Access and Participation Plan

2020/21 – 2024/25

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1. Assessment of performance

1.1 Higher education participation, household income, or socioeconomic status

Access

The most recent Access and Participation dashboard data (2017/18) for full-time students indicates that 82% of RNN Group Higher Education (HE) students come from areas that have the lowest HE participation rates (POLAR quintiles 1 and 2). This figure has increased slightly over the course of the last 5 years, peaking at 86.4% in 2014/15. These figures are in stark contrast to national figures, which do not exceed 28% in any one year over the same period for this group of students, demonstrating the RNN Group regularly recruit three times the national average within this student classification.

The Access and Participation dashboard data (2016/17), for part-time students indicates that 70.6% of RNN students originated from POLAR quintiles 1 and 2. This reflects an increase from 2015/16, which was 67%, but has dropped from a high in 2014/15 of 80.3%, which was our most successful year in recruiting part-time students from areas within these POLAR quintiles. As access rates are lower for part-time students, this will form an Access target within this plan (PTA1).

Overall, RNN recruits a much larger proportion of students from POLAR Q1 and 2, in contrast to other HEI's, the national average being below 39% for the same year. These figures demonstrates the RNN Groups capacity to provide high quality programmes that meet the needs of students from areas of low HE participation. The reason for this is that the catchment area of the RNN Group has a very high representation of POLAR 1 and 2 postcodes and the overwhelming majority of HE students are drawn from these catchments. Additionally, the majority of our students progress from FE provision, which draws from the same catchment areas. This correlates with the RNN Group's HE Strategy, which has a strong commitment to addressing widening participation within the areas identified locally as POLAR quintile 1 and 2 and providing university level education opportunities for students within these areas. As a result, much of the group's recruitment activity takes place within these areas. This strategic aim has been further enhanced as a result of the opening of the new University Centre Rotherham, which welcomed its first students in 2018/19.

Proportion of Full-Time HE starts from POLAR Quintile 1 and 2 over last 5 years (Access and Participation data- Dashboard)

2013/4	2014/5	2015/6	2016/17	2017/18
80.3%	86.4%	85.4%	80.9%	82%

Proportion of Part-Time HE starts from POLAR Quintile 1 and 2 over last 5years (Access and Participation data - Dashboard)

2014/5	2015/6	2016/17
80.3%	68.8%	70.6%

Continuation Rates

Continuation rates are high for both full-time and part time RNN Group students, based on internal data. There was a steady increase up to 2015/16, a drop to 82% in 2016/17, and a slight increase to the 2017/18 continuation rate at over 84%.

Academic Year	Retention Percentage
2013/14	86.50%
2014/15	87.10%
2015/16	90.10%
2016/17	82.00%
2017/18	84.08%

(RNN - Higher Education Retention Rates: September 2013 - June 2018)

Until 2015/16, continuation rates, for full-time students within POLAR quintiles 1 and 2, were slightly lower than those for overall HE provision. However, this trend has reversed, as can be seen from the continuation data highlighted below (APP dashboard data). In 2016/17, continuation rates for POLAR Quintile 1 and 2 students, is equitable to the RNN Group's overall continuation rates, at 84.3%. These do not compare as favourably with the national picture for this group of students, which has hovered around 90%, for the last 3 years.

For part-time students, continuation rates have previously been lower than those for full-time students, but since 2016 have been comparable to national averages and since 2017 have exceeded national averages, which have fluctuated between 70% and 80% over the past 5 years. Importantly, continuation rates in 2016/17 for POLAR quintile 1 and 2 learners (93%) has exceeded, continuation rates for the college, which were 84% overall.

Based on the APP dashboard data for 2016/17, there is a significant gap in continuation rates between POLAR Q1 and 2 (86%) and POLAR Q3 to 5 (90%), which has been roiunded to 5 percentage points. This will be a target, identified in the Target and Investment Plan (PTS2).

The increase in continuation rates for both full time and part-time students over more recent years can be attributed in part to the introduction of a HE Progress Coach, who has supported

students who have additional pastoral needs. Additionally, the RNN Group has made available a bursary to provide students with IT equipment to assist with their studies, which has effectively supported students from this socio-economic group. Funding for this bursary has been available to students at the end of semester 1, of year 1. By providing students with this bursary, it effectively supports students from low socio-economic groups, who may not otherwise be able to purchase equipment, needed to support their studies.

Continuation rates for Full-Time HE starts from POLAR Quintile 1 and 2 over last 5 years (Access and Participation data)

2012/13	2013/14	2014/15	2015/16	2016/17
81.1%	86.3%	81.4%	79.8%	84.3%

Continuation rates for Part-Time HE starts from POLAR Quintile 1 and 2 over last 5 years (Access and Participation data)

2015/16	2016/17
79.2%	92.9%

Comparison of Continuation rates for Full-Time RNN students, between IMD Q1-2 and IMD Q3-5. (Access and Participation data dashboard)

	2012/13	2013/4	2014/15	2015/16	2016/17
Quintile 1 - 2	78%	84%	72%	82%	86%
Quintile 3 - 5	90%	75%	95%	75%	88%

Based on the IMD data from the table above, continuation rates for full-time students fluctuates over the 5 yeas analysed, for both Q1 – 2 and Q 3 – 5, with higher continuation rates alternating for each group. In 2016/17, continuation rates for POLAR Q3-5, were 2pp higher than for POLAR Q1-2. Therefore, this will form a target on the Target and Investment Plan (PTS7).

Comparison of Continuation rates for Part-Time RNN students, between IMD Q1-2 and IMD Q3-5. (Access and Participation data dashboard)

	2012/13	2013/4	2014/15	2015/16	2016/17
Quintile 1 - 2	60%	80%	83%	80%	82%

Quintile 3 - 5	80%	80%	85%	85%	90%

With the exception of 2013/14, quintiles 3 -5 has exceeded quintiles 1 – 2 in every other year. Therefore, intervention is required based on continuation rates for part-time students from areas of higher deprivation, which will become a strategic target of this APP (PTS8).

Attainment

Attainment for all HE students within RNN has steadily climbed for all groups. As a group we do not record attainment data based on POLAR quintiles. However, we do hold the POLAR quintile postcode data. We will utilise this data to monitor attainment within POLAR quintiles by the end of the 2019/20 academic year. However, this will be a recommendation for coming years. As over 80% of RNN's students are from POLAR quintile 1 and 2, it is a fair assumption that the majority of these achieving students will be from this population. Ofs attainment data is similarly limited for this group, with no data available. Clearly, a key strategic target is to record attainment data, for all discrete groups.

