

# Access and Participation Plan 2019/20

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## 1. INTRODUCTION

1. The Trafford College Group formed from a merger between Trafford College and Stockport College in April 2018. The merger was supported by the Further Education Commissioner and the Education and Skills Agency to meet the needs of current and future students and employers, raise the quality and relevance of provision, including better outcomes for students, and support the local economy of Greater Manchester.
2. Both Colleges have been delivering Higher Education for over 25 years and currently have 2 awarding bodies, Sheffield Hallam University and University of Bolton (on teach out), and one awarding organization, Pearson. At the time of merger, Trafford College had 283 higher education students and Stockport College had 600 higher education students.
3. Prior to merger Trafford College did not have an access agreement due to fees under the basic rate of £6,165. Stockport College fees for a minority of courses (Degree provision) were over the basic fee and therefore had an access agreement under the Office for Fair Access. Due to this The Trafford College Group, in some areas, has not collected data required for all underrepresented groups. However the plan will detail how we intend to collate this in 2019-20.
4. The Trafford College Group is committed to widening access and participation to Higher Education, ensuring individuals with the potential to benefit from higher education have the opportunity to do so. HE is central to our ambitions to act as a catalyst for change and provide a transformative education experience through enabling economic regeneration and social inclusion. A key strand of our higher education strategy is to provide outstanding high-quality and enjoyable teaching, learning and assessment opportunities. 'Unlocking potential and fostering success' across all student groups remains a central theme. Our mission is to provide our students with an outstanding education experience with excellent progression outcomes, the acquisition of industry standard skills and the development of personal attributes and resilience to enable them to achieve their potential and fulfil their career aims by:
  - Being bold
  - Being ambitious
  - Showing respect
  - Working collaboratively
  - Demonstrating a professional attitude
5. The Trafford College Group is situated at 3 campuses across 10 miles of South Manchester. Stockport, with the majority of HE provision, is a large town in Greater Manchester, 7 miles south east of Manchester City Centre.
6. Stockport College is based in the town centre, working at the heart of the community, providing further and higher education to around 5,000 people of which 600 are higher education (prescribed) students. The town's population is 300,000. Stockport itself is not particularly deprived however there are pockets of severe deprivation. 14% of the population live in the 20% most deprived areas nationally and three areas are within 1% of the most deprived nationally. Around 8% belong to BME communities and 15% of Stockport residents have low mental health and wellbeing. The latest data from the Office for Students identified that 35% of Stockport wards are a 'cold spot', showing the least participation into higher education for young people. Stockport young people have similar GCSE attainment results (5 GCSE A\*-C grades) to the England average, however the performance between this and pupils from disadvantaged backgrounds is 41% at key stage 4.
7. Trafford College is situated on two campuses in the borough of Trafford (Altrincham and Stretford campus) and provides education opportunities to around 9,000 students on level 1-5 technical and professional courses, with around 300 studying higher education. Around 250,000 people live within the borough with 25% under the age of 19. Trafford's population is predominately white at 85%, with 15% belonging to BME

(Black and Minority Ethnic) which is very similar to England as a whole (14.6%). The BME population in Trafford has a higher population of young people than the population as a whole, of which 1 in 5 (21.9%) are under 20, compared to 1 in 20 (4.8%) among those aged 65 and over. Overall education attainment in Trafford at KS4 is better than the England average, the proportion of young people achieving 5 GCSEs (A\*-C) including mathematics and English is 69.2% which is higher than the North West, and significantly higher than England (57.8%). The proportion of 16-17 year olds who are not in education, employment or training is 6% and is statistically the same as England. Trafford is ranked 120 out of 152 upper tier local authorities in England (where 1 is the most deprived authority on this measure). This makes Trafford the least deprived authority in Greater Manchester. The Office for National Statistics shows that 50.6% of the Trafford's population hold a higher education qualification, compared to 34.5% for the Northwest and 38.6% for England. 82% of the working population are economically active and 57.7% are classified as highly skilled (1-3 of the Standard Occupational Classification), which is over 10%points when compared against the national average of 46.1%. The average full-time worker salary is £33,696 (up from £31,558 in 2017) which is higher than the national average of £29,700.

