

Easton and Otley College

UKPRN 10037344

Access and participation plan

2019-20

1. Assessment of performance

With over 4500 students Easton and Otley College is a specialist land based Further Education College (FE) which has been delivering Higher Education (HE) provision to the regional land based community for over 30 years. Widening participation (WP) and value for money are at the heart of our HE provision. The college is based on two sites over Norfolk and Suffolk following a merger of two land based colleges in 2011. Due to the specialised nature of our provision, students can come from as far away as Essex, Lincolnshire and Cambridgeshire.

As an FE provider, we are experienced in successfully supporting students from under-represented groups within our 16-18 cohorts to achieve, succeed and progress into HE, both locally and regionally. This supportive, well-structured and proven approach is also applied to our HE programmes.

The College benefits from small HE cohorts and an intimate HE infrastructure. This facilitates responsive support for health and wellbeing issues and holistic support from academic course tutors and managers. Much of this support is facilitated via an open door policy supported by very low staff/student ratios and generous staff/student contact time.

The College's higher education provision is validated by the University of East Anglia. There are 15 higher education programmes which include full honours undergraduate degrees, a level 6 top-up degree and foundation degrees. All of these cover a range of subject areas including agriculture; football development and coaching, equine science; animal science; land-based studies; wildlife and conservation; fishery management and sustainable aquaculture; crime, terrorism and global security, health, fitness, strength and conditioning; and sports coaching science.

1.1 Higher education participation, household income, or socioeconomic status

Year	Number of Students	Low household income	Percentage of cohort
15/16	228	Not recorded	N/A
16/17	231	15	6%
17/18	280	19	7%

At enrolment the college collects information on low household income, our data shows that a small proportion of our students declare a low income, therefore we feel this is a target group in our access plan.

Our data from 2017-18 indicates that 19% of students who withdrew were from a low household income; therefore our focus will be on access for these students. Our datasets are small numbers and not indicative of each academic year, however we will be strengthening the quality of our data

through a revised enrolment process solely for HE learners so we are able to move away from the FE processes we are currently part of and capture accurate HE data to inform subsequent APPs. Processes are in place to capture progression data from 2018/19. We have a newly developed system which lecturers have been trained to use within tutorials with students to form discussions regarding progression. These tutorials are summarised on the system and from this, progression data is captured. This is a gap in our current data which will be captured from this academic year.

1.2 Black, Asian and minority ethnic students

Year	Number of Students	BAME	Percentage of cohort
15/16	228	3	1%
16/17	231	3	1%
17/18	280	4	1%

Under-represented groups	2017/18 performance	Sector data ¹
BAME	% of BAME students = 1%	% of BAME students = 29%

We recruit significantly from Norfolk and Suffolk where the resident population is 96% white (ONS census data) however we are still behind the sector average. Our statistics illustrate that more work is required at the pre-applicant stage: for this reason, we have concluded that our efforts should be focused on pipeline building, by seeking to attract more BAME applicants from socioeconomic and educational disadvantaged backgrounds. We have increased our activities within ethnically diverse areas to address geographic and demographic challenges we face. We attend UCAS events in Bedfordshire, Cambridgeshire and Lincolnshire and our schools team visit Sixth Forms within these areas too. We have residential accommodation at our Easton campus which we will seek to promote further through an overhaul of our HE marketing strategy for 19/20 to make our provision more accessible for those based further afield than Norfolk and Suffolk.

Our intake of BAME students is such a low percentage of our overall intake that to compare the success and progression to those non-BAME students would be ineffective. However, we have reviewed our provision through the work on our HE strategy and are reassured that our curriculum is diverse and inclusive, projecting a global outlook on issues throughout programme modules.

1.3 Mature students

Year	Number of students	Number of mature students	Percentage of cohort
15/16	228	80	35%
16/17	231	59	26%
17/18	280	65	23%

