Access and Participation Plan 2019-20

PROVIDER'S NAME   NCH at Northeastern Limited (NCHNL)[1]

PROVIDER'S UKPRN   10048199

INTRODUCTION

1. This Access and Participation Plan 2019-20 (Plan) sets outs how New College of the Humanities (the College) maintains fair access to its programmes, and how it will sustain and improve access, student success and progression among people from underrepresented student groups. The Plan has been prepared in accordance with guidance produced by the Office for Students (OfS) and has been approved by the College's Academic Board and TESL Board.

2. This is the first Plan produced by the College. Under the previous regulatory regime, the College, as an alternative provider, outlined its access provision in its 2018-19 Access and Participation Statement.

3. This Plan builds on the work outlined in the 2018-19 Access and Participation Statement and forms part of the College's application to OfS for registration as an Approved (fee cap) higher education provider.

4. This Plan applies to UK and EU undergraduate students entering the College in the 2019-20 academic year and its terms will apply to those students for the duration of their studies at the College.

THE COLLEGE

5. The College was founded in 2011 by Professor A. C. Grayling CBE MA DPhil (Oxon) FRSL FRSA, Supernumerary Fellow of St Anne's College Oxford and, at the time of founding the College, Professor of Philosophy at Birkbeck College, University of London. On foundation of the College Professor Grayling became its first Master.

6. The founding conception was of a college dedicated to the study of Humanities, based on a combination of the best of two great traditions of HE, viz. the tutorial model encouraging forensic depth and intellectual acuity, and a modified version of the 'liberal arts' model providing breadth and context. From 2015 onwards, the College began teaching degree programmes of its own design under validation arrangements with two universities: for the BA and BSc degrees, and from 2017 the LLB degrees,

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[1] NCH at Northeastern Limited (NCHNL) is the company name of the College, which operates under the trading name of New College of the Humanities.

with Solent University (Solent); and for the MA and MSc degrees from 2017 with Swansea University (Swansea).

7. The College's mission is to be 'A world-class university-level college in the heart of London; the College combines a unique liberal arts inspired curriculum with one-on-one teaching in an international community to ensure that every student prepared to work will achieve their full potential and leave fully equipped to face the challenges of our increasingly complex world.'

8. The College offers undergraduate degree programmes in Philosophy, Politics and Economics (PPE), Philosophy, Politics and History (PPH), and in major-minor combinations of English, Creative Writing, History, Philosophy, Art History, Politics and International Relations, Law[2], and Economics. In their combinations, these subjects constitute 52 different undergraduate degree programmes.

9. The College also offers postgraduate degree programmes in Philosophy, Global Politics, Communicating Economic Policy, and Historical Research and Public History.

10. In total, the College offers 56 high quality higher education programmes.

11. The College's aim is to provide an outstanding university-level education in the Humanities. The desired outcomes are a deep and insightful engagement with the subjects of study, and in the process acquisition of acuity of thought, reasoning power, knowledge of methods and sources, and learning, writing and discursive skills, all exportable into lifelong learning and applicable to the demands of work and life after graduation.

12. The mission also aims to place this in-depth academic study into a broadening framework of additional study that forges outward-looking connections from students' specialist knowledge and skills. This is effected by the College Diploma, a non-credit bearing programme which is nevertheless compulsory, and which earns the student the College's own self-validated Diploma to mark the richer content of the programme of study. It consists of the Core Curriculum and LAUNCH. For the Core Curriculum, students study (a) Critical Reasoning, which focuses the students' attention on first-order logic, ways of thinking and arguing, methods of enquiry, reason and right reasoning, rhetoric, and the fallacies of both formal and informal logic; (b) Science Literacy, a programme providing overview for non-scientists of major areas of contemporary science – Cosmology, Particle Physics, Biology and Neuroscience. This course is enhanced by the lectures of distinguished Visiting Professors; and (c) Applied Ethics, raising and discussing the ethical dilemmas that face us as individuals and as a society in business matters, the environment, politics, conflict, and medicine. The LAUNCH programme prepares students for the world of work after graduation.

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[2] Law (LL.B) is also offered as a single honours programme.

13. The College's current student population is 210, made up of 197 undergraduate students and 13 postgraduate students.[3] Students are recruited from the UK, EU and international students, and from a diverse range of schools and backgrounds.

