<p align="center">**University Centre Somerset**
part of Bridgwater and Taunton College</p>

<p align="center">**2019-20 Access and Participation Plan**</p>

Assessment of current performance

Strategic Aims of the College

University Centre Somerset (UCS) forms part of Bridgwater and Taunton College (BTC) and shares its overall mission and strategy.

The Mission Statement is: 'We will inspire our students, customers and communities to achieve success by providing:
- Outstanding teaching, learning and skills development
- Creative and exciting partnerships with our students, staff and employers
- A welcoming, safe, inclusive and supportive environment'

The strategic aims of Bridgwater and Taunton College are to:

1. Deliver outstanding teaching, learning and support services which ensure the best possible experience, progression and outcomes for students.

2. Respond effectively to the current and emerging regional and national education and training needs of students, employers and communities.

3. Promote within our staff a culture of innovation, creativity and passion for student success, achievement and progression.

4. Maintain robust financial health which enables the College to invest in and support the development of its staff, facilities and resources for the benefit of students.

Analysis of Performance

Somerset has an average profile of health for the South West with 5.1% of the local population describing their health as 'bad or very bad' in the 2011 census. This increases when looking at West Somerset in particular, even among the 16-24 age group which returns a higher average than for the rest of Somerset.

Areas of Bridgwater, namely Sydenham and Hamp contain above average concentrations of adults with long-term disability or health condition and dependent children. Taunton Deane shows one of the highest concentrations of people in the country living in supported medical/care conditions.

Data from the 2015/16 Somerset Joint Strategic Needs Assessment (JSNA)[1], published in June 2016, show that of the 110,000 children under the age of 18 living in Somerset between 5,000 and 10,000 are in particular need, the majority living in the most deprived urban wards. About 14,300 live in low-income households which tend to be clustered particularly in Taunton, Bridgwater and Yeovil. BTC has campuses in Taunton, Bridgwater and Cannington.

The Index of Multiple Deprivation (IMD)[2] 2015 shows wards in Sedgemoor, specifically the inner domains of Bridgwater to be among the top 10% of the most deprived areas in the country.

According to UCAS[3] the proportion of Somerset's 18 year-old population entering higher education remains below the national average in 2016. The UK average for 18 year old participation in HE in

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[1] http://www.somersetintelligence.org.uk/cyp
[2] http://dclgapps.communities.gov.uk/imd/idmap.html
[3] http://www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/he-entry-rates

2016 was about 31%, the Somerset area has consistently come in beneath this national average for participation. Most notably, Bridgwater and West Somerset at 22%, Yeovil at 21% and Taunton Deane just shy of the national average at 30.6%. Somerset as a whole reports only an estimated 39% participation in HE by the ages of 30 compared to 48% nationally.

The contextual data provided for the Teaching Excellence Framework (TEF) shows a three year average for prescribed HE at University Centre Somerset. It confirms 105 students (19%) from POLAR Quintile 1, and 115 (20%) from Quintile 2 (wards least likely to participate in HE). It also shows 100 students (9%) from Quintile 1 and 190 (17%) from Quintile 2 which are students coming from areas considered most deprived in the National Index of Multiple Deprivation. It should also be noted that West Somerset, which is within the immediate catchment area of BTC, has been designated an Opportunity Area in order to target government funding to the area as it has such a low percentage of mobility and high level of deprivation.

In line with its mission, Bridgwater and Taunton College is working to improve the life chances of the local population and widen participation. This has involved taking strategic decisions to have a positive impact in local schools to enable and develop the skills necessary for children to progress and achieve in Further and Higher Education. To this end it created an Academy Trust in 2012. BTC has effective relationships with local schools through the Trust. The Bridgwater College Trust Annual Report for 2016-17 confirms that this spans four separate academies; Bridgwater College Academy (BCA) (an all-through academy from nursery to secondary), Hamp Academy, Brymore Academy and West Somerset College. All together the Trust is responsible for approximately 3,000 pupils in Somerset, many attending schools in some of the most deprived wards of the county. This work aims to raise aspirations of pupils to progress into HE and to raise standards at the schools, including attainment. The annual report details the significant improvement in standards that have been seen as a result of the Trust's interventions, not least in terms of attainment.

The Trust plans to expand over the next two to three years such that a further 1000 children could be part of this successful model in a school that could be judged as 'Good' or 'Outstanding' by Ofsted, and no longer in schools that are struggling or failing. The current schools were turned round from 'Requires Improvement', 'Serious Weaknesses' and 'Inadequate' to 'Good', (West Somerset within 17 months). Key areas of focus that have been found to be successful are: strengthening the management and building resilience so that the individual schools/academies are less vulnerable; sharing good practice across the trust through the building of professional networks. The Trust supports the academies in strategic areas of operation and intervention. Activities across the Trust, in 2016-17, included the radical redesign of education to provide one all through lifelong learning campus focused strongly on individualised learning pathways and a seamless transition from preschool to university level education and training or employment. The results in 2016-17 put the schools within the Multi Academy Trust in the top 10% of schools in Somerset, despite the deprived wards included within their catchment areas.

The overarching strategic intent of the Bridgwater College Academy Trust during 2016-17 is to ensure that 'Every Child Achieves'. That is each student benefits from an exceptional education that optimises their attainment in preparation for the world of employment and life-long learning and enables them to grow in confidence to be able to fulfil their potential, both as economically active members of society and as individuals. In particular:
- To deliver exceptional and inspirational teaching, learning and assessment across the Trust
- To raise the achievements and aspirations of all students across the Trust
- To ensure a clear and purposeful strategic direction across the Trust
- To ensure the long term financial health of the Trust

Through its sponsorship of the Multi Academy Trust, Bridgwater and Taunton College provide knowledge, skills, experience and expertise. Senior staff from the College are involved as Trustees and Governors. The arrangement also allows for school children to access facilities and resources at the College. Examples include the College's farm at the Cannington Campus, the Advanced Engineering Centre at the Bridgwater Campus and the newly built National College for Nuclear Southern Hub at the Cannington Campus, near to Hinckley Point C Nuclear facility.

This strategic intent for young people, enacted through the Bridgwater College Academy Trust, continues into the policies and practices in place at Bridgwater and Taunton College itself. This is so that from nursery and school through to their Higher Education experience at University Centre Somerset students are supported, encouraged, facilitated and stretched to achieve their best and go on to successful employment. BTC is committed to providing focused information and support for progression through FE and into HE through University Centre Somerset (UCS) for students studying at BTC.

Policies and procedures within BTC and UCS have been established to implement the strategic mission and vision. Fundamental principles of equality and supporting diversity run throughout them.