In year pass rates for RNN- HE students – (Internal data)

Academic Year	Attainment Percentage
2013/14	84.5%
2014/15	89.4%
2015/16	87.8%
2017/18	92.2%

Progression

Based on APP – Dashboard data, progression rates for POLAR quintile 1 and 2 students studying Higher Education at the RNN Group have decreased to 50% in 2014/15 and 2015/16, but recovered to 60% in 2016/17. APP dashboard data is not available to make a comparison between groups of POLAR quintile groups, but progression rates are lower than national rates for POLAR Q1 and 2, as can be seen from the data below. As most of RNN Group's students reside in the local economically deprived areas, employment opportunities are more limited than other more economically affluent areas. However, it is worth noting that based on the TEF metrics, 95% of RNN Group students from POLAR quintile 1 and 2 progressed into further study. Of further consideration is the understanding that many of RNN Group students are already employed in their chosen sector and studied a sub-degree in Engineering (HNC, HND), Childhood Studies (FD), Learning Support (FD), and Certificate in Education (Cert Ed). The majority of these students continued in their existing employment upon completion of their qualification and while they may have experienced increased responsibility, may not necessarily have changed roles. Therefore, they are most likely to

have self-reported that they are not in graduate jobs as they secured their positions prior to completing their HE qualifications. However, a strategic target of the group will need to be improving progression, for students from under-represented areas (PTP2).

Progression rates into further study or employment for full-time POLAR quintile 1 and 2 students at RNN (APP dashboard data)

2013/14	2014/5	2015/6	2016/17
61.5%	50%	50%	60%

National progression rates into further study or employment for full-time POLAR quintile 1 and 2 students (APP dashboard data)

2013/14	2014/5	2015/6	2016/17
60.3%	61.7%	64.7%	67.2%

Typically, an overwhelming majority of RNN Group Engineering students remained in employment throughout their course and after their graduation without progressing to an Honours degree. The DLHE data is not sufficiently nuanced to capture the increase in skills and knowledge of these students as a positive outcome of their HE studies. Childhood Studies and Teacher Training are typically low-paying careers but are still valued career paths. The overwhelming majority of RNN Group students who study these courses are internally employed within the RNN Group, and once they have achieved their qualification they remain employed. Therefore, they do not report their jobs as 'graduate employment'. This assertion was a major reason for the college receiving a TEF Gold award, despite relatively low progression rates.

1.2 Black, Asian and minority ethnic students

Access

Based on internal data, the percentage of UK undergraduate students that are recruited to the RNN Group and classified as BAME remains below the national average, which reached over 31% in 2018/19. Based on internal data, the RNN Group has historically had below 11% of BAME students, although this passed the 11% threshold in 2018/19, which indicates recruitment of BAME students is progressing in a positive direction. However, data from the APP dashboard paints a slightly different picture, with Access rates for this group being 6% in 2016 and 11% in 2016/17, exceeding the local BAME population, but falling to only 4% in 2017/18. To ensure against the dip in Access rates experienced in 2017/18, targets need to be in place to maintain BAME recruitment (PTA2).

3-year trend in proportion of HE BAME students at RNN (Ofs APP Dashboard)

2015/16	2016/17	2017/18
6%	11%	4%

The proportion of BAME students can be further disaggregated for each year as follows (Internal data).

Disaggregated	2016/17	2017/18	2018/19
African	1.2%	0.3%	3%
Arab	0.6%	0.6%	0.8%
Indian	0%	0%	0.6%
Irish	0%	0%	0.6%
Other Asian	0.9%	0.6%	0.9%
Other Black	0.9%	0.6%	0%
Other Mixed	0.6%	0.8%	0.9%
Pakistani	3.5%	1.6%	2.0%
White Asian	0.3%	0.9%	0.6%
White/ Black African	0.3%	0.9%	0.6%
White/ Black Caribbean	0.6%	0%	0%

The most significant disaggregated groups are African, which was significant at 1.2% in 16/17, jumping to 3% in 18/19. Also, Pakistani, which is significant at 2% of the population, but showing a 1.5% drop since 2016/17. White/ Black Caribbean has been consistent at zero for the last 2 years, while other Black has dropped to zero for 2018/19. However, it should be acknowledged that these figures are often referring to very low numbers of students, with limited statistical value.

Continuation

Analysis of internal continuation rates between BAME and non-BAME students studying at the RNN group, shows that continuation rates for this group of students have historically been lower than for non-BAME students. However, 2018/19 continuation rates show a reversal in this trend,

with 91.5% of BAME students continuing, compared to 84% of our HE students as a whole. There may be some anomalies in methods of data collection, as the APP Dashboard shows BAME continuation at 70% for 2016/17, compared to 89% continuation for white students. This represents a rounded gap of 15 percentage points, according to the OFS APP Dashboard. Therefore, despite a peak in BAME continuation in 2018/19, based on internal data, work is still needed to narrow the continuation gap for BAME/ Non BAME students. Therefore, narrowing the continuation gap between BAME and Non-BAME students, will be a key aim, as part of this plan (PTS3). As there are anomalies between internal and Ofs data, a target for the end of 2018/19 is to investigate how these anomalies have come about and aim to rectify any errors in data collection.

3-year comparison of BAME/Non-BAME students continuing on their programme at RNN (Internal data)

	2016/17	**2017/18**	**2018/19**
BAME	79%	73.5%	91.5%
Non BAME	90%	82%	84%

Disaggregated Continuation data for BAME students per year. (RNN Internal data)

Disaggregated Continuation	**2016/17**	**2017/18**	**2018/19**
African	100%	73%	100%
Arab	0%	100%	100%
Indian	N/A	N/A	100%
Irish	N/A	N/A	100%
Other Asian	50%	100%	50%
Other Black	50%	100%	N/A
Other Mixed	100%	50%	100%
Pakistani	80%	100%	100%
White Asian	0%	100%	100%
White/ Black African	0%	0%	33%
White/ Black Caribbean	67%	N/A	N/A

Due to the very low numbers in the disaggregated data it is difficult to detect meaningful patterns of continuation. However, the 2 significant groups of African and Pakistani have shown 100% continuation in 2 of the 3 years reported. The high number of 100%'s and 50%'s in this dataset are a product of the small cohort data set, for each disaggregated group.

Attainment

Based on the internal data below, attainment rates for BAME students has been below that for non BAME students for the last 2 years, being 7.5% lower in 2017/18. Therefore, work is needed to improve the deficit in attainment rates for BAME students and this will constitute a clear aim over the next 5 years (PTS4). There was no APP dashboard data available for a direct comparison of data.

Attainment rates for BAME/ Non-BAME students at RNN (Internal data)

	2016/17	**2017/18**
BAME	72.73%	68.89%
Non BAME	88.50%	76.44%

Disaggregated BAME achievement data (RNN internal data)

Disaggregated	**2016/17**	**2017/18**
African	67%	73%
Arab	0%	100%
Indian	N/A	N/A
Irish	N/A	N/A
Other Asian	50%	100%
Other Black	50%	100%
Other Mixed	100%	50%
Pakistani	70%	67%
White Asian	N/A	0%
White/ Black African	0%	0%
White/ Black Caribbean	67%	N/A

Once again it is difficult to identify clear intersections of disadvantage from this dataset, due to the low numbers involved. However, it is worth noting the relatively low attainment levels for African and Pakistani students, in consecutive years, which is further evidence for improving attainment levels for BAME students becoming a key aim of the plan. Once BAME students numbers increase, there will be a further commitment to reviewing BAME data, including disaggregated data.

