



Plumpton College

Access and Participation Plan 2019-2020

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1. Assessment of Current Performance

1.1 Background

Plumpton College is a specialist land-based college, which offers both Further and Higher Education. Since September 2012 our HE courses have been funded via our own contract with HEFCE, our HE courses are validated by the University of Brighton. In the Spring of 2018 the College entered in to a new partnership arrangement with the Royal Agricultural University (RAU) and, from September 2019, it is envisaged that all new entrants will be to RAU validated programmes.

All Higher Education provision is delivered at the College's main site, on the outskirts of Brighton and Hove, and is within the land-based specialist footprint, with approximately 60% within Band B.

The College identifies its HE provision as of strategic importance, as it completes and enhances a learning continuum starting with courses for primary and secondary school children, through 16-18 full-time courses, and adult courses at levels 2 and 3, and leads onto significant full cost technical updating for employees and employers.

The following sections provide an overview of the College's current performance in relation to access, success and progression. Data is shown from the academic year 2017-2018 as, following audit from HEFCE and an internal restructure at the College, this is the most accurate data set to work from. In recent years the College has taken a strategic decision to focus resource on priority curriculum areas, and thus reduced the number of programmes with a first year intake. This has not only reduced the overall size of the student body but also makes a year-on-year analysis of trends in student demographics lacking validity and reliability. Key underrepresented groups are covered in this plan, intersectionality cannot be included due to low numbers making any sort of analysis lacking in validity and reliability.

1.2 Access and Retention

Table 1a shows that with regards to access in some areas the College is performing well, specifically with regards to the proportion of mature, full-time students and the gender balance. Historically the College has attracted a high number of part-time students, primarily across the curriculum areas that offer the programmes most attractive to those looking for a career change or are returning to the workforce following a break. It is particularly noteworthy that the College has an almost even gender balance considering the land-based industries it serves can, in some areas, still be male dominated.

Table 1a: Demographics of Student Body

Academic Year	2015/16						2016/17						2017/18					
	Full-time + Part-time		Full-Time		Part-time		Full-time + Part-time		Full-Time		Part-time		Full-time + Part-time		Full-Time		Part-time	
Total students	364		294	81%	70	19%	331		261	79%	70	21%	279		222	80%	57	20%
DSA funded	23	6%	16	5%	7	10%	29	8%	27	10%	2	3%	22	8%	18	8%	4	7%
Mature	160	43%	113	38%	47	67%	156	47%	100	38%	56	80%	192	68%	142	64%	50	88%
Male	172	47%	137	47%	35	50%	130	39%	99	38%	31	44%	123	44%	95	43%	28	49%
Female	192	53%	157	53%	35	50%	201	61%	162	62%	39	56%	156	56%	127	57%	29	51%
Internal progression students							32	10%	32	12%	0	0%	18	6%	18	8%	0	0%
Ethnicity - Other	18	5%	15	5%	3	4%	14	4%	12	57%	2	3%	12	4%	5	2%	7	12%
Students from NCOP wards	26	7%	21	7%	5	7%	30	9%	24	9%	6	9%	20	7%	18	8%	2	4%

**Currently the College does not have a reliable data set in relation to care leavers. This information will be collected from 2018 entry going forwards*

Table 1a also shows that in other areas the College is not performing as well as it would like in relation to widening access. Most notably in regards to internally progressing students (who would be coming from non-traditional, vocational backgrounds), those from low participation wards, non-white backgrounds and claiming Disabled Students Allowance. The data with regards to students claiming Disabled Students Allowance does not however, reflect the number of students at the College with a disability and this will be discussed later. In terms of trends there are no significant upwards or downwards trends to note over the three year period. However the overall student body has decreased, due to a change in HE strategy to focus on particular specialist areas.

