawn from across the student community. There is also an elected HE student representative on the SU Assembly. Students are also supported by the College's Learning Development Co-ordinator (LDC) who acts as the SU President's mentor. The LDC mentor provides support in terms of appeals, complaints and disciplinary issues and also implements the recruitment, training and support of peer mentors. The SU President is also a full member and active member of the governing body of New College Durham and plays an active part in Corporation activity. Both the SU President and the College's LDC have participated in the development of this plan, at key stages, as well as attending a number of Governor's meetings and HE Strategic Planning meetings where the APP has been discussed throughout its development phases. Student consultation was also in place during the evaluation processes to revise or approve any future contents.

The College is committed to its principles of full consultation with its students in relation to all key aspects of their HE experience at the College.

Students are consistently involved in consultations related to key changes and enhancements to its HE provision. For example, the student body took a proactive approach during the College's recent involvement in the subject level TEF pilot, speaking at conferences and engaging the whole student community within the consultation of the TEF review. Representatives from the Students' Union have been invited to express their views on this APP through student forums and during a formal student validation panel arranged and co-ordinated by the College's LDC. Communications are facilitated through formally trained student representatives and various groups at course, School and College level. Student feedback is considered vital to the deliberative process which ensures that the College continues to deliver high quality and accessible HE provision.

3.3 Evaluation strategy

The College is working towards an evidence-led evaluation strategy for 2020/21 this will enable New College Durham to understand the overall impact and critically review our targeted focus on underrepresented groups and the cost effectiveness of activities identified within the Access and Participation Plan, across the student lifecycle.

Evaluation Self-Assessment Tool

The Evaluation Self-Assessment Tool identified three dimensions as 'advanced' in terms of practice. Nevertheless, the College plans further development in these dimensions in order to strengthen our evaluation strategy and current practice.

The Self-Assessment Evaluation Tool identified our Strategic Context score as 20, identifying our current evaluation practice as 'advanced'. This has reassured the College that the continuing work that has taken place since the last Access and Participation Plan is moving in the right direction. An evaluation culture has been embedded which is supported and prioritised across all widening participation activities.

Areas for further development within the Strategic Context (to be implemented during 2019/20) include the need to further enhance collaboration between academic staff and widening participation support areas to share reflections and good practice in regard to widening participation research. This will be developed through the newly formed Access and Participation Development and Monitoring Group chaired by the Head of Higher Education.

The Self-Assessment Evaluation Tool identified our Programme Design score as 18, 'Advanced', identifying this dimension as 'Commended'. However, the College recognises the need to continue to build robust evaluation processes into the design stages of all activities to ensure tools used to measure outcomes are underpinned by evidence throughout. The Self-Assessment Evaluation Tool identified our Evaluation Design score as 7, 'Advanced', although the College has reflected that there is still work to be developed within this dimension and believes we are currently only 'As Expected' across different programmes of activity. The College intends to build further on this dimension during 2019/20 by ensuring robust mechanisms are in place which specify New College Durham's evaluation framework across all programmes of activity. To do this we have identified a formal evaluation template to be considered for approval at the next Higher Education Academic Quality Standards Board. While the College acknowledges the Evaluation Implementation and Learning from Evaluation dimensions are still identified as "emerging" the wider College departments have recognised the importance of an evidence-led approach to evaluation and the College has committed to annually reviewing its evaluation processes.

Financial Support Evaluation Toolkit

Evaluation work began in 2018/19 with the use of the Financial Support Evaluation Toolkit and our own data analysis. The focus of this evaluation was to understand the impact financial support was having on addressing the gaps within the success stage of the student lifecycle.

Student surveys, focus groups and one to one interviews using the Survey Tool of the Financial Support Evaluation Toolkit demonstrated support had maximum sustained impact when focused towards success and progression investment. This evaluation has informed our change of investment from broad financial support to Success and Progression investment in our 2020/21 Access and Participation Plan, while still ensuring the Hardship funding remains.

The College intends to continue to use the Financial Support Evaluation Toolkit and develop further in 2019/20 with the use of the Interview Tools in November 2019 to enable us to further understand the impact of our Hardship support on individual students.

Evaluation and monitoring approaches

The College has recognised the need to ensure its evaluation processes are informed by an evidence-led approach and has begun the development of a theory of change approach based on the Brightside framework approach across all stages of our widening participation and student lifecycles. This approach has enabled us to agree a set of outcomes that will enable achievement of our strategic Access and Participation targets, set out in Section 2.2 above and agree appropriate activities to lead to successful outcomes. The College will continuously evaluate the effectiveness of the activities and monitor outcomes using a range of intermediate milestones across the student life cycle.