Progression to employment or higher study

Based on TEF 4 core metrics, progression into further study is 91.3% for BAME students, compared with 95.4% for their non-BAME counterparts. Both scores are high, however once again progression in this area is lower for BAME students. However, this trend is reversed when considering the proportion of BAME students who progress into highly skilled employment or further study, with 74% of BAME students making this progression, compared to 70.5% of non-BAME students. This is a positive trend for RNN Group BAME students, although overall progression into employment is relatively low compared to national benchmarks, for the reasons highlighted in 1.1. There was no APP dashboard data to investigate these trends further.

1.3 Mature students

Access

The majority of RNN Group's students are over 21 and therefore classified as mature students. The breakdown of mature students by percentage, full time or part time are highlighted in the table below. This group of students make up a significant proportion of the population within the RNN Group with the figure steadily rising year on year, for both full-time and part-time students.

RNN Full-time mature students (APP dashboard data)

2013/4	2014/5	2015/6	2016/17	2017/18
32.3%	31.8%	42.5%	40.2%	42.3%

RNN Part-time mature students (APP dashboard data)

2013/4	2014/5	2015/6	2016/17	2017/18
77.05%	62.7%	62.4%	73.8%	81.1%

Continuation

According to TEF 4 metrics, continuation rates at RNN for mature students are higher than those for younger students (86% compared to 83%). This is supported further by the continuation data provided by the APP dashboard for full-time learners and is enhanced by the closing of the continuation gap between mature and younger learners, which has diminished to zero, by 2016/17. Likewise, continuation rates for part-time students are high compared with those of younger learners, with the continuation gap reducing to one percentage point for 2015/16.

Continuation rates for mature full-time learners – RNN (APP dashboard data)

2013/4	2014/5	2015/6	2016/17
70%	70%	83%	88%

Continuation rates for mature part-time learners – RNN (APP dashboard data)

2013/4	2014/5	2015/6
90%	80%	88'%

Attainment

Based on internal data, attainment for mature students is broadly comparable with that of younger students, being 2% higher for mature students, at 78% in 2017/18. This is higher than attainment rates for mature students nationally, which have steadily grown to a peak of 70% in the same year.

Progression

Based on TEF 4 metrics, the progression to employment or further study for all RNN Group students is very high at 99% for full-time students and 100% for part-time students and these figures are reflected in the TEF4 data, for both young and mature students. However, progression into highly skilled employment and further study is 66% for full-time younger students and 61.7% for full-time mature students, compared to the figure 64.4% for all RNN students. However, it should be noted that the Ofs APP Dashboard only indicates 45% progression for mature students in 2016/17. For part-time mature students', progression into highly skilled employment is 74.1%, compared to only 43.1% of younger part-time students. The figure for positive progression for mature part-time students is comparable to national averages, which are 64.2%. However, the students' perception of highly skilled employment needs to be taken into consideration, as outlined in 1.1.

1.4 Students Declaring a Disability

Access

The proportion of full-time students declaring a disability has risen slightly from 19% in 2013/14 to a peak of 22.8% in 2016/17 and dropping slightly to 21.6% in 2017/18. The proportion of part-time students declaring a disability is less consistent, fluctuating between 9% and 20%, this is representative of the national population, which fluctuates between 11% and 15%, while the proportion of full-time disabled students significantly exceeds the national average. However, to close the gap between part-time and full-time disabled students, a target is to increase access for part-time disabled students (PTA3). The college does collect detailed disaggregated data on disabilities and specific learning difficulties for each learner at the point of enrolment. This information is recorded and readily available on student records. However, the nature of the colleges MIS systems, makes analysis of the

disaggregated data relating to specific disabilities difficult or ineffective. Additionally, experience has shown that students often choose not to identify specific disabilities, making meaningful analysis even more difficult.

Working with the MIS manager, the college will work to implement data collection that will allow the analysis of disaggregated data relating to specific disabilities by the end of the 2019/20 academic year.

Proportion of RNN full-time students declaring a disability (APP dashboard data)

2013/4	2014/5	2015/6	2016/17	2017/18
19.5%	22.0%	22.1%	22.8%	21.6%

Proportion of RNN part-time students declaring a disability (APP dashboard data)

2013/4	2014/5	2015/6	2016/17	2017/18
13.5%	9%	14.1%	20%	13.3%

Continuation

TEF 4 Continuation rates for full-time students declaring a disability are comparable with those who do not declare a disability at 86% and 84.6% respectively, demonstrating students declaring a disability have slightly higher continuation rates. This is against a national average for full-time students of 89.4%. In slight contrast, APP dashboard data show a 5% percentage point gap in continuation, favouring students without a disability over students with a disability. A similar pattern exists for part-time students, with a continuation rate of 80% for students declaring a disability, compared to 82% for those who do not declare a disability. The difference once again being slightly in favour of students who do not declare a disability. The continuation rate for part-time students declaring a disability is very positive compared to the national average of 71.1%. However, there seems to be a need, particularly based on the APP dashboard data, for a target to be included to reduce the continuation gap between disabled students and students not declaring a disability (PTS1).

Attainment

Based on internal data, attainment for students declaring a disability is 83% compared to 84.5% for those who do not declare a disability. This positively compares to the national attainment average for part-time students declaring a disability, which is only 51%, but is behind the national attainment average of 91% for full-time students declaring a disability. There was no APP data available, regarding attainment. Once numbers increase, the college will commit to reviewing further attainment data for students declaring a disability.

Progression to employment or further study

TEF4 data for full time RNN students declaring a disability demonstrates 100% of students' progress into further study, compared to 98.4% of students who do not declare a disability.

However, the figure for progression into highly skilled employment for students who declare a disability is 78.1% compared to 60.9% for students who do not declare a disability. The national average for students declaring a disability progressing into highly skilled employment is 66.7%. As there is no OFs APP – Dashboard data at present, once numbers increase, more detailed analysis of disabled student progression can be included.

1.5 Care leavers

At the moment we have no care leavers recorded on our HE programmes. However, the college acknowledges the drive from the Office for Students, making colleges and universities accountable for not only recruiting Care Leavers onto university level courses (Only 6% of Care Leavers progress into higher education, according to the GOV.UK website), but also to support Care Leavers through the student life cycle, as such learners are less likely to continue through their course of study.

Currently we do not acquire this information at enrolment, although much discussion has taken place as to whether this method of collecting the data would be effective. In our experience students do seem reluctant to divulge such information. Information as to whether a student is a care leaver is recorded during tutorials for our FE learners. As most of our HE learners progress from our FE programmers, this information would then be kept on the database for these students, if they were to progress to HE. For students who have not progressed from our FE provision, there has previously been no system in place to record this data. However, as one of our strategic measures is to expand the role of the Student Progress Review process, recording this information would be part of this process. Therefore, it is envisaged that data for care leavers, would be in place by September 2020. Once this data is in place, a clear target will be to recruit and provide specific support to any Care Leavers indentified on our programmes.