8. Since the merger, the College group was reviewed by the Quality Assurance Agency for Higher Education, meeting the expectations in all areas. The College was awarded Silver in the Teaching Excellence Framework in June 2018 and approved University Centre title by the Department for Education.
9. Our higher education provision is contextualised to meet the needs of our local economy and support the wider context of Greater Manchester. Our work with key local employers such as Manchester Airport, Kellogg's, Siemens and John Lewis enriches our student experiences, providing them with essential graduate skills and attributes that they need to support them to succeed. Objectives from our higher level skills development strategy include the ambition to:
  - Embed employability skills into the curriculum, ensuring graduates progress into meaningful and sustainable employment.
  - Develop higher and degree apprenticeships to ensure we support the local economy by closing the skills gap.
  - Increase our higher education population by offering relevant, employer responsive curriculum, leading to an increase from internal level 3 to 4.
  - Maintain an inclusive learning environment, supporting the widening participation agenda in encouraging an increase of students from unrepresented groups.

## 2. ASSESSMENT OF CURRENT PERFORMANCE

10. The College reports equality and diversity impact measures regularly at our Higher Education Committee and Equality and Diversity Committee which are both a forum for discussion and inform actions to support and enhance the student lifecycle including underrepresented groups. As the academic year 2018-19 is the first year of the merged College, we have used previous data available from Trafford College and Stockport College and created one data set (2015/16-2017/18). We have also used external data sets such as DLHE and TEF to inform this section.

### 2.1 ACCESS

11. The College has seen a decline in new entrances to higher education over the previous three years. Full time new entrants (Year 1) have decreased by 4% points from 2015 to 2017. Part time student recruitment is following the sector trend and the College has seen a 51% fall in this. Recruitment of young students has fallen since 2015-16. We believe this shift is partially due to the increased competition of local post-92 HEIs, with our most recent UCAS data suggesting that over 15% have been offered an unconditional

place by local higher education institutions. Despite our decline in student numbers, we are pleased with the progress we have made in maintaining our student recruitment from underrepresented groups and in many cases exceeding sector and regional benchmarks for groups.

12. The College uses POLAR classification when determining the students that fit into low participating neighbourhoods. The polar classification looks at how likely young people are to participate in higher education across England based on their home postcode. The polar classifies postcodes into 5 groups called quintiles. Quintile 1 shows the lowest rate and quintile 5 shows the highest rate of participation in higher education. Participation rates at the College continue to be strong at 44% in 2015-16 and 42% in 2017-18. Participation levels for care leavers is very low (3 students in 2017-18), and an area of focus.
13. The average age of a higher education student at the College is 27 years old and the proportion of mature students (21 years old and above) accessing higher education at the college has remained relatively static over the previous three years at around 68%, some 10% points above the national benchmark.
14. There has been a fluctuation in recruitment of BME students over the previous three years, showing a decrease with this student group of around 4% points. The College is 2% below the national figure for the sector, however our recruitment is higher than our wider community. In 2019-20 we intend to further analyse different subgroups within BME. The provision of White British males from low socio-economic areas has remained at 12% over the past three years.
15. The percentage of students declaring a disability and/or learning difficulty has increased over the past three years. This is largely due to the appointment of the HE Disability and Support Officer in 2017, leading on the activity of promoting the awareness of support available through, for example, Disability Support Allowance (DSA). This is particularly the case with our part time students who are often male, employer sponsored and may be less likely to seek support.
16. The Indices of Multiple Deprivation (IMD) is a measure of relative deprivation used to rank neighbourhoods across England. The IMD classifies postcodes into 10 groups called deciles. Decile 1 shows a neighborhood in 10% most deprived area and 10 indicating a neighbourhood is within the 10% least deprived. The College has a high proportion of students from IMD 1&2 although this has decreased by four percentage points over the past 3 years. Local students are included within the analysis showing 87% come from a Greater Manchester postcode.

## 2.2 SUCCESS

17. The College has an integrated approach where curriculum support, HE support services and the wider College guidance team work together to support student access, success and progress across the student lifestyle. To ensure students can reach their full potential, in 2016-17 Stockport College introduced 'tutorial' as part of the student timetable as well as appointing a support tutor and creating Study+, a programme designed for students to engage with which includes academic support, employability and employment activities and pastoral support. This has since been replicated across the College group in 2018-19.
18. Our student achievement is exceptional, with a 10% increase in 2017-18 to 89%. In terms of continuation, over the last three years, the percentage of full-time students continuing from year 1 to year 2 has remained relatively static and within 1% point of our benchmark.
19. Students from a low participating neighbourhood have a higher non-continuation rate than other students which remains an area of development for the College. It is noteworthy that whilst the percentage is lower

when compared against non LPN, our recent TEF metrics workbook suggests that the College performs at benchmark for LPN continuation.