Analysis of Access

Age
As referenced in the Office for Students Regulatory Advice 6 (OfS 2018.06)[4], HEFCE report[5] a decline in the number of mature entrants to undergraduate studies in recent years. Although the numbers are declining at UCS as they are in the country as a whole, internal statistics show that over the last five years just over half of the student intake each year is mature (21+) students. (This data includes all HE students studying at UCS including franchised provision. Certain programmes tend to have a much greater percentage of mature learners than others). This positively demonstrates the accessibility of programmes at UCS for mature students. The provision of part time routes co-taught with full time students assists with this, as does the agreement on certain programmes with a high proportion of mature students with caring responsibilities to run the programme between school hours to enable students with commitments to drop children off at school and to pick them up at the end of the school day without missing their HE programme input.

The Office for Students Regulatory Advice 6 (OfS 2018.06)[6] cite UCAS statistics[7] that indicate a differentiation between the ages of entrants. They confirm that nationally just over half of mature entrants are aged between 21 and 24, 38% between 25 and 39 and 10% aged over 40 at the start of their course. UCS statistics are slightly different and combine all HE students at both former colleges prior to merger as well as franchised students within the analysis. At UCS although the majority of students are aged between 21 and 24, this is just less than 50% of the total number of mature students. Over five years the average of 21 to 24 year olds is 47%. UCS has a greater proportion than the national figure of those aged 40+. On average over five years 16% of UCS students are mature students aged over 40.

POLAR
UCAS data (B70 POLAR3 P11) shows applications in comparison to the average for the sector. The average is 100, any figure above this demonstrates applications above the average and figures less than 100 demonstrate lower than average application statistics for each given POLAR 3 Quintile. These figures reveal a consistent picture since 2009 of above average applications from Quintiles 1, 2, 3 and 4 and significantly below average applications from Quintile 5.

These applications convert into enrolments showing the same concentrations of students from the different areas. UCS statistics show that over the last 5 years an average of 39.3% (the highest percentage) of full time first year enrolments each year come from POLAR 4 Quintiles 1 & 2 (those areas least likely to have people accessing Higher Education). 30.7% come from Quintile 3 and the lowest percentage of students (13.8%) come from Quintile 5. Between 2013-14 and 2016-17 the highest number of full time students each year has been from Quintile 3, with the second highest cohort always being from Quintile 1. In 2017-18 for the first time the largest number of

[4] https://www.officeforstudents.org.uk/site-search/?query=Regulatory+Advice+6 Page 11 section 40
[5] www.hefce.ac.uk/media/HEFCE,2014/Content/Pubs/2017/201720/HEFCE2017_20.pdf
[6] https://www.officeforstudents.org.uk/site-search/?query=Regulatory+Advice+6 Page 11 section 44
[7] www.ucas.com/file/35436/download?token=2Q6wiw-L

students come from Quintile 1 (26.9%) and the second largest from Quintile 3 (26.4%). The same trend is true of part time students.

The POLAR 3 data over the last 5 years shows a very similar picture with greater numbers of students from Quintiles 1 & 2 (39%) in comparison to Quintile 5 (13.2%).

This demonstrates the success of activities designed to encourage, support and enable those from backgrounds least likely to engage in Higher Education (HE) to actively access HE at University Centre Somerset in line with strategic aims.

UCS analysis of internal statistics reveals that there are very small numbers of students from BME groups each year often with only one student with a particular ethnicity, making meaningful analysis of intersections of characteristics and intervention very difficult.

Ethnicity
BTC has a predominantly White British student population, reflecting the profile of the local region. Statistics derived from Somerset County Council's analysis of the local demographic, based on the 2011 census data from the Office for National Statistics (ONS)[8] show the local population are 94.6% 'White British' and have only 2% with a non-white ethnic origin (which is significantly below the national average of 14%). The TEF Contextual data shows that BTC has a 96% white population and therefore 4% non-white. BTC therefore has a larger percentage of non-white HE students than are represented in the local population, in line with its inclusive strategic aims. However, as stated above the low numbers make analysis of intersections with other characteristics very difficult for drawing reliable conclusions.

Care leavers
Figures indicate that a very low percentage of looked after young people in care in Somerset obtain pass grades at GCSE. Of those who are older and eligible to enter HE (approximately 300 young people), only 4 or 5 are currently intending to do so. This is a potential area for greater collaboration between the College and the Local Authority 'Virtual School' who are supporting these young people.

Analysis of Success

Full time continuation rates (those carrying on from the first to the second year of their course) for full time UCS students in the TEF are 84.6%, which is below the benchmark of 86.4%.

Age
According to the TEF metrics full time mature students are in line with young students and the benchmark in relation to continuation rates. The TEF metrics are able to include continuation to other HE providers and are based on a three year aggregate. UCS's own statistics show a different picture possibly due to this difference in available data. These internal statistics also enable a more detailed analysis which reveals factors not apparent in the TEF data.

The Office for Students Regulatory Advice 6 (OfS 2018.06)[9] cite HEFCE[10] in stating that in 2014-15 full time, UK-domiciled mature entrants were almost twice as likely to leave after one year (11.3%) compared to their young peers (6.3%). At UCS we do not find this to be the case. Our full time mature students are continuing better than our full time young students.

POLAR and National Index of Multiple Deprivation combined with age
TEF metrics demonstrate that full time students from different POLAR Quintiles are equally in line with each other and the benchmark. This demonstrates that students from Quintiles 1 & 2 (those areas less likely for students to enter Higher Education) are continuing with their studies in just the same way as their peers. Indeed the TEF metrics show that continuation rates for full time

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[8] http://www.somersetintelligence.org.uk/census-datasets/
[9] https://www.officeforstudents.org.uk/site-search/?query=Regulatory+Advice+6 Page 11 section 41
[10] www.hefce.ac.uk/media/HEFCE,2014/Content/Pubs/2017/201720/HEFCE2017_20.pdf

students are better for students coming from areas of highest deprivation on the National Index of Multiple Deprivation, Quintiles 1 & 2, than for those from more affluent areas.

However further investigation through UCS internal statistics reveal that not only is this figure affected by the part time mature learners from Quintile 5 (the most affluent areas) who chose not to continue, but more worryingly shows that it is young full time students who are more likely to be non-continuers if they come from Quintiles 1 & 2. Full time young peoples' continuation is worse than that of full time mature learners. Full time young peoples' continuation rate is also noticeably worse than that of part time young people regardless of which Quintile they come from. Average non-continuation rates for young people over the last four years (from 2013-14 to 2016-17) reveal that those from Quintiles 3, 4 & 5 were the same as or better than the TEF year 3 benchmark of 13.6 whereas those young people from Quintile 1 had a much higher non-continuation rate of 19.6% and those from Quintile 2 of 15.7%.

The HESA data[11] shows the non-continuation rate of young entrants from low participation neighbourhoods (POLAR 3 Quintile 1) to be 8.8% for full time first degree entrants in 2014-15. There is therefore a gap to be closed for young people from Quintile 1 & 2, between the current UCS rate and its benchmark via the TEF and thereafter with this national rate of 8.8% and ultimately beyond the national rate. In the longer term we aim for disadvantaged students to be achieving the same as their peers.

