

# Bury College

## Access and participation plan

2020-21 to 2024-25

### Introduction / Context

Bury College is a large tertiary college in Greater Manchester. The College attracts students from a wide geographical area including Bury, Rochdale, Manchester and Lancashire.

The College has, for many years offered a wide range of full and part-time higher education qualifications that meet the needs of students who want to enhance their career prospects, are looking for a career change or simply wish to continue their education to a higher level.

This document sets out how Bury College will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education. They include the college's ambition for change, the targets we have set, the measures we will put in place to achieve that change, and the investment we will make to deliver the plan.

## 1. Assessment of performance

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

#### Access

Analysis of the data set provided by Office for Students (OfS) provides detailed information on learners by English POLAR Quintiles (where POLAR Quintile 1 refers to lowest participating areas and POLAR Quintile 5 highest participating areas). Using this data, Bury College full time undergraduate participation rate shows that Bury College is performing strongly when recruiting from lowest participation areas (Quintile 1) when compared to highest participation areas (Quintile 5):

Gap between participation rate Quintile 1 and Quintile 5 in Year 4 (2016/17) = -4.2%

Gap between participation rate Quintile 1 and Quintile 5 in Year 5 (2017/18) = -2.7%

Where a positive response indicates a gap, a minus figure shows that the college is performing strongly against this characteristic, and no gap exists.

#### Continuation

Using the OfS data set, Bury College full time undergraduate continuation rate shows that Bury College is showing a small continuation gap among those from the lowest participation areas (POLAR Quintile 1):

Gap between continuation rate Quintile 1 and Quintile 5 in Year 5 (2016/17) = 7.4%. No data available for previous years.

This data suggests that there is a small gap in the continuation rate among students from lowest participation areas who are attending Bury College University Centre, and will form one of the targets for the Access and Participation Plan.

#### Attainment

Analysis of the data set provided by Office for Students (OfS) provides detailed information on learners from English POLAR Quintiles. However, data provided by OfS does not include information for the college on attainment gaps between POLAR Quintile 1 and 5, likely due to the relatively small numbers of students involved.

Wider analysis of the OfS data set shows that, for those within POLAR Quintiles IMDQ1-2, the college's attainment rates are performing ahead of the sector, e.g.:

Bury College Year 5 (2017/18) = 70.8%

Sector Year 5 = 70.4%

Difference = +0.4%

## Progression

Analysis of the data set provided by Office for Students (OfS) provides detailed information on learners from English POLAR Quintiles. However, data provided by OfS does not include information for the college on progression gaps between POLAR Quintile 1 and 5, likely due to the relatively small numbers of students involved.

Wider analysis of the OfS data set shows that, for those within POLAR Quintiles IMDQ1-2, the college's progression rate to highly skilled employment or higher-level study was 70% for Year 5. This is ahead of sector rate 69.9%.

Analysis shows that progression rates among students from lower participating neighbourhoods at Bury College has performed ahead of the sector rate for the past two years, e.g.:

Bury College Year 4 (2015/16) = 66.7%	Sector Year 4 = 66.5%	Difference = +0.2%
Bury College Year 5 (2016/17) = 70%	Sector Year 4 = 69.9%	Difference = +0.1%

## 1.2 Black, Asian and minority ethnic students

### Access

Analysis of the data set provided by OfS provides detailed information on learner ethnicity. Using this data, against ethnic grouping ABMO (Asian, Black, Mixed, Other), Bury College full time undergraduate participation rates are as follows:

Gap between participation rate of Asian Students Year 4 (2016/17) = 4.5%  
Gap between participation rate of Asian Students Year 5 (2017/18) = 8.2%

This data suggests that there is a small gap between Asian students aged 18 who are attending Bury College, and will form one of the targets for the Access and Participation Plan

Gap between participation rate of Black Students Year 4 (2016/17) = 3.6%  
Gap between participation rate of Black Students Year 5 (2017/18) = -1.7%

This data suggests that, for 2017/18, there was no gap between Black students aged 18 who are attending Bury College.

Gap between participation rate of Mixed Ethnicity Students Year 4 (2016/17) = 3.2%  
Gap between participation rate of Mixed Ethnicity Students Year 5 (2017/18) = 3.2%

This data suggests that there is a small gap between Mixed Ethnicity students aged 18 who are attending Bury College, and will form one of the targets for the Access and Participation Plan

Gap between participation rate of Other Ethnicity Students Year 4 (2016/17) = 1.1%  
Gap between participation rate of Other Ethnicity Students Year 5 (2017/18) = 1.1%

This data suggests that there is a small gap between Other Ethnicity students aged 18 who are attending Bury College, and will form one of the targets for the Access and Participation Plan

In addition, there is no gap between participation rate of White Students (Year 4 participation rate = -12.3% and Year 5 participation rate = -10.8%)

### Continuation

Analysis of the OfS data set show that, for ABMO (Asian, Black, Mixed, Other) students, the college's continuation rates are running ahead of sector rate (Year 5 Bury College continuation rate = 90%; sector rate = 88.1%).

Analysis against the sector shows that Bury College has improved the continuation rate among BAME students from -1% in 2015/16 to +1.9% in 2016/17, e.g.:

Bury College Year 4 (2015/16) = 87.5%	Sector Year 4 = 88.5%	Difference = -1%
Bury College Year 5 (2016/17) = 90%	Sector Year 5 = 88.1%	Difference = +1.9%

## Attainment

Analysis of the data set provided by Office for Students (OfS) provides detailed information on learner ethnicity. However, data provided by OfS does not include attainment information for the college by ethnicity, likely due to the relatively small numbers of students involved

Internal analysis mapped against the OfS data set for the sector shows that, for ABMO (Asian, Black, Mixed, Other) students, the college's attainment rates are running ahead of sector rate (2017/18 Bury College attainment rate = 77.1%; sector rate = 68.8%). Analysis shows that the attainment rates of BAME students at Bury College has performed ahead of the sector rate for each of the past two years, e.g.:

Bury College Year 4 (2016/17) = 71%	Sector Year 4 = 67.3%	Difference = +3.7%
Bury College Year 5 (2017/18) = 77.1%	Sector Year 5 = 68.8%	Difference = +8.3%

## Progression

Analysis of the OfS data set shows that the progression rate for the sector for ABMO (Asian, Black, Mixed, Other) students was 70.1% in Year 5 (2016/17). Data provided by OfS does not include progression information for the college by ethnicity, likely due to the relatively small numbers of students involved.

Bury College Destination of Leavers Summery Report (DLHE, June 2018), showed that 84% of all HE leavers progressed to Employment and/or Further Study in 2016/17 (in line with HESA national rates). No breakdown is available for ethnicity, likely due to the relatively small numbers of students involved. Where this changes, the college commits to collecting/analysing this data.

## 1.3 Mature students

### Access

Analysis of the data set provided by OfS provides detailed information on learner age. Using this data, full time undergraduate participation rate for learners aged 21 and over shows that Bury College is performing strongly:

Gap between participation rate Under 21 students and Over 21 students in Year 4 (2016/17) = 40.1%  
Gap between participation rate Under 21 students and Over 21 students in Year 5 (2017/18) = -22.1%

A minus figure shows that the college is performing strongly against this characteristic, and no gap exists.