1.6 Intersections of disadvantage

The RNN Group have developed a new academic and vocational assessment, recording and monitoring procedure which enables the capturing and recording of student progress data at aggregate and ground level at key points throughout the academic year. This enables analysis of intersections of multiple student characteristics and timely support to be implemented for those students who require it. There are plans to add POLAR Quintiles 1-5 to this process as well as further disaggregate existing data on disabilities for the academic year 2019/20. Starting with the enrolment process in September we plan to better record student characteristics in order to map access, continuation and attainment across the academic year. This disaggregation of student characteristics should allow a greater understanding of patterns in disadvantage to emerge. RNN Group recognises that often intersections of certain characteristics – such as socio-economic background, ethnicity and disability - can compound to create greater challenges in accessing and performing in higher education. Once systems have been developed to record such data, then more detailed analysis of intersections of disadvantage will be investigated and analysed. This would be particularly beneficial for students declaring a disability, where our current dataset doesn't allow detailed disaggregation. Due to current low numbers, meaningful analysis is limited, however as numbers grow more meaningful, analysis of disaggregated data should be possible and will form one of the APP strategic aims.

2. Strategic aims and objectives

As part of the overarching RNN HE strategy, the group continues to be committed to widening participation within the region. The proportion of the population with a level 4 or above qualification, is 10% below the national average. Whilst the college will target all under-represented groups, there is a clear commitment to target and support groups from areas of low Higher Education participation, BAME students, students from low-income backgrounds and students declaring a disability. Due to a combination of limited data identifying meaningful intersections of disadvantage, or very small data samples, the plan will address the broader target groups.

2.1 Target Groups

- Access rates for part-time students from Low HE Participation Neighbourhoods.
- Access rates for BAME students.
- Access rates for Part-Time Disabled students
- Continuation rates for full-time Disabled students
- Continuation rates for Low HE Participation Neighbourhoods
- Continuation rates for BAME students
- Attainment rates for BAME students
- Continuation rates for full-time students from Low Income background
- Continuation rates for part-time students from Low Income background
- Progression rates for students from Low HE Participation Neighbourhoods

2.2 Aims and objectives

For each of the target groups identified above, the RNN Group have identified the following aims and objectives to be achieved by 2024/25. These are to be achieved by continuing to offer provision within the locale of these demographic groups, allowing easier practical access to higher education for those who are not geographically mobile for whatever reason, identified in OFS strategic objective 2. RNN Group is also committed to hearing feedback from all under-represented groups which could contribute to their perception of the overall higher education experience. Ensuring we mitigate any concerns surrounding their experience, value for money or teaching quality that may impact continuation and progression rates as identified in OFS KPMs. With this in mind, the aims and objectives will categorised into the following 3 classifications.

- a) Investment plan targets
- b) Other written commitments
- c) Plans to improve data capability

<u>Investment Plan Targets</u>

Access, Continuation and Progression of students from areas of Low Higher Education Participation and Deprivation

- Increase access rates for part-time students from Low HE Participation neighbourhoods from 70.6% to 82%, in line with full-time students from the same neighbourhoods.

- Close the gap in continuation rates between POLAR Q1-2 students and POLAR Q3-5 students, from 5% points to 0% points.

- Close the gap in continuation rates between full-time Deprivation Q1-2 and Q3-5, from 2% points to 0% points.

- Close the gap in continuation rates between part-time Deprivation Q1-2 and Q3-5, from 7% points and 0% points.

- Increase progression rates for POLAR Q1-2 students, from 60% to 70%, in line with national benchmarks.

Access, Continuation & Attainment of BAME students

- Increase access rates for BAME students, from 4% to 15%, in line with national access rates.

- Close the gap in continuation rates between BAME and white students from 15% points to 0% points.

- Close the gap in attainment rates between BAME and White students, from 8 percentage points to 0 percentage points.

Access, Continuation and Progression of Students Declaring a Disability

- Increase access rates for part-time disabled students from 13.3% to 22%, in line with disabled full-time students.

- Close the gap between students declaring a disability and students not declaring a disability from 5 percentage points to 0 percentage points.

Other written commitments

- Play a leading role in facilitating and delivering HE aspirational activities within local schools, working closely with HEPPSY, the local NCOP.

- Internally track student progression after completion of their programme. This will provide an internal database of progression outcomes, which will supplement DLHE data.

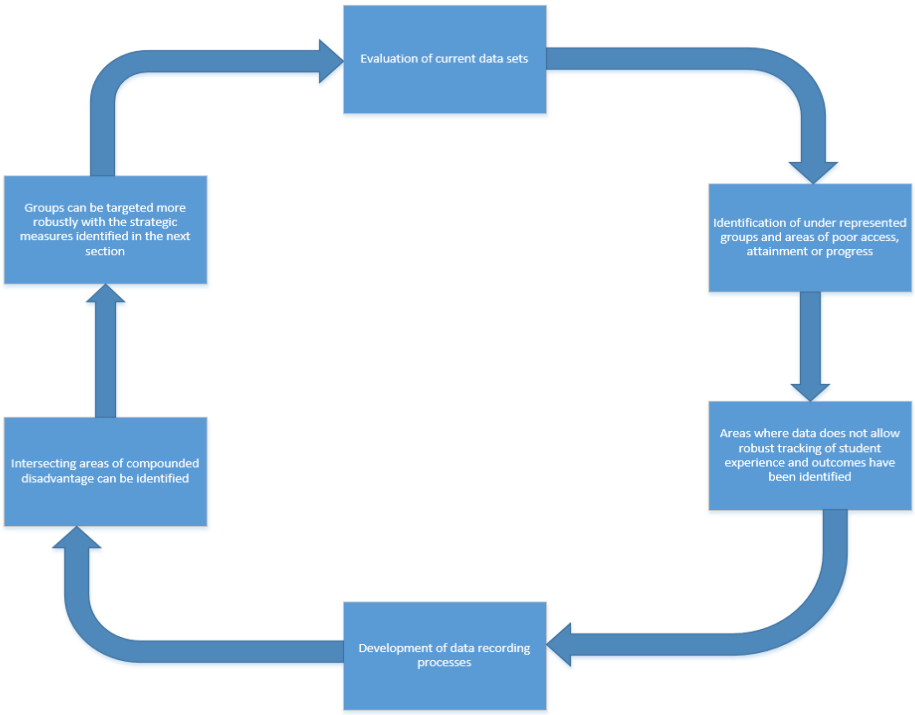
Plan to improve data capability

- Improve the capturing and recording of attainment and continuation data for all POLAR quintiles. To do this the college will modify its MIS systems to record attainment and continuation by Polar quintile. This should be in place by the end of the 2019/20 academic year.

- Improve the recording of disaggregated attainment and continuation for BAME students or students declaring a disability, which will be in place by the end of the 2019/20 academic year. Both these measures will allow for clearer internal analysis of intersections of disadvantage.

- Ensure that attainment data is reconcilable with data held at the Office for Students.

The theory of change that can be utilised to implement the above targets is articulated in the below diagram.



Moving forward the primary action that needs to be taken in order to achieve the aims and objectives, is to improve the data recording at RNN Group. This will allow us to see more clearly how certain characteristics intersect and track these against access, continuation and progression rates. The diagram above highlights that this will allow us to target groups more robustly. For example, the plan outlines aims to improved recruitment of BAME students, at the moment this is done via outreach activities, which are explained further in the Strategic Measures. We believe that these activities should improve BAME students access to higher education, as it will increase their awareness of local opportunities. However, we currently have little understanding of how many of these students might also be members of other disadvantaged groups or facing additional barriers to access. This may mean that further actions would be needed to support these learners and moving forward improvements in data analysis would enable us to identify targeted interventions.