20. There were 230 first year full time mature students in 2016-17 and 83% of them continued into year 2 of study, with a small decrease in 2017-18 to 80%. An action plan is in place, with early indicators showing that this trend will be reversed. Mature students have a higher continuation rate than students under the age of 21.
21. BME students have a higher non-continuation rate than other students. Whilst they have higher in-year retention rate (93% in 2016/17 to 96% in 2017/18), they are less likely to progress to year 2.
22. Students declaring a disability have a higher continuation rate than other students and this has increased within the previous three years which is positive to see. This has been largely due to the appointment of our HE Disability and Support Officer who supports disabled students through their student journey at the College.
23. Students from low income areas have a higher non-continuation rate than other students (4% points). As this under-represented group has been embedded into our overall analysis, our intention is to undertake further analysis of this demographic as an area of development.
24. Continuation rates for white British males from low socio-economic areas are at the same level as other males. This isn't unforeseen given the nature of our programmes. 79% of white British males are part-time, often already in employment and almost exclusively funded by employers.

## 2.3 ACHIEVEMENT

25. In analysing achievement, we have reflected on the proportion of students achieving good honours (first class or upper second-class degree) and students achieving a Distinction or Merit in other undergraduate programmes such as Foundation Degrees and Higher National qualifications. Our assessment is as follows:
26. The proportion of students achieving a 1<sup>st</sup> Class or 2.1 Degree Classification has increased from 49% in 2015-16 to 55% in 2017-18 and the proportion of students achieving a Distinction or Merit in other UG programmes has increased from 41% in 2015-16 to 51% in 2017-18.
27. Mature students outperformed the overall cohort in 2017-18 with 58% of mature students achieving a good honours degree and 11% points higher than young students. In other UG programmes, 58% of mature students also achieved a Distinction or Merit, however this was less than young students by 4% points.
28. The attainment gap between students from low participation neighbourhoods and students from a NON-LPN in first degrees is 11%, however on other UG programmes LPN students outperform NON-LPN students by 1% point.
29. Despite recent data provided by HESA describing the BME attainment gap being an issue for the HE sector (with BME students being 12% less likely to achieve a good honours degree), our data shows that the College's BME cohort outperformed the overall cohort by 2% and is 1% higher when compared against non BME students. In other UG programmes the attainment gap is 26%, and noted as an area for improvement.

30. The attainment gap between disabled students and non-disabled students is 1%. However disabled students on other UG programmes outperformed the overall cohort by 16% points and non-disabled students by 9% points.

## 2.4 PROGRESSION

31. Analysis of our student progression is based on survey responses from students that participate in the Destination of Leavers from Higher Education (DLHE). The DLHE is a statistical survey, aimed to establish what type of employment or further study students have engaged with six months after completing their course of study. The DLHE does not analyse data between different demographics of students (e.g. the progress of disabled students) We have also used data available from TEF year 3 and 4 which has been produced by the Office for Students that have collated both Colleges' data into one metric book. This has allowed us to assess how underrepresented groups are performing against the overall cohort and national benchmark.
32. In June 2017, the College was awarded Silver in the Teaching Excellence Framework that highlighted 'students from all backgrounds achieve excellent outcomes' and progression to employment or further study, is exceptionally high.
33. Using the most recent data available (DLHE 2016), the proportion of students progressing to highly skilled employment or further study is 60%, compared to the sector average of 72%. Students on other UG programmes, BME students and Disabled students outperform the College overall indicator.
34. 93% of students' progress into employment or further study and all under-represented groups' performance is in line with the College's average which is on benchmark when compared against the sector.
35. In relation to income, 49% of students gained an average salary of £21,500 or above.
36. Some 91% of the College's Foundation Degree students progressed internally to a level 6 'top up' programme, with the ambition to increase our internal Level 6 progression offer.