Additional analysis of the OfS data set shows that Bury College full time undergraduate participation rate for mature students is above sector rate (Year 5 Bury College participation rate among mature students = 61%; sector rate = 27.8%).

Analysis shows strong participation rates among mature students, with the college performing ahead of the sector rate for each of the past five years.

Additional internal learner record analysis of academic year 2018/19 shows that 63% of all HE learners are aged 21 and over, confirming that the college continues to perform well for this measure.

### Continuation

Analysis of the OfS data set provided by Office for Students (OfS) provides detailed information on mature students. Using this data, the continuation rate of mature students attending Bury College University Centre is performing strongly:

Gap between continuation rate of Under 21 students versus Over 21 students in Year 4 (2015/16) = -14.8%  
Gap between continuation rate of Under 21 students versus Over 21 students in Year 5 (2016/17) = -14.6%

A minus figure shows that the college is performing strongly against this characteristic, and no gap exists.

In addition, analysis with the sector shows that the Year 5 (2016/17) Bury College continuation rate among mature students was 85%, compared with 84.8% for the sector, reinforcing our strong performance.

Internal learner record analysis for students progressing from 2017/18 to 2018/19 (Year 1–2 and Year 2–3) for all students aged 21 and over was 82.3%, confirming that the college continues to perform well for this measure.

## Attainment

Analysis of the OfS data set provides detailed information on mature students. Using this data, the attainment rate of mature students attending Bury College University Centre is performing strongly:

Gap between attainment rate of Under 21 students versus Over 21 students in Year 5 (2017/18) = -28.6%. No data available for other years.

A minus figure shows that the college is performing strongly against this characteristic, and no gap exists.

Additional analysis of the OfS data set shows that, against mature student grouping, Bury College's attainment rates are also above sector rate (Year 5 Bury College attainment rate among mature students = 78.6%; sector rate = 70%).

Analysis with the sector shows that Bury College attainment rate of mature students has improved and remains ahead of sector, e.g.:

Bury College Year 4 (2016/17) = 68.7%	Sector Year 4 = 68.6%	Difference = +0.1%
Bury College Year 5 (2017/18) = 78.6%	Sector Year 5 = 70%	Difference = +8.6%

## Progression

Analysis of the OfS data provides detailed information on mature students. Using this data, the progression rate of mature students was slightly behind those aged under 21:

Gap between progression rate of Under 21 students versus Over 21 students in Year 5 (2016/17) = 2.4%. No data available for other years.

This data suggests that there is a small gap between progression rates of mature students who are attending Bury College, and will form one of the targets for the Access and Participation Plan.

## 1.4 Disabled students

### Access

Analysis of the data set provided by OfS provides detailed information on learner health and well-being. Using this data, against disability student grouping, Bury College full time undergraduate participation rates is above sector rates (Year 5 Bury College participation rate among disabled students = 15%; sector rate = 14.6%).

Analysis with sector shows that Bury College has improved the participation rates of disabled students from -2.9% in Year 3 to +0.4% in Year 5, e.g.:

Bury College Year 3 (2015/16) = 10%	Sector Year 3 = 12.9%	Difference = -2.9%
Bury College Year 5 (2017/18) = 15%	Sector Year 5 = 14.6%	Difference = 0.4%

Disaggregation of student disability shows that the college has several groups where participation is performing ahead of sector rates, and other groups where participation performs at/around sector rates, e.g.:

Students with Sensory Medical and Physical disability (Bury College)	Year 5 (2017/18) = 5%
Students with Sensory Medical and Physical disability (Sector)	Year 5 (2017/18) = 2.3%

Students with Social and Communication disability (Bury College)	Year 5 (2017/18) = 10%
Students with Social and Communication disability (Sector)	Year 5 (2017/18) = 0.8%

Students with Mental Health disability (Bury College)	Year 5 (2017/18) = 3%
Students with Mental Health disability (Sector)	Year 5 (2017/18) = 3.5%

Students with Cognitive and Learning disability (Bury College)	Year 5 (2017/18) = 4%
Students with Cognitive and Learning disability (Sector)	Year 5 (2017/18) = 5.7%

Additional internal learner record analysis of the current academic year (2018/19) shows that 16.9% of all HE learners have declared a disability, confirming that the college continues to perform well for this measure.

## Continuation

Analysis of the OfS data set provided by Office for Students (OfS) provides detailed information on disabled students. Using this data, the continuation rate of disabled students attending Bury College University Centre is performing strongly:

Gap between continuation rate No Known Disability and Disabled students in Year 5 (2016/17) = -11.6%. No data available for other years.

A minus figure shows that the college is performing strongly against this characteristic, and no gap exists.

## Attainment

Analysis of the data set provided by Office for Students (OfS) provides detailed information on learner's disability. However, data provided by OfS does not include attainment information for the college by disability, likely due to the relatively small numbers of students involved.

Analysis of the OfS data set shows that for those students declaring a disability, the college has improved attainment rates, and which perform ahead of the sector, e.g.:

Bury College Year 4 (2016/17) = 68.7%	Sector Year 4 = 68.6%	Difference = +0.1
Bury College Year 5 (2017/18) = 78.6%	Sector Year 5 = 70%	Difference = +8.6

## Progression

Analysis of the data set provided by Office for Students (OfS) provides detailed information on learner's disability. However, data provided by OfS does not include progression information for the college by disability, likely due to the relatively small numbers of students involved.

Wider analysis of the OfS data set shows that progression rate for the sector for disabled students was 71.5% in Year 5. Bury College Destination of Leavers Summery (June 2018), showed that 84% of all HE leavers progressed to Employment and/or Further Study in 2016/17 (in line with HESA national rates), however no breakdown is available for disability, likely due to the relatively small numbers of students involved. Where this changes, the college commits to collecting/analysing this data.

## 1.5 Care leavers

### Access

Analysis of the data set provided by OfS does not include access information for the college for care leavers. Data collected by Bury College indicates that information on care leavers cannot be published, as, due to low numbers it may be possible to identify individual students. Where this changes, the college commits to collecting this data.

### Continuation

Analysis of the data set provided by OfS does not include continuation information for the college for care leavers. Data collected by Bury College indicates that information on care leavers cannot be published, as, due to low numbers it may be possible to identify individual students. Where this changes, the college commits to collecting this data.

### Attainment

Analysis of the data set provided by OfS does not include attainment information for the college for care leavers. Data collected by Bury College indicates that information on care leavers cannot be published, as, due to low numbers it may be possible to identify individual students. Where this changes, the college commits to collecting this data.

### Progression

Analysis of the data set provided by OfS does not include progression information for the college for care leavers. Data collected by Bury College indicates that information on care leavers cannot be published, as, due to low numbers it may be possible to identify individual students. Where this changes, the college commits to collecting this data.

