



## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by City College Norwich 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

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

As stated in our 2019/20 Access and Participation Plan, City College Norwich is committed to being an inclusive and diverse institution, that represents the community that it serves and provides opportunities for all to succeed. This is reflected in our strong position with regards to participation of under-represented groups, but we continue to be ambitious to ensure students succeed to their fullest potential. Strategically, CCN is committed to improving the identification and understanding of under-representation in our HE provision at any stage of the student life cycle and including intersectional underrepresentation.

We developed our strategic approach to Access and Participation considerably in the preparation of the 2019/20 plan and considering the OfS priorities. We are ambitious to build upon our strong record of inclusive access to higher education provision and address areas of disparity as they relate to success and progression. Whilst the relatively small cohort sizes of some of the key groups, especially at the level of intersectional analysis, requires consideration, we identified a significant number of emerging areas for attention.

This plan, based on our assessment of performance, focused on three key priority student groups: - BAME (Black, Asian, and Minority Ethnic) students; LDD (Learning Difficulties and Disabilities), and students from socio-economically disadvantaged backgrounds.

Our 2019/20 plan was developed on the basis of the guidance provided to us at the time and against the backdrop of an institutional structure which has now changed significantly.

Therefore, it is critical to note 2 aspects that underpin the analysis presented in this response:

Higher and Degree Apprentices: OfS guidance required us to exclude any consideration of data relating to Higher and Degree apprentices when setting our 2019/20 APP targets.

Therefore, the targets reviewed in the plan and the data presented of our progress do not include Higher and Degree apprentices to ensure a "like for like" comparison is made. This remains a problematic methodology for the College as Higher and Degree apprentices make up 26% of our 19/20 student cohort and if included in our analysis, would alter positively our performance on nearly every targeted area of performance.

Merger with Easton College: In January 2020 City College Norwich merged with Easton College, which included 82 HE students. Clearly our 2019/20 APP targets were not set with an understanding of the characteristics and student lifecycle of our the Easton College student cohort. However, OfS published data for the Colleges performance in the 2019/20 academic year has included Easton students as they finished the academic year as part of the City College Norwich cohort. Therefore, use within this analysis of OfS published data would incorrectly compare the newly merged cohorts performance to targets set pre-merger on a different cohort of students which would not provide a meaningful measure of the performance of the College. Therefore, the analysis presented in this review is of the performance of students who commenced the 2019/20 academic year as City College Norwich students and excludes all Easton students, so as to show the performance of the cohort on which the targets were set.

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by City College Norwich 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 City College Norwich'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 (Success)	To increase the retention of male students to eliminate the gap in retention between the genders. Calculated using retention in all three years of undergraduate study combined.	2017-18	Male retention - 4.0% to female (overall 3 years combined)	3.2% gap	2.4% gap	Percentage	2019-20	2.9	Limited progress
T16a_02 (Access)	Proposed rebased to Polar 1 participation of CCN students (Higher / Degree Apprentices excluded)	2017-18	24%	24%	24%	Percentage	2019-20	23.3	No progress
T16a_03 (Access)	Rebased to 2017/18 levels of self declared students on entry with LDD (Higher / Degree Apprentices excluded)	2017-18	15%	15%	15%	Percentage	2019-20	23.8	Expected progress
T16a_04 (Access)	Rebased to 2017/18 levels of mature students at point of entry	2017-18	44%	44%	44%	Percentage	2019-20	52.5	Expected progress
T16a_05 (Access)	This is the % of students who self-declare to be from non-white British ethnic group on entry to our HE provision.	2017-18	BAME = 9%	9%	9%	Percentage	2019-20	5	No progress
T16a_06 (Success)	To increase the retention of BAME students to eliminate the gap in retention between the BAME and White students . Calculated using retention in all three years of undergraduate study combined.	2017-18	BAME retention - 4.3% to White (overall 3 years combined)	3.2% gap	2.4% gap	Percentage	2019-20	4.5	No progress

