2019-20 access and participation plan monitoring

Provider impact report

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

1. Ambition and strategy

Colchester Institute's ambition and strategy as detailed in the 2019-20 access and participation plan:

In contrast to the data-driven approach of our current Access and Participation 2020-25, the APP 2019-20 proposed a broader developmental institutional approach, in which the outcomes of initiatives depended partially on qualitiative evaluations of the actions taken.

For the purpose of the APP 219-20, University Centre Colchester's strategic vision 'aims to provide a welcoming environment in which all students are encouraged to realise their full potential, where every individual is valued and offered equal opportunity to progress.

To this end, it aims to ensure that all actual or potential learners are treated equally, regardless of: age, disability, background, personal circumstances, ethnicity, nationality, religion or belief, gender, sexual orientation, political identity, trade union activity, and any other criteria that contribute to an individual's value system'.

University Centre Colchester's APP 2019-20 has set the following priorities in its work from September 2019 onwards:

• Encouraging a greater ethnic and cultural diversity amongst new students and staff.

• Increasing the targeted resourcing of support for students with disabilities, including specific learning difficulties and mental health problems, both in terms of academic and physical resources.

• Recruiting more entries to HE from low participation neighbourhoods (Polar quintile 1), with particular emphasis on young white males from LPN or low income households.

• Tracking and analysing the HE experience of its mature student population to inform future institutional policies for student support.

• Increasing the number of students who are care leavers, estranged students or looked-after children.

University Centre Colchester's Access and Participation Plan has been designed to build on the instituion's current Strategic Plan and Equality and Diversity policy.

Summary evaluation

Our commitment to encouraging a greater ethnic and cultural diversity has led to a revision of the way in which the institution presents itself in its outward facing documentation by actively compensating for perceptions associated with the unconcious bias. This included the disconnecting of course areas with perceptions of ethnicity, gender, and age. In the recruitment of new staff we have also appointed more female course leaders, and non UK-born lecturing staff.

We have appointment a Student Disability Officer, who advises students on the availability of additional help, including funding, and we have begun to invest in the provision of technology that enables disadvantaged students to choose whether to take part in lectures in person or through remote access.

Our recruitment of Yr.1 students in 2019-20 from low income house holds stood at 49%, far outperforming the target of 30%. On the other hand, there are only 14% of students with a declared disability, which does raise questions over whether the aspirational target of 33% was realistic. We also note that our target of recruiting 28% of white male students from a disadvantged background needs to be understood against a declared percentage of 7%, although some 40% of new students did not declare this category. The target of 28%, therefore, remains ambiguous.

In terms of understanding the HE experience of mature students with regard to further student suppport, we have taken note of the issues raised in course- and school-level forums in 2019-20 and put in pace further academic support measures from 2020-21 onwards.

Our commitment to increase the number of students who are care leavers, estranged students or looked after children, meant that we have become aware of the lack of robust institutional data and therefore committed to a process of data collection in our APP 2020-25.

The impact of the pandemic on our Higher Education provision from 23 March 2020 onwards will be addressed in section 4 of this document.

2. Self-assessment of targets

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

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Colchester Institute's 2019-20 access and participation plan.

Any optional commentary provided against the targets is given in Annex B.

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Increase the number of undergraduates from Low Participation Neighbourhoods (P2)	2012-13	43%	47%	48%	Percentage	2019-20	46	Limited progress
T16a_02 (Access)	Increase the number of undergraduates with a low household income (<£25,000)	2014-15	25%	29%	30%	Percentage	2019-20	49	Expected progress
T16a_03 (Access)	Increase the number of undergraduates from Low Participation Neighbourhoods (P2)	2012-13	43%	47%	48%	Percentage	2019-20	46	Limited progress
T16a_04 (Access)	Increase the number of undergraduates from Low Participation Neighbourhoods (P3)	2012-13	43%	47%	48%	Percentage	2019-20	46	Limited progress
T16a_05 (Access)	Increase the number of undergraduates with a declared disability	2014-15	25%	33%	35%	Percentage	2019-20	14	Limited progress
T16a_06 (Access)	Increase the number of female undergraduates	2014-15	37%	45%	47%	Percentage	2019-20	51	Expected progress
T16a_07 (Access)	Increase the number of BEM undergraduates	2014-15	14%	22%	28%	Percentage	2019-20	25	Limited progress
T16a_08 (Student success)	Increase the number of Good degrees (1st, 2:1), including those obtained from POLAR 2 & 3 groups.	2014-15	66%	70%	71%	Percentage	2019-20	74	Expected progress
T16a_09 (Student success)	Increase the undergraduate success rates, including those obtained by students from POLAR 2 & 3 groups.	2014-15	76%	80%	81%	Percentage	2019-20	84	Expected progress