Please note that whilst the college will continue to deliver activities to support access, continuation, attainment and progression of care leavers, due to the known numbers of looked after children in the local area, the above position is considered unlikely to change during the life of this plan. For example, in recent report 'Outcomes for children looked after by local authorities in England, 31 March 2018' (Published 11 April 2019), there were just

21 Key Stage 4 pupils identified as children looked after for Bury. Key Stage 4 Outcomes for this cohort for the town were recorded as 'c', where for confidentiality purposes, numbers from one to five inclusive have been replaced in the published tables by the letter c (c).

In the neighbouring towns of Bolton and Rochdale (which, together with Bury account for over two-thirds of all Bury College's HE learners), an additional 66 Key Stage 4 pupils matched as children looked after, with most outcome data recorded as c. This reflects the National Statistics Code of Practice, which requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the Department for Education protect confidentiality.

## **1.6 Intersections of disadvantage**

Across the different characteristics of disadvantage, analysis of the data sets provided by Office for Students confirm that student numbers are too low to allow for intersectional work. Where this changes, the college commits to collecting/analysing this data.

Using college Individual Learner Record data, additional work on areas of intersection has been carried out, and which has helped to identify where targeting of activities on underrepresented groups can take place, including:

### Non-continuation

Continuation rates among those from lower participating neighbourhoods is a target for this plan. Further analysis has identified that the non-continuation rate for 2017-18 among students living in lower participating neighbourhoods mostly consisted of mature, female learners. Please note that numbers involved are relatively small (<30).

### Attainment

Higher level attainment rates at Bury College are performing well and no specific targets have been set as part of this plan. However, further analysis of 2017-18 has identified that targeting mature, female, BAME students would help maintain/improve higher level attainment rates. Please note that numbers involved are small (<15).

## **1.7 Other groups who experience barriers in higher education**

N/a



## 2. Strategic aims and objectives

### Introduction

Bury College's University Centre works in partnership with a range of Higher Education providers including the University of Bolton, University of Cumbria and Pearson. The Higher Education curriculum portfolio reflects the College's tertiary and community nature with qualifications available at HNC, HND, Foundation Degree, Bachelor of Arts and Bachelor of Science in both full and part time modes of delivery.

Bury College's mission statement is:

*Serving the community through education and training*

Bury College's Higher Education Strategic Objectives are:

- 1 To plan and design a higher education curriculum offer that is responsive to learner and employer needs.
- 2 To develop, deliver and review a high quality higher education curriculum offer.
- 3 To identify and work with appropriate partners in order to provide the HE curriculum offer.

### Equality of Opportunity

Bury College is committed to pursuing excellence in the services it provides and staff are a crucial factor in helping achieve this. The college upholds the advancement of Equality, Diversity and Inclusion as essential to ensuring all students have access to a high quality learning experience and staff to a high quality work environment.

In support of this, the college Vision "*Excellent outcomes and positive futures*" applies to both staff and students.

This plan has, therefore, been developed in direct support the Equality Act 2010 and Office for Student's Statutory Duty for due regard of the need to promote equality of opportunity in access to and participation in higher education. Many of Office for Students target cohorts align with those of protected characteristics within the Equality Act 2010, e.g. BME people, those with disabilities, those with lower socioeconomic groups.

Examples of activities by staff that enables the college to deliver on its responsibility to support students from underrepresented groups and contribute towards reducing gaps in terms of access to, success within and progression from higher education include:

- Being responsible to the learning needs of individuals
- Challenging sexist, racist or other discriminatory language or behaviour
- Using appropriate opportunities to raise staff and student's awareness of equal opportunity issues.
- Avoiding stereotypical expectations in recruitment, teaching and assessment of students.
- Recognising and praising staff and students' achievements.
- Showing sensitivity to staff and students experiencing difficulties.
- Working constructively in teams, towards college objectives.
- Responding positively to change.
- Co-operating with staff across the whole college.
- Working within a framework of continuous improvement to update skills, knowledge and experiences.
- Undertaking training and development

Bury College has systems in place to consult with a wide range of students, staff and other stakeholders to ensure that our services are developed and delivered in an effective and accessible manner. We are also committed to working in partnership with students and staff in the development, implementation and on-going review of our equality objectives. Communication and involvement will focus on awareness raising, identifying what is working well, what improvements need to be made and where there are barriers to inclusion and access. This includes, for university students:

- Internal Surveys issued to all students with results analysed, issues identified and actioned and feedback provided to students
- Rigorous data monitoring relating to participation, attendance, retention and achievement by gender, ethnicity and learning difficulty and disability to identify and action any gaps in performance
- Student representatives at curriculum meetings
- Student focus groups held in all curriculum areas
- Student representatives on Board of Corporation and College committees
- Equality and diversity calendar of events relating to local/ national/international events

- Student Action Group identifies issues and works with college staff and students to plan and promote events and activities
- Student Contract
- Equality and Diversity Steering Group
- Annual Equality and Diversity Reports to Governors and Leadership Team

The college will align work between our Access and Participation Plan and Equality and Diversity work to maximise impact on those with protected characteristics.

## 2.2 Target groups

### Assessment Summary

There continues much to celebrate in terms of Bury College University Centre's Access and Participation work, where much activity is running at, or ahead of national trends, including:

- Access rates of students from low participation neighbourhoods
- Attainment rates of students from low participation neighbourhoods
- Access rates of mature students
- Continuation rates of mature students
- Attainment rates of mature students
- Continuation rates among Black, Asian, Mixed and Other ethnicity students
- Attainment rates among Black, Asian, Mixed and Other ethnicity students, including higher level attainment rates
- Access rates of disabled students
- Continuation rates of disabled students
- Attainment rates of disabled students
- Progress rates across whole HE cohort

Analysis highlights where gap areas exist, and where the college with focus Access and Participation Plan targets on are:

- Continuation rates among those from low participation neighbourhoods
- Access rates of Asian, Mixed and Other ethnicity students
- Progression rates of mature students

Plus, based on intersectional analysis, activities will also target/support:

- Continuation rates among cohort of students who are mature, female and living in lower participation neighbourhoods
- Higher level attainment rates of mature, female, Black, Asian and Minority Ethnic cohort of students



## 2.2 Aims and objectives

Supporting national Key Performance Measures, Bury College University Centre targets for this Access and Participation Plan are as follows:

### Target 1

#### Life Cycle Stage – Access

Target = Reduce/remove participation gap among Bury College BAME cohort by 2024-25 as follows:

Asian Students – Baseline gap at 2017/18 = 8.2%

Annual Targets

- Year 1 (2020-21) Asian cohort participation gap reduces by 2% (from 8.2% - 6.2%)
- Year 2 (2021-22) Asian cohort participation gap reduces by 2% (from 6.2% - 4.2%)
- Year 3 (2022-23) Asian cohort participation gap reduces by 2% (from 4.2% - 2.2%)
- Year 4 (2023-24) Asian cohort participation gap reduces by 1.2% (from 2.2% - 1%)
- Year 5 (2024-25) Asian cohort participation gap reduces by 1% (from 1% - 0%)