Under-represented groups	2017/18 performance	Sector data ²

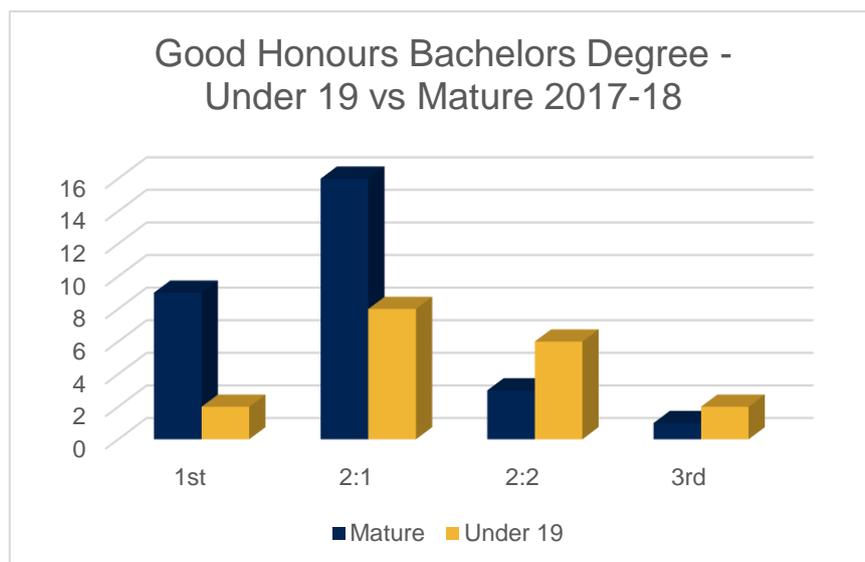
¹ <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

² <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

Mature	% mature students on entry =63% (first degrees)	% mature students on entry =26% (first degrees)
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The chart above highlights our strong recruitment of mature students to our programmes. We will continue to strengthen this number through our marketing strategy which will focus on local employers. This is a result of feedback we have received from Programme Committee meetings in which mature students from local business expressed concern over the lack of outreach the college has across employers with many not aware of the facilities and programmes we deliver. Although we recruit mature students well, retention is below benchmark, currently at 80%³ compared to 86% for our under 19 students. We are addressing this in effective timetabling to align with school times to allow those with children to fit their studies around their family life. Furthermore, all work is uploaded to our VLE after each lesson for those unable to attend to work from. Our hardship bursary is also mainly accessed by mature students but further work will be completed to market this and these students will also be eligible to access our 19/20 bursary for those from low household incomes.

The institution began collecting outcome data in our centralised MIS system from 2017-18, therefore we are unable to scrutinise success and progression data across a breadth of academic years. However, looking at good honours for our mature cohort against our under 19 learners, we can see that success is high for the mature cohort with 86% achieving a good honours.



1.4 Disabled students

Year	Number of Students	Students with declared disability	Percentage of cohort
15/16	228	18	8%
16/17	231	16	7%
17/18	280	30	11%

Under-represented groups	2017/18 performance	Sector data ⁴
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³ <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-data/tef-year-four-workbooks/>

⁴ <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

Disabled	% of students self-declaring disability = 11%	% of students self-declaring disability = 12%
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In 17/18, 85.5% of students self-declaring with a disability (learners with learning disabilities or difficulties – LLDD) achieved a good honours degree. In comparison, 75% of non-disabled students achieved a good or better outcome. Our numbers for those good honours students are very small therefore the percentages of those with good honours is not indicative for analysis. Moving forward, we will be working toward making our courses more accessible for those with disabilities. The institution will also develop data capture and analysis of progression data for these students as this is currently a gap in the data recorded.

1.5 Care leavers

Currently we record data on care leavers at enrolment, however, for 17/18 we did not have any students declared as a care leaver. Looking ahead, we are committed to continue to support a future cohort and to improve our evaluation of this support and the associated outcomes. We will also look to identify more areas where the college can collaborate with other institutions and charities to build better sector data sets on this group.

1.6 Intersections of disadvantage

Under-represented groups	2017/18 performance	Sector data ⁵
Low Higher Education participation	% students from Polar 1 areas = 24% (all ages combined)	% students from Polar 1 areas = 21% (all ages combined)

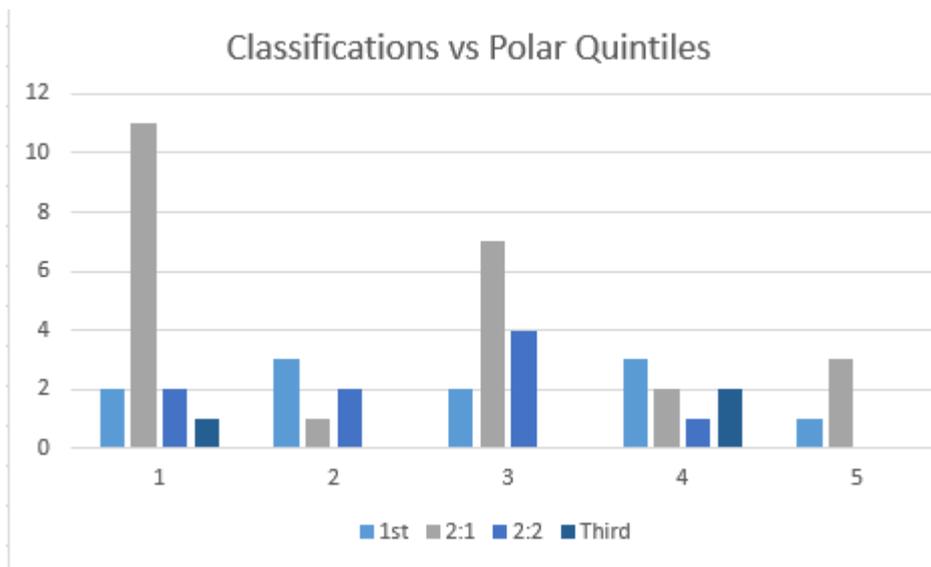
Year	Number of students by POLAR 4 Quintile					N/A	Total
	1	2	3	4	5		
15/16	51	49	62	36	16	14	228
16/17	57	50	67	38	16		231
17/18	59	63	78	53	22		280