T16a_10 (Access)	Increase the number of students progressing from Further Education to Higher Education at Colchester Institute	2014-15	13%	25%	30%	Percentage	2019-20	32	Expected progress
T16a_11 (Access)	Increase the number of undergraduates with a declared learning disability	2014-15	7%	16%	18%	Percentage	2019-20	11	Limited progress
T16a_12 (Access)	Increase the number of young white male undergraduates from disadvantaged backgrounds.	2015-16	18%	23%	24%	Percentage	2019-20	7	No progress
T16a_13 (Progression)	Those students in work or further study after 6 months,	2014-15	94%	95.5%	96%	Percentage	2019-20	0	No progress
T16a_14 (Access)	Acheivement of A-C Grade GCSE Maths and English	2015-16	14%	18%	20%	Percentage	2019-20	17	Limited progress
T16a_15 (Access)	Achievement of Level 3 Quals	2015-16	84%	86%	87%	Percentage	2019-20	90	Expected progress
T16a_16 (Access)	Increase number of students entering degree level study	2015-16	396	405	410	Headcount	2019-20	446	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Engagement with parents at focused progression information sessions.	2015-16	40	200	250	Headcount	2019-20	0	Limited progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

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

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£65,000.00	£51,051.20	-21%
Financial Support	£105,000.00	£243,504.00	132%

4. Action plan

Where progress was less than expected Colchester Institute has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	We will continue to enage with the areas we recruit from.
T16a_03	We will continue to enage with the areas we recruit from.
T16a_04	We will continue to enage with the areas we recruit from.
T16a_05	See commentary
T16a_07	We will continue to challenge the unconcious bias through the way in which we promote courses.
T16a_11	We will continue to refine our processes of student support and self declaration.
T16a_12	See commentary
T16a_13	Target has been amended in new APP 2020-25 to track data from the Graduate Outcome Survey
T16a_14	See comentary
T16b_01	See commentary. We will continue to implement our current approach.

5. Confirmation

Colchester Institute confirms that:

Student engagement
Have you worked with your students to help them complete the access and participation plan monitoring student submission?
No
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?
Yes

Verification and sign off
Colchester Institute has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.
Yes

Accountable officer sign off	
Name	Alison Andreas
Position	Principal and Chief Executive

Annex A: Commentary on progress against targets

Colchester Institute's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
We have moved above the base line, and remain on track to meet this target by 2021-22.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
We have moved above the base line, and remain on track to meet this target by 2021-22.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
We have moved above the base line, and remain on track to meet this target by 2021-22.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16a_05
How have you met the commitments in your plan related to this target?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16a_07
How have you met the commitments in your plan related to this target?
We have moved above the base line, and remain on track to meet this target by 2021-22.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16a_11
How have you met the commitments in your plan related to this target?
We have moved above the base line, but more progress is needed.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We have created a post in Academic Services that supports students with disabilities.

Target reference number: T16a_12
How have you met the commitments in your plan related to this target?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16a_13
How have you met the commitments in your plan related to this target?
This target was based on a discountined DLHE survey
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
n/a

Target reference number: T16a_14
How have you met the commitments in your plan related to this target?

No

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16b_01
How have you met the commitments in your plan related to this target?
We have changed the delivery method of this target from focusing on decision influencers to focusing on the students themselves, therefore a like-for-like headcount comparison is not possible.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
See comentary

Annex B: Optional commentary on targets

Colchester Institute's commentary on any of the targets listed in Section 2.

Reference Number	Optional commentary
T16a_01	
T16a_02	This data has been taken from the Student Loan Company data.
T16a_03	
T16a_04	
T16a_05	The wording in column G suggests a focus on disability only, whereas the percentages in columns K-N imply a combined figure (25%) of disability and learning support.
T16a_06	
T16a_07	
T16a_08	
T16a_09	
T16a_10	
T16a_11	
T16a_12	Our data contains 40% of students who have not declared this category, and the 7% stated therefore remains an ambigous percentage.
T16a_13	
T16a_14	This is a collaborative target with FE. The pandemic impacted on student achievement in this category.
T16a_15	
T16a_16	
T16b_01	We have introduced a more targeted approach to achieving this aim by adopting different strategies across our Schools. This involves inviting L3 students to workshop events (Art and Music) to HE staff delivering guest lectures (Social Sciences and Applied Technologies). However, due to the restrictions imposed during the pandemic, the delivery of workshops to L3 students has not ben possible in 2020 and 2021.