### Target 2

#### Life Cycle Stage – Access

Target = Reduce/remove participation gap among Bury College BAME cohort by 2024-25 as follows:

Mixed Ethnicity Students – Baseline gap at 2017/18 = 3.2%

Annual Targets

- Year 1 (2020-21) Mixed Ethnicity cohort participation gap reduces by 1% (from 3.2% - 2.2%)
- Year 2 (2021-22) Mixed Ethnicity cohort participation gap reduces by 1% (from 2.2% - 1.2%)
- Year 3 (2022-23) Mixed Ethnicity cohort participation gap reduces by 0.5% (from 1.2% - 0.7%)
- Year 4 (2023-24) Mixed Ethnicity cohort participation gap reduces by 0.5% (from 0.7% - 0.2%)
- Year 5 (2024-25) Mixed Ethnicity cohort participation gap reduces by 0.2% (from 0.2% - 0%)

### Target 3

#### Life Cycle Stage – Access

Target = Reduce/remove participation gap among Bury College BAME cohort by 2024-25 as follows:

Other Ethnicity Students – Baseline gap at 2017/18 = 1.1%

Annual Targets

- Year 1 (2020-21) Other Ethnicity cohort participation gap reduces by 0.3% (from 1.1% - 0.8%)
- Year 2 (2021-22) Other Ethnicity cohort participation gap reduces by 0.2% (from 0.8% - 0.6%)
- Year 3 (2022-23) Other Ethnicity cohort participation gap reduces by 0.2% (from 0.6% - 0.4%)
- Year 4 (2023-24) Other Ethnicity cohort participation gap reduces by 0.2% (from 0.4% - 0.2%)
- Year 5 (2024-25) Other Ethnicity cohort participation gap reduces by 0.2% (from 0.2% - 0%)

### Target 4

#### Life Cycle Stage – Continuation

Target = Reduce/remove continuation rate gap among Bury College students from POLAR Quintile 1 areas by 2024-25

Baseline gap at 2016/17 = 7.4%

Annual Targets

- Year 1 (2020-21) POLAR Quintile 1 student continuation rate gap reduces by 2% (from 7.4% - 5.4%)
- Year 2 (2021-22) POLAR Quintile 1 student continuation rate gap reduces by 2% (from 5.4% - 3.4%)
- Year 3 (2022-23) POLAR Quintile 1 student continuation rate gap reduces by 1.5% (from 3.4% - 1.9%)
- Year 4 (2023-24) POLAR Quintile 1 student continuation rate gap reduces by 1.5% (from 1.9% - 0.4%)
- Year 5 (2024-25) POLAR Quintile 1 student continuation rate gap reduces by 0.4% (from 0.4% - 0%)

## **Target 5**

### **Life Cycle Stage – Progression**

Target = Reduce/remove progression gap among mature students by 2024-25

Baseline gap at 2016/17 = 2.4%

#### Annual Targets

- Year 1 (2020-21) Progression rate among mature students reduces by 0.5% (from 2.4% - 1.9%)
- Year 2 (2021-22) Progression rate among mature students reduces by 0.5% (from 1.9% - 1.4%)
- Year 3 (2022-23) Progression rate among mature students reduces by 0.5% (from 1.4% - 0.9%)
- Year 4 (2023-24) Progression rate among mature students reduces by 0.5% (from 0.9% - 0.4%)
- Year 5 (2024-25) Progression rate among mature students reduces by 0.4% (from 0.4% - 0%)

### 3. Strategic measures

Assessment of current performance confirms that many areas of existing Bury College HE provision supports the ambitions of Office for Students across different stages of the student lifecycle, including:

- Participation rates among disabled students, mature learners and those from lower participation neighbourhoods
- Continuation rates among mature students, non-white and disabled students
- Attainment rates among mature students, disabled students, Black, Asian, Mixed and Other ethnicity students, mature learners and those from lower participation neighbourhoods
- Progress rates across whole HE cohort

These provide reassurance that much of the work undertaken by the college is having a positive impact. Further assessment of current performance also identifies a number of areas where there are gaps / room for improvement to support Office for Student ambitions at different stages of the student lifecycle, including:

- Continuation rates among those from lower participating neighbourhoods, including mature, female learners
- Access rates among Asian, Mixed and Other ethnicity students
- Progression rates of mature students

Whilst Access and Participation activities will continue to be targeted to all students, and to Office for Student priority groups, particular focus will be placed on these cohorts.

The following section provides examples of the type of activities that Bury College currently delivers to support Access and Participation, together with examples of additional work that will be delivered to help the college to improve its situation.

#### **Access**

Examples of existing activities delivered by Bury College in support of Access ambitions include:

##### *Pre-16 outreach activity*

Bury College will continue to work in partnership with local high schools to offer a wide range of supportive activities to help school staff, their pupils and parents to make informed choices when planning their future education and career. Examples of activities that will be delivered include:

- presentations on HE to help raise awareness among Black, Asian, Mixed and Other Ethnicity learners of opportunities available to them
- follow-up 1-2-1 sessions which allow students to ask questions relevant to them / their aspirations
- delivery of taster sessions with curriculum staff to help engage students / realise how what they are learning at school can provide a platform to higher education and a career
- masterclasses taster sessions and workshops for pupils to experience college life

##### *Internal progression activity within Bury College*

To support transition planning for post-16 students, a range of activities will take place throughout the academic year to promote progression into Higher Education, including:

- Presentations from Higher Education staff on the wide range of programmes available
- IAG on how study programmes will enable students to progress to relevant HE courses
- Support with UCAS applications
- Tours of the University Centre
- Promotion of the bursary scheme for internal students who progress on to a Bury College programme

The college continuously reviews its HE offer to ensure it remains responsive to economic need, and local demand. Examples of new provision recently developed by the college that will support Access and Participation Plan targets include an increased range of HNC/HNDs and Degree programmes.

##### *Transition activity*

To support applicants with the transition into Higher Education at Bury College, a series of online materials have been developed for applicants to access information across a range of relevant areas, including:

- Study guides
- Academic referencing
- Subject reading lists
- Financial and learner support

### *GM Higher Activity*

Bury College is a member of Greater Manchester Higher, the local version of the National Collaborative Outreach Programme. This has enabled the College to benefit from activities aimed at learners and teachers in schools and colleges within the local area. Examples of activities delivered through this initiative include:

- On-campus activities, such as student experience days, campus tours, workshops and practical activities
- In-school activities, such as IAG to promote higher education to Years 7-11 learners, information on progression routes and Student Life, Interview Skills, Revision Skills and support for Parents
- Year 10 Mentoring activities, such as intro to HE, life after Year 11, Post-16 options, decision making, student life

GM Higher HEI Partners will work collaboratively to:

- Raise the HE participation rate for learners from POLAR4 Quintiles 1 and 2 in Greater Manchester
- Increase the proportion of Care Leavers from the 10 GM Local Authorities who progress to HE

A GM Higher baseline and numerical targets will be developed during 2019/20 to be finalised ahead of 2020/21.