## 3. AMBITION AND STRATEGY

37. We celebrate the fact that we have a high proportion of students defined as underrepresented, recruiting high proportions of students who are mature, from low participation neighbourhoods and with a high level of students declaring a disability or learning difficulty. We believe in the importance of an inclusive practice that captures and raises aspiration together with a transformative approach, which is imperative to successful access and participation.
38. Taking the assessment of current performance in section 2 into consideration, the College intends to further promote equal opportunities to ensure underrepresented students have access and succeed in higher education by creating a series of ambitions which are to:
- i. Increase the participation of care leavers
  - ii. Increase the participation of young people aged 18-21 years old from underrepresented groups
  - iii. Increase internal progression from FE Level 3 to Level 4
  - iv. Increase the participation rates of BME students
  - v. Increase the success of BME students

- vi. Increase the continuation and achievement rate of students with disabilities
- vii. Increase the continuation rate of students from low income backgrounds
- viii. Increase the success of students from low participating neighborhoods
- ix. Increase the proportion of students progressing to highly skilled employment

39. The College intends to achieve these ambitions by setting targets and milestones to address any gaps in our performance by developing activities to increase the level of students from underrepresented groups and promote student success and progression by:

## TARGET AND MILESTONES

### 3.1 ACCESS

- 40. Providing outreach work to local schools and colleges to support young people with the aspiration of studying higher education by improving the provision of information, advice and guidance about progression routes into higher education, alongside offering taster days and workshops delivered at our University Centre Stockport College.
- 41. Continuing to provide an accessible for part time students. 72% of all current higher education students are mature, our ambition is to maintain or exceed the proportion of students who are 21 years old or older.
- 42. Engaging with the BME community to create a new access strategy, ensuring prospective students from this community have appropriate information and access of our HE provision, with the aim of ensuring our student body reflects the wider community.
- 43. Fully engaging as a partner with Greater Manchester Higher, a national collaborative outreach project, funded by the Office for Students. Activities will be focused both for our internal further education students and pre 16-year identified as an NCOP student.
- 44. Fostering new relationships with the Looked After Children (LAC) support teams both at Stockport and Trafford Council, with activities focused on aspiring young people as well as creating forums for key influencers such as social workers, family support working and foster carers, ensuring they have up to date, relevant information to support young people.
- 45. Creating a calendar of college events for our internal level 3 further education students and parents to raise aspirations and awareness of the College's HE provision and to increase internal progression.

### 3.2 SUCCESS

- 47. Creating a thematic framework for tutorials, focusing on different aspects of the student lifecycle between levels of studies. For example, level 4, developing academic literacy skills, reflection and feedback. Level 5, employability and transferable skills. Level 6, graduate attributes, professional development and progression to employment. The intention is to build positive relationships between students and their personal tutor to contribute to retention, continuation and achievement.
- 48. Focusing on reducing the attainment gap between BME and non BME students on other undergraduate programmes. In 2019-20 we intend to understand why this exists especially when there isn't a gap on first degrees and explore how we can reduce this.
- 49. Investing in Continuing Professional Development for staff situated in the HE Student Support and Guidance Team. An example of this is for the Disability and Support Officer to undertake additional

qualifications in line with DSA requirements, allowing disabled students to access the College as non-medical help centre, leading to improvement in continuation and achievement of students with a disability/and or learning difficult.

50. Fully embedding our student engagement strategy ensuring effective student representation across our higher education courses. This aims to embrace 'students as partners' ensuring they're central to decision making that affects their teaching and learning.
51. Creating the student experience committee, a subcommittee of our Higher Education Committee. The committee will intend to focus on all aspects of the student lifecycle ensuring early intervention for those students that may be classed 'at risk.'
52. Embedding a central monitoring system. Whilst the College is still within its transitional year from the merger, it is anticipated that information systems will migrate into one digital platform, allowing us to undertake more analysis as 'one college' and monitor performance gaps for underrepresented groups and act where necessary (e.g. continuation).

### 3.3 PROGRESSION

53. Creating an employability strategy and ensuring that it is embedded into the curriculum delivery, to enhance students' knowledge, skills and attributes which will enable them to progress into meaningful and sustainable employment.
54. Increasing the level of research and analysis of data from student destination surveys, to evaluate in more detail any gaps in performance relating to underrepresented groups.
55. Undertaking a whole College curriculum review of HE with employer representatives, ensuring programmes are meeting the needs of the local employment and, if necessary, make changes through our course development and periodic review process.