Ethnicity
TEF data shows that full time students from Black and Minority Ethnic (BME) groups are continuing better than their white peers. They are in line with the benchmark, whereas white students are 2% below benchmark for continuation. There is not reportable data available for part time students. UCS data makes it clear that meaningful analysis is very difficult due to the extremely low numbers of students from any group other than white British. Most other groups only have one student in a year from that particular ethnic background with such students being found across a range of programmes. However data will continue to be monitored over time in order to establish any trends possible.

UCS statistics show that white British students achieve more 'good degrees' over a four year period than those of other ethnic groups. The small numbers concerned should though be noted. This situation will be monitored so that appropriate interventions can be made.

Disabled students
TEF metrics indicate a full time disabled student continuation rate of 82.9%, in comparison to a non-disabled student continuation rate of 84.9%. The benchmark is 86.4%. There is therefore a gap to close between disabled and non-disabled students in addition to meeting and then exceeding the benchmark. There is no data reportable for part time students.

In line with HEFCE's findings[12] as referred to by the OfS[13] there is an increase in the number of students who disclose a disability at UCS. For young full time students the disclosure rate is rising from 19% in 2013/14 to 27% in 2017/18. Rates of disclosure for full time mature students are running ahead of those for young full time students with 18% disclosure by mature students in 2013/14 increasing to 35% in 2017/18. Rates of disclosure for part time mature students are slightly declining from 20% in 2013/14 to 14% in 2017/18.

Mental health became the largest single declared type of disability in 2017/18 at UCS, rising year on year from 13% in 2013/14 to 39% in 2017/18. This is in line with the national picture of increasing declaration of mental health issues, although the UCS percentages are higher than the national figures. The OfS reports[14] an increase from 5% in 2007/08 to 22% in 2016/17[15].

[11] www.hesa.ac.uk/data-and-analysis/performance-indicators/non-continuation-summary
[12] www.hefce.ac.uk/analysis/HEinEngland/students/disability/
[13] https://www.officeforstudents.org.uk/site-search/?query=Regulatory+Advice+6 OfS Regulatory Advice 6 (OfS 2018.06) page 12 paragraph 48
[14] https://www.officeforstudents.org.uk/site-search/?query=Regulatory+Advice+6 OfS Regulatory Advice 6 (OfS 2018.06) pages 12,13 paragraph 49
[15] https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he/characteristics

A significant number of students declare 'other medical condition' (averaging 41% over the last five years). Certainly there have been a significant number of students declaring a Long Term Health Condition during the last few years who are supported through tutorials, case conferences (if necessary) and reasonable adjustments or extensions to deadlines through these extenuating circumstances. This has resulted in students staying and achieving who reported that they would otherwise have withdrawn or done less well.

Over the last five years the percentage of first year entrants at UCS declaring a disability is on average 10% of the total first year population. This is significantly above the national figure of 3%.[16]

Nationally there are significant variations in the outcomes of disabled students compared with others[17]. The results of disabled students are also lower than other students at UCS.

Internal UCS analysis of the continuation rates of disabled students shows that out of those students who have declared a disability, there is a very similar rate of continuation for those students who have a Disabled Students Allowance (DSA) and those who do not. The non-continuation rate for both groups has been at approximately 14% for the last two years. This is in fact better than the non-continuation rates of some other groups of students as demonstrated within this analysis. Those in receipt of DSA are likely to have a more significant disability than those without. However those without a DSA but who still have a disability are an at risk group. At UCS this group are identified and referred to the Learning Resource Centres for individual support with their study skills so that they are not disadvantaged.

Internal data identifies that disabled students are achieving fewer 'good degrees' (First or 2:1) than other students and that this gap therefore needs to be addressed. OfS data confirms the same point as it indicates that there is a disabled student attainment gap of 6.3% in 2016. Going forwards a systematic attainment analysis for potentially disadvantaged groups is planned. Appropriate intervention can then be considered to close any gaps between disadvantaged and non-disadvantaged groups.

Sex
According to the TEF statistics, full time female students are 2% below benchmark for continuation. There is no reportable data available for part time students.

Care leavers and Gypsy/Roma/Travellers
The number of students declaring themselves to be part of these groups is so small that any statistical analysis becomes impossible. Numbers and outcomes will though continue to be monitored. Where students do declare themselves to be young carers, they will be included in the monitoring of outcomes so that appropriate intervention can be considered. There is potentially a greater group of young carers than are known, due to the high proportion of adults with long term disabilities or health issues in the region as explained on page 1 above. However discussions with young carers this year (monitored through the Equality and Diversity Committee) revealed that these students appreciated knowing that support was available but did not wish to engage in any support related to them being carers. Their feedback was that when in college it was one place where they could identify themselves simply as students and not as carers and did not therefore wish to engage in any further activity due to being a carer. This will be monitored.

Health Allied Professions
In line with the national picture[18] allied health care students at UCS are generally older, from lower socioeconomic status backgrounds, and are more likely to be women and to have children than

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[16] https://www.officeforstudents.org.uk/site-search/?query=Regulatory+Advice+6 OfS Regulatory Advice 6 (OfS 2018.06) 2018, page 12 paragraph 49
[17] www.hefce.ac.uk/pubs/Year/2015/201521/
[18] https://www.officeforstudents.org.uk/site-search/?query=Regulatory+Advice+6 OfS Regulatory Advice 6 (OfS 2018.06) page 19 para 79

undergraduates generally. The OfS guidance[19] encourages consideration of enhanced guidance and financial support targeted at these groups of students with measures to enhance existing schemes or to develop new, specific types of outreach and provision. The OfS points out that the considerable travelling time to placements and childcare costs may deter single parents or those without a family support network and that there may therefore be particular challenges for these students to succeed.

Analysis of Progression

Part time students
There are low numbers of part time students at UCS. Care therefore has to be taken in interpreting results for this group. However TEF year 3 metrics from 2017-18 (with aggregated statistics over the previous three years) demonstrate that part time students are entering employment or further study at a slightly higher rate than the benchmark (97.8% as opposed to 97.6%). This is in fact a higher rate than that for full time students of whom 94.7% enter employment or further study (higher than the benchmark of 93.7%).

The TEF year 3 Data Maps from 2017-18 show that UCS's students are very much local within the region of Somerset and Devon and that the majority stay locally after graduating. It is also clear from the maps that there are less than average highly skilled jobs available in this region. This therefore impacts on the possibility of students who wish to, or have to remain locally, actually finding highly skilled jobs after graduating. This is reflected in the TEF data as 70.2% of part time students enter highly skilled employment or further study (against a benchmark of 74.4%). Again though, these part time students are achieving this better than the full time students, as 62.4% of full time students are entering highly skilled employment or further study (in comparison to the benchmark of 66.9%).