### *Post-16 outreach activity*

Bury College has been successful in recruiting mature learners on to its HE provision, e.g. where 63% of all HE learners were aged 21+ in 2018/19. Examples of approaches that have supported this include:

- Growing our Access programme, providing opportunities for mature learners to re-engage with learning and develop a solid platform from which to progress to Higher Education
- Delivering the Access programme within the college's University Centre, which helps students feel part of the environment recognition of their aspirations to study at a higher level
- Detailed IAG, which covers entry qualifications and criteria for mature learners, and how these can be flexed according to individual circumstance / experience
- Flexible delivery methods that have been designed to accommodate different needs of mature learners, e.g. part-time jobs, families and caring commitments

To build on these, the College will prioritise Access activities to learners with the following characteristics:

- Students from BAME backgrounds, including Asian, Mixed and Other ethnicities

### *Financial Support - Bury College University Bursary*

Existing Bury College students who enrol onto Bury College University Centre directly from an eligible Level 3 full-time course can benefit from a bursary which will be paid each academic year of their course. Additional information is provided at: <http://www.burycollegeunicentre.co.uk/supporting-you/financial-support/>

Examples of how access and participation activities will be delivered include:

- Promotion of new programmes introduced as part of colleges strategic approach to growth, including by engaging new / additional cohorts, e.g. new HNC/HNDs to help provide additional progression pathways to FE students
- Deliver targeted masterclasses and workshops to support college students raise achievement (with emphasis on those from low participation neighbourhoods, BAME backgrounds) to assist transition to HE
- Targeting internal Bury College students to ensure that they have the opportunity to access, participate in and benefit from awareness raising events. This will include ensuring activities target and support those from low participation neighbourhoods, BAME backgrounds
- Increased subject-specific activities with potential HE students will help inform their decision making
- Outreach activities targeted at BAME residents, providing information on areas such as programmes available, course content, tuition fees, entry criteria, progression opportunities to Higher Education. This will also include communication on pathways to HE, such as through Access courses; and awareness raising on Adult Learning Loans to provide financial support to mature learners
- Partnership working, including with other Adult Learning Providers in the borough / locality delivering courses for adult learners / returners and where progression opportunities to HE may exist
- HE Open Events, which will include targeting of BAME residents
- Continued review of courses and delivery models to ensure that they remain accessible and attractive to a wide range of demographics and backgrounds

## Continuation / Attainment

Assessment of current performance shows that Bury College needs to ensure activities support measures to address non-continuation rates of entrants. This includes among students those from lower participation neighbourhoods.

Examples of existing activities delivered by Bury College to help support this target include:

### *Academic Study Skills Programme*

Building on feedback that identified HE learners would benefit from additional academic support, particularly in terms of using the library / accessing books and journals to support learning, the college has mainstreamed an academic study skills programme for every HE student. Delivered by the college librarian team from early in the first year, the programme runs throughout the entire first year, and now provides HE students with wide-ranging academic support, covering:

- Overview of range of library services, resources and facilities
- Demonstrations of information types available and developing search strategies
- Finding and searching academic journals
- Gathering, evaluating and comparing data and information
- Managing and organising data/information effectively and ethically

### *Tutorial System*

A standardised tutorial schedule has been implemented for each Higher Education course. These include

- sessions in the Learning Resource Centre at 'beginner', 'intermediate' and 'advanced' levels
- presentations from Additional Learner Support
- presentations from Counselling representatives in first semester
- career planning sessions

Students have access to one to one tutorials throughout their studies which provide opportunities to gain a greater understanding of their progress to date and to receive further feedback on their assessments.

The 2018 NSS Survey of Bury College provides useful independent feedback on many areas that support continuation of students, such as teaching, learning, assessment, support, and resources. Examples of feedback included:

- 89.3% of respondents felt that staff made the subject interesting (4.4% ahead of sector)
- 84.0% of respondents felt that their course had challenged them to achieve their best (3% ahead of sector)
- 88.0% of respondents felt that they had received helpful comments on their work (14.1% ahead of sector)
- 85.3% of respondents felt that they had received sufficient advice and guidance on their course (6.9% ahead of sector)
- 86.7% of respondents felt that staff valued their views and opinions about their course (11.2% ahead of sector)
- 86.7% of students were satisfied with the quality of their course (3.2% ahead of sector)

### *Student Engagement Process*

In addition to tutorial system, the College has established a Student Engagement process that enables student representatives to take an active role in the management of HE. The role of an HE representative includes:

- |   |   |
|---|---|
| being the voice of students             | being actively engaged with decision making |
| liaising with tutors on a regular basis | representing peers' opinions and interests  |
| contributing to policies                | keeping abreast of student issues           |
| providing feedback to University staff  |   |

### *Personal Development Planning*

Students engage with Personal Development Planning via the tutorial system during where they are encouraged to discuss career aims and activities to achieve their goals. This process provides a range of benefits to students, and to the college, including:

- Providing students with named points of contact with which to raise any questions / queries / issues
- Providing multiple link points between the student population and college staff
- Ensuring that students are able to input and steer decisions across the college's HE provision
- To provide continuous feedback on student learning experience / resources / support mechanisms etc.

### *Enhanced student experience, engagement and support services*

A range of additional activities take place throughout the academic year to support student success, including:

- Focus groups with students to review progress and to ensure the continued enhancement of the students' learning experience. Discussions cover areas such as quality of teaching, assessment and feedback, organisation and management, learning resources and satisfaction levels
- Access to GCSE English and maths classes where required
- Support for those experiencing financial hardships
- Provision of and access to a free coach service that runs from/to a number of destinations
- Presentations, workshops and research projects with partner universities to support final-year students

Academic teams also make relevant and up to date research available to their students via the VLE. This includes academic journals that relate to the wider application of the academic subject matter.

Student feedback has seen additional resources recently installed in the University Centre's Social Learning Zone and additional IT rooms made available in the main campus. In addition, further library stock, both physical and electronic, has been purchased and the loan period has been increased in response to demand.

Examples of how continuation / attainment activities will be delivered include:

- Investigating value/potential of providing student representatives with the opportunity to attend accredited leadership training to improve the status of the Student Representative role, and provide them with sufficient skills and capacity to achieve the objectives of their role
- Improving opportunities for those most at risk of non-continuation, such as those with additional commitments, e.g. disabled students, mature students who have caring responsibilities and/or part-time employment, to meet up with other students in similar circumstance (as identified within MillionPlus research paper Forgotten Learners) to ensure adequate support is available and doesn't act as a barrier to completion

### **Progress**

Assessment of current performance shows that Bury College needs to improve progression support to mature students. To help secure positive destination outcomes, the College undertakes a range of activities to ensure students are prepared for progression into employment or further training. Examples of these include:

- Ongoing engagement with Personal Development Planning via the tutorial system which ensures students continuously discuss their career aims and what they must do in order to achieve their goals
- Student's skills are continuously developed to help them understand roles they may progress to within their area of study. Initially, students are encouraged to focus on making links between their academic and professional experiences before moving on to develop their wider skills. Teaching staff incorporate employability skills within modules and students are encouraged to access/undertake work experience.