Our data indicates we are above the sector average for our recruitment from Polar 4 quintile 1 at 24%. In terms of priority areas for this Access and Participation Plan, the college recognises that 71% of its catchment area is in Quintiles 1, 2 and 3 and is putting plans access, success and progression in place to retain these students and maintain our strong outreach in these areas.

Year	Number of students by POLAR 4 Quintile					N/A	Grand Total
	1	2	3	4	5		
15/16	51	49	62	36	16	14	228

⁵ <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

Mature		27	25	40	19	6	10		127
Under 19		24	24	22	17	10	4		101
16/17		57	50	67	38	16	3		231
Mature		35	28	44	21	5	2		135
Under 19		22	22	23	16	11	1		95
17/18		59	63	78	53	22	3		280
Mature		34	29	45	25	8	3		144
Under 19		25	34	33	28	14			136



Linking to our targets and milestones, our data shows us the largest proportion of our good honours achievements are within Q 1, 2 and 3. We recognise good honours are required for postgraduate opportunities and increase employment into relevant, well-paid jobs. Our targets link to improving these outcomes within these quintiles.

2. Strategic aims and objectives

Easton and Otley is committed to helping students from underrepresented and/or disadvantaged backgrounds to think positively about higher education and to have the confidence and self-belief to choose the option of going to university. For students to be confident about making the choice to go to university, they need to be well informed about what it will involve. It is also important for their parents to understand the implications of a higher education choice and to be in a position to offer the right kind of support and advice to their children. The decision to go to university is not made only when students are in the sixth form. Students' understanding and desire to progress to university level study often starts much earlier in their school life and individuals from less advantaged backgrounds are more likely to choose not to aspire to higher education earlier in their secondary education than their more advantaged peers. Therefore, the college will work with students in target schools from early on in their secondary education experience and engage with learners in primary education.

Furthermore, a priority for the college is to support students in finding employment. Progression from this point is to provide students with opportunities to make connections with employers, improved preparation for work via course activities and extra curricula services/training, embedding work related live projects/work experience and internships into all programmes across the provision.

Our Access and Participation Plan (APP) outlines how we will respond to the areas identified for development based on an assessment of our current performance. In this section we will outline the changes we aim to achieve and our approach to achieving these changes. We consider the whole student lifecycle and base our approach on quantitative and qualitative data inputs and outputs.

From 2019 staff within the College's 'schools team' within the marketing department have responsibility of working with over 120 schools in the region to improve FE recruitment and will increase their responsibilities to include sixth form and colleges. This collaboration with the HE team and the schools team will enable the college to develop its own HE WP strategy. The key principles that will guide the development of the strategy are as part of the Strategic review of Higher Education within the college:

- an evidence-based approach
- academic and pastoral support
- working in partnership
- importance of academic standards

Despite the significant increase in participation with HE across the East of England in 2017, rising to 32.9%⁶ there are still areas of very low participation across the region and to address this the College is involved in a National Collaborative Outreach Project (NEACO: Network for East Anglian Collaborative Outreach) to raise awareness and increase participation across Suffolk, Norfolk, Cambridgeshire and Peterborough. Through the ongoing Network for East Anglian Collaborative Outreach project we work closely with a number of HEIs and Colleges to deliver targeted outreach and community engagement activities across the East of England. A large number of local Colleges, Sixth Forms and Schools are also engaged in the activity, supported by a range of

⁶ UCAS End of cycle report 2017 – Patterns by geography, page 10

Higher Education Champions. In addition, we have historically been involved with NCOP, the local authorities, schools and academies and employers across the region and now the New Anglia LEP.