## 4. EVALUATION

56. The overall responsibility of the monitoring and evaluating of the Access and Participation plan lies with the Higher Education Committee which is chaired by the Deputy Principal. This is supported by the College's Equality and Diversity Committee which the Deputy Principal is also a member of, ensuring a consistency of approach to the student life cycle. It is intended that the Student Experience group, a subcommittee of the HE Committee will be created in 2019-20. The HE Committee will scrutinise and approve the targets and milestones with operational monitoring and evaluation through the Student Experience Group.
57. For 2019-20 emphasis will be on developing improvements on data analysis and evaluation of the effectiveness of activities to support student access, success and progression. This will include
  - Recruitment data including access from underrepresented groups
  - Equality and Diversity Impact measures
  - Retention and continuation data
  - Achievement and progression data
  - Feedback from students, staff and other stakeholders

58. Student representatives hold membership on all of the College's deliberative committees, with involvement and participation in these meetings providing them the opportunity to feedback on the plan, activities, monitoring and evaluation.
59. Evaluation and monitoring will be overseen by the Dean of Higher Education working with the Higher Education Registrar and Academic Services Manager.

## **5. EQUALITY AND DIVERSITY**

60. In preparing this Access and Participation Plan, it has been developed to ensure that it meets the legislative expectations from the Equality Act 2010. The Trafford College Group is committed to providing a learning environment where all our students are given a fair and equal opportunity to reach their full potential. The College aims to continue to develop a culture built around our values and be inclusive at all levels and in every system, process and interaction. The College's Equality and Diversity policy, sets out the College's approach to promote equality across the College Group covering staff, students and stakeholders, ensuring we have an inclusive environment for all.
61. The College's Equality & Diversity Committee meets 4 times annually. This Committee is responsible for monitoring equality and diversity measures and developing action plans where necessary, including the monitoring of underrepresented groups. The Committee is chaired by the Vice Principal, Corporate Services and Planning and includes a key member of the HE Management Team. Minutes of the meeting are discussed at the HE Committee.
62. In 2018-19 the College developed a HE performance report, including equality and diversity impact measures (EDIMS), allowing us to understand the factors which may impact on student success and achievement and investigate and where necessary seek to make improvements. The report is being developed as a visible and 'live' HE Data Dashboard for senior leaders and governors to review by June 2019.
63. The College has a single equality scheme and welcomes applications from anyone with potential to benefit from higher education regardless of age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions.
64. The College's teaching, learning and assessment strategy takes the equality Act 2010 into consideration ensuring integrated support for all students. Curriculum and Support staff work together to ensure all students' needs are met which may include making reasonable adjustments for specific student groups.

## 6. FINANCE

### 6.1 FEES

65. The College intends to charge full time students above the basic rate of £6,165. Students who commence on these fees will remain on the same for the duration of their course. The fees for 2019-20 entrance will be:

Course	Full Time	Part Time
BA (Hons) Degree	£7,995	£3,995
Foundation Degree	£6,995	£3,600
HNC/HND	£6,995	£3,600
Teacher Training	£7,995	£3,995

66. In line with the access and participation guidance set out in the Regulatory Notice 1 from the Office for Students. The College is committed to the level of total investment in 2019-20 of £90,000 which represents 35.5% as a proportion of higher fee income. The College has a high proportion of students from an underrepresented background and therefore has committed to a financial investment as a percentage of high income above the basic rate above national guidelines. This commitment is based on essential support for underrepresented groups required to ensure that key measures are implemented. The investment as a proportion of higher fees income is distributed as follows:

- 19.7% (£50,000) on direct financial support through bursaries and hardship for students
- 5.9% (£15,000) on access/outreach activities
- 5.9% (£15,000) on success activities
- 3.9% (£10,000) on progression and employability activities

67. This represents the proportion of investment that is allocated for the activities targeted to support underrepresented groups. Where activities include the wider cohort of students, a proportionate amount of expenditure is accounted for.

68. Below provides Table 7a of our resource plan, showing the proportion of expenditure on activities relating to access, success, progression and financial support in relation to higher income fees. Levels of investment identified are from these fees. This is based on the identified strategy, measures and activities planned to support implementation of the plan.