Examples of how progress activities will continue to be delivered include:

- Continuous evaluation of Personal Development Planning aspect of the tutorial system to ensure that students have sufficient opportunity to discuss and develop their career ambitions
- Developing closer links with employers to improve work experience aspects of programmes, including activities that facilitate pathways into employment for students following course completion
- Ensuring HE Representatives include progression planning within their roles, and provide students with sufficient opportunity to raise any questions
- Enhancing the scope and reach of employer engagement activities to:
  - Support closer academic and industry collaboration that enables undergraduates to engage in real world learning experiences
  - Ensure the curriculum remains relevant and continues to meet the needs of the industry sector(s)
  - Identify new trends and innovations which need to be reflected in provision
  - Provide employer and professional perspectives on curriculum structure and module content
  - Participate in regular industry liaison events including guest lectures, presentations, masterclasses and work experience opportunities



### 3.1 Whole provider strategic approach

#### Overview

Bury College applies a full student lifecycle approach across the three stages of the student journey (access, success and progression) to deliver equality, diversity and inclusivity. To develop a theory of change model, the college has evidence such as OfS Data Sets, and our own research / analysis to identify key performance strengths and gap areas in relation to under-represented groups across each stage. The college has then agreed a set of targets that responds to these gaps (see Section 2.2 Aims and objectives), together with a series of activities to help ensure that all the necessary conditions will be in place to meet these targets.

#### Alignment with other strategies

This Access and Participation Plan has been prepared to ensure that it aligns with multiple other relevant college strategies, including:

- Information, Advice and Guidance, by ensuring our activities provide an inclusive service that is confidential to the individual, and which meets the needs of all people irrespective of age, ability, ethnicity, religion, sexual orientation or gender, and which provides support at all stage of study, e.g. help choosing the right course of study, help starting your studies, support during your studies, and help with moving on
- Single Equality Scheme, where both the scheme and this plan have aligned activities to support similar target groups and respond to key aims within the Equality Act 2010, e.g. supporting those with protected characteristics
- Teaching, Learning and Assessment Policy, which ensures activities deliver high quality teaching and learning experience for students of all abilities, including through promotion of personal development and workplace skills
- HE Student Engagement Policy, to ensure that Bury College creates, in conjunction with the undergraduate student body, a sense of community that helps to develop the student skills and promote wellbeing, e.g. via student focus groups, satisfaction surveys which focus on how the whole learning experience can be enhanced
- Bury College Commitment to HE Student Employability, including through ensuring our programmes have a strong vocational element to them, employer links, provision of careers advice and embedding employability skills within programmes

All college strategies incorporate equality impact assessments to ensure equality, diversity and inclusivity remains at the forefront of activities / evidence of good practice is identified etc.

#### Strategic Measures

Examples of strategic measures being taken by Bury College to support whole provider approach across the full student lifecycle, and deliver equality, diversity and inclusivity include:

- Securing senior management buy-in, e.g. via HE Steering Group to ensure clear and explicit leadership and provider commitment to delivery of access, success and progression of under-represented students
- Engagement and involvement of staff from different departments across the college, including Quality, Curriculum, Student Services and Business Support
- Continuous collaboration work with relevant local and regional bodies, including students, schools, colleges, employers and other higher education providers, e.g. through employer network events, high school liaison activities, provider networks
- Involvement with key HE programmes, including the Greater Manchester Higher initiative (Greater Manchester version of National Collaborative Outreach Programme)
- Providing a range of curriculum, pedagogic and student support to improve the overall student experience, develop a more inclusive curricula and practice and ensure students from all backgrounds are engaged and supported to succeed, e.g. by developing varied delivery methods to maximise opportunities for learning of all students and closer engagement with employers to encourage input into curriculum design, delivery and progression opportunities for all
- Providing financial support to help provide cultural change, including promotion and use of a £500 Bursary Fund. Bury College sits within an area of deprivation and as a result we have created the Bury College Bursary Fund to help engage, encourage, incentivise and support under-represented groups progress from Bury College FE onto HE programmes at the University Centre. Evaluation feedback advised that many students less willing progress to HE / travel outside the local area to access HE would consider a bursary an attractive measure to support their participation. Analysis of recipients identifies that c80% of beneficiaries are from under-represented groups
- Provide training to all existing and new employees and students, and others engaged in work and/or study at the College to help them understand their rights and responsibilities and what they can do to help create an inclusive College environment

## 3.2 Student consultation

Bury College has established systems in place to ensure consultation with a wide range of students, staff and other stakeholders and that our services are developed and delivered in an effective and accessible manner. The college is committed to working in partnership with students and staff in the development, implementation and on-going review of our equality objectives. Communication and involvement focuses on awareness raising, identifying what is working well, what improvements need to be made and where there are barriers to inclusion and access. This includes, for university students:

- Internal surveys issued to all students with results analysed, issues actioned and feedback provided
- Rigorous data monitoring relating to participation, attendance, retention and achievement, including by gender, ethnicity, age, postcode and learning difficulty and disability to identify gaps in performance
- Student representatives at meetings
- Staff Student Liaison Committees
- Student focus groups held across curriculum areas
- Student representatives on Board of Corporation and College committees
- Equality and diversity calendar of events, including supporting local/ national/international events
- Student Action Group, who work with college staff and students to plan and promote activities
- Student Contract
- Equality and Diversity Steering Group
- Annual Equality and Diversity Reports to Governors and Leadership

The college will continue to align between Access and Participation Plan and Equality and Diversity activities to ensure we maximise impact on those under-represented / with protected characteristics. The college will also continue to engage with Advance HE to further support development of equality and diversity.

### Student Consultation and Involvement

Bury College has utilised its Higher Education Student Engagement Policy and Student Representative process to secure student involvement in preparation of this plan.

The HE Student Engagement Policy details how the College interacts with students on a formal basis, at an individual course level and as a collective student body of the University Centre. The policy describes the implementation of the student representative process, mechanisms used for collecting feedback and management, staff and student responsibilities.

The Student Representative process includes all HE students, where student representatives attend various committees, focus groups and forums.

Examples of previous feedback received via these routes include variations in teaching and styles, difficulties surrounding referencing and academic skills, requests for course related trips and enhance the learning experience, IT issues, access to learning resources and awareness of financial and emotional support.

