



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Bury College 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

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

Bury College's mission statement is:

Serving the community through education and training

Key strategic aims of the college to deliver this include:

- Curriculum; ensure our curriculum is demand led; prepare our learners to contribute positively to their communities and the economy by developing the skills and behaviours appropriate for life and work; and achieve excellent outcomes that have high value and support positive destinations for our learners
- Teaching, Learning and Assessment; ensure that teaching, learning and assessment enables all learners to make excellent progress
- Resources; provide high quality accommodation and industry-standard resources which adapt to the changing needs of the curriculum
- Partnerships and Reputation; work with Higher Education partners to develop a curriculum offer that widen participation and supports progression

Within the 2019/20 Access and Participation Plan, assessment of performance confirmed that many areas of existing Bury College HE provision supported the ambitions of Office for Students across different stages of the student lifecycle. These provided reassurance that much of the work undertaken by the college was having a positive impact, and in almost all cases where a target was missed, this was by less than 10 students. Analysis work also showed that, as a smaller provider, every student can make a noticeable difference to delivery of milestones / targets.

Further assessment of current performance also identified a number of areas where there were small gaps supporting Office for Student ambitions at different stages of the student lifecycle, including:

Access	Males, BME learners, Mature learners and Care Leavers
Success	Non-continuation rates of entrants who are no longer in HE the year after they entered.

Whilst Access and Participation activities is continuing to be targeted to all Office for Student priority groups, particular focus continues to be placed on those cohorts.

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2. Self-assessment of targets

The tables that follow provide a self-assessment by Bury College 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 Bury College’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)	students from WP participation postcode gain access to HE	2014-15	51%	55%	56%	Percentage	2019-20	51.4	Limited progress
T16a_02 (Access)	Increased enrolments from internal students onto first year of programmes	2014-15	52%	55%	56%	Percentage	2019-20	64.2	Expected progress
T16a_03 (Access)	Students from ethnic groups who enter in HE programmes	2014-15	23%	23%	24%	Percentage	2019-20	19.6	No progress
T16a_04 (Access)	Learner over the age of 21 gain access onto HE programmes	2014-15	53%	54%	55%	Percentage	2019-20	50.7	No progress
T16a_05 (Access)	Students entering part time programmes	2014-15	32%	36%	37%	Percentage	2019-20	4	No progress
T16a_06 (Student success)	Improved in year retention of full and part time undergraduates	2015-16	94%	96%	97%	Percentage	2019-20	88.9	Limited progress
T16a_07 (Student success)	Non-continuation rates of entrants who are no longer in HE the year after they entered	2015-16	21%	16%	15%	Percentage	2019-20	13.5	Expected progress
T16a_08 (Access)	Increase the percentage of white males from socio-economically disadvantaged backgrounds entering HE as a proportion of the total HE cohort	2017-18	9%	12%	14%	Percentage	2019-20	8.1	Limited progress
T16a_09 (Access)	Increase the percentage of students declaring a disability accessing Additional Learner Support	2017-18	20%	25%	30%	Percentage	2019-20	100	Expected progress
T16a_10 (Progression)	Increase the percentage of full time students progressing into employment or further study	2017-18	94.8%	94.8%	94.9%	Percentage	2018-19	92.1	Limited progress

T16a_11 (Progression)	Increase the percentage of part time students progressing into employment or further study	2017-18	98.3%	94%	94.5%	Percentage	2018-19	88.9	Limited progress
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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)	Sustained outreach working with partner high schools and primary schools to raise awareness of the benefits of Higher Education (individuals engaged)	2014-15	2000	2040	2080	Headcount	2019-20	2500	Expected progress
T16b_02 (Access)	Provide high quality outreach activities for local schools (secondary schools engaged)	2014-15	53 secondary schools	54 secondary schools	55 secondary schools	Headcount	2019-20	53	No progress
T16b_03 (Access)	Targeted activities to support school and college students raise attainment, including through collaborative working with GM Higher partners (Mentoring, masterclasses and workshops held)	2017-18	5	7	9	Headcount	2019-20	9	Expected 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	£99,644.00	£99,750.00	0%
Financial Support	£47,500.00	£52,250.00	10%

4. Action plan

Where progress was less than expected Bury College 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	Ongoing Access and Participation activities will continue to target students from low participation areas, e.g. via targeted marketing
T16a_03	Ongoing Access and Participation activities will continue to target students whose ethnicity is non-white, e.g. via targeted marketing
T16a_04	Ongoing Access and Participation activities will continue to target students whose ethnicity is non-white, e.g. those on Access courses
T16a_05	Ongoing Access and Participation activities will continue to target those interested in part-time studies, e.g. progressors from Access programmes
T16a_06	Ongoing Access and Participation Plan activities will continue to ensure that all students are given additional support to encourage their retention / in-year progression, e.g. via tutorials
T16a_08	Continuous review of provision and delivery models to ensure courses are attractive to males, e.g. Engineering, Business
T16a_10	Ongoing Access and Participation activities will continue to support learners to progression into employment / further study

T16a_11	Ongoing Access and Participation activities will continue to support learners to progression into employment / further study
T16b_02	Ongoing Access and Participation activities will continue to ensure that all local schools receive advice and awareness of the benefits of HE, e.g. via presentations / visits

5. Confirmation

Bury College confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
Bury College 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	Charlie Deane
Position	Principal and Chief Executive

Annex A: Commentary on progress against targets

Bury College'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?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
N/a

Target reference number: T16a_03
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?
N/a

Target reference number: T16a_04
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?
N/a

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?
N/a

Target reference number: T16a_06
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?
N/a

Target reference number: T16a_08
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?
N/a

Target reference number: T16a_10
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?
N/a

Target reference number: T16a_11
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?
N/a

Target reference number: T16b_02
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?
Created virtual resources to allow school pupils to find out about the benefits of HE

Annex B: Optional commentary on targets

Bury College's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	Target missed by 7 students. Rate has improved since 2017/18 (50%) showing progressing in right direction
T16a_02	Rate has significantly increased vs 2017/18 (42%), which has impacted on rate of % of mature students
T16a_03	Target missed by 7 students. Rate is similar to 2017/18 (20%), and significantly above the ethnic minority rate for the borough (11%). Continuous course review to attract non-white students, e.g. introduction of Business
T16a_04	Target missed by 7 students. Increased numbers of internal conversions (younger) has impacted on percentage rates of mature students. Continuous review of delivery models to improve attractiveness to mature learners, e.g. blended learning, discrete provision
T16a_05	Recent restructuring of provision has seen increased focus on development of full-time programmes to internal progressors (in support of T16a_02 target). NB, part-time provision is now recovering (c20% in 2020/21)
T16a_06	At c90%, rates are in line with national trends, e.g. OfS Continuation Rate tables. Retention rate has also improved in 2020/21, achieving 97%.
T16a_07	.
T16a_08	Target missed by 9 students
T16a_09	All students declaring a disability were assisted to access Additional Learner Support
T16a_10	Target missed by 1 student
T16a_11	Target missed by 1 student
T16b_01	
T16b_02	Reached same number of school as previous year to maintain relationships
T16b_03	