NORTHEASTERN UNIVERSITY (NU)

14. The College has recently announced that has become part of Northeastern University's (NU) global network. NU is a large not for profit university based in Boston, USA and is ranked 44th in the USA in the US News and World Report rankings. NU has approximately 18,000 students on its campus in Boston and significant numbers throughout its network across the globe.

15. Being part of the NU global network will provide significant opportunities, expertise and resource to further the College's widening participation ambitions. This Plan identifies areas were NU's involvement will provide immediate impact on the 2019 intake. Plans in subsequent years will expand on the activity and opportunities the arrangement has afforded.

ASSESSMENT OF CURRENT PERFORMANCE

INTRODUCTION

16. This is the first Plan to be produced by the College, so in assessing its performance to date the College has looked at the available internal and external data in regard to the underrepresented student groups identified by the OfS.

17. Although the College collects data internally as part of its reporting obligations, the following factors have impacted on the quantity of the data collected by the College, and hence the ability to draw from this data definitive conclusions regarding widening participation:

   17.1. The College, as a relatively new institution, welcomed its first students in September 2012. This fact alone reduces the amount of available data from which trends can be spotted and from which strategies can be built. For the first years of enrolment (2012-2014), students were prepared for the University of London International Programmes (ULIP). The College collected the data required by the University of London which was not a full set of data as required now.

   17.2. In 2015 the College entered into an undergraduate validation agreement with Solent, which covered most of the undergraduate programmes offered by the College, the exception being the College LL.B programme, which remained with ULIP until 2017. The limited data collected by the College therefore differs over each aspect of the three stages of the student journey. For

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[3] Includes September 2018 intake.

example, the College has had seven intakes since its inception, with only four graduating classes. Accordingly, conclusions regarding intake, which are based on a more statistical viable number of cohorts, may not be the case regarding progression, where the College has only the results of one DLHE return (for those students entering the College in 2013 and graduating in 2016) and is awaiting the results of its second return, which relates to the 2017 graduating cohort.

17.3. Finally, and most importantly, the College as a small specialist provider has modest annual intakes of students. Accordingly, slight changes in demographics of the intakes on which the College holds data can result in significant variances in the statistical data which means that conclusions and proposed actions need to be made with a practical understanding of the institution as well as based on the data.

18. The College has based this Plan on conclusions derived from the available internal data and benchmarked this against external sources, such as HESA data. However, the College is aware of the limitations in its internal data and appreciates that strategies based on conclusions drawn from this data may well need to be significantly adapted in subsequent years as more and conclusive statistical evidence becomes available.

19. In addition, the College is aware that it is currently unable to assess the intersections of characteristics to identify more accurately gaps in access, success and progression for particular groups of students.

20. Due to these limitations and as part of this process, the College is investing in internal systems, processes and reporting lines that will facilitate the collection of, and access to, conclusive data (see paragraphs 65 to 69). The College is a self-critical organisation and so this process of review and adaptation will be evident in subsequent Plans.

STATISTICAL EVIDENCE

21. Below is a summary of the data that the College holds in regard to the broad underrepresented student groups and the conclusions the College has made in regard to this data.

Those Living in Areas of Low Higher Education Participation, Household Income, or Socioeconomic Status

22. The College has collected internal data relating to this group since 2015. In order to obtain a more comprehensive data set, the College has manually assessed the 2012 to 2014 intakes (inclusive) and cross-referenced this to POLAR 3, quintiles 1-2 postcode data.

23. This data shows that there have been significant variations in the percentage of home students from this underrepresented student group entering the College – from 1.7% of the intake in 2016, to 9.9% in 2018.[4][5]

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[4] UK, EU and EEA.

Averaging all seven years of data, the College has welcomed 5.6% of its intake from this group, which is lower than the HE Sector average in 2016-7 of circa 28%.[6]

24. The above figures include EU/EEA students, which over recent years have represented a significant proportion of the College's undergraduate population,[7] and for which there is no available POLAR data. For the UK undergraduate population, the College has welcomed an average of 8.5% of its intake from POLAR 3, quintile 1-2 areas over the seven years of operation. This ranges from 3.1% in 2016 to 19.4% in 2018.

25. As the number of non-continuing students from this category is very low, no firm statistical conclusions can be reached, other than non-continuation rates are currently no higher than the College average.