Subsequent action plans have been prepared, discussed at the HE Steering Group and disseminated to the Student Representatives, where follow-up actions / changes that have been taken include:

- Introduction of compulsory study skills sessions
- Dedicated booking slots for Higher Education students in the Learning Resource Centre work rooms
- Amendments to the welcome booklet
- Additional PCs ordered for the Social Learning Zone
- Installation of a food service counter
- Access to the partner HEI resources
- Regular Student Loan Company advice slots during the autumn term
- Upgrade to the Wi-Fi Network

In development of this plan, student consultation has identified several areas for inclusion, e.g.:

- Equality of opportunity – to ensure that HE centre activities support those with protected characteristics, e.g. BAME, those with disabilities, those with lower socioeconomic groups (reflected in targets and investments plan)
- Financial support – to make financial support available to those who need it most (reflected in targets and investment plan, e.g. via Bursary and Hardship Fund)
- Curriculum, pedagogic and student support – to help improve the overall student experience, improve attainment and progress rates (reflected in targets and investment plan)

### 3.3 Evaluation strategy

Working within a framework of continuous quality improvement, high quality evaluation is crucial for an evidenced, strategic approach to access and participation, essential to driving improvements, and for ensuring that the college continues to invest in activities and support that will have the greatest impact on the groups of students and the stages of the student lifecycle identified as most in need of improvement.

Bury College HE Quality Cycle underpins the methods by which the college evaluates all elements of HE activity, including the impact of access, success and progression activities and financial support. The key evaluation mechanism is our dedicated HE Access and Participation Plan Group, set up to carry out detailed monitoring and evidence in relation to this plan. This group will undertake a range of evaluation activities to allow for detailed analysis of impact across under-represented cohorts, and be used to continuously inform strategic measures and drive change, including:

- Curriculum Planning, to deliver a more inclusive curricula
- Student Support Services, to improve the overall student experience at all lifecycle stages
- Student Financial Support, e.g. take-up by and impact of bursary fund on under-represented groups
- Operational Planning e.g. to improve access, attendance, retention, achievement, progression
- Communication and Marketing, e.g. to help raise awareness, reach and engage under-represented groups

Examples of activities include HE Student Module Questionnaires; HE Staff Self Evaluation Reviews; Student / Staff Liaison Committees; Student Representative Meetings; NSS / Graduate Outcome / HEIFES Surveys; Equality and Diversity Reports, plus internal students surveys (based on OfS/NSS questions) and destination tracking

Continuous Evaluation of our Access and Participation Plan will be used to support the college to:

- Ensure evaluation focuses on impact of those areas where we are investing
- Better understand what works well and what could be improved within Access, Success and Progression activities
- Develop our knowledge of whether and how activities are effective
- Test new and innovative approaches
- Use evidence to inform future practice and support year on year improvements
- Demonstrate impact and justify the money invested, including to students
- Contribute to the wider HE sector's knowledge on Access and Participation

In preparation of this plan, the college has also completed the OfS Self-Assessment Toolkit. This has identified several areas that the college will look to develop throughout the duration of this Plan, including:

- Acknowledging that additional staff from across the organisation could contribute to evaluation activities to ensure we eliminate inequality across the whole student lifecycle
- Acknowledging that wider collaborative working, e.g. with GM Higher NCOP could provide improved benchmarking opportunities
- Ensuring that all relevant staff are aware of and understand Access and Participation Plan targets, including supporting rationale
- Reviewing existing evaluation approaches to ensure that they accurately support data collection and analysis tasks in relation to our Access and Participation Plan targets
- Consider designing evaluation activities that incorporate quantitative and qualitative evidence to help deepen our understanding of the impact of our activities by 2020/21
- Considering counterfactuals as part of our evaluation, e.g. what would happen to our target groups if we did nothing by 2020/21
- Ensuring evaluation activities contribute to theory of change practice, e.g. by incorporating learning and reflection
- Sharing evidence generated from evaluation as part of our access and participation plan, e.g. by providing evidence reports / unique insights / case studies from a smaller provider

In addition to HE Access and Participation Plan Group, other committees / mechanisms will contribute towards continuous evaluation and improvement including the Higher Education Strategy Committee, who oversee curriculum developments to meet local, sub regional and national priorities and contribute to College's strategic objectives, and the Equality and Diversity Group, who work to ensure that the college upholds the advancement of Equality, Diversity and Inclusion and ensure all students have access to a high quality learning experience.

### 3.4 Monitoring progress against delivery of the plan

Responsibility for monitoring progress against delivery of this plan will sit within the college's Quality and Standards Department, led by the Vice Principal for Curriculum, Quality and Standards. Through this department, various groups take place, such as the HE Access and Participation Plan Group, HE Strategy Committee and the HE Quality and Standards Committee, which are attended by a cross section of Governors, College leaders, curriculum staff, student representative and cross college staff. Student cohort data including equality and diversity impact measures (EDIMs) and survey feedback, including for under-represented groups, are regularly reviewed, and specific targets identified as part of this Plan will be reviewed via these groups from 2020/21 onwards.

To achieve our vision and mission, Bury College works within a framework of continuous improvement and critical self-evaluation towards a culture of excellence which:

- Promotes and implements a student and client focus in all activities
- Welcomes people from all sections of the community
- Demonstrates flexibility and diversity in college activities
- Promotes collaborative and partnership activities within and beyond Bury College
- Values staff, promotes team work and actively encourages continuing professional development
- Demonstrates the importance of internal and external communications
- Celebrates success
- Strives for continuous improvement and excellence in all activities
- Anticipates and responds to change and new challenges
- Supports students to maximise their potential

Effective evaluation within our access and participation plan will be monitored through existing relevant college groups, e.g. quality and standards and equality and diversity. Student representatives are invited to attend these meetings and fully participate. The remit of this group includes:

- Oversight and direction of matters relating to the quality of the student experience including :

Admissions	Annual monitoring and review
Periodic subject reviews	Analysis of progression and completion statistics
Mitigating Circumstances	Feedback from and to students and stakeholders
Teaching and Learning	Learning resources
- Oversight and direction of matters relating to academic standards including:

The assessment process	External examiners
Academic unfair mean	Assessment Boards

The targets for Access and Participation require year on year improvements to reduce/remove gaps in participation, continuation and progression. Examples to demonstrate how the college will monitor our approach to improving practice include:

- Improving the collection, accuracy and evaluation of information on key target cohorts, with particular attention on target cohorts
- Continued student involvement and feedback, e.g. through HE Representatives, on different activities such as transition activities, tutorial system, personal development planning and financial support
- Evaluation of investment, including financial support such as Bury College Bursary and its impact on areas such as access and participation, continuation and attainment
- Monitoring the impact on attendance and subsequent attainment of students in receipt of financial support
- Continued partnership working with GM Higher and targeting key cohorts, complete with analysis of effectiveness

Monitoring and evaluation tools to be used will include:

- Data analysis and comparison, e.g. via ILR / HESA database
- Face to face questioning and interviews
- Surveys (staff and student)
- Focus groups
- Using local and national data sets to allow analysis of own performance compared with wider sector

Where the college is not making sufficient progress towards targets, these groups will be tasked to lead on a range of contingency measures.

## 4. Provision of information to students

Bury College provides prospective students with information on the fees for the duration of their course and prospective and current students' information on the financial support available to them as follows:

### Student research and application stage

Bury College provides prospective students with material information, including about the courses we offer, the structure of each course, and all associated fees / costs. This is made available before students are required to make a decision about which courses and HE providers to apply to.