There is not therefore any identified issue for part time students' progression into employment or further study in comparison with benchmarks and in comparison with full time students as they are doing better in both cases. The issue for all students is in obtaining highly skilled employment when they wish to remain living in an area that does not have a high rate of such opportunities available to them.

Mature students
TEF metrics show that full time mature students are shown to be in line with the benchmark for entering employment or further study but 2% below the benchmark for progressing to highly skilled employment. There is no TEF data reportable for part time mature students.

POLAR Quintiles (areas from which people enter Higher Education, Quintile 1 being least likely)
TEF data demonstrates a very positive outcome for students from POLAR Quintiles 1 & 2 who are entering employment or further study 2% above the benchmark. There is no part time POLAR data reportable.

National Index of Multiple Deprivation
TEF data shows that progression rates into highly skilled employment and further study for full time students are better for students coming from areas of highest deprivation (Quintiles 1 and 2) than for those from more affluent areas. Those from the more affluent Quintiles 3, 4 & 5 are 2% below the benchmark. There is no part time breakdown as it is not reportable.

Ethnicity
TEF data indicates that full time students from Black and Minority Ethnic groups (BME) are doing better, by 2% than their white peers at entering employment. They are in line with their white peers at entering highly skilled employment, with both groups being 2% below benchmark. There are no part time statistics reportable.

Disabled students

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[19] https://www.officeforstudents.org.uk/site-search/?query=Regulatory+Advice+6 OfS Regulatory Advice 6 (OfS 2018.06) page 19 para 80

The TEF data demonstrates that both full and part time disabled students are progressing better than non-disabled students into employment and further study. This indicates that the support in place and the development of coping mechanisms and confidence is working effectively and should continue. Part time disabled students in particular are progressing well, entering highly skilled employment 2% points above the benchmark (a positive flag on the TEF metrics). However TEF data also shows that full time disabled students are progressing less well into highly skilled employment or further study than both their part time peers and non-disabled students. Both of these groups are below the benchmark. These rates will be monitored and appropriate targeted intervention identified in order to achieve rates higher than the benchmark in due course.

Sex
TEF metrics show that full time male students are 2% above benchmark in entering highly skilled employment, but that full time female students are 3% below benchmark. This contrasts with part time students where part time male students are 2% below benchmark and female students are more in line with the benchmark.

Summary of analysis to enable continuous improvement

Areas with positive outcomes to be maintained:

- Above average numbers of mature students apply and enrol.

- Above local population average numbers of BME students apply to and enrol on HE (although fewer than national average, but reflective of local student market).

- Above average numbers of students apply to and enrol on HE from POLAR 4 Quintiles 1 & 2.

- Black and Minority Ethnic (BME) groups are continuing better (3.8% above benchmark) than their white peers.

- Part time students are entering employment or further study at a slightly higher rate than the benchmark (97.8% as opposed to 97.6%). This is a higher rate than for full time students of whom 94.7% enter employment or further study (higher than the benchmark of 93.7%).

- Students from POLAR Quintiles 1 & 2 are entering employment or further study 2% above the benchmark.

- Full time students from Black and Minority Ethnic groups (BME) are doing better, by 2% than their white peers at entering employment.

- Progression rates into highly skilled employment and further study for full time students are better for students coming from areas of highest deprivation (Quintiles 1 and 2) than for those from more affluent areas.

- Full and part time disabled students are progressing better than non-disabled students. Part time disabled students are entering highly skilled employment 2% points above the benchmark.

- Full time male students are 2% above benchmark in entering highly skilled employment.

Areas for development

- Very small numbers of students who are or have been in care are known to enter HE.

- Young people from Quintiles 1 & 2 are more likely than others to be non-continuers. There is a gap to close between the current UCS rates (Quintile 1 of 19.6% and Quintile 2 of 15.7%) and the TEF benchmark of 13.6% and thereafter with the national rate of 8.8%.

- Disabled students are 2.5% below the benchmark for continuation. The gap between disabled students and non-disabled students needs to be closed as well as going on to exceed the benchmark.

- Full time female students are 2.2% below benchmark for continuation. The gap with male students needs to be closed as well as meeting and then exceeding the benchmark.

- Other Black and Minority Ethnic groups achieve fewer 'good degrees' than white British students. (The small numbers concerned should be noted.) The gap needs to be closed.

- Disabled students achieve fewer 'good degrees' than non-disabled students. The gap needs to be closed.

- Although BME students and part time male students are in line with their white peers at entering highly skilled employment, both groups are 2% below benchmark. Full time female students are 3% below benchmark in entering highly skilled employment. TEF data shows 70.2% of part time students enter highly skilled employment or further study below the benchmark of 74.4%. Again though, these part time students are achieving this better than the full time students, as 62.4% of full time students are entering highly skilled employment or further study (in comparison to the benchmark of 66.9%). The issue for all students is in obtaining highly skilled employment when they wish to remain living in an area that does not have a high rate of such opportunities available to them.

- There is a gap to close between full time disabled students and other students in relation to entering highly skilled employment or further study. Both groups are below the TEF benchmark, but full time disabled students are doing less well than others in this area. The gap needs to be closed and the benchmark exceeded.

Ambition and strategy

Ambition resulting from the above analysis

In line with the College's overall strategic aims in relation to widening participation, equality and diversity and as result of the analysis documented above, University Centre Somerset's strategy for continuous improvement is as follows:

To maintain and build on the already above average level of enrolment in relation to:
1. Students from POLAR 4 Quintiles 1 & 2
2. Mature students
3. BME students in comparison to the local population (which is known to be very different to the national picture)

To improve and develop in the following areas:
1. Work with the local authority to support looked after students (in care or formerly in care) to increase the number who access, continue and succeed in Further and Higher Education.

2. Improve continuation rates for disabled students and those from Quintiles 1 & 2, to above the TEF benchmark and thereafter above this to the national rate and beyond, with a particular focus on monitoring and tackling barriers for disabled students and those from POLAR 4 Quintiles 1 & 2 who may also have intersections of protected characteristics and thereby potentially greater barriers to overcome. A targeted approach will be adopted to explore the barriers for particular types of students in order to better understand and meet their needs, in line with best practice within the sector. The aim is to close the gap with other students whilst increasing continuation overall. Access and Participation funding will be used for the targeted work with these students to close the gap and increase the overall rate for these specific students.

3. Maintain 'good degrees' within 2% of the national HESA average for the sectors in which we deliver, with an increasing percentage of disabled and BME students contributing to this. The aim being to close the gap between any potentially disadvantaged groups and others.

4. To focus on the development of employability and transferable skills, confidence and aspiration to apply for highly skilled employment or further study for disabled students. In particular to focus on closing the gap between full time disabled students and others using best practice interventions identified within the sector.