Our self-assessment of performance has demonstrated a high need to establish a robust mechanism for identifying and recording care leavers' information to ensure we are meeting the needs of all care leavers. In 2019/20 our BIS team will seek to identify and record current care leaver students and thereafter collect care leaver data as part of our HE enrolment process. Additionally, the BIS team will report HE care leaver access and success data throughout the academic year as an integral part of our Widening Participation monitoring processes. The College is committed to fully supporting care leavers across their HE courses and into employment or further study and will aim for continuation, attainment and progression of care leavers to equal that of the mean HE student population, noting that the very small cohort numbers will result in care leaver data that is not statistically significant.

During 2018/19 we have continued to work on strategies to further develop our monitoring and evaluation procedures to ensure a whole College approach to progress against targets identified within our Access and Participation Plan. To support this, in 2017/18 we appointed an HE Data Analyst to our BIS Team who works closely with our Higher Education and Development Unit and our HE curriculum teams. An HE WP scorecard designed to report Access, Success and Progression data across selected student characteristic groups and sub groups is now available and has been used to communicate widening participation progress during quality assurance meetings and formal HE committee meetings. This scorecard information will be routinely available at College, School and individual course level.

In order to fully monitor and evaluate the success of this APP, the WP scorecard will require further refinement and updating. Key developments in 2019/20 will be the addition of care leavers and alignment of the scorecard student characteristics with the APP dataset using POLAR4 data as opposed to POLAR3 which has been used internally to date. Subsequent developments include the inclusion of IMD data to better reflect the characteristics of part-time students.

The HE curriculum teams already work closely with support departments but our recent evaluation work has identified the need for even closer working practices. The College uses 'At Risk' registers to identify students at risk of failure or withdrawal and to direct intervention either by academic or support departments. In order to achieve APP targets, the College is committed to embedding key WP student characteristics into the 'At Risk' registers. This will enable us to monitor the effectiveness of intervention strategies by student characteristic to determine whether alternative or additional strategies are required for different characteristics or for those students at intersections of disadvantage.

To monitor the effectiveness of actions aimed at improving student success, the WP scoreboard will be updated and monitored termly by the Higher Education Academic Standards and Quality Board (HEASQB). While attainment and progression outcomes will be known and updated only once per year, termly monitoring will support close attention to continuation and allow interventions and other actions to be modified in-year, as required. The actions and recommendations of the HEASQB are regularly reported to the senior management team and governors supporting a whole-college approach to monitoring the success of the APP.

Evaluation of impact has been embedded across our widening participation work for a number of years, allowing the College to demonstrate continuous improvements. Previous evaluation has featured a range of strategies such as post perception surveys, focus groups and post engagement surveys distributed to appropriate

stakeholders. Similar strategies will be used to evaluate the impact of activities arising from this APP action plan. The greatest measure of impact will be quantitative improvements in continuation and progression monitored through the enhanced WP scorecard. Qualitative measures will include focus groups with students who have been the recipients of specific interventions especially LPN females; interviews with graduate LPN females will be used to evaluate student perceptions of barriers and identification of specific support to enable progression to employment or further study. Reports of effectiveness of impact from academic staff are valuable, especially where small numbers provide non-statistically significant data. Feedback from academic staff will be solicited and evaluated at course level, School level through Quality Review Meetings and College level at HEASQB. All findings and outcomes of our evaluation and monitoring will be disseminated to all staff at termly CPD events.

Enhanced monitoring approaches

To develop and inform our theory of change approach to our Access and Participation processes the College commissioned 10 days' work from an external audit organisation, with the purpose of providing assurance to the Governing Body, via the Audit Committee, on the key areas of financial management within our Access and Participation Plan. The audit has focused on the administrative systems used by the College to record the investment, and its use, for underrepresented student activity.

The auditors have also been asked to look at the College's governance arrangements for monitoring and reporting its Access and Participation investment, including the College's risk and control framework covering the OfS enhanced monitoring. Any actions arising from the audit will be added to the College Quality Enhancement Plans (QEPs) in due course.

3.4 Monitoring progress against delivery of the plan

Engagement of the governing body

The Governing Body understands its responsibility of ensuring the College continues to comply with all the ongoing OfS conditions of registration and has monitored closely the development of the College's current assessment of performance. The governors work closely with senior managers to ensure the registration conditions are adhered to, including ensuring that senior management and relevant staff take account of the complaint behaviours in relation to the guidance on consumer protection law (Condition C1).