Furthermore, we also identified that we aim to improve continuation rates of students with disabilities enrolled on full-time courses, raising these in line with the rate for those enrolled on part-time courses. Again, due to the limitations in our data recording systems it is difficult to see which other demographic factors may be impacting on this group. By building inclusivity into the curriculum and our staff training and development days, we will allow teaching staff to develop the skills needed to remove barriers to learning from their classroom. Additionally, by providing financial support through the hardship fund, it is envisioned that some of the financial barriers surrounding specialist equipment or travel costs will be removed.

Moreover, the plan identifies that RNN Group intends to offer a bursary of IT equipment to all of its students. This was primarily developed as a means of improving continuation rates of those from POLAR Quintile 1 and 2 areas, by ensuring they have the appropriate resource to carry out study activities both in lectures and at home. This has been rolled out to all students, as targeting only the POLAR Quintile 1 and 2 groups would leave a remainder of only 18% of students without this equipment. Due to our overall student demographic, it is

highly likely that the remaining 18% of students will be experiencing some other barrier to learning and would equally benefit from this equipment.

3. Strategic measures

The RNN Group is committed to investing in key projects and activities related to HE recruitment, as well as supporting learners from a range of backgrounds, through the student lifecycle. As the RNN Group already works closely with South Yorkshire NCOP (HEPPSY), the creation and implementation of bespoke Access activities are quite well developed. For all groups, the strategic measures are as follows.

3.1 Whole provider strategic approach

The RNN Groups vision is to become one of the UK's leading Colleges, delivering outstanding technical and professional education and training, whilst at the same time helping business to succeed and grow, in the process, transforming the lives of students and communities. The RNN Group follows the ethos that it has the responsibility to raise the aspirations of individuals within local communities and enable them to shape and develop a better future. As the catchment areas of the RNN Group have traditionally low levels of HE participation and aspiration, the RNN Group actively addresses this situation and enhances recruitment undertaken through Higher Education outreach activity with a range of partners and through a range of activities. The aim is to provide educational, professional and academic opportunities which are accessible to all members of the local community and in particular to those from disadvantaged areas and areas of low HE participation. The college is committed to widening participation, improved attainment and social inclusion, at both FE and HE level and there is a drive within the group to make this a cross-college strategic priority. The APP will be monitored, reviewed and evaluated throughout the 5 year period, at Executive level, along with a number of widening participation initiatives at FE level.

Due regard has been given to the Equality Act 2010, with the impact of the RNN Group's planned activities on students with protected characteristics, as well as students from the minority groups identified. Equality and Diversity is embedded throughout all our programmes at both FE and HE. This takes the form of regular curriculum meetings which address a range of issues for students and where issues around Equality and Diversity are high on the agenda. Additionally, Equality and Diversity form an integral part of the RNN Group's Teaching Learning and Assessment process, to which all staff are subject.

The HE Learning and Teaching Strategy, along with the annual Self Evaluation Document, demonstrates a strong commitment to both Widening Participation and Outreach work, within the college. The proportion of students which emanate from POLAR quintiles 1 and 2, is testament to the outreach work the college has instigated in the local community. The provision of a recently opened University Centre, as part of the college, supports the college's strategy of providing access to university level education for students who may have traditionally experienced barriers to accessing Higher Education. The Learning and Teaching strategy also recognises the college's commitment to an outstanding learning experience for all students, along with student centred learning and inclusive learning through the promotion of equality of opportunity. This approach maximises continuation and achievement opportunities for all learners, regardless of background.

Inequalities in achievements rates are monitored closely as part of the Self-Assessment process and where particular issues arise, these are addressed as part of the Quality Improvement Process. Equality Impact Assessments are monitored and measured by the Equality and Diversity group, which applies to HE programmes, as well as other areas of the RNN Group. The HE Learning and Teaching Committee addresses Equality and Diversity issues as a matter of course and it is embedded in all working practices relating to HE. Where necessary, students are signposted towards financial support, from which the college implements any recommended actions.

The RNN Group's Widening Participation and Equality & Diversity strategies align and work together to ensure compliance and sensitive understanding in relation to the Equality Act 2010. Although employability underpins all of the college ethos, a specific HE employability policy needs to be developed further to clarify the college's commitment to employability within our provision, particularly those commitments highlighted as part of the APP.

The main responsibilities for ensuring the RNN Group adheres to its responsibilities under the Equality Act 2010 falls within the Human Resources department, which is led by the Director of HR & Organisational Development. This person chairs the Equality, Diversity & Safeguarding Group that includes representatives from each department across the RNN Group. This then feeds in to the Executive Senior Leadership Team (SLT) via the Director of HR & Organisational Development and up to the Governing Body via the E&D and safeguarding link governor.

3.2 Strategic measures

Access

- **Expand and promote the role of The University Centre Rotherham**. This will continue to be a focal point for outreach and widening participation activity in the area. This is in line with the Ofs Effective Practice guidance and Ofs KPM 1, regarding the ambition that future generations from areas of low HE participation and socio-economic status, should have equal access to HE. This resource not only provides an opportunity for potential students from deprived areas to gain locally available information regarding progress into HE, but also acts as a local venue for accessing HE. This will allow us to continue to support students from POLAR quintile groups 1 and 2, students with high levels of deprivation and students with disabilities into higher education, by providing a geographically local HE resource to help increase the proportion of the local population with a HE qualification from 17.4%, to the national average of 27.4%. This HE specific resource, is part of the long-term strategy for the college and will be in place for the duration of this APP.

- **Further develop the outreach and engagement infrastructure across the RNN Group**. The HE Student Engagement Coordinator has developed a number of "raising aspiration and participation events", for local schools and colleges aimed at breaking down barriers to HE and familiarising students with the potentials for studying HE locally, in line with the Ofs Effective Practice guidance. These workshops and tasters are targeted at schools within the local catchment area, where the majority of students are from POLAR Quintile 1 and 2 or a significant number of their students are from BAME groups and will support increasing access within these groups. These activities are targeted at year 9 to year 12 groups. It is intended

that these activities will improve access for the target groups identified earlier in the plan. A full cycle of events is already in place for the coming academic year and will be reviewed each summer to ensure they continue to meet the needs of the under-represented groups. In the short-term, the college will continue with existing projects, but with a view to developing longer-term projects where there has been evidence of effective impact. The college has a number of collaborative strategic relationships with schools and sixth form colleges throughout Rotherham and Bassetlaw, which enables us to build on our widening participation work. The cycle of events will continue over the course of plan, with increasing activity envisaged where the activity has proved beneficial in achieving the targets set.