2.1 Target groups

We plan our access and outreach activities for groups under-represented in HE based on statistical and contextual information and our drive to be able to measure real progress against key milestones. Our outreach practices are founded on expectations of maximum impact and existing good practice. We continually refine our approach to ensure an appropriate balance of activities relevant to the requirements and philosophy of the APP. We will continue to build on such activities, which are concentrated specifically around WP learner constituencies in the wider community.

Target Group	Access	Success	Progress
Areas of low higher education participation	X	X	X
BAME	X		
Declared disability	X		
Low household income	X		

The college has a strong history of supporting social mobility through delivery models and targeted outreach work. As the leading land-based college in the region, we will build on current strengths through employer led, innovative curriculum which will serve to attract, retain and progress learners from a wide range of backgrounds and socio-economic groups into high value employment.

Moving forward we will develop attainment-raising targets by establishing a working group between our Higher Education team and Schools Liaison team. Currently, we do not have robust plans in place to include a target detailing attainment raising activity and see this as an area for development. We have plans in place to deliver attainment-raising activity in target schools with widening participation students in schools throughout Norfolk and Suffolk. Furthermore, we would like to survey the students we visit in schools to monitor the effectiveness of the delivery to measure levels of confidence around option choices e.g. qualifications relating to career choice at the start and end of day.

2.2 Aims and objectives

- Build on the current programme of outreach to feeder schools and colleges to support and encourage applications to higher education.
- Continue to monitor BAME recruitment trends to ensure that HE recruitment numbers at the College are a representative reflection of the local community. As a college we aim to increase the number of BAME students by 0.25% each year.

- Increase BAME access to programmes by attending UCAS events in Bedfordshire, Cambridgeshire and Lincolnshire and our schools team visit Sixth Forms within these areas too.
- Continue to monitor disabled student recruitment trends to ensure that HE recruitment numbers at the College are a representative reflection of the local community.
- Continue to monitor mature and part-time student recruitment trends to ensure that HE recruitment numbers at the College are a representative reflection of the local community.
- Support parents and other key groups and individuals involved with supporting student decision making to understand the range of pathways into and through higher education. This will be achieved through the provision of open events for parents, carers, careers advisors and school teachers, to explain the nature of the College HE offer.
- Work in conjunction with the Job Centre to support and encourage potential applicants into Higher Education through seminars, taster days and advice sessions.
- Increase our work with outreach programme to develop sustained relationships with a number of targeted schools and colleges with low HE participation rates or large proportions of disadvantaged groups.
- It is evident that students with a Specific Learning Difficulty (whether formally diagnosed or not) may find the transition to higher education challenging. We are working closely with our Learning Support team to improve the accessibility of their services to Higher Education students. This includes working closely with the Norwich Indigo Centre for our students to obtain Dyslexia tests.
- Academic staff have identified that some students from low participation areas have struggled with the transition from level 3 to level 4 courses and staff have also identified that the group require extra support with study skills required at this level. Taster sessions directed at these learners as part our progression programme and the increased availability of tailored study skills sessions have been developed in 2017/8 and the impact of these will be monitored through the internal student survey and programme committee meetings.
- Attendance, assignment achievements, learner experience feedback are monitored via interim exam boards, performance reviews, student tracking system and at team meetings (outlined below) and this close monitoring results in individual action plans to support learners. These actions may include referrals to onsite support and mentoring as outlined.

2.3 Investment

The college remains committed to spending approximately 23% of additional undergraduate fee income on our Access and participation plan investment. 40% will be spent on Access and 40% on Success. 10% on each of our progression and financial support will complete our investment plan as detailed in our resource plan.

Access and participation plan investment summary (£)	Academic year			
	2019-20	2020-21	2021-22	2022-23
Access investment	38,824	42,918	49,584	57,584

Success investment	38,824	42,918	49,584	57,584
Progression investment	9,706	10,729	12,396	14,396
Investment in financial support	10,000	11,500	12,500	13,500
Total investment	97,354	108,065	124,064	143,064

3.1 Whole provider strategic approach

During 19/20 we will focus on the following priorities:

- Embedding social mobility within our institutional strategies and making it central to our developing Higher Education Strategy
- Improving our evidence base and management information to inform decision making through continued investment in evaluation, market research and academic enquiry
- Strengthening our governance, planning and reporting structures to ensure a joined-up approach to widening participation across the student lifecycle
- Developing joined up support for students across the student journey, especially those with complex needs including carers, care leavers, estranged and disabled students
- Improving knowledge across the institution and working to encourage an inclusive culture