Table 7a - Access and participation plan investment summary (£)	Academic year			
	2019-20	2020-21	2021-22	2022-23
Access investment	15,000	20,000	35,000	40,000
Success investment	15,000	25,000	25,000	30,000
Progression investment	10,000	20,000	25,000	30,000
Investment in financial support	50,000	57,000	61,000	65,000
<b>Total investment</b>	<b>90,000</b>	<b>122,000</b>	<b>146,000</b>	<b>165,000</b>

## 6.2 FINANCAL SUPPORT

69. In 2017-18 Stockport College supported 34 (30%) of students in their first year of study with a means tested bursary of £1,000 through the Success@Stockport Scholarship. The funding is available to all students with a household income of £25,000 or less, and who achieve a merit profile at the two specified census dates. In addition to this, students who are identified as a care leaver, estranged from families and refugees will automatically be entitled to the bursary payment. The College is committed to continue this level of support in order to meet its strategic objectives.
70. In 2019-20 the college will continue to support first year students with a means tested bursary of £500. A further bursary will be available to students who are care leavers of an additional £500.
71. In addition the College is committed to provide a hardship fund to support students who may face financial difficulties during their time at the College. The College has evaluated the effectiveness of the resource and taking into consideration that the increase of student numbers from the merger and our student population, decided to double the level of the hardship fund from £5,000 in 2018-19 to £10,000 in 2019-20.
72. The Financial support is monitored and evaluated on an annual basis and discussed at the Higher Education Committee. Analysis undertaken in Autumn 2018 suggest that 74% of students that received the bursary award in 2017-18 progressed into Year 2 of study and 60% of students felt the bursary has supported them with their first year of study at the College and we should continue to offer this.

## 7. PROVISION OF INFORMATION TO STUDENTS

73. The College is committed to ensuring the provision of information to prospective and current students about the College, learning opportunities and support that is available is up-to-date and accessible. We use a range of sources to ensure students have the correct information to make informed choices about their educational opportunities.
74. Information for prospective students on financial support is available through the College's website ([www.stockport.ac.uk](http://www.stockport.ac.uk) or [www.trafford.ac.uk](http://www.trafford.ac.uk)) and is published within the higher education prospectus. Course specific information relating to tuition fees and additional course costs are published on individual course pages on the college website. In addition, further information is available to students through:
- Course Enquires Team (Tel: 0161 296 5513)
  - The Colleges Social Media accounts such as Facebook and Twitter
  - Open evenings
  - UCAS and Student Loans Company
75. Current students can access information on financial support through the college's website and VLE. All information regarding the College, learning opportunities and support is embedded within Welcome Week induction sessions.
76. The College is committed to ensuring this Access and Participation Plan is available to prospective and current students. The plan will be published on the public information pages of the College website, ensuring the document is easily accessible.

## 8. CONSULTATION WITH STUDENTS

77. The College is committed to working in partnership with our student body to improve the experience of all students. Our Student Partnership plan underpins our values in working collaboratively, openly and honestly with students in all aspects of our Higher Education provision. Each School area has a lead student representative who are members of our Higher Education Committee, ensuring the student voice is central to decision making. In creating this Access and Participation Plan, students at the College have been involved in the development of it, ensuring our ambitions, aims and targets are reflective of our student body.

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

**Institution name: The Trafford College Group**

**Institution UKPRN: 10005998**

**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.

The table below shows 2019/20 HE Tuition fees for new entrances. We do not intend to increase student fees annually with inflation.

Full-time course type:	Additional information:	Course fee:
First degree	Health, Care and Education	£7,995
First degree	Creative Arts	£7,995
Foundation degree	Health, Care and Education	£6,995
Foundation degree	Creative Arts	£6,995
Foundation year / Year 0		*
HNC / HND	STEM(Computing, Science, Engin, Construction)	£6,995
CertHE / DipHE		*
Postgraduate ITT	Teacher Training	£7,995
Accelerated degree		*
Sandwich year		*
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		*
Foundation degree	- Health, Care and Education	£3,600
Foundation year / Year 0		*
HNC / HND	- STEM(Computing, Science, Engin, Construction)	£3,600
CertHE / DipHE		*
Postgraduate ITT	- Teacher Training	£4,000
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