- **Work collaboratively with HeppSY (South Yorkshire NCOP**). Work strategically with the HEPPSY, Higher Education Advisers, who are located at the college and work closely with Progress Tutors and our level 3 students, providing impartial advice regarding progression into HE. This allows for the provision of impartial advice regarding the benefits of HE and overcoming barriers of progressing into Higher Education, focussing specifically on students from POLAR quintiles 1 and 2, while the college will focus on providing information regarding accessing HE from a local perspective. Strategically, the college is represented at HEPPSY network meetings and at the HEPPSY board meeting, at CEO level, helping the college to inform widening participation strategy across the region. This project is due to be completed in 2021, but a widening participation legacy has been built into the work carried out by the HEPPSY HE Advisors, as a long-term approach.

Success

- **Student Progress Review (SPR)** This process is designed to identify students who are at risk of non-continuation, or not achieving their programme. Students who are at risk are identified at two points in the academic year, based on attendance, assessment and programme leader observations. Based on these indicators, each student is RAG rated. Where a student is identified as being at risk, the HE team will identify a suitable intervention or support mechanism, including pastoral support. Past experience has shown that this process is of particular benefit to students from non-traditional backgrounds, who have found the transition in HE challenging and according to the Ofs Effective Practice guidance demonstrate significant gaps in success. More specifically, BAME students, Disabled students and students from Low HE Participation neighbourhoods. Previously, specific support has been identified for students where English is not their first language, or where students have non-physical disabilities. Furthermore, the Ofs Effective Practice guidelines indicate that students progressing to HE, with BTEC qualifications, are also more likely to demonstrate significant gaps in success. This is particularly significant, as 80% of RNN HE students progress internally from our FE provision, which is predominately made up of BTEC qualifications or equivalent. This strategy of supporting students with their studies, is a long-term commitment and will span the full cycle of the plan.

- **Provision of summer schools.** These are provided for all learner groups, with the intention of preparing students who have progressed from a non-traditional background into HE, such as those from an FE background, with predominantly BTEC qualifications, a group who have significant continuation gaps, according to the Ofs Effective Practice guidance. By preparing new students for the academic demands of HE study, it is intended that gaps in continuation and attainment rates should narrow for POLARQ1 and 2 students and for students from low income families, who may not have the social and cultural capital in place to succeed in HE,

as identified in the DiSA project, carried out by the University of Wolverhampton. Part of the role of the summer schools, is to raise participation, expectation and aspirations in relation to HE study. This strategic measure is also intended to support students with multiple barriers and intersections of disadvantage. Over the long-term, it is intended to make these summer schools more accessible to part-time students who are in employment, utilising evenings and weekends.

- **Utilising the group tutorial model.** This model is designed to support the raising of attainment and improving continuation, with a specific focus in the early stages of embedding and re-enforcing academic study skills, particularly for students who may have progressed from a non-traditional background. This model allows programme tutors to identify specific needs in learners and provides learners with the opportunity to share knowledge, understanding and effective experiences of higher education. Interventions of this nature, have been found to be particularly effective for year 1 students, according to AdvanceHE, where non-continuation rates have historically been the highest. This model supports all learners, but it is expected that this model will narrow continuation and attainment gaps for Low HE Participation groups, Disabled students with specific needs and BAME students, who have followed a non-traditional path to HE study, all of whom benefit from the extra targeted support, this model provides. Later in the academic year, additional sessions are used to embed employability, as outlined by the Ofs Effective Practice guidance, which highlights the importance of embedding employability in extracurricular activity, as well as within the curriculum. It will allow students to explore sector specific employment opportunities and the related skills required to address student perceptions of *highly skilled employment* and improve progression rates, notably for the target groups of students with disabilities and from low participation neighbourhoods. This allows the college to identify 'specific obstacles faced by individual learners' as outlined in the Ofs guidance, Identifying Effective Approaches to access, succession and progression. This model has been particularly effective at FE level and has now been rolled out across our HE provision. This model will continue through the lifecycle of this plan.

- **Inclusive curriculum design.** Working with collaborative partners, such as our validating university partners, to incorporate inclusivity into curriculum design to ensure opportunities are accessible to all. All programmes are reviewed every four years to ensure the curriculum and teaching is as relevant and inclusive as possible, allowing them to adapt to the shifting demographic of students and address the barriers identified in accessing, achieving and progressing into further study or highly skilled employment over time. Our validating universities support the development of programmes that are specific to the needs of the local community and in line with the characteristics of out student population. A relevant and inclusive curriculum will contribute to the narrowing of continuation and attainment gaps for students from Low HE Participation neighbourhoods, BAME students and students with disabilities.

- **Bursary.** The college offers a bursary of £250, which is able to be used to support the funding of learning materials and resources, to assist with studies. The bursary is intended to support students who may face financial limitations to succeeding in their programme of study. To qualify for the bursary, students are required to have 90% attendance at the end of semester 1, after which time the bursary will be released to the student. The bursary is available to

students who have progressed from an FE programme and/or resides or has been employed in the Sheffield City Region. The vast majority of our students come from areas of low HE participation, with 82% coming from POLAR Quintile 1 and 2. RNN Group is committed to supporting all of our students in accessing the resources they need to achieve at all levels of their study and it is perceived that this bursary will help to support all students to succeed on their programmes, but particularly students from areas high deprivation, low HE participation and BAME students. As this bursary is rolled out over the coming 5 years, there is a need to identify how this bursary impacts on Access and Participation rates for minority groups within our HE provision and assess its effectiveness. Qualitative research indicates that all groups who have been able to receive the bursary have found it beneficial, but more quantitative research is required to determine whether this strategic measure impacts on the strategic aims and objectives. One issue that needs further investigation is the qualifying criteria of the bursary, as previous take up of this bursary has been relatively limited.

- **Provision of a hardship fund.** The hardship fund is designed to overcome participation and financial barriers. This will support those from lower socio economic backgrounds, many of whom are also BAME students, as well as mature students, overcoming the financial barriers of accessing higher education and is intended to be used to cover travel costs or any resources and books for their course. Accessing the HE Hardship Fund is evaluated on a case by case basis. However, priority is given to students with an identified disability, students with children, especially lone parents and students who progressed into higher education from care. This impacts on continuation rates for those students experiencing financial barriers and quite often learners who have been identified as part of the APP. This is already in place for the 2019/20 academic year after being successfully trialled in 2018/19. Students are able to access up to £500 per academic year through this fund. The impact of financial support needs increased evaluation, so work needs to be done in this area, utilising elements of the Ofs financial toolkit, so that the true impact of financial support can be evaluated. Based on the size of our HE provision a statistical approach, utilising data from a number of years will be needed, to ensure that this measure is a worthwhile long-term investment. Qualitative feedback from students indicates that the Hardship Fund is valued by students, particularly at a time of vulnerability. Quantitative research on the outcomes of this fund need to be investigated to support this feedback.

- **High quality pedagogical continuous professional development.** Opportunities to provide HE staff with opportunities to enhance their teaching, learning and assessment and improve the student experience, will continue to be provided. RNN Group provides a number of training and development days throughout the year. Themes include: building inclusivity into the curriculum, supporting learners with mental health needs, providing pastoral care, and understanding intersectionality and disadvantage. We also utilise peer observations to allow staff to share best pedagogical practice across different teams, ensuring all teaching is equally inclusive to ensure all learners within target groups are equally supported in their studies, contributing to improved achievement and continuation rates. Through the development of an inclusive approach to teaching and learning, continuation and achievement rates for the specific groups identified in this plan should improve.