This Access and Participation Plan has been created to align with the College's Equality and Diversity Policy 2016⁷, which embrace the Public Sector Equality Duty (2011). The objectives directly linked to activity specified in this Plan are as follows:

1. To promote and advance equality and diversity, build good relations across all members of the College, with key stakeholders, partners and the wider community.
2. To ensure that all College Strategies, Policies, Procedures and Practices serve to promote and advance equality and diversity in line with the Equality Duty.
3. To ensure equality and diversity is embedded in our curriculum offer and services and throughout the organisation, adding value and having a positive impact.
4. To ensure that promotion and advancement of equality and diversity is effectively embedded within curriculum delivery and monitored through formal graded and ungraded learning observations.
5. To reduce and narrow equality gaps within the workforce, ensuring it reflects the community we serve.
6. To reduce and narrow equality gaps in success rates for all learners.

The college takes equality and diversity issues into consideration when designing and implementing its access and participation plan and executes its responsibilities under the Equality Act 2010. Equality and diversity is embedded across the student lifecycle through inclusive teaching, learning and support. However, we will be targeting some activities at specific groups.

Further work will be completed to provide a supportive, inclusive and multi-cultural learning environment which better understands the potential barriers to success our students may be facing. This will be assessed through student feedback, regular student surveys and Programme Committee meetings. This will also assist the college with improving retention making it more consistent across all student groups.

We will develop and arrange targeted progression activities such as HE taster days and workshops for our internal BAME level 3 students on relevant programmes. This aims to improve access and will be evaluated through the monitoring of the applications reports that will be introduced over the life of this plan.

Furthermore, we will develop and arrange targeted activities such as presentations, open events and taster days for external BAME level 3 students from targeted local schools. Again, the success of these activities will be evaluated through the monitoring of the applications reports.

⁷ <https://www.eastonotley.ac.uk/our-college/equality-diversity/>

3.2 Strategic Measures

Outreach work with KS3 schools in POLAR4 Q1-3 postcodes - We undertake outreach work to engage more potential students in line with targets, both from local schools and also from across the country to diversify our student population. Our resource plan indicates our plan to increase the number of schools we visit within Q1-3 postcodes to raise aspiration and participation from these learners into higher education.

Outreach work with communities and adults – we are currently working on a “Return to Education” event to target mature students. These events will include an opportunity to network with other adult learners who have successfully completed a degree programme at the college with tailored finance and support sessions for adults.

Access to HE routes and agreed progressions from college level 3 activity. - The College has recently included Access to HE Land-based Sciences to its suite of progression routes. August 2018 curriculum planning has reviewed the range of specific FE level 3 courses to HE. The HE provision provides a range of programmes to match the FE offer and plans to introduce further HE Access programmes in Sports, Criminology, Life Science and Veterinary Sciences.

Outreach work and support for disabled students – we will promote further awareness about the various forms of activity provided to support our students through our work in schools and colleges. We are a highly inclusive learning environment and provide effective support to students with disabilities. Increasing prospective students’ awareness and understanding of the college’s inclusive learning environment and the ways in which students are provided with effective support to enable them to succeed in their studies and progress to employment or further study will be prominent in our interactions with student groups in schools and colleges. Provision of advice and support to disabled students; developing accessible learning resources and inclusive learning and teaching environments. Further development of a project started last year whereby Additional Learning Support team are working in collaboration within HE Support and HE Academic skills forum. This will include, “Follow the Learner Journey” of learners with a disability to identify their student experience and observe if the curriculum and delivery teaching resources, equipment, rooming are inclusive and meeting the needs of the learner.

Support for progression from higher education into employment or postgraduate study – this will include support with internships and work placements for students from WP target groups, we are seeking to expand the current pilot on Sports and Ecology to other courses and Mentoring programmes designed to facilitate entry into employment or postgraduate study – can include industry days/ professional talks and networking events so that students can make contacts within their industry.

Students with a declared disability and/or additional learning needs are identified at the point of entry by the HE Team and Student Services. Learning Support are notified and an interview is arranged with the applicant to ensure needs are assessed and reasonable adjustments are in place.

The College is committed to supporting students in difficulty, especially where this would lead to a significant impact on their ability to remain in study or where widening participation characteristics are having a significant impact on their retention or success in higher education. Students can apply for a bursary to support access to higher education or a contribution from the hardship fund.

Applicants must for our existing bursaries must:

- Be a new student in 2019-20
- Be in the first year of a course
- Be studying full-time towards Foundation/Bachelor degree
- Have attendance over 80%.
- Obtain successful achievement in Semester 1, which will be confirmed in the college's February Assessment Board with the UEA.