T16a_07 (Success)	To increase the good honours outcomes of disabled students to eliminate the gap in good honours between the disabled and non-disabled students . First degrees only, self declared disability.	2017-18	Disabled Good Honours 14% below non-disabled Good Honours	12% gap	8% gap	Percentage	2019-20	2.8	Expected progress
T16a_08 (Success)	To increase the good honours outcomes of BAME students to eliminate the gap in good honours between the BAME and White students . First degrees only, self declared ethnicity.	2017-18	BAME Good Honours 44% below White Good Honours	40% gap	32% gap	Percentage	2019-20	7.5	Expected progress
T16a_09 (Access)	This is the % of students who self-declare to be from non-white British ethnic group on entry to our HE provision.	2017-18	BAME = 9%	9%	9%	Percentage	2019-20	5	No progress
T16a_10 (Progression)	Increase % of IMD decile 1-2 graduates moving into employment in DLHE SOC 1-3 categories	2016-17	IMD deciles 1-2 8.2% below students from deciles 3-10	7.5% gap	6.5% gap	Percentage	2019-20	8.2	No progress
T16a_11 (Success)	To increase the % of students from IMD Decile 1-2 group achieving their qualification	2016-17	IMD Deciles 1-2 15.1% below deciles 3-10	12% gap	10% gap	Percentage	2019-20	7.4	Expected progress
T16a_12 (Success)	To increase the % of young full-time students from POLAR quintiles 1-2 achieving Good Honours outcomes.	2016-17	Young POLAR1-2 with Good Honours 14% below students from POLAR 3-5	12% gap	10% gap	Percentage	2019-20	0.8	Expected progress
T16a_13 (Success)	Increase % of Non-BAME undergraduates from disadvantaged backgrounds (IMD decile 1-2) attaining qualification	2016-17	Non-BAME disadvantaged students 17.5% below non-BAME students from IMD deciles 3-10	17.5% gap	14% gap	Percentage	2019-20	5.3	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)	Long term collaborative school work	2016-17	12	14	14	Other	2019-20	24	Expected progress
T16b_02 (Access)	Identify and work with targeted schools to support their raising of their OFSTED grade from "requires improvement" to at least good	2017-18	2	2	3	Other	2019-20	3	Expected progress

### 3. Investment commitments

#### 3.1. Access and participation investment for the last audited year

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

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£95,000.00	£96,081.93	1%
Financial Support	£25,000.00	£6,113.13	-76%

### 4. Action plan

Where progress was less than expected City College Norwich 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	Further develop data capture to flag up at risk students earlier (through an HE Student Tracker), to assist the HE Tutorial Supervisor to intervene to support male "at risk" students. Further promotion of the support services available to students around both wellbeing and financial support, early in course programmes / induction. Development of targeted support sessions on academic skills for 2020/21 onwards, in addition to the Higher Learning Skills module that students already undertake in their first year.
T16a_02	Our metrics for 2020/21 onwards include higher and degree apprenticeships, in line with the current approach of the Office for Students, and do not point to an issue with Polar Quintile 1 participation.
T16a_05	Please see commentary. We will monitor, taking into account the latest Census data once this is published, to see if there has been a change in the overall BAME population in our area.

T16a_06	<p>Further develop data capture to flag up at risk students          Use the HE Tutorial Supervisor to intervene early to support BAME at risk students.</p> <p>Further promotion of the support services available to students around both wellbeing and financial support, early in course programmes / induction.</p> <p>Expand the proof-reading service to a wider number of students from underrepresented groups</p> <p>Development of targeted support sessions on academic skills for 2020/21 onwards, including support for students for whom English is a Second Language (which accounts for some of our BAME students, but also other students).</p>
T16a_09	Duplicate target (See above)
T16a_10	<p>Exploration of the development of Alumni networks, at a course level, to attempt to track progression. Hopefully, the Graduate Outcomes Survey will develop in such a way as to provide similar levels of granularity to the Destination of Leavers from Higher Education survey which provided the baseline data.</p>

## 5. Confirmation

City College Norwich confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
No	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
City College Norwich 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	Corrienne Peasgood OBE
Position	CEO and Principal



## Annex A: Commentary on progress against targets

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

<b>Target reference number: T16a_01</b>
How have you met the commitments in your plan related to this target?
<p>Yes, through</p> <ul style="list-style-type: none"> <li>- Improved Data capture to identify and flag up issues at course level</li> <li>- HE Hardship Fund introduced to provide targeted support to underrepresented student groups</li> <li>- Monitoring of performance through course committees, course level action plans</li> <li>- Updating of the School Improvement and Enhancement Plan, and reporting to student representatives/College Exec and Governors</li> <li>- Creation of an annual School Monitoring Report</li> </ul>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Bringing forward recruitment of an HE Tutorial Supervisor to work specifically with students from underrepresented groups, who might be at risk of non-continuation, or poor academic attainment.