Progression

- **Employer engagement in curriculum design.** Engaging with employers to increase student awareness of meaningful employment opportunities within the local and regional areas. These employers links have been particularly effective within computing, performing arts and childhood studies, whereby students have been able to experience early exposure to employment opportunities, by working on live briefs set by the employers or within performing arts, supporting local productions developed through links with employers. These opportunities are in line with the direction identified by the Aston University in their 'Levelling the playing field' approach to embedding employability, which proved to be particularly beneficial to students from low socio-economic backgrounds and BAME students. This has enabled specific groups of learners to progress into employment and is a model that has been effective for a number of programmes, resulting in a significant number of students gaining permanent employment. Many of these opportunities are realised within the local community, supporting our strategic aim to connect local talent with local employers, many of whom are previous students who continue to support RNN Group in offering students employment and work based learning opportunities. It is envisaged that progression rates into highly skilled or meaningful employment will improve for all students, but in particular students from Low Socio-Economic backgrounds, who may have previously lacked the aspiration to seek employment at this level.

3.3 Student consultation

HE students are represented strategically at all levels, including the RNN Group Governing Body. Students from a range of backgrounds, including the target areas identified above, participated in activities and research to develop this Access and Participation Plan. These activities are co-ordinated by the HE Student Engagement Officer, who has specific responsibilities for promoting and embedding HE Student Voice into all elements of the student lifecycle. These activities include staff learner forums, where students were able to discuss the proposed action points directly with the staff developing the plan, as well as an anonymous suggestion box, which was employed as a means to overcome any barriers minority groups may have faced in attending meetings or confidence surrounding voicing more critical view-points. Specifically, the HE Bursary for first year students was identified as an area of good practice, with students highlighting that a model of providing IT equipment would be particularly beneficial to students who were facing financial barriers.

3.4 Evaluation Strategy

The RNN Group strategic evaluation process is designed to meet the requirements of the HE SED process. HE evaluation at RNN Group level is led by the Director of HE and the Deputy CEO, as well as being externally validated through a review and development process with external peers and internal SLT representatives. Evaluation at programme level is led by the Head of HE and also externally validated with external peers and the Curriculum Management Team. This external scrutiny ensures that evaluation and judgments are accurate and progress against objectives tracked.

Our evaluation strategy will be reviewed, using the Ofs Self-Assessment tool as guidance to structure and implement and will follow the sub-headings identified by the tool as follows.

- Strategic Context
- Programme design
- Designing impact evaluation
- Implementing evaluation
- Learning from evaluation

Strategic context

The APP will become a standing item on both the termly Teaching and Learning Group, attended by Programme Managers and the termly Quality and Standards Group, attended by HE stakeholders across the college. Outcomes and evaluation of the plan will be reported to SLT and Executive meetings on a regular basis, which in turn will report to the Governors. Evaluation of the APP will utilise qualitative feedback, but will be data enhanced, ensuring an evidence led approach to evaluation, linking closely to the effectiveness of the strategic measures indentified. This evaluation of the measures implemented will lead to short-term and long-term modifications and amendments to the strategic measures, with a clear focus on achieving the overarching aims and objectives within the APP. Further input will be sought from the close work the college carries out with HEPPSY (NCOP), at both network and board level.

The progress and evaluation of the APP over its lifecycle will form an integral part of the college's strategic drive to address widening participation and social inclusion for both FE and HE and will contribute to KPI' for all HE staff.

The magnitude and scope of this APP, means that evaluation will be escalated to SLT level and at governance level, on an annual basis. The APP will be a standing agenda item on a termly basis, while the APP will be an annual agenda item at governance level.

Programme design

Programme design will be overseen by the HE team and monitored through KPI's. Historically, access and participation programmes within the college, have developed out of an understanding of the local population characteristics, which consists of high proportions of students from areas of low HE participation and high deprivation. Qualitative feedback and evaluation on all such activity will be used to inform and modify future programmes. Existing programmes will be evaluated, with a specific focus on the target groups identified as part of the plan, expanding beyond the characteristics of just HE participation and deprivation. For example, the outcomes of Student Progress Reviews will be analysed in terms of student success for all target groups and modifications made to the programme, according to this evaluation.

In terms of activity designed to support continued participation for our target groups, these programmes of activity have been designed based on methods of support to assist learners from a variety of backgrounds through the various stages of the student lifecycle. Evaluation of participation activities is primarily based around continuation and achievement data. In terms of evaluating the success of our participation programmes, a focussed evaluation strategy will be put in place, which analyses continuation and attainment data at an intersectional level. In addition, qualitative feedback from the students themselves will be

used to articulate the usefulness of the tutorial programme, for example. Such feedback has been used to inform the Student Progress Review process, where students expressed an appreciation of the extra layer of support provided through this process.

Programme Design will draw on external research regarding barriers to access and success for students from minority groups. Developments or changes to programme design, will be discussed at Quality and Standards and Teaching and Learning group meetings and presented to the Senior Leadership and Executive Teams.

Designing impact evaluation

As well as quantitative evaluation based around data analysis, further evaluation will be sought from all the strategic programmes identified. For programmes where academic staff play an integral part, evaluation and analysis of qualitative feedback will be sought at the termly Teaching and Learning Group meetings, which are attended by all teaching staff, on HE programmes. Additionally, student feedback will be sought to inform further evaluation of any programme. This would be particularly beneficial for tutorial programmes for example, or where financial support has been provided. Evaluation of financial support would play an integral part of any evaluation strategy, so the value for money of a particular programme can be assessed, informing future investment towards financial support. The theory of change model will be implemented, as a core component of the evaluation design strategy and used to push any changes required. Additionally, feedback from the HEPSSY research and development team will be sought to evaluate any impacts that collaborative programmes may have had.

The evaluation strategy will focus specifically on performance against the aims, objectives and targets identified in the APP.

Implementing evaluation

Within the HE team, responsibility for outreach and student success falls with the Director of HE. However, within the team there is a HE Student Engagement Officer. Responsibility will be given to this role to implement evaluation strategies, focussing on research into established practice within the Access and Participation arena. This role will consider a range of feedback from staff and students, along with quantitative data analysis. A combination of both the previous academic research around access and participation, along with feedback on current practice, will then feed into an annual review of APP, as part of the Quality and Standards Group, which meets on a termly basis. This forum involves all internal HE stakeholders and will have responsibility for determining a coherent and accountable APP for each academic year.

The termly evaluation and proposed amendments to the college's programme of activity will form part of the Quality and Standards committee, which is held as a sub-committee of the Board of Governors. This approach will help bring the APP into focus at governance level.

Learning from evaluation

A strategic evaluation will be put in place for each element of the APP programmes. Areas of the programme which have been identified as successful, will be maintained and possibly extended, whereas programmes that are not achieving the required targets will be reviewed and amended. Performance of each programme will be tied in closely with the aims, objectives and targets which have been identified, as part of the APP. Based on this evaluation, it is intended that the streategic measures will evolve, where necessary to enable the college to meet the targets set, including the introduction of new strategic measures.