Students also have access to the college hardship fund, a fund available to students who are facing financial hardship, which is proving to be a barrier to their continued enrolment and successful achievement. The fund is split into £50, £100, £150, £200 and £250 amounts dependent on the reason for the application.

Examples of how this fund might be used include:

- Students who have had their student loan delayed
- Students who have unexpected expenditure which is outside of their income range and will impact on their ability to access their course, either physically or virtually. This might mean a contribution towards their travel costs. Applications for the hardship fund must be supported with evidence of the outstanding bill(s) or circumstances.

3.3 Student consultation

We will involve students from all backgrounds in the implementation of our access and participation plan through the activities outlined throughout the plan. Student involvement in monitoring and evaluation will be through student feedback and surveys and this will include students from all backgrounds.

We ensure students are aware of how their feedback is being used by posting 'you said we did' posters around the provision, reporting back at Student Voice Forum meetings and through action plans for course management. We use social media with our HE students and this is another platform where progress against our Access and Participation Plan will be shared.

We are aware that certain groups may not engage as easily as others. To ensure their voice isn't lost we will be pro-active in contacting them and inviting them in to the groups.

We will continue to work with students to develop and inform our plans, through the student representatives on our committees, taking account of our students' voice through our evaluative processes, and through the various interactions students have in the delivery of our plans, for example via student to student tutoring activities within both access and success measures.

Programme Committee meetings are held each semester for each course area and are attended by student representatives from every programme at each level. We have used these meetings to as an opportunity to keep students updated with our work on our registration with OfS. In regards to the Access and Participation plan, we have kept students informed of the content. We have received feedback from students which has informed our plan, for example, students explained to us that expanding our bursary fund to benefit other groups would be beneficial, in this instance, a

bursary for mature students was suggested and this has been included in our bursary plans for 19/20.

3.4 Evaluation strategy

The College will use data from a range of sources to monitor performance, including, but not limited to, student outcomes across the student lifecycle (such as access, success and progression and intersections therein). The college will also consider contextual data, including UCAS, benchmarking with comparable programmes at a range of FECs and HEIs, HEFCE benchmarks and any other related or relevant metrics from the OfS.

The College recognises the need to adopt a systematic and granular approach to drilling down from top level data using quantitative data where programmes are of sufficient size to do so with confidence and qualitative data where they are not and/or as a compliment to quantitative data in order to inform a more refined approach to targeted support and interventions that should maximise impact.

The existing targets were set in a period when there was limited external data available for effective benchmarking (in particular contextual data per institution, as noted above) and a data-led approach was not sufficiently valued as a decision-making tool across FECs (especially since most FECs had a relatively small HE offer, thereby making a data-led approach less effective as a quantitative tool). Given the move to a more retrospective approach to assessing the performance of HE providers, a progressive system is needed, informed in part by the College's context, validating partners' expectations of the College, the OfS's strategic and operational priorities related to data analytics, as well continuous improvement of the student academic experience, student outcomes and ensuring value for money.

This top-level data, while useful, inhibits targeted interventions with the greatest impact, which are likely to occur from drilling down to programme level and using a combination of market intelligence and quantitative and qualitative data selectively, depending on student numbers, trends, if evident, and case studies. Given that many of the College's programmes have relatively small student numbers and some new programmes are planned, which will not have trend data available, greater reliance will be placed on market intelligence and qualitative data. This, combined with the need to undertake intersectional analysis and targeting across groups of prospective, new and existing students, warrants the identification of a WP role within the marketing department. This would enable a data analysis and market researched approach to ensure that Easton and Otley College's strategic approach to widening participation is underpinned by a robust evidence base, and supported by monitoring and evaluation to prioritise activities and interventions with the greatest impact

3.5 Monitoring progress against delivery of the plan

The key areas for monitoring progress against delivery of our plan will include:

- Understanding how the aims and objectives of the APP are being met and specifically how successful we are in widening access to the institution for different categories of students. Student surveys will be used to evaluate the experience of students from underrepresented groups is positive both academically and socially – 'fitting in' and having a sense of 'belonging' will be important considerations in this context;
- Collation of destinations of students upon graduation for differentiated cohorts of graduates.
- Careful in-year and annual monitoring of disaggregated student data in relation to access, success and progression will enable us to provide evidence of our effectiveness in each of

these stages of the student journey. Where any gaps in performance are identified, they will be addressed promptly.

