



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Exeter College against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

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

Exeter College is a large, thriving and growing tertiary, further and Higher Education (HE) College which places teaching, learning and student success as its top priority. It has developed very strong employer links through the curriculum and through Business Solutions, the College's dedicated employer engagement team, ensuring professional courses and apprenticeship training, including HE level, mirrors current industry trends and initiatives.

HE is a key aspect of the College's wide ranging curriculum which offers higher levels of study linked with academic, professional and skills sectors. Exeter College aims to be an exceptional and thriving university centre through partnerships that inspire and offers HE programmes in partnership with the University of Exeter, University of Plymouth, Plymouth Marjon University (the /University of St Mark & St John) and Kingston University, as well as Pearson Education Limited. Exeter College strives for excellence in all dimensions of its training and education activity with the mission to shape the future of education by delivering excellence in all aspects of our work, in order to realise the ambitions of our learners, city and region.

The College intends to make HE a core dimension of its activity and to work with new and existing partners to grow the opportunities for individuals and employees to realise their ambitions through locally based provision. The College aims to be responsive to the needs and aspirations of its local community and economy, and continues to pursue excellence in higher level teaching and learning, and deliver an enhanced student experience. With regard to enhancing access and ensuring student success and progression the College's objectives for 2019-20 included;

Raising awareness and aspiration in relation to the opportunities presented by HE to prospective students within the community served by the College, with a focus on underrepresented groups, in particular, female students (especially in STEM related disciplines), school leavers and mature students (over 24), students from ethnic minorities and students with additional needs.

Developing positive working relationships with local schools, communities and employers to facilitate the sharing of knowledge, skills and expertise to improve evidence-based practice and paving the way for more young people to progress into HE.

To provide support to all current students to aid their transition to HE, continuation on programme and achievement of their intended qualifications and to provide targeted interventions to underrepresented groups and individuals to close attainment gaps and, To provide a range of services to ensure that all students are able to realise their ambitions in relation to undertaking further study at or outside of the College, securing graduate level employment or starting their own enterprises.

--

2. Self-assessment of targets

The tables that follow provide a self-assessment by Exeter College of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Exeter College’s 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	To increase proportion of female learners accessing HE particularly in STEM and related disciplines	2015-16	39%	45%	47%	Percentage	2019-20	45	Limited progress
T16a_02 (Access)	To increase the proportion of students over 24 years of age accessing HE for the first time	2015-16	27%	31%	33%	Percentage	2019-20	23	No progress
T16a_03 (Access)	To increase the number of school leavers accessing HE to enhance their career and social mobility (Increase is as a percentage of the numerical baseline data)	2015-16	401	9%	13%	Percentage	2019-20	14	Expected progress
T16a_04 (Access)	To increase the proportion of students from ethnic minorities accessing the opportunities provided by HE	2015-16	5%	8%	9%	Percentage	2019-20	7	Limited progress
T16a_05 (Access)	To increase proportion of students with additional needs accessing HE	2015-16	12%	16%	18%	Percentage	2019-20	31	Expected progress
T16a_06 (Student success)	To increase the percentage of students retained and progressing between years/levels of study	2015-16	95%	96%	97%	Percentage	2019-20	88	No progress
T16a_07 (Student success)	To increase the percentage of students successfully completing their programme of study	2015-16	88%	92%	94%	Percentage	2019-20	86	No progress
T16a_08 (Progression)	To increase the proportion of students progressing on to Level 6 or above, internally or externally (baseline data to be collated at end of 2016-17-estimated targets provided)	Other (please give details in Description column)	N/A	30%	35%	Percentage	2019-20	59	Expected progress

T16a_09 (Progression)	To increase the proportion of students, who chose not to study further, gaining graduate level employment or self-employment (baseline data to be collated at end of 2016-17-estimate provided)	Other (please give details in Description column)	N/A	45%	50%	N/A (see description / commentary)	2019-20	0	Limited progress
T16a_10 (Access)	To continue the College's work in raising attainment in GCSE Maths and English amongst its own 16-18 year old Level 3 learners and to contribute to the work of the College's feeder secondary schools in raising attainment in GCSE Maths and English, thus facilitating access to HE	2015-16	64%	66%	68%	Percentage	2019-20	91	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Visits to local sixth forms/groups of 16-18 year old learners within the College to deliver university level 'outreach activities Years 12-13/Level 3	2015-16	11	20	25	Other	2019-20	53	Expected progress
T16b_02 (Access)	Visits to feeder secondary schools and delivery of additional aspiration raising activities for Years 9-10	2016-17	0	5	10	Other	2019-20	1	No progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£18,953.00	£17,020.00	-10%
Financial Support	£7,500.00	£2,500.00	-67%

4. Action plan

Where progress was less than expected Exeter College has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	Continue to review curriculum, offer Part Time routes where appropriate. Marketing strategy to take into account target groups. Dedicated Adult Advisors to support applicants and the development of data collection and analysis for priority groups at application to enrolment to improve monitoring of progress against target
T16a_02	Continue to review curriculum, offer Part Time routes where appropriate. Marketing strategy to take into account target groups. Dedicated Adult Advisors to support applicants and the development of data collection and analysis for priority groups at application to enrolment to improve monitoring of progress against target
T16a_04	Marketing strategy to take into account target groups. Dedicated Adult advisors to support applicants and the development of data collection and analysis for priority groups at application to enrolment to improve monitoring of progress against target.
T16a_06	Introduce 'At Risk' register to improve early interventions to support student success. Increase availability of student support during summer referral period. Develop data availability to Programme Managers to enable more effective monitoring of continuation and progression rates.