### Offer stage

Bury College provides prospective students on-going information to inform their decisions about which offer(s) to accept, including:

#### At pre-contract stage

- Drawing prospective students attention to the college's terms and conditions
- Providing prospective students with any pre-contract information, e.g. where there have been any changes to courses, and securing agreement to these changes before or at the time of making the offer
- Ensuring that pre-contract information is provided on a durable medium, e.g. as an email attachment
- Identifying where the college understands that there may be a change after the offer is accepted, detailing what these could be, when, and how, so that the prospective student is able to agree to this

#### At contract stage

- Providing confirmation of acceptance of a place on a course, and that this constitutes a contract between the college and student
- Advising the student that they have 14 days right to cancel
- Advising that the contract for educational services is for the full duration of the course, with milestones to be achieved in order to progress to the next year or other period of study
- Ensuring that the contract information is provided on a durable medium, e.g. as an email attachment

### Student Enrolment Stage

- Providing information to students where it has been necessary to make any material changes
- Drawing students attention to the college's full terms and conditions and any other rules and regulations, with particular attention made to important terms

This covers key information, including:

- the aggregate amount of fees that the college will charge students for the completion of their course
- financial support that students are entitled to, together with how students can apply for financial support
- a clear statement on whether or not the college expects any increase in fees in subsequent years
- additional information where the college will or may increase students' fees annually, and to what extent, e.g. in line with inflation such as the Retail Price Index, so that students are able to understand how their fees will or may change

This approach helps to ensure that prospective students are provided with

- full information before they commit themselves to undertake a higher education course
- sufficient information that allows prospective students to foresee possible changes to the level of tuition fees and how these could affect them
- reassurance that continuing students will continue to receive the financial support that was advertised to them when they applied

Communication with prospective students takes place throughout the application cycle and includes detailed information on course content, tuition fees, entry criteria and progression opportunities and is made available in a variety of formats including prospectus, dedicated HE website, course leaflets and open evenings.

### Bury College University Bursary

Details of the Bursary Fund is made available to prospective and current students as part of wider information on financial support available to them. The Bursary Fund is available to Level 3 Bury College students progressing to a HE course, who can access £500 each academic year of their course.

Evaluation feedback advised that many students less willing progress to HE / travel outside the local area to access HE would consider a bursary an attractive measure to support their participation and analysis of recipients identifies that c80% of beneficiaries are from under-represented groups. Further information is available at: <http://www.burycollegeuniversity.co.uk/supporting-you/financial-support/>

Bury College will ensure that the Access and Participation Plan is easily accessible to both current and prospective students, including through making it available through the college' s University Centre website (available at: <http://www.burycollegeunicentre.co.uk/>).



## 5. Appendix

To be added here by OfS

- Tables 2a, 2b, 2c from Targets and Investment Plan (Targets)
- Tables 4a and 4b from the Targets and Investment Plan (Investment Summary)
- Tables 4a and 4b from the Fee Information document (Fee Summary)

### Supporting Evidence Sources:

Office for Students Regulatory Notice 1, available online at:

<https://www.officeforstudents.org.uk/publications/regulatory-notice-1-access-and-participation-plan-guidance/>

Office for Students Regulation Notice 6, available online at:

<https://www.officeforstudents.org.uk/publications/regulatory-advice-6-how-to-prepare-your-access-and-participation-plan-effective-practice-advice/>

Office for Students Data Sets for Bury College University Centre, extracted from Bury College section of Office for Students Extranet, available online at: <https://extranet.officeforstudents.org.uk/Data>

Office for Students Data Sets for Sector, extracted from Bury College section of Office for Students Extranet, available online at: <https://extranet.officeforstudents.org.uk/Data>

Gov.UK, Uplift Factors and Postcode Files, available online at: <https://www.gov.uk/government/publications/uplift-factors-and-postcode-files>

The Bury Directory, Bury Ethnic Group Census 2011, available online at:

<http://jsna.theburydirectory.co.uk/kb5/bury/jsna/service.page>

Greater Manchester Centre for Voluntary Organisation, Ethnic Population in Greater Manchester Districts, available online at: <https://www.gmcvo.org.uk/ethnic-population-greater-manchester-districts>

Gov.UK, Outcomes for Children Looked After By LAs: 31 March 2018, available online at:

<https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018>

Department for Education, Outcomes for Children Looked After By Local Authorities in England, 31 March 2018, available online at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/794535/Main\\_Text\\_Outcomes\\_for\\_CLA\\_by\\_LAs\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/794535/Main_Text_Outcomes_for_CLA_by_LAs_2018.pdf)

Higher Education Statistics Agency, Widening Participation Summary: UK Performance Indicators 2017/18, available online at: <https://www.hesa.ac.uk/news/07-02-2019/widening-participation-summary>

Office for Students, Difference in Student Outcomes (2015-16), available online at:

<https://www.officeforstudents.org.uk/data-and-analysis/differences-in-student-outcomes/ethnicity/>

Higher Education Statistics Agency, UK domiciled first degree qualifiers by classification of first degree and ethnicity marker (2014/15 to 2017/18), available online at:

<https://www.hesa.ac.uk/data-and-analysis/students/table-26#>

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

\*course type not listed

**Inflationary statement:**

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

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

Full-time course type:	Additional information:	Course fee:
First degree	All First Degrees charged at same rate	£7,500
Foundation degree	All Foundation Degrees charged at same rate	£7,500
Foundation year/Year 0	*	*
HNC/HND	All HNC/HNDs charged at same rate	£7,500
CertHE/DipHE	All CertHE/DipHE charged at same rate	£7,500
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

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

Part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	All Foundation Degrees charged at same rate	£3,800
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	All CertEd/DipHE charged at same rate	£3,800
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

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

Provider name: Bury College

Provider UKPRN: 10001005

## Investment summary

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

### Note about the data:

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

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Total access activity investment (£)</b>	£138,500.00	£155,500.00	£165,000.00	£167,500.00	£172,500.00
Access (pre-16)	£75,000.00	£85,000.00	£90,000.00	£92,500.00	£95,000.00
Access (post-16)	£48,500.00	£52,500.00	£55,000.00	£55,000.00	£57,500.00
Access (adults and the community)	£15,000.00	£18,000.00	£20,000.00	£20,000.00	£20,000.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
<b>Financial support (£)</b>	£55,000.00	£62,500.00	£66,000.00	£68,000.00	£70,000.00
<b>Research and evaluation (£)</b>	£10,000.00	£10,500.00	£11,000.00	£11,000.00	£11,000.00

Table 4b - Investment summary (HF1%)

Access and participation plan investment summary (%HF1)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Higher fee income (£HF1)</b>	£283,020.00	£319,065.00	£340,425.00	£348,435.00	£359,115.00
<b>Access investment</b>	44.2%	44.2%	44.1%	44.2%	44.3%
<b>Financial support</b>	19.4%	19.6%	19.4%	19.5%	19.5%
<b>Research and evaluation</b>	1.8%	1.7%	1.8%	1.7%	1.7%
<b>Total investment (as %HF1)</b>	65.4%	65.5%	65.2%	65.4%	65.4%