The overall effectiveness of the activities undertaken will be monitored against milestones, targets and benchmarks using the data analysed in the first section of this plan as the starting point in this monitoring process. Key activities will be evaluated to measure the success of the strategies and to identify what is working and what requires changing in order to be more effective. Attention will be paid to good practice within the sector and activities that are found to be most effective. The evaluation will concentrate on the improvement against targets of those areas of widening participation specifically highlighted above as being in focus.

The College intends to use the Theory of Change Model as its tool for planning and evaluation as this is proving effective for our local NCOP who are advising us on our evaluative approach and seems fitting for the type of activity with which we are engaging. The model has a number of benefits: a clear focus on intended outcomes and targeted interventions, the ability to challenge key assumptions and mitigate risk, the inclusion of internal and external stakeholders and the analysis of impact via a number of qualitative and quantitative methods. We are also making reference to the CFE evaluation criteria to help ensure that our approach is robust.

One area of evaluative focus will be in relation to the financial support offered to students. The toolkit resources produced by OFFA and being further developed by the OfS will be used. www.offa.org.uk/universities-and-colleges/guidance/financial-support/financial-support-evaluation-toolkit/

Another area for specific evaluation will be in relation to our collaborative work with the local authority for looked after children who are or have been in care. We would look to monitor the number of students who access, continue and succeed at FE and HE. The evaluation will monitor the effectiveness of personal tutors working with local authority Virtual School staff, to feed information into Personal Education Plan (PEP) reviews. We are currently working with the local authority to establish exact numbers of such students and the details of how this collaboration will work in practice.

Further activities will be considered to better understand the barriers and challenges faced by students with specific characteristics and intersections of characteristics. This will enable further approaches to be adopted and fitted into the model used over time.

We will look for opportunities to share good practice identified through the success of the measures we undertake in order to contribute to the development of a sector-wide understanding of effective practice in relation to widening participation.

Bridgwater and Taunton College collaborates with schools in the Bridgwater College Multi Academy Trust that it sponsors and has a formal agreement of co-operation with the local authority in relation to looked after children.

The College will review its targets and milestones shown in its Resource Plan during 2018-19 to ensure that they are fit for purpose for the future and take account of the analysis undertaken and planned interventions.

Involvement of students

The College takes student views very seriously and strives to respond to as many requests as possible, explaining where necessary if some points cannot be actioned in the way that students desire. This commitment to listening to the student voice is reinforced by the fact that there is an HE Student Governor and HE Student President.

Student feedback is sought in many ways throughout the academic year. Student representatives for each HE programme are elected rather than selected, at the start of the year and are trained. The focus of the training is on representing student views that are widely felt, strongly felt and achievable. Student views are well represented at Programme Committee Meetings in the Autumn and Spring (for academic matters). Programme teams listen to and record student comments within the minutes. They then log any requested actions within the Action Plan and confirm the progress of actions at the next PCM in addition to responding directly to students at, or following the meeting.

Student views are heard at the Joint Board of Studies with the University of Plymouth and at the College's own internal HE Area Review Group and at the Senate that oversees HE at University Centre Somerset.

In addition, the Learner Voice is captured at HE Student Executive Meetings (for cross-college, non-academic matters) which enables the student reps to bring the student voice directly to Senior Managers at the College. Students also complete the National Student Survey (NSS) and those who are not eligible complete the same questions via the Student Perception Questionnaire (SPQ). Student opinions are therefore captured in different ways enabling any necessary action to take place.

The Student Executive meetings were created so that one Student Representative could represent a department area. Each department has one Student Executive Member. In this role they are given more responsibility, they work closely with the Students' Union and the Senior Management Team to create positive change for University Centre Somerset. The Student Executives are democratically elected by students via Blackboard (the Virtual Learning Environment) following the October half term.

The expectation of the Student Executive role is that they attend executive meetings and play a key part in shaping what will be debated at HE Student Parliament, which is held in the Spring. The Student Executive role is the key point of contact for all Programme Representatives in the curriculum area and as such, they play a part in any additional student voice opportunities, for example: staff interviews, focus groups and Student Union events. This role provides opportunities for students to develop their own personal skills, meet new and diverse people and experience new situations. The Student Executive job involves being a good Programme Representative, as well a good Student Executive member.

The Principalship share the strategy and vision for HE with the Student Executive and this forum provides opportunities to discuss cross-college themes from Departmental Forums and establish what the outcomes have been. The agenda includes open discussion of themes that have an impact on the student experience at UCS. The Student Executives promote college services, trips, information and support and are the visible presence which creates a fun and happy environment for all students.

The services the college has to offer students across the campuses include:

- The CORE – Students' Union, Wellbeing, BTC Active, Enrichment, Work Placement, Counselling
- The HUB – Students' Union, Wellbeing, BTC Active, Enrichment, Counselling
- The Common Room – Residential team and Wellbeing, Students' Union, enrichment
- Student Support – Financial, bursaries, bus information, accommodation
- LRC – books, journals, DVDs, Media, equipment, magazines, book club
- Information and Guidance – Careers, CV writing, UCAS support, general college course information including progression
- Technology Helpdesk – Support with IT issues, equipment, lanyards
- Reception – Signpost to different services, first point of contact, signing in (if forgotten lanyard)

Instead of a Student Executive Forum in the summer, it was agreed that a Student Parliament would be a good way of celebrating the Student Representatives work and involvement in the Learner Voice throughout the year. There is a co-created agenda for the Parliament whereby staff and students are able to share agenda items for discussion.

The Student Engagement Team are responsible for engaging with students at both FE and HE level. This team is led by the Head of Student Engagement. Within the team the Tutorial and Enrichment Officer is supported by the Student Engagement Manager and the Enrichment Officer. Working with them are the Student Executive Committee members. Student Executives and Student Course Representatives are based at each campus, along with the HE Student President and 3 Vice Presidents (one at each campus). The Student Engagement Team produce Learner Voice 'You Said, We Did' posters, which are displayed at all campuses and shared with students twice a year following the PCM meetings and HE student forums.

During 2017-18 a research project was carried out to explore the learner journey at UCS and to hear students' views on it. This was carried out through focus groups held on each of the three campuses. This was followed by a questionnaire that explored the points raised in the focus groups in more detail, to gain student opinion on possible actions. This project and student opinion has been very helpful in identifying areas for further development; recommendations for action have been formalised as a result.

Feedback is additionally gained from students in receipt of DSA in relation to the support activities with which they are involved. It is planned to extend this feedback to other specific groups of potentially disadvantaged students in order to gain a clearer picture of their experience so that their opinions can be taken into account in addition to statistical analysis, so that appropriate interventions can be identified, monitored and evaluated.