**Table 8 - Targets and milestones**

Institution name: The Trafford College Group  
 Institution UKPRN: 10005998

**Validation checks:**

1. 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.
2. 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	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	Increase the number of HE new entrant students at Trafford College Group defined as 'Care Leaver' in Stockport and Trafford	No	2017-18	3	5	6	7	8	10	Activities will focus on raising aspirations of identified care leavers at TCG and supporting through scholarships and mentoring. Milestone reflects number of care leaver new entrants
T16a_02	Access	Low income background	Other statistic - Low-income backgrounds (please give details in the next column)	Increase proportion of student population from low-income	No	2017-18	26%	26%	26%	28%	30%	30%	Proportion of student population from low income backgrounds
T16a_03	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Increase proportion of BME students	No	2017-18	20%	20%	22%	22%	25%	25%	The baseline 2017-18 means that the proportion of BME students accessing the college (1st year) is 3% below the national average (HESA Data 2017-18). The target is therefore to increase the access of BME groups to meet or exceed the indicator of 23%
T16a_04	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	Increase internal progression from Further Education - Higher Education	No	2017-18	3%	5%	15%	20%	22%	25%	Proportion of Full Time 16-19 Level 3 completers on related vocational programmes that progress to TCG Level 4 provision
T16a_05	Access	Part-time	Other statistic - Part-time (please give details in the next column)	Increase the number of part time students (new entrants)	No	2017-18	132	150	175	200	200	200	Number of part time new entrants
T16a_06	Access	Low participation neighbourhoods (LPN)	Other statistic - Socio-economic (please give details in the next column)	To maintain the number of students from low participating neighbourhoods (POLAR 1&2)	No	2017-18	42%	42%	42%	42%	42%	42%	Proportion of student population for Polar 1-2
T16a_07	Access	Low participation neighbourhoods (LPN)	HESA T1b - State School (Young, full-time, undergraduate entrants)	Increase NCOP-related activities to target groups	Yes	2018-19	5	5	25	25	35	50	Work collaboratively with Greater Manchester Higher (NCOP), to increase the awareness and opportunities of Higher Education in Manchester. Target reflects number of scheduled activities (e.g. workshops)
T16a_08	Success	Low participation neighbourhoods (LPN)	Other statistic - Socio-economic (please give details in the next column)	Increase continuation of students from Low Participating Neighbourhoods	No	2017-18	74%	80%	82%	82%	83%	85%	Proportion of Year 1 students (starts) that achieve and progress and continue to Year 2 of study from the target group
T16a_09	Success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Increase continuation of students from BME background	No	2017-18	77%	80%	80%	82%	84%	85%	Proportion of Year 1 students (starts) that achieve and progress and continue to Year 2 of study from the target group
T16a_10	Success	Low income background	Other statistic - Low-income backgrounds (please give details in the next column)	Increase the continuation rate of students from a low income background	No	2017-18	77%	81%	83%	83%	85%	85%	Proportion of Year 1 students (starts) that achieve and progress and continue to Year 2 of study from the target group
T16a_11	Success	Attainment raising	Other statistic - Mature (please give details in the next column)	Increase the attainment rate of mature students achieving a high grade on other UG programmes	No	2017-18	58%	60%	60%	62%	65%	65%	Proportion of students from target group achieving a Merit or Distinction profile as assessment board
T16a_12	Success	Attainment raising	Other statistic - Ethnicity (please give details in the next column)	Increase the attainment rate of BME students achieving a high grade on other UG programmes	No	2017-18	39%	45%	55%	60%	62%	65%	Proportion of students from target group achieving a Merit or Distinction profile as assessment board
T16a_13	Progression	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	Increase the proportion of students progressing to highly skilled employment	No	2016-17	60%	62%	65%	65%	68%	70%	Our baseline shows the proportion of students progressing to highly skilled employment is 60%, 12% below the College's benchmark. Target represents proportion of completers that progress to highly skilled employment.

**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	State school	Outreach / WP activity (summer schools)	Increase engagement with secondary schools to raise participation of LPN students	Yes	Other (please give details in Description column)	NEW	0	3	5	7	10	Engaging with Secondary Schools with the highest rate of LPN students, including workshop activity and inspirational local case studies, to achieve higher level aspirations. The aim is to form a partnership with each school and create an annual plan of activities/work shops. Number reflects the amount of schools.
T16b_02	Multiple	Multiple	Operational targets	Increase the number of HE students participating in our HE Study+ sessions to support academic progress.	No	2017-18	120	150	170	180	190	200	Milestone is a measure of the number of students accessing Study+ sessions as an additional academic resource monitored through registers (student counts after completing minimum of 3 x 1hr sessions)
T16b_03	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	Introduce Student Mentoring programme with year 12 and 13	No	Other (please give details in Description column)	NEW	0	15	25	35	50	Milestone reflects the number of new Level 4 entrants receiving student mentoring from Level 5 or 6 students.