Progress against the creation of the measures, milestones and targets set out in the 2020/21 Access and Participation Plan (Condition A1) has been closely monitored by the College's Governing Body and Student Body, through a number of formal HE Committees.

The College will monitor its Access and Participation Plan milestones and targets three times a year. Progress against agreed milestones and targets will be reported to the College's Higher Education Student Experience and Quality Enhancement Committee (HESEQE), comprising governors, the Principal, staff and students. HESEQE convenes once per term with the Access and Participation measures being a standing agenda item.

Student Engagement in Monitoring Progress

The Student Union and SU President have worked in partnership with staff and students at course, School and College level to facilitate student engagement in the development of this Access and Participation Plan. This has included providing

training and support for nominated student representatives, chairing of the HE Student Forum and coordination of consultation activities such as promoting our widening participation strategies.

To monitor and ensure progress with the milestones and targets set out in this APP, a new Access and Participation Development and Monitoring Group is to be formed from September 2019. Under the supervision of the Head of HE, this Group will actively encourage participation by members of protected characteristics and underrepresented groups. The Group will report through the HE committee structure into the Student Support Steering Group, chaired by the Vice Principal with responsibility for Economic Development and Student Progression.

In December 2018 the SU President made a successful request to the Governing Body to create a HE Student Senate. The Senate will be developed with one Student Senator to represent each of the five schools that deliver HE to lead and co-ordinate student consultation and support across the HE student body. All members of the Senate, when established in September 2019, will be invited to attend the Access and Participation Development and Monitoring Group to support effective communication and monitor progress against targets.

Who at the provider is responsible for monitoring and how monitoring is embedded across the provider?

The responsibility for progress measures set out in this APP is shared across the College, with overall responsibility given to the Vice Principal of Higher Education and Inclusion and the Principal, as the Accountable Officer.

The HE Development and Quality Unit is responsible for driving forward the commitments and targets set out in this Plan and providing termly monitoring reports for consideration by the Senior Executive Group (SEG), HESEQE and the College governors. The SEG, made up of the Principal, two Deputy Principals and four Vice Principals, formally meets every two weeks to monitor academic and business performance against targets set out in the College's strategic plan.

The College has, for a number of years, closely monitored application and recruitment data, and this will continue in 2020/21. Access measures are monitored via the HE Strategy Group (chaired by the Principal) to ensure that applications, particularly from students in low participation neighbourhoods, continue to grow in line with the College's WP aims and objectives.

Curriculum Managers along with Course Leaders report their student progress data (continuation and attainment) to the HE Development and Quality Unit (monthly) and at HE Quality Reviews (held four times a year). Data is reported for all students including those from underrepresented groups. From these meetings, good practice is shared across academic teams and interventions (when required) are actioned and dealt with in a timely manner to ensure robust strategies for improvement and gaps are identified, addressed and actions documented. Both the analysis and progress against any interventions are monitored closely against College Key Performance Indicators (KPI's) set by governors at the HESEQE Committee and senior management at the SEG.

Curriculum Managers report their student progression data via the College's Unit-E system (the College's management information system) and at HE Quality Reviews. This enables the College to evaluate how effective our early intervention strategies

are for support and allows the College to monitor any gaps. In 2019/20 this monitoring approach will be further enhanced by recording and identifying this data by protected characteristic and underrepresented groups.

The above monitoring arrangements enable senior managers and governors to identify whether the progress and targets contained in the Access and Participation Plan are being met, and where appropriate, to agree additional measures to ensure that these actions and targets will be achieved.

4. Provision of information to students

The College is committed to publishing clear, accurate and accessible information (as set out in OfS Condition F1), including fees, financial costs and the financial support available. The College ensures that staff providing financial advice to prospective and current students are fully informed of the financial implications for students at this institution and are able to advise students accurately and comprehensively.

The College ensures its entry requirements, course information and modes of study are accurate and accessible to both existing and prospective students. This information is published on the College's website via its HE page. The College also promotes a range of HE communications, including social media and printed media to refer students to the relevant HE information.

The College operates a Higher Education Information Group (HEIG) whose remit is to ensure that the production of information for all audiences regarding learning opportunities is fit for purpose, accessible and trustworthy. This group is also responsible for ensuring HE information procedures are systematically reviewed and enhanced to meet all HE students' requirements.

The College policy on Higher Education Information clearly states the aims and principles in relation to its obligations to stakeholders. The policy includes procedures covering health checks of published information, management of course information and audit of course information.

The College ensures compliance with good practice on categories of information published on the website. The information provided to students is guided by the principles of accuracy, accessibility, clarity, timeliness and completeness.