Consultation with students
In the formulation of this Access and Participation Plan questions were taken to the HE Student Parliament in the Spring and were discussed in groups by a range of students. This student feedback was incorporated into the thinking and actions included within the plan. Key feedback was:
To better attract particular groups of students such as male students:
- Many of the actions taken by the College are what the students would expect and should continue or be developed further i.e.:
  - Promoting HE
  - Visiting schools and taking past students on visits to schools to raise knowledge about HE
  - Promoting halls of residence.
  - Promoting HE common room and HE spaces across all campuses
  - Promote socialising and social events
  - SU to develop clubs linked to students' interests

In relation to improving students' knowledge about bursaries their feedback was:
- Even more obvious sharing of information about bursaries and finance would be helpful.
- Have a more obvious information stand about finance and bursaries at Open Days

- Make the one main point of contact for questions relating to bursaries clearer to students

In relation to existing tutorial support, specific learning difficulty support and the counselling service as ways students are supported, students' thoughts included:
- Continue to provide extra support for those applying for Disabled Students Allowance.
- Help address social anxiety by helping students to integrate across courses and help each other.
- Ensure students are all aware of the mental health support/advisor and counselling service.
- Consider study groups and general help for those that struggle – referral is already possible to the Learning Resource Centres for additional study skills support. This may therefore need to be made clearer to all students as a service already in place in addition to the HEADStart study skills programme that all groups are invited to attend and the online study skills resources that exist.
- Further suggestions made by the students will be followed up for consideration.

Progression into employment or further study
- Students reported that they had the information and skills they need to progress but that there is more that could be done to support this transition. Examples for consideration included:
  - Inviting more alumni to come back and talk to existing students to assist in preparing them to enter employment.
  - Bespoke careers advice for specific courses
  - Greater opportunity to develop entrepreneurship skills for those wishing to set up their own businesses

The draft Access and Participation Plan was taken to the HE Area Review Group which includes the HE Student President as a full member, as well as the Senior Manager responsible for student engagement who acts as scrutineer to this meeting along with one of the Governors. The analysis was discussed at this group. Further work was carried out in relation to the analysis and planned actions. These actions were then reported to the HE Senate. The Senate oversees all HE at the College. Members include the HE Student President. The outgoing HE Student President who is also the HE student governor from 2017-18 attended this meeting in addition to the incoming HE Student President for 2018-19. The Access and Participation Plan was explained to them and they had the opportunity to comment on it. It was agreed that they would take a copy with them and that the Head of HE would make contact with them to see if they had any further comments to make in relation to the plan.

A greater understanding is needed of the specific barriers faced by looked after children and those from Quintiles 1 & 2. There is therefore an intention to work with students to understand these barriers more clearly, so that recommendations can be made and future action considered.

Students will be involved with the ongoing monitoring and annual evaluation of the plan. This will be through the formal evaluation process as well as through the monitoring of Key Performance Indicators (KPIs) contained within the plan at the HE Senate meetings, attended by the HE Student President.

Comment by the HE Student President
"As HE Student President I can confirm that this summary accurately describes how University Centre Somerset has set up the HE student rep system and Student Executive to listen to the student voice as well as through surveys. I have been invited to attend HE Area Review Group and HE Senate meetings and have had the opportunity to feedback on student matters at each meeting. I have also been able to raise the student voice at the highest level as HE Student Governor.

I think that the project run this year to capture student views on the student journey through focus groups across the campuses is a positive step to add to the standard learner voice system as it is able to capture wider views than might otherwise be expressed through the existing system. I would welcome more initiatives like this to ensure the student voice is fully heard.

Through the HE Student Parliament, HE students have given their views on key areas of the Access and Participation Plan and these points have been listened to and incorporated into the actions section of the plan. I am pleased that University Centre Somerset will be working with students as they progress this plan and evaluate its success, as student feedback and focus groups will really help to make this plan successful."

Equality and Diversity

Details of the Access and Participation Plan as well as the plan's targets and milestones (as KPIs) will also be reported to the Equality and Diversity Committee (who oversee the College's Equality Policy, compliance with and activities in relation to the Equality Act 2010) and the Standards Committee of the Board of Governors. HE policies within UCS undergo a formal Equality Impact Assessment prior to being presented to the Senior Management Team for approval. In this way any adjustments can be made that might otherwise disadvantage those with protected characteristics. In the same way activities undertaken in relation to this plan will be considered via Equality Impact Assessments.

In future it is planned for more detailed feedback to be sought specifically from disadvantaged groups so that this can inform practice as well as the evaluation of the plan.

Overview of the Access and Participation Plan by Senate and the Governors

The outcomes and lessons learned from the evaluation of widening participation activities, as well as performance against the KPIs will be incorporated into the annual HE Self Evaluation Document produced within UCS. This document will be scrutinised by the Senate (and thereby the HE Student President) and presented to the Standards Committee of the Board of Governors.

The Standards Committee of the Board of Governors will receive updates on action and performance in relation to the Access and Participation Plan. This will include:

1. Measures set out in the plan to attract an increased proportion of the total number of UCS applications from prospective students who are members of groups which are under-represented at UCS.
2. Measures set out in the plan to support successful participation in HE by specified prospective students and students.
3. The provision of bursaries and other forms of financial assistance set out in the plan to students undertaking an HE course at UCS.
4. The arrangements set out in the plan to make available to students undertaking an HE course at UCS and prospective students wishing to undertake such a course, information about financial assistance available to them from any source.
5. The arrangements set out in the plan to make available to prospective students, before they commit themselves to undertake an HE course at UCS, information about the aggregate amount of fees that UCS will charge for the completion of that course.
6. Monitor and evaluate in the manner set out in the plan:
   a. Its compliance with the provisions of the plan, and
   b. Its progress in achieving the objectives set out in the plan in relation to the objectives of the College/UCS determined by the Governors, relating to the promotion of equality of opportunity.
7. Information provided to the OfS that it may reasonably require from time to time regarding the contribution that UCS has made towards furthering equality of opportunity.

Access, student success and progression measures

How ambition will be put into action

Access

Bridgwater and Taunton College have a high proportion of FE students from deprived areas and will continue to work with them to raise their confidence and aspiration levels so that they are more prepared and likely to feel confident applying for Higher Education. Attention will be given to potentially disadvantaged students, such as those with intersecting characteristics in order to target

them and address particular issues they might have. Examples with a focus on encouraging these groups to participate, includes:

➢ Outreach and spreading the message about FE and HE:
- L3 progression days
- HE Open Days
- Visits to 6th form colleges
- NCOP programme – targeting 9 schools in the local area
- Visiting UCAS conventions
- UCAS application workshops
- Careers advisors briefings / events
- Inviting parents in separately
- Bespoke tasters / tours
- Curriculum workshops in schools (linked to the GCSE programme)
- 1:1 careers advice
- University visits

➢ Academic stretch and challenge in FE to better enable disadvantaged students to enter HE:
- Honours Academy (including Junior Honours) to stretch and challenge the most able
- Academies in Media, Performing Arts, Fashion, Design to focus and challenge in these areas
- 999 Academy – working with public service / rapid response agencies
- Participation in external awards – Skill Build, World Skills, Grasslands UK
- Enterprise days
- BTC Advantage (to raise employability skills)
- External visiting speakers
- Awards ceremonies to celebrate achievements at FE level

➢ Raising confidence and a wider perspective (particularly for those who have never left home before):
- Ambassador programme – visits abroad and volunteering
- Visits and trips abroad – e.g. South Africa
- Duke of Edinburgh Award Scheme
- National Citizenship Service (NCS)
- Volunteer weeks
- Rag Day – raising money for charity
- Charity events – Varsity games, Glitter and colour runs
- BTC Active / Team BTC – sporting teams
- Student Union activities at FE as well as HE level
- Learner voice / consultations (with students having the opportunity to represent others)
- FE Student Parliament

➢ Focus on encouraging internal progression from level 3 courses that attract many students from POLAR 4 postcodes, to facilitate their entry into HE.