Table 1b: Retention

Academic Year	2015/16			2016/17			2017/18		
	All students	F/T	P/T	All students	F/T	P/T	All students	F/T	P/T
Total students	82%	84%	74%	84%	87%	83%	88%	88%	87%
DSA funded	74%	88%	43%	97%	96%	100%	86%	89%	75%
Mature	80%	82%	74%	87%	90%	82%	88%	91%	84%
Male	78%	82%	66%	85%	90%	71%	87%	88%	82%
Female	85%	85%	83%	87%	86%	92%	88%	89%	83%
Internal progression students				81%	81%	n/a	89%	89%	n/a
Ethnicity - Other	78%	80%	67%	64%	67%	50%	83%	80%	86%
Students from NCOP wards	81%	76%	100%	77%	83%	50%	90%	89%	100%

Table 1b shows that there has been an upwards trend in retention across the College year on year. This is reflected in many of the different sub groups, however there are a few outliers that appear to show significantly higher and lower retention. Some of these are in groups where the actual number of students is fewer than 10 and therefore the data is skewed. There has been a significant improvement in retention amongst the non-white student group between 16/17 and 17/18. Part time males still have lower retention than the College average although this difference is reduced in 17/18 on previous years.

1.3 Success

Table 2: Achievement of qualification

Academic Year	2015/16			2016/17			2017/18		
	All students	F/T	P/T	All students	F/T	P/T	All students	F/T	P/T
Total students	83%	86%	70%	92%	92%	93%	96%	96%	94%
DSA funded	100%	100%	100%	100%	100%	100%	92%	90%	100%
Mature	77%	80%	67%	93%	91%	95%	96%	97%	94%
Male	82%	83%	57%	88%	89%	85%	95%	94%	100%
Female	89%	88%	100%	94%	93%	100%	96%	97%	92%
Ethnicity - Other	67%	67%	N/A	75%	71%	100%	100%	100%	100%
Students from NCOP wards	75%	73%	100%	100%	100%	100%	100%	100%	100%

The table above (Table 2) suggests that there is a gap in success for students studying part time in some of the underrepresented groups. Over the three academic years represented there has been a reduction in the gap that existed in 15/16 between underrepresented groups and the overall College student population. In all areas apart from DSA funded Full time students and part time female students underrepresented groups either showed no significant difference in achievement or performed better in 17/18.

1.4 Progression

Given the size of provision it is difficult to break down DLHE data in to the specific priority groups. From 2019, the College will be collecting its own, internal destination data survey in order to be able to conduct a more comprehensive analysis in this area. The College is above benchmark for both the percentage of students in employment of further study six months after graduation, and also for graduate salary. The College's internal management information data however, shows that progression from honours degree to further study at postgraduate level is low (>5% over period from 2015-2017) and although the College is above benchmark in terms of graduate salary the number of students progressing in to management level positions is relatively low (average 30%).

2. Ambitions, Strategy and Measures

2.1 Access

The College has identified the following target groups in relation to access activities;

- Internal progression students
- Low participation areas
- Part-time mature students
- Non-white students

2.1.1 Internal progression students

In all areas of the higher education curriculum other than wine provision the College has an offering at further education level. Currently a low percentage of these students progress to higher education programmes at the College, although an additional number progress elsewhere this is still below the College's internal targets. The College is therefore introducing a comprehensive programme for internal progression to higher education. This includes the following;

- A summer school for level three year one students in relevant curriculum areas, focussing on positive psychology, identification of strengths, graduate careers in the relevant industries and the higher education student experience
- A series of group and individual tutorials targeted at supporting students with the application process, from identification of Institutions to apply through to support with interviews
- The introduction of discounts on fees for internal progression students.

2.1.2 Low Participation Areas

The College will continue to invest in schools liaison, including schools in NCOP wards in the following ways;

- School Visits – extending further direct partnerships with the local rural communities and local schools
- Curriculum themed support for selective courses – active interview sessions for students guidance and support for particular vocational courses
- Progression activity – aimed at external students including targeted support, awareness and aspiration raising with parents and full engagement with the NCOP programme of activities
- IAG – our information, advice and guidance is presented with WP in mind and gives an emphasis on the College's longstanding Learner Support Team.

The College is increasing the intensity of the work already undertaken in key areas of low participation, especially in the rural areas of the South East, through mentoring and student ambassador schemes, which have been proved to be mutually beneficial to both the mentor and mentee.