- The collation and analysis of student lifecycle data will be used in a range of reporting within the institution including the Academic Board and the Board of Governors.
- Establish the 'value for money' effectiveness of the financial commitment made to support the achievement of the APP's aims.
- Integrate monitoring information with the APP's evaluation and impact assessment. APP monitoring will involve:
 - In-year progress updates - to include information on financial and staff deployment and data and evaluation findings re: progress against aims, objectives and milestones.

4. Provision of information to students

The college will ensure that full details of its access measures, including a detailed description of fees and financial support arrangements, are published in future editions of our Undergraduate Prospectus and on our website. Advice and information will continue to be given to students during school and college visits and at Higher Education fairs, conferences and open days. Students will be made aware of the support services we offer during their induction period and during tutorials throughout the year.

Notifications are frequently published on the Enterprise Social Network, Yammer within a group designated for HE students at the college. This group is monitored by Programme Leaders and Administration to ensure questions from students are answered in a timely manner. Furthermore, we have specific VLE pages for students which detail the support we offer and how to access it. This includes where in the college specific departments are based and how to contact them.

We will provide in a timely manner such information as the Universities and Colleges Admissions Service (UCAS) and the Student Loans Company (SLC) reasonably require to populate their applicant-facing web services. Once approved the Access and Participation Plan will be published on our website, alongside all previous approved Access Agreements.

Information, advice and guidance (IAG) on tuition fees and financial support for higher education students are provided by our student enquiries, student finance, student services, admissions, course tutors and marketing teams. A series of course advice events and open days are held throughout the year to provide IAG to prospective students and many external marketing events are attended, including UCAS events.

5. Fees and Financial Information

For students enrolling on an undergraduate programme in 2019/20 the course fees set for the duration of their programme are shown in the table below:

Course type	Annual Fee Entrants pre 2017/18	Annual Fee Entrants 2017/18 onwards
Full-time Foundation Degree	£7500	£7500

Full-time Undergraduate	£8500	£8500
Full Time Top Up Degree	£8500	£8500
Part Time	£1000/module	£1000/module

Income and expenditure estimates are based on current student cohort characteristics and planned numbers. They are, therefore, liable to change. The college may increase fees in line with any inflationary uplift as determined by the UK Government, if permitted by law or government policy, in the second and subsequent years of your course. It is anticipated that such increases will be linked to RPI (the Retail Price Index excluding mortgage interest payments)

The college is committed to providing timely and accurate advice on its fees and the financial support available to current and prospective students. The college will publish information on fees and financial support for 2019/20 on the college website⁸ and through the UCAS Entry Profiles.

Information on fees and financial support for students who enrolled prior to September 2019 will be published on the college intranet for current students, and on the website to assist any student who wishes to apply for a transfer into the institution from another course of study.

The College is committed to supporting students who face financial barriers to entering higher education. Financial support has been redirected away from fee waivers to the student hardship fund. This reflects the increased pressure placed upon the fund in recent years and provides income support to all protected characteristics rather than a small number of students. We have reassessed our spending to ensure that all students in all cohorts still have access to the financial support outlined in the Access Agreement from their year of entry. As part of a strategic review of Higher Education in the college there will be a review of financial support to focus on learners who would get most benefit

The college's Student Services team provides information about student finance and institutional financial support for prospective and current students. The team promotes a better awareness and understanding of tuition fee and living cost funding (as well as an awareness of loan repayment arrangements) and the development of appropriate strategies to manage their finances. These include:

- Accurate information about fees, loans, grants, and bursaries
- Additional information about welfare benefits, tax credits, and other opportunities to maximise income
- Access to UEA's student services via the Student Union.

Our financial support for 2019/20 entrants is outlined below.

Recipient	Overall allocation	Amount per student
Household income £25,000 or under	£5000	£450
Household income £16,001 - £25,000 and from a POLAR postcode	£5000	£450

⁸ <https://www.eastonotley.ac.uk/our-college/financial-information/fees/higher-education/>

From 2019 we would like to stagger the payment of bursaries through the semesters, for example, pay a proportion of the bursary in Semester 1 and the remaining at the end of Semester 2 to aid retention and ensure students are achieving the criteria for bursaries and financial support throughout the year.

Our proposed financial support will be available upon application for those with a household income detailed above. Based on the intake of those with low household incomes from previous academic years we do expect there may be more applications than the allocated funds allow for. With the split-payment method, all applicants will receive the initial allocation of 50% of the bursary and the remaining bursary will be assessed on attendance and achievement.

Our suite of bursaries and financial support will be evaluated through a project led by our HE office. We will analyse applications, enrolments and student outcomes for all recipients of bursaries and financial support in 2019-20 to determine correlations between financial support and student success, with outcomes compared across academic years. This will be supplemented by student interviews and focus groups to help us understand the practical benefits (and limitations) of the financial support we offer and how this affects student behaviour. In some cases where numbers are smaller, for example with recipients of our Hardship Bursary, we are limited to qualitative feedback to help us understand the impact of the scheme.