<b>Target reference number: T16a_02</b>
How have you met the commitments in your plan related to this target?
<p>Yes, through</p> <p>Improved Data capture</p> <p>Outreach with local schools through our IAG team, and our work with the Norwich Opportunity Area</p> <p>Updating of the School Improvement and Enhancement Plan, and reporting to student representatives/College Exec and Governors</p> <p>Creation of an annual School Monitoring Report</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Not at this stage; see commentary, within future steps, regarding the impact of higher and degree apprenticeships on this performance

<b>Target reference number: T16a_05</b>
How have you met the commitments in your plan related to this target?
<p>Yes, through,</p> <ul style="list-style-type: none"> <li>- Improved Data capture</li> <li>- Outreach with local schools through our IAG team, and work with the Norwich Opportunity Area</li> <li>- Updating of the School Improvement and Enhancement Plan, and reporting to student</li> </ul>

representatives/College Exec and Governors - Creation of an annual School Monitoring Report
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Please see commentary

<b>Target reference number: T16a_06</b>
How have you met the commitments in your plan related to this target?
Improved Data capture to identify and flag up issues at course level HE Hardship Fund introduced to provide targeted support to underrepresented student groups (including BAME) Monitoring of performance through course committees, course level Improvement and action plans Updating of the School Improvement and Enhancement Plan, and reporting to student representatives/College Exec and Governors Creation of an annual School Monitoring Report
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Further steps being taken in 2020/21

<b>Target reference number: T16a_09</b>
How have you met the commitments in your plan related to this target?
Duplicate target (See above)
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Duplicate target (See above)

<b>Target reference number: T16a_10</b>
How have you met the commitments in your plan related to this target?
Members of the College Executive work actively with the New Anglia Local Enterprise Partnership (NALEP) to engage with both the public and private sector. This includes active participation in various skills committees of the NALEP to help meet the demands of industry in the local area. In addition we have continued to work with local industry to develop Higher and Degree apprenticeships to meet local needs. Targeted support of underrepresented students, through the Higher Education Tutorial Supervisor role, to support academic attainment, and the use of specialist IAG (Independent Advice and Guidance) staff, who provide tailored advice on progression into employment or further study.

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

No data available to track current progress against the target, so it is unclear whether further steps are necessary.

## Annex B: Optional commentary on targets

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

Reference Number	Optional commentary
T16a_01	The retention gap has closed but still lags slightly behind our expected progress in 2019/20, by 0.5%.
T16a_02	The ratio of Polar1 students, is just below our target level by 0.7% but still high compared to the sector average of 12.3%
T16a_03	Significant increase in number of self-declared LDD students, above interim target.
T16a_04	Significant increase in number of mature students, above interim target. 66.7% if Higher apprentices are included
T16a_05	In hindsight the target we set ourselves was too optimistic, given that the vast majority of our recruitment is from the local area, which contains a headline BAME population of 4%. For 2020/21- we will continue to monitor and look to create action plans should our recruitment drop below what might otherwise be expected given our population demographics.
T16a_06	No further commentary, other than to raise awareness of the impact of relatively small numbers of BAME students can have on percentage rates.
T16a_07	Progress ahead of schedule
T16a_08	Progress ahead of schedule
T16a_09	Please remove this as it is the same as line 23 above
T16a_10	No Graduate Outcomes data has been published so far which provides this level of detail, since the baseline DLHE data for 2016/17, so we are unable to currently confirm whether progress has been made.
T16a_11	Progress on Schedule
T16a_12	Progress ahead of schedule
T16a_13	Progress ahead of schedule
T16b_01	Expected Progress
T16b_02	Expected Progress