T16a_07	Induction period to include 'Preparation for remote learning' to identify students with barriers to engaging remotely. Tutors to identify at risk learners, increase use of well-being meetings to support students and set monitoring targets to support success.
T16a_09	Opening of student hub for advice, guidance and support will include the careers and employability support.
T16b_02	Development of a range of activities that can be promoted remotely rather than face to face. Work with the schools to promote the benefits of remote presentations and offer Q & A sessions

5. Confirmation

Exeter College confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
Exeter College has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	John Laramy CBE
Position	Principal and Chief Executive

Annex A: Commentary on progress against targets

Exeter College's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
Yes. HE courses (in particular STEM Provision) is promoted to our level 3 learners as part of their PDP programme. Adult advisors available to all prospective applicants to provide appropriate IAG
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No additional steps other than those detailed taken

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
Yes. HE courses is promoted to our level 3 learners as part of their PDP programme. Adult advisors available to all prospective applicants to provide appropriate IAG
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No additional steps other than those detailed taken

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
Yes. HE courses is promoted to our level 3 learners as part of their PDP programme. Adult advisors available to all prospective applicants to provide appropriate IAG
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No additional steps other than those detailed taken

Target reference number: T16a_06
How have you met the commitments in your plan related to this target?
Yes. tutorial support to monitor students progression through the course. DSA supervisor to support staff in delivering inclusive practice in lessons and assessments. Provision of well-being support and counselling services.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No additional steps other than those detailed taken. During lockdown 1:1 support available remotely from personal tutor, DSA supervisor and college counsellor.

Target reference number: T16a_07

How have you met the commitments in your plan related to this target?

Partially - DSA supervisor supports students with specialist advice and guidance to staff on inclusive practice. Some delay in the provision of mentoring support due to Covid-19 impact on Student Ambassador scheme.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Depending on partner university regulations, some students used exceptional referral period (up to Dec 20) to complete year. Success rates recorded prior to this date. At risk learners identified, IT equipment loaned to students. DSA supervisor met with staff from other institutions to share good practice. remote learning continued throughout lockdown, DSA supervisor in regular contact with students with additional needs to offer pastoral care. Use of amended Extenuating referral regulations to enable late submission due to covid not to be penalised. Well-being meetings held with students to give advice and guidance on how best to complete and achieve if they were struggling.

Target reference number: T16a_09

How have you met the commitments in your plan related to this target?

Partially - creation of centralised Careers hub postponed due to impact of covid-19. Careers and employability officer delivers group workshops and 1:1 sessions. Careers and progression support embedded into tutorial. Partner universities hold progression events and students are invited. These were virtual this year. Investment into an online careers and advice platform for students and signposting to resources available from partner universities. Planned Enterprise events had to be cancelled due to lockdown.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No additional steps other than those detailed taken

Target reference number: T16b_02

How have you met the commitments in your plan related to this target?

yes

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Due to COVID-19 schools cancelled outreach activities. As a result the Next-steps team increased the number of remote presentations within the college to our level 3 groups.

Schools were offered remote delivery of targets but felt they were unable to take up the offer at that time

Annex B: Optional commentary on targets

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

Reference Number	Optional commentary
T16a_01	
T16a_02	Our proportion of mature learners over 21 is 38% (OfS Access and Participation data dashboard).
T16a_03	
T16a_04	Proportion has remained stable from 18-19
T16a_05	
T16a_06	Data on continuation is not available externally. Internal data used but data available doesn't currently drill down to identify the number of completers who need to use to extended referral period to complete or repeat with attendance. This will be priority area for development.
T16a_07	Success rates for courses monitored to identify those with a low success rate. Specific Actions for that faculty will be implimented through the Faculty Action Plan and Quality Improvement Plan.
T16a_08	Destination data for external progression not currently available. Data from internal progession from level 5 programmes where a level 6 is offered within the college.
T16a_09	Currently no data available as small cohorts limits data available from Graduate Outcomes. This is a priority area for the college
T16a_10	This year impacted by CAG's. Will continue to monitor.
T16b_01	Number refers to number of interactions i.e number of groups presented to.
T16b_02	Number refers to number of interactions i.e number of groups presented to.