The College has been working closely with NCOP to increase participation from these areas. The College notes that, in the curriculum areas concerned, the participation rates in their further education provision is greater than at higher education (approx. 25% as opposed to 7%). This shows that there is an issue with regards to internal progression and therefore the work highlighted above is specifically targeted at students in NCOP wards.

In addition to this the College is recruiting a higher education Outreach and Progression Officer, with a specific remit to work in the NCOP wards in the area to increase participation rates for entry in 2019 in the first instance. If successful then this post will be made permanent.

2.1.3 Non-white Students

The College monitors closely the data surrounding the ethnic background of its students, and although the intake for both Further Education and Higher Education courses at least reflects the diversity of its locality and the nature of its provision, it has considerably extended its marketing and outreach activities to include a wider pool of students; historically due to the rural nature of the industry as well as the location of land-based colleges, the sector has tended to attract a low proportion of BME students. However, the College's recruiting activities now include areas of London.

2.1.4 Raising attainment in Schools

The higher education provision at the College is very small in relation to most other HEIs. The College at present therefore does not have strategic plans for school sponsorship, establishing a school or supporting schools through governance. However the College actively supports the raising of attainment in schools through its provision, specifically of STEM related activities, within its school visit programmes. Working directly, in a sustained and collaborative way with a number of local and regional schools the College offers delivery to enhance the STEM curriculum.

From 2020 the College will be working with key schools in the local area, specifically to contribute to raising attainment in STEM related GCSE subjects. This will be articulated through a number of activities including running INSET days for school staff, delivering taught sessions for GCSE students linked to the STEM curriculum (both on campus and in school) and supporting individual students through 'day release' activities.

2.2 Success

The following underrepresented groups will be targeted for improving success rates;

2.2.1 Disabled students

The College has a high number of students who unofficially declare they have a disability, usually through personal tutorials where trust has been developed, but who are reluctant/refuse to seek additional support. The College will therefore invest in both tutorial and independent advice to students, to encourage them to apply for DSA, take up a counselling offer and seek additional support where it could help them stay on programme and achieve.

The College has recently made significant investment in redeveloping some of the teaching, learning and social spaces for the higher education students. All of these spaces, including a new outdoor social space, are both accessible and inclusive. In 2019-20 the College will

continue to invest in these areas, extending to all central HE teaching rooms, updating the space for student support sessions and will continue to increase the allocation of accommodation for higher education students relative to demand.

The College will continue to offer a counselling service that is free at the point of delivery for all students.

2.2.2 Mature students

The College has recently undergone a review of its higher education curriculum. As part of this review there was a thorough consultation with both industry and current/potential students. In specific areas a need was identified for upskilling the current workforce. Employers felt this was best achieved through part-time study whilst also continuing their current employment. The College is therefore implementing the following;

- Working with curriculum advisory panels to ensure that any relevant curriculum development is designed in such a way as to be accessible for study on a part-time basis whilst in employment
- The development of bespoke, part-time study options for specific industries and employers
- Re-examining delivery methods including exploring the potential for flipped and online learning at modular and programme level and block delivery.

In addition to this, given the high proportion of mature learners as a percentage of the overall student population. The College will be disaggregating student feedback to ascertain the views of this particular group and compare to cross college student experience and satisfaction. The College will also be delivering specific CPD to programme managers, tutors and support staff in relation to supporting mature students.

2.2.3 Students from non-traditional backgrounds

The College acknowledges that students from non-traditional backgrounds often lack confidence when embarking on a higher education programme. The College will review its induction activities and include specific activities for this group. The College will build on research conducted at another land-based Institution to develop a research based activity during induction to provide students with the opportunity to engage immediately in the collection and analysis of primary data whilst receiving intensive support from staff and peers, thus building confidence and higher level skills development straight away.

2.2.4 All underrepresented groups

All students from underrepresented groups are more at risk of leaving their programme and therefore not achieving their qualification. The College actively uses learning analytics through the management information systems (ProSolution and ProMonitor) to engage, support and monitor students, in particular those at risk of leaving or not achieving.

The College has put significant resource in recent years in to both personal tutoring and programme management, including regular training for staff on equality, diversity and inclusivity. In 2019-20 the College will continue to invest in these areas, most notably with

CPD for staff on the experience of underrepresented groups, risk identification and tailored support.