The College provides such information to UCAS and to the SLC in a timely fashion for incorporation in their databases each academic year, via our Course Management System, allowing students to begin applying for student finance. This ensures compliance to mandatory information required in relation to our Key Information Sets and Wider Information Sets. The College is committed to continuing to monitor and review information to ensure compliance with Consumer Protection Law as recommended by the Competition and Markets Authority.

5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)

2. Investment summary (tables 4a and 4b in the targets and investment plan)

3. Fee summary (table 4a and 4b in the fee information document)

Access and participation plan
Fee information 2020-21

Provider name: New College Durham

Provider UKPRN: 10004576

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

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

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

Full-time course type:	Additional information:	Course fee:
First degree		£9,000
First degree	BA (Hons) Social Work	£9,000
First degree	BSc Podiatry only	£9,250
Foundation degree		£9,000
Foundation year/Year 0	*	*
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		£4,000
Foundation degree		£3,000
Foundation degree	FD Counselling	£4,000
Foundation year/Year 0	*	*
HNC/HND		£2,400
CertHE/DipHE	Certificate of Education	£2,500
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	MA Human Resource Management	£4,000
Other	MA Strategic Leadership	£4,000
Other	Professional Graduate Certificate in Education (PgCE)	£2,500

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: New College Durham

Provider UKPRN: 10004576

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 figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. 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
Total access activity investment (£)	£308,373.00	£314,005.00	£335,000.00	£345,000.00	£365,000.00
Access (pre-16)	£75,457.00	£80,000.00	£85,000.00	£90,000.00	£95,000.00
Access (post-16)	£101,911.00	£103,000.00	£110,000.00	£115,000.00	£120,000.00
Access (adults and the community)	£68,765.00	£68,765.00	£75,000.00	£75,000.00	£80,000.00
Access (other)	£62,240.00	£62,240.00	£65,000.00	£65,000.00	£70,000.00
Financial support (£)	£50,000.00	£50,000.00	£60,000.00	£65,000.00	£70,000.00
Research and evaluation (£)	£70,406.00	£85,000.00	£95,000.00	£98,000.00	£105,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£1,548,535.00	£1,640,835.00	£1,697,535.00	£1,745,730.00	£1,791,090.00
Access investment	12.9%	12.2%	13.0%	12.6%	12.3%
Financial support	3.2%	3.0%	3.5%	3.7%	3.9%
Research and evaluation	2.3%	2.4%	2.7%	2.7%	2.8%
Total investment (as %HFI)	18.4%	17.7%	19.1%	19.1%	19.0%

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Targets and investment plan
2020-21 to 2024-25

Provider name: New College Durham

Provider UKPRN: 10004576

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
	PTA_1												
	PTA_2												
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To improve the continuation of FT LPN students and thereby reduce the continuation gap between FT POLAR4 quintiles 3-5 and POLAR4 quintiles 1&2	PTS_1	Low Participation Neighbourhood (LPN)	The continuation rate of FT POLAR4 quintiles 1 and 2 students is currently 9% below that for FT POLAR4 quintiles 3,4 & 5. The taget is to improve continuation of FT POLAR4 quintiles 1&2 students by 14% and thereby close the gap between the LPN groups.	No	The access and participation dataset	2016-17	POLAR4Q1/2 is 75%; POLAR4Q3-5 is 84%	77%	79%	82%	83%	84%	Challenging target to improve continuation for all students and remove the gap for FT LPN students in 5 years.
Close the gap between LPN male and LPN female continuation.	PTS_2	Multiple	Increase continuation of LPN POLAR4 Q1 and 2 for FT and PT female students to 89%, and thereby eliminate the gap between LPN males and females.	No	Other data source	2017-18	LPN (based on POLAR3 data) female continuation 84%; LPN (based on POLAR3) male continuation 89%	85%	87	89	89	89%	LPN groups will be measured and monitored by POLAR4 and IMD data from 2020 onwards. The internal baseline data is based on POLAR3 data but targets are based on POLAR4 and IMD classifications. The continuation tagets to increase LPN female continuation to 89% are challenging and will and close the gap with LPN male students in 3 years.
	PTS_3												
	PTS_4												
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To narrow the progression gap between PT IMDQ1/2 males and females	PTP_1	Multiple	Closely monitor graduate level employment opportunities for part time IMDQ1/2 female students and narrow the gap between part time IMDQ1/2 males and females.	No	The access and participation dataset	2016-17	Gap of 25% (PT IMDQ1/2 males at 80%, PT IMDQ1/2 females at 55%)	16%	12%	8%	4%	0%	Decrease the progression gap between PT IMDQ1/2 males and females.
	PTP_2												
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												