➢ Raise aspirations and confidence of students at primary and secondary level in local schools, as well as the College's own Further Education learners, through targeted activity.

➢ Continue to sponsor and support the Bridgwater College Multi Academy Trust to raise grades and aspirations across the primary and secondary schools within the Academy.

➢ Run workshops to support mature learners to complete UCAS forms to avoid this being a barrier.

➢ Make bursary information even more prominent for prospective students to see and provide very clear prompts to prospective students about applying for student finance and the Disabled Student Allowance.

- ➢ De-mystify UCAS and how Student Finance England funding works

- ➢ Continue to offer Foundation Degrees with a lower UCAS entry tariff than for the three year degrees.

- ➢ Develop Degree Apprenticeships.

- ➢ Continue to provide and develop part time HE provision, embedded within full time delivery, to enable mature students with caring responsibilities to access HE.

- ➢ Continue to set timetables that enable teaching contact hours to be covered within two or two and a half days, so that those with caring responsibilities or those who need to work can fit this around their taught programme.

- ➢ Continue to adjust start and end times where possible, to suit the majority type of students, such as teaching between school hours to allow for students to drop off and collect children from school without missing any delivery on their programme.

- ➢ Review progress against targets for widening participation through the Equality and Diversity Committee as well as through the Senate.

- ➢ Continue to focus activities through the National Collaborative Outreach Programme (NCOP) on areas of multiple deprivation and the West Somerset Opportunity Area. BTC is a member of the Next Steps South West (NSSW) which is the National Collaborative Outreach Programme (NCOP) consortium which covers target wards in Cornwall, Devon and Somerset. Working within the targeted remit of the NCOP initiative, this programme focuses on pupils in Years 9-13, identified as medium-high achievers, with low HE aspiration, and domiciled within nominated postcodes (HEFCE POLAR3 and Gaps Analysis). A diverse range of outreach projects are currently being delivered collaboratively by partners in the consortium. The NSSW core offer is complemented by bespoke projects using specific partner expertise. BTC/UCS has led on the delivery of tailored aspiration-raising projects, revision days, events to up-skill local teachers and provide parents with opportunities to support their children in their educational journey. Building on the success of these projects, and responding to robust formative evaluation, new projects are being design for the next academic cycle. Across the consortium, other benefits of this complementary programme are being maximised to add momentum and efficiency to Widening Participation Access programmes. Through sharing best practice, avoiding duplication, enabling specialisation, allowing a broader representation of partners at a larger number of events, and pooling resources, partners are able to make best use of resources for targeting under-represented groups in HE. Additional funding is available through NCOP and the West Somerset Opportunity Area to support their work. This means that the College's investment can be directed in other ways so as to avoid overlap with these initiatives as well as extending their activities to cover more individuals than their targeted funding would otherwise allow.

- ➢ Work with staff from the local authority Virtual School to support termly Personal Education Plan (PEP) reviews for those who are or have been in local authority care. Take action as needed to support these students in their transition into and continuation within FE and HE.

Success

Focus on improving the retention/ continuation rates of all students, exploring in particular how to support full time females and young people from Quintiles 1 & 2 to continue.

Focus on embedding and reinforcing study skills, research skills, reading the latest research articles and using correct citation and Harvard Referencing into individual modules in addition to the HEADStart sessions provided by the Learning Resource Centre. Through this mechanism, support level 3 students transitioning to HE level 4 by reinforcing and supporting them in understanding the differences between the requirements and expectations of FE and HE. Further promote the Learning Resource Centre study skills support and online resources to HE students.

Maintain the practice of referring students for additional study skills support to the Learning Resource Centres, particularly those who are not eligible for support through the Disabled Students Allowance, but may still have a less severe learning difficulty, lack of study skills or lack of confidence in academic research, writing or referencing.

Continue to listen and respond to the learner voice through:
- appointing and training student representatives for each programme focusing on opinions that are widely felt, strongly felt and achievable
- listening to the views of student representatives at Programme Committee Meetings and through the Student Executive meetings with senior managers
- the HE Student President being a full member of the Senate that has oversight of HE
- appointing an HE Student President through annual student elections
- having an HE Student Governor
- holding an annual HE Student Parliament to gain student opinion

Enable students to apply for special consideration for Long Term Health Conditions (LTHC), supported through reasonable adjustments and assignment extensions, or where appropriate additional learning support in line with the relevant academic regulations.

Encourage the use of a wide variety of assessment methods including formative assessment within HE programmes to build skills and confidence.

Share good practice in assessment through the HE Staff Community of Practice.

Develop the HE tutorial system to further support disadvantaged students. For example to include:
- a focus on aspirational next steps target setting for personal development of:
  - transferable skills
  - employability skills
  - study and academic skills
- monitoring of regular attendance
- responding effectively to assignment feedback
- identifying barriers to success and finding ways to overcome them
- signposting to other resources or services within the College
- recording Individual Learning Plans (ILPs) on ProMonitor.

Progression

Continue to work with local employers to build opportunities and develop HE programmes. Ensure the curriculum continues to be aligned not only with current academic thinking, but also with employers' needs, resourced with facilities and equipment that is industry standard.

Continue to develop and where feasible to embed Foundation Degrees within full three year degree programmes so that the employability and work based learning principles of the Foundation Degree Characteristics Statement are embedded within the provision.

Carry out annual reviews of the curriculum whilst also considering the feedback received from employers. For example, the feedback employers provide following students placements/work experience/work-based learning.

Regularly review the employment-ready skill set of the students leaving for the purpose of continuous improvement, developing the use of the 'BTC Advantage' employability scheme at HE level.

Build student confidence and transferable skills to aspire to highly skilled employment wherever it is located.

Continue to support disabled students to use mechanisms to overcome their disabilities and so enter employment confidently to maintain the positive, 2% above benchmark progression already achieved.

Investment

Investment in widening participation is fundamental to the strategic aims of Bridgwater and Taunton College and therefore to University Centre Somerset which, as part of the College, shares this over-arching strategic approach.