2.3 Progression

As previously stated it is difficult for the College to identify specific groups to target in relation to improving progression and therefore the strategic decision has been taken to focus on the whole student body in relation to this activity. The College is working to improve the progression of its students through the following;

- The development of extra curricula programmes for both entrepreneurship and leadership. In recognition of the fact that although employment rates are high for the College's graduates, the number earning higher salaries and going in to management level jobs is relatively low, the College is investing in two new additional programmes to be made available to all higher education students. The developing partnership with the Royal Agricultural University means that the College can draw upon their very successful entrepreneurship activity and will be using this as the basis for delivering a similar programme at Plumpton. Alongside this both Institutions will be looking to pool resources to develop a leadership and management programme, again targeted at all students.
- A more robust placement module. Following feedback from students and employers, as part of the recent curriculum review the College has redesigned the placement element of its programmes. The placement module now forms a larger part of the Foundation Degree, with more emphasis placed on the nature of the placement and a problem/project based approach to assessment.
- Careers guidance. The College recently reviewed its approach to careers guidance across all of its provision. As a result, although subject specific guidance will remain within the curriculum areas, the College will be employing a careers advisor to offer independent advice where required.
- Progression to further study. Although progression to further study from Foundation Degree is good, progression to postgraduate study is low. A strategic decision to change validating partner was partly based on the relevant post-graduate opportunities available in synergistic curriculum areas. The College are working closely with the Royal Agricultural University to ensure students receive appropriate IAG and support to progress should they wish to. In addition to this the College are developing postgraduate provision within the wine division, specifically for graduates from the undergraduate programmes on offer.

3. Evaluation

The College routinely monitors and evaluates all aspects of this plan as part of the annual quality and business planning cycles. The activities also form integral aspects of the Annual Operational Development Plan, that it not only linked to the Institutional Strategy, but to specific strategic priorities laid out in this plan. As part of this annual monitoring process the College routinely benchmarks and, going forwards, will be able to conduct trend analysis with accurate data being available from 2016/17.

The College will evaluate and monitor all aspects of this access and participation plan through the following mechanisms:

Access

- Reviews of impact of marketing activity against recruitment KPIs in relation to widening access
- Feedback from outreach and IAG activity
- Impact and uptake in relation to internal progression, by curriculum area.

Success

- Regular KPI monitoring of attendance, retention and success in relation to underrepresented groups
- Analysis of student voice in relation to underrepresented groups
- Use of learning analytics for in-year tracking and monitoring against individualised student targets.

Progression

- Destination data
- Student voice in relation to specific initiatives such as leadership and management training and work placement.

This will not only enable the College to monitor progress against specific quantitative milestones as outlined in the resource plan, but to gain further quantitative data in relation to the College's own KPIs, namely recruitment, attendance, retention, student satisfaction, pass, achievement and destinations. Furthermore, qualitative data from feedback from outreach activity and the student voice will provide a richness to the overall evaluation of this plan. The impact of financial support will be evaluated from both internal student surveys and quantitatively using MI and financial data.

The College uses all evaluative data, including student surveys, to inform quality improvement plans, KPIs and operational plan objectives and actions. The outcomes of this access and participation plan evaluation will feed in to all of these. The College will use the findings from the evaluation to influence practice across the Partnership work the College does in the sector and, in particular, within the LANDEX College group.

4. Student consultation

The student voice is integral to all decisions, developments and activities across the College. The College has a number of mechanisms for hearing the views of students, in particular, the higher education student voice cycle comprises the following, where each activity presents an opportunity to gain feedback from students to inform this access and the participation plan:

- Programme Team meetings
- Internal student surveys
- NSS
- Focus groups
- Principal's forums
- Central Support updates
- Student governor

5. Financial Support and Investment

5.1 Financial Support

The College offers financial support to many of its students, based on need in the first instance. Evaluation from previous years' student surveys has shown that the provision of bursaries to the following groups has led to the greatest impact and the hardship fund has enabled student who otherwise may have had to suspend or withdraw from their studies to successfully complete.