Table 3 - Summary of full-time and part-time course fee levels for 2019-20 entrants

Institution name: Easton and Otley College

Institution UKPRN: 10037344

Validation checks:

1. Please enter statement on increasing your fees by inflation for 2019-20 entrants in subsequent years of study in cell B13.

* 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.

no inflationary rise to fees has been applied for the year 2019/20

Full-time course type:	Additional information:	Course fee:
First degree		£8,500
Foundation degree		£7,500
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		£8,500
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		£3,000
Foundation degree		£3,000
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		£3,000

Table 8 - Targets and milestones

Institution name: Easton and Otley College
 Institution UKPRN: 10037344

Validation checks:

- All mandatory cells within a row in Table 8a must be complete - rows must have a reference number, lifecycle stage, target type, they must be classified as collaborative or not, they must have a baseline year and baseline data entered, and they must contain milestones up to and including 2019-20.
- All mandatory cells within a row in Table 8b must be complete - rows must have a reference number, lifecycle stage, target type, they must be classified as collaborative or not, and they must have a baseline year, baseline data, and yearly milestones entered.

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	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		
T16a_01	Access	Gender	Other statistic - Gender (please give details in the next column)	To balance the gender gap across programmes.	No	2017-18	Enrolment data 2017-18 Equine 100% female Animal Science and Welfare - 88% female Agriculture 60% male Sport 85% male Crime, Terrorism and Global Security -- 99% male	50% male 50% female	50% male 50% female	50% male 50% female	50% male 50% female	50% male 50% female	50% male 50% female	Seek to maintain opportunities for gender balance across HE provision - monitor gender balance across identified subject areas- equine , agriculture, crime,sports and animal - marketing of subjects/programme and curriculum design currently promotes gender balance , specific targets for individual programmes will not be set but review of applications/interest and enrolments will inform changes if required
T16a_02	Access	Mature	HESA T2a - (Mature, full-time, all undergraduate entrants)	With demographic changes to the 18+ numbers regionally and the unique offer of the college we look to attract mature learners to the programme in increasing numbers - programmes such as sports and crime are currently 18+ predominantly however other provision does attract career change /mature learners such as ecology, animal and agriculture	No	2017-18	23%	25%	27%	30%	33%	35%	Baseline data from EOC enrolment analysis including full and part time students	
T16a_03	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	The East Anglian region is intrinsically a low HE participation rate and the College delivers non traditional - vocational based degrees. Numbers of FE students from within the college progressing from FE to HE (whether at this college or other HEIs) is low - this work is collaborative with the former Suffolk and Norfolk Collaborative Outreach group.	Yes	2017-18	70%	70%	71%	72%	73%	74%	Ongoing work with Participation Partners will be undertake to set target for specified Postal Codes in oct 2018/Internal progression agenda set for HE with a 10% progression increase targeted for each academic year set at programme level not at whole department level	
T16a_04	Access	Disabled	Other statistic - Disabled (please give details in the next column)	Increase number of students with a declared disability by 1% and maintain sector average of 12%	No	2015-16	8%	10%	11%	12%	12%	12%	Our performance is close to the national average, we propose to increase and maintain a 12% proportion.	
T16a_05	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Increase number of students from BAME background by 2% each year	No	2017-18	1%	1%	3%	5%	7%	9%	Increase BAME intake by 2% each year	
T16a_06	Success	Low participation neighbourhoods (LPN)	Other statistic - Other (please give details in the next column)	To increase the % of students from Q1-2 achieving Good Honours outcomes	No	2017-18	71%	71%	72%	73%	74%	75%	Baseline of 2017 entrants recorded in 2017-18 HESA record	
T16a_07	Access	Low participation neighbourhoods (LPN)	Other statistic - Other (please give details in the next column)	The college is situated in a recognised area of Low Participation and Aspiration for HE - the college schools department work with schools and sixth forms in the region to promote and provide IAG on programmes in HE and the unique vocational degree experience - to increase the % of young full time students from POLAR quintiles 1-2 enrolling in HE programmes	No	2017-18	42%	42%	43%	44%	45%	46%		

Table 8b - Other milestones and targets.

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	
T16b_01	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	Organise at least 5 events with our outreach teams which target and raise aspiration and participation amongst learners from Q1-3 postcodes.	Yes	2017-18	1 event	5 events	5 events				