The projected investment for 2019-20 is as follows:

Expenditure on designated area	Cash	% of higher fee income
Access investment	£67,500	11.4%
Student Success investment	£60,000	10.1%
Progression investment	£35,000	5.9%
Investment in financial Support	£30,000	5%
TOTAL	192,500	32.4%

Financial support

The funds listed in the table below, have eligibility criteria and are primarily targeted at those from lower income households and those with disabilities and learning difficulties.

University Centre Somerset will provide financial support in the form of a bursary (£600), emergency support fund (£600), a DSA Technology Support Fund (£200) and a HE Diagnostic Support Fund (£250) during 2019-20 (subject to the ongoing evaluation of the effectiveness of this approach). A greater proportion of the funding will be allocated to those with a low income in 2019-20, as prior evaluation demonstrated that this is where there is greatest demand and need.

Summary of types of funding available:

In line with the College's HE Student Support Funding Policy students who are able to access these funds are limited to **students studying prescribed higher education courses**. Prescribed courses are:

- Higher National Certificates (HNC)

- Higher National Diplomas (HND)

- Foundation Degrees (FD, FdA, FdEng, FdSc)

- Bachelor Degrees (BA/BSc) top ups; only where they are not continuing study directly from a level 5 qualification in the previous year.

- Bachelor Degrees (BA/BSc) three year degrees.

Each fund has specific grounds of eligibility that should be consulted prior to making an application. Students will be considered for all funds for which they are eligible.

Students studying with any of the College's partner universities are able to access all of these funds, subject to eligibility.

Students studying with Oxford Brookes University, due to the franchise nature of the agreement, are additionally able to access their financial aid offer, subject to eligibility: (http://www.brookes.ac.uk/studying-at-brookes/finance/financial-aid/financial-aid/).

Students studying higher level provision but with a professional body or awarding organisation are not eligible to access these funds.

Funds will be allocated on a first come first served basis for those who meet the criteria until available funds have been exhausted after which no further funding will be available. Students can apply once they are enrolled on an eligible programme. Students should refer to the College's web site for further details and conditions linked to the awards.

Summary of types of funding and eligibility criteria:

Type of funding	Fund Available	Year in which award may be received
HE Diagnostic Support Fund for the full diagnostic assessment when conducted by Bridgwater and Taunton College Advice can be provided from the Learning Support team: learning.support@btc.ac.uk	Grant of £250	2019-20
Disabled Student Allowance **(DSA) Technology Support Fund** Advice can be provided from the Learning Support team: learning.support@btc.ac.uk	Grant of £200 towards the cost of higher specification equipment identified by the Technical Needs Assessment (TNA)	2019-20
HE Bursary Fund Means-tested bursary to support costs directly related to their studies. *Please note that payments for eligible applications will only be made at set points and only to students who are currently enrolled.* Advice can be sought from the College's Student Support Team:	Grant of £600 on a priority basis (pro-rata for part time students) Applications can be made from June prior to enrolment but after confirmation of a place on an eligible course and then throughout the academic year until the funds available for this bursary are exhausted.	2019-20

studentsupport@btc.ac.uk Please refer to the conditions of funding on the website.		
HE Emergency Discretionary Fund Funds are granted on a needs basis. Advice can be sought from the College's Student Support Team: studentsupport@btc.ac.uk	Grant of up to a maximum of £600 per eligible full time student (pro-rata for part time students). The amount will be based on the level needed within each eligible application	2019-20

Bursaries based on low-income will require students to share information on their financial situation to demonstrate that they are eligible.

Tuition Fees

Tuition fees will be reviewed annually and consideration given to whether they will be increased in line with the Retail Price Index (RPI-X) for inflationary rises. Fees may therefore rise by this amount for each year of the course at the discretion of the Senior Management Team.

Provision of information to students

Information will be provided to students in the following ways:

- This Access and Participation Plan will be published on the University Centre Somerset website.

- Information on financial support will be made clear to students via the website as well as through information provided to them during the application process.

- Tuition fees will be shown via the website as well as via UCAS.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
The fees charged for continuing students who start in 2019/20 will be reviewed annually and may be increased in line with the Retail Price Index (RPI-X) for inflationary rises		

Full-time course type:	Additional information:	Course fee:
First degree	Three year degrees and/or Level 6 Top up	£7,800
First degree	Level 4 , 5 HSC and ECS	£8,200
First degree	L6 HSC and ECS fee for students starting 2018/19	£7,800
Foundation degree		£7,800
Foundation degree	Health & Social Care and Early Childhood Studies	£8,200
Foundation year / Year 0		*
HNC / HND		£7,800
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise 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		*
Part-time course type:	**Additional information:**	**Course fee:**
First degree		£3,900
Foundation degree	- Four year delivery model	£3,900
Foundation degree	- Engineering delivered over three years	£4,500
Foundation degree	- Three year delivery model	£5,200
Foundation degree	- Health & Social Care and Early Childhood Studies	£4,100
Foundation year / Year 0		*
HNC / HND		£3,900
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

								Yearly milestones (numeric where possible, however you may use text)					

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16a_01	Access	Low participation neighbourhoods (LPN)	**Other statistic** - Applications (please give details in the next column)	Increase applications from FE students moving into HE in Somerset	No	Other (please give details in Description column)	152	168	170	177	185		
T16a_02	Access	Care-leavers	**Other statistic** - Care-leavers (please give details in the next column)	Increase applications from care leavers	No	Other (please give details in Description column)	10	11	11	12	15		
T16a_03	Access	Disabled	**Other statistic** - Disabled (please give details in the next column)	Increase applications from disabled students	No	Other (please give details in Description column)	99	107	109	113	115		
T16a_04	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Maintain applications above the local average from black and minority ethnic groups	No	Other (please give details in Description column)	4%	4%	4%	4%	4%		The baseline data is very challenging at that minimum level. The aspiration is always to improve but the reality of achieveing is challenging given the ethnic mix of the local region (2011 Somerset County Council data for Somerset show only 2% of the local population are black or minority ethnicities).
T16a_05	Access	Socio-economic	**Other statistic** - Low-income backgrounds (please give details in the next column)	Increase applications from students from a low-income background	No	Other (please give details in Description column)	Not currently measured	70	75	78	82		
T16a_06	Student success	Attainment raising	**Other statistic** - Completion/Non continuation (please give details in the next column)	Improve retention on all programmes	No	Other (please give details in Description column)	75%	78%	79%	79%	80%		
T16a_07	Student success	School sponsorship	**Other statistic** - Low-income backgrounds (please give details in the next column)	Continue to increase the number of children achieving passes at GCSE in Bridgwater College Multi Academy Trust	Yes	2015-16	53%A*-C at BCA	BCA 55%	BCA 56%	BCA 57%	BCA 58%		
T16a_08	Progression	Disabled	**Other statistic** - Disabled (please give details in the next column)	Increase the achievement rate of students with Long Term Health Conditions	No	2015-16	Not measured	34%	36%	38%	40%		

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	

Table 8b - Other milestones and targets.