3.5 Monitoring progress against delivery of the plan

As outlined above, Quality Improvement Plans (QIPs) are produced during the self-evaluation process and monitored throughout the year. QIPs begin with, but are not restricted to, the target areas identified in this Access and Participation Plan. For example, one area of QIP targeting, will be around widening participation activity and will be measured by recruitment rates for a wide range of student groups identified within this APP, including disaggregated groups, where data permits. Additionally, targets have been traditionally set for continuation and achievement within our HE provision. As part of this process, individual targets will be set for POLAR quintiles 1 and 2, BAME students, students declaring a disability and mature students.

Progress against achievement of the targets and objectives outlined in the QIP and this Access and Participation Plan will be reviewed at all levels: HE team meetings; SLT meetings and Governing Body meetings. Specifically at governance level, performance against strategic aims, set out in both the QIP and the Access and Participation Plan, will be reviewed throughout the academic year. The HE QIP feeds into the overall group QIP, which is reviewed at Governance level. Through this, any shortcomings or decline in performance are identified early, allowing for prompt intervention to counter any adverse impact on students, particularly those identified as target groups in the plan. In the early stages of implementation the Executive and Senior Leadership Team will receive monthly updates and the Governing body will receive termly updates to review progress. The governing body has HE student representation, who will play a role in monitoring the progress made. Additionally, going forward, it is intended that progress against the APP will be an agenda item, during the termly student voice meetings. The Director of Higher Education and the Deputy CEO will be accountable for any lack of progress at each of these updates.

4. Provision of information to students

The RNN Group believes in transparency between itself and its students. The RNN Group publishes its strategic aims for widening participation on its website along with previous Access and Participation Plans, QAA reviews and its Higher Education Strategic Plan.

The RNN Group will continue to provide clear financial support and information to all current and potential future students via its website and other social media channels. In addition, a prospectus is printed with financial information that is provided to the local primary and secondary schools in the region and is available at each RNN Group campus.

Fee levels for all programmes are available online and via UCAS to give potential students the information they need prior to making a decision regarding their application to study with the RNN Group or elsewhere.

This Access and Participation Plan will be available to all current and potential students via the RNN Group College websites.

5. Appendices

Appendix 1: Targets (tables 2a, 2b and 2c in the targets and investment plan) and Investment summary (tables 4a and 4b in the targets and investment plan)

Appendix 2: Fee summary (table 4a and 4b in the fee information document)

Access and participation plan
Fee information 2020-21

Provider name: RNN Group

Provider UKPRN: 10005534

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

We do not intend to raise fees annually

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£6,900
Foundation degree		£6,900
Foundation year/Year 0	*	*
HNC/HND		£6,900
CertHE/DipHE		£6,900
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree		£4,400
Foundation degree		£4,400
Foundation year/Year 0	*	*
HNC/HND		£4,400
CertHE/DipHE		£4,400
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	PGCE	£3,450

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual part-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	*	*

Targets and investment plan 2020-21 to 2024-25

Provider name: RNN Group

Provider UKPRN: 10005534

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£44,000.00	£44,000.00	£44,000.00	£44,000.00	£44,000.00
Access (pre-16)	£8,400.00	£8,400.00	£8,400.00	£8,400.00	£8,400.00
Access (post-16)	£33,300.00	£33,300.00	£33,300.00	£33,300.00	£33,300.00
Access (adults and the community)	£2,300.00	£2,300.00	£2,300.00	£2,300.00	£2,300.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£70,000.00	£70,000.00	£70,000.00	£70,000.00	£70,000.00
Research and evaluation (£)	£5,246.00	£5,246.00	£5,246.00	£5,246.00	£5,246.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£301,350.00	£306,495.00	£316,050.00	£321,930.00	£329,280.00
Access investment	14.6%	14.4%	13.9%	13.7%	13.4%
Financial support	12.3%	12.1%	11.9%	11.6%	11.5%
Research and evaluation	1.7%	1.7%	1.7%	1.6%	1.6%
Total investment (as %HFI)	28.6%	28.1%	27.4%	26.9%	26.5%

Office for Students

Targets and investment plan 2020-21 to 2024-25

Provider name: RNN Group

Provider UKPRN: 10005534

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
Increase access for part-time POLAR Q1 and 2.	PTA_1	Low Participation Neighbourhood (LPN)	Increase access for part-time POLAR Q1 and 2, in line with access for full-time learners in this group	No	The access and participation dataset	2016-17	70.6%	72%	74%	76%	79%	82%	
Improving access rates for BAME students in excess of local population ratios.	PTA_2	Ethnicity	Increase recruitment of BAME students to reflect local population	No	The access and participation dataset	2017-18	4%	5%	7%	10%	12%	15%	
Improving access rates for P/T disabled students.	PTA_3	Disabled	Increase recruitment of part time students declaring a disability to 22%, in line with disabled full-time students.	No	The access and participation dataset	2017-18	13.3%	15%	17%	19%	21%	22%	
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
Close the continuation gap between full-time disabled students and students not declaring a disability	PTS_1	Disabled	Close the continuation gap between full-time disabled students and students not declaring a disability	No	The access and participation dataset	2016-17	5pp	4pp	3pp	2pp	1pp	0pp	
Close the gap in continuation rates between POLAR Q1 - 2 and POLAR Q3 - 5.	PTS_2	Low Participation Neighbourhood (LPN)	Close the continuation gap between full-time POLAR Q1-2 and POLAR Q3-5, from 5pp to 0pp.	No	The access and participation dataset	2016-17	5pp	4pp	3pp	2pp	1pp	0pp	
Close the continuation gap between full-time BAME and White students	PTS_3	Ethnicity	Close the continuation gap between BAME and White students, based on APP dashboard data, from 15pp to 0pp.	No	The access and participation dataset	2016-17	15pp	12pp	10pp	7pp	4pp	0pp	
Close the gap between full-time BAME and White students	PTS_4	Ethnicity	Close the attainment gap between BAME and White students, from 8pp to 0pp.	No	Other data source	2017-18	8pp	7pp	5pp	4pp	2pp	0pp	This aim has been set based on internal data, as no APP data was available for this target group.
	PTS_5												
	PTS_6												
Close the gap in continuation rates between Deprivation Q1-2 and Q3-5	PTS_7	Socio-economic	Close the continuation gap between full-time Deprivation Q1-2 and Q3-5, 2pp to 0pp	No	The access and participation dataset	2016-17	2pp	1pp	0pp	0pp	0pp	0pp	
Close the gap in continuation rates between Deprivation Q1-2 and Q3-5	PTS_8	Socio-economic	Close the continuation gap between part-time Deprivation Q1-2 and Q3-5, 8pp to 0pp	No	The access and participation dataset	2015-16	7pp	6pp	4pp	2pp	1pp	0pp	

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
	PTP_1												
Increase progression rates for POLAR Q1 students, in line with national benchmarks.	PTP_2	Low Participation Neighbourhood (LPN)	Increase progression rates to 70% for all POLAR Q1 students, in line with national benchmarks (No gaps data was available on the APP dashboard)	No	The access and participation dataset	2015-16	60%	62%	64%	66%	68%	70%	
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												