5.1.1 Bursaries

The College will award bursaries in each year of study for students who fall within the following four priority groups;

- Mature learners
- NCOP wards
- Part-time
- Low household incomes

5.1.2 Hardship Fund

The College has an annual hardship fund to support students who fall into severe financial difficulties and without help would not be able to continue their course of study. The College will evaluate uptake of this fund in relation to uptake from underrepresented groups.

5.1.3 Fee waivers

To offset the fee increase for entry in 2019 the College is embarking on a new policy of offering a £1000 fee waiver to all new entrants in 2019 in the following categories;

- Household income up to £25,000
- Students from non-traditional backgrounds
- Students from NCOP wards

Table 3 (p. 12) outlines the predicted fee waiver, bursary and hardship funding for underrepresented groups in 2019-2020.

5.2 Investment in access, success and progression 2019-2020

Investment will be made in the following areas, determined through the evaluation of the College's Higher Education operating and quality improvement plans, with 50% of this investment directly made to support underrepresented groups. Table 4 (p. 13) shows the forecast amounts for each activity.

5.2.1 Access

Investment will be made in the following:

- Outreach and school liaison staffing
- Summer school

- Internal progression activities
- Information events
- School visit centre

5.2.2 Success

Investment will be made in the following;

- Continuing curriculum review to ensure delivery is inclusive and representative
- Development of induction activities to build confidence in students
- Creation of additional inclusive teaching, learning and social spaces
- Increased support and advice for students with regards to claiming DSA
- Subsidised Educational Psychologist appointments
- Appointment and training of additional tutors to offer support for underrepresented groups
- Continued offer of counselling at no cost to students.

5.2.3 Progression

Investment will be made in the following:

- Appointment of an independent careers advisor
- A revised placement module
- An entrepreneurship initiative
- An extra curricula leadership and management programme.

In relation to investment specific to progression to postgraduate study the following will be made:

- Development of postgraduate provision in the Wine Division
- Continued partnership working with the Royal Agricultural University to establish postgraduate progression routes.

Table 3. Predicted Fee Waiver, Bursary and Hardship funding for underrepresented groups in 2019-2020

Fee waivers (including free or discounted foundation years)	Full-time	Students with household residual incomes up to £25,000	20 000
		Students from other underrepresented groups	30 000
	Part-time	Students with household residual incomes up to £25,000	4 000
		Students from other underrepresented groups	6 000
	Fee waivers for all students		
Bursaries and scholarships (including accommodation discounts and other institutional services)	Full-time	Students with household residual incomes up to £25,000	20 000
		Students from other underrepresented groups	20 000
	Part-time	Students with household residual incomes up to £25,000	5 000
		Students from other underrepresented groups	5 000
	Bursaries and scholarships for all students		
Hardship funds	Hardship funds for all students		6 000
Total financial support			116 000

Table 4. Investment forecasts for access, success and progression 2019-2020

Table 7a - Access and participation plan investment summary (£)		2019-20
Access investment		75,000
Success investment		50,000
Progression investment		50,000
Investment in financial support		116,000
Total investment		291,000
Table 7b - Access and participation plan investment summary as a proportion of higher fee income (HFI) (%)		2019-20
Higher fee income (HFI)		750,000
Access investment (as % HFI)		10.0
Success investment (as % HFI)		6.7
Progression investment (as % HFI)		6.7
Investment in financial support (as % HFI)		15.5
Total investment (as % HFI)		38.8

2019-20 FINANCIAL SUMMARY

In 2019-20 the College will make a total investment of £471,000 to support this access and participation plan. Of this £291,000 will come from higher fee income

6. Provision of Information for Students

Students will be provided with information in relation to this access and participation plan in the following ways;

- The plan will be publically available on the College's website
- All potential applicants will be informed of relevant content at the point of enquiry
- Offer letters will contain information in relation to funding
- At enrolment and induction students will receive information and advice at group and individual tutorials
- During the duration of their studies students will receive ongoing advice, guidance and support through the tutorial process.

Prospective students will be informed of the fees for the duration of their course both via the relevant page on the College website and through their application process.

7. Equality and Diversity

The College's Equality and Diversity Policy states that;

The College will aim to make courses accessible to as wide a range of learners as possible. The College is committed to:

- Offering an admissions system which will offer guidance taking into account the particular needs of students
- Providing an inclusive learning environment which challenges all forms of prejudice, discrimination and stereotypical attitudes and behaviours within the learning environment
- Where possible providing a flexible programme of study within existing courses to meet specific and individual needs
- Providing learning materials in a variety of formats to meet the needs of learners and ensuring effective and appropriate learning support is in place
- Embedding equality and diversity into all schemes of work and preparing learners to work in a diverse society
- Monitoring student enrolment, attendance and achievement by age, gender, learning ability 'looked after child' status and bursary/hardship award.

The College has a Wellbeing Committee who ensure that effective systems to monitor and evaluate equality and diversity practices are in place by:

- Setting and monitoring equality and diversity performance indicators
- Monitoring and analysing data on student enrolment, attendance and achievement by age, gender, learning ability 'looked after child' status and bursary/hardship award with a view to comparing trends and highlighting and improving any imbalances identified.
- Monitoring and analysing staff recruitment in terms of age, gender, disability and race.
- Ensuring College policies in relation to Equality and Diversity are regularly monitored, reviewed and updated, in line with legal requirements and external body recommendations.

- Monitoring the progress of the Single Equality Scheme and reporting to SMT.
- Producing an Annual Equality and Diversity Report for submission to the SMT and Corporation.

The Equality and Diversity Policy informed this access plan, and it will be reviewed and monitored by the appropriate committees.

* 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.

Fees will remain the same for the normal duration of a programme of study and there will not be inflationary increases

Full-time course type:	Additional information:	Course fee:
First degree	September 2019 starts	£9,000
Foundation degree	September 2019 starts	£9,000
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year	September 2019 starts	£1,000
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree	- September 2019 starts	£4,500
Foundation degree	- September 2019 starts	£4,500
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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	Low participation neighbourhoods (LPN)	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Increase the proportion of students within the whole student body that come from non-traditional backgrounds.	No	2017-18	7%	9%	10%	11%	12%	13%	Some targets have been altered to reflect accurate data following audit in 16/17
T16a_02	Access	Disabled	HESA T7 - Students in receipt of DSA (full-time, first degree entrants)	Increase the number of new students that receive DSA support	No	2017-18	8%	12%	14%	16%	18%	20%	Some targets have been altered to reflect accurate data following audit in 16/17
T16a_03	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Improve the proportion of Non-White students within the total student population	No	2017-18	4%	5%	6%	7%	8%	10%	Some targets have been altered to reflect accurate data following audit in 16/17
T16a_04	Access	Mature	Other statistic - Mature (please give details in the next column)	Improve the proportion of Mature students within the total student population	No	2017-18	28%	30%	32%	34%	36%	38%	Some targets have been altered to reflect accurate data following audit in 16/17
T16a_05	Success	Part-time	Other statistic - Part-time (please give details in the next column)	Improve the proportion of Part Time Students completing their studies	No	2016-17	91%	92%	93%	94%	95%	98%	Some targets have been altered to reflect accurate data following audit in 16/17
T16a_06	Success	Mature	Other statistic - Mature (please give details in the next column)	Improve the proportion of Mature Students completing their studies	No	2016-17	49%	52%	54%	56%	58%	60%	
T16a_08	Success	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Improve the proportion of Students from low participation neighbourhoods completing their studies	No	2016-17	88%	92%	93%	93.50%	95%	97%	
T16a_09	Access	Attainment raising	HESA T1b - State School (Young, full-time, undergraduate entrants)	Increase the number of state schools engaged in STEM related activities delivered by the College	Yes	2017-18	134 schools	140	146	152	158	164	
T16a_10	Access	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	Increase the number of care leavers entering undergraduate programmes	No	2018-19	n/a	tbc	tbc	tbc	tbc	tbc	Once baseline data has been obtained targets for future years will be set
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	Multiple	State school	Outreach / WP activity (other - please give details in the next column)	A range of activities with state schools in the south east including farm visits, tastings and mentoring	No	2016-17	258 schools	258	258	258	258		Numerical value stays the same but increasing engagement for attainment raising
Optional commentary on milestones. This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.													