26. In terms of success, although again based on a small sample size, it is encouraging to note that students from this category who graduated from the College, all received First-class degrees.

Students of Particular Ethnicities

27. The College only holds data for this underrepresented student group for most of its programmes from the 2015 intake onwards.

28. An average of 15.9% of its intake was from this underrepresented student group. This is lower than the HE sector average of 25%.[8]

29. In regard to the success of students of ethnicity, the data set is so small that it is not statistically robust enough from which to draw concrete conclusions. However, in terms of success, students of ethnicity have a non-continuation rate of 3.7% on average compared to 10.3% for the HE Sector.[9]

30. The College is currently analysing the latest DLHE return.

Mature Students

31. An average of 10% of the College's intake was from this underrepresented student group. This is lower than the HE sector average of 37%.[10]

32. The College's low percentage of mature students can be explained by the fact that the College has until recently only offered full-time undergraduate degrees which traditionally attracted lower levels of mature student

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[5] The College has been able to collate the 2018 intake data for this underrepresented group. The College is in the process of collecting 2018 intake data for the other underrepresented groups.

[6] HESA, 2016-2017, Table B - Percentage of UK domiciled entrants from low participation neighbourhoods by location of HE provider and academic year

[7] Percentage intake of EU/EEA students as proportion of all undergraduate home students: 2016 = 46%; 2017 = 27%; 2018 = 49%

[8] HESA, 2016-2017, Figure 4 - HE student enrolments by personal characteristics, Full-time students on first degree

[9] HEFCE, 2014-2015, Non-Continuation Rates by Ethnicity

[10] HESA, 2016-2017, Figure 4 - HE student enrolments by personal characteristics, Full-time students over 21 years old on their first degree

participation. Although the number of students from this category is lower than the HE Sector average, in terms of success students from this group perform in line with the HE Sector having comparable non-continuation rates – an average of 13% compared to 11.6% for the HE sector as a whole. [11]

33. In regard to the progress of mature students, the data set is so small that it is not statistically robust enough from which to draw any conclusions.

Disabled Students

34. This underrepresented student group makes up a significant proportion of the College's cohort, as high as 25% in the 2017 intake, and averaging at 13.9%. This compares to the HE Sector average of 13%.[12]

35. In terms of success, disabled students have lower non-continuation rates, an average of 5.2% compared to the HE sector average of 10.5%.[13]

36. In regard to the progress of disabled students, the data set is so small that it is not statistically robust enough from which to draw conclusions.

Care Leavers

37. The College has not collected data on this underrepresented student group as part of its reporting obligations, and therefore has no data from which to assess success (or otherwise) of encouraging this group into higher education. The College will monitor this group from the 2019 intake.

CONCLUSIONS FROM THE AVAILABLE STATISTICAL DATA

38. From the review of the statistical evidence held by the College, the following tentative conclusions can be drawn:

   38.1. The College has lower than average sector levels of representation of certain groups of students, including: those living in areas of low higher education participation, household income, or socioeconomic status; students of particular ethnicities; and mature students.

   38.2. The College welcomes slightly higher levels of disabled students to the College than those seen in the HE sector as an average.

   38.3. However, once they are attending College, students from underrepresented groups do well on the success and progression measures either compared to the HE Sector or compared to the College's whole student body.

39. Given these conclusions, although the College will provide initiatives for each of the three sections of the student journey, the College strategy in this Plan will focus on access for the underrepresented student groups.

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[11] HEFCE, 2014-2015, Non-Continuation Rates by Age

[12] HESA, 2016-2017, Figure 4 - HE student enrolments by personal characteristics, Full-time students on first degree

[13] HEFCE, 2014-2015, Non-Continuation Rates by Disability Status

40. In addition, the College concludes that for the purpose of this Plan, it currently attracts a lower proportion of students from underrepresented student groups and therefore will invest a minimum of 25% of its higher fee income in access and participation initiatives.

41. The strategy and investment identified is further explained in later sections of this Plan. Prior to that discussion, below is an assessment of the College's access and participation activity to date and how this can inform the strategic investment.

ASSESSMENT OF ACTIVITY TO DATE

42. The College has since its inception encouraged students from all and every background to study its undergraduate programmes. Indeed, one important element of this objective is the stated aim of the College to become 'means-blind' when considering applicants.

43. The College recognises that there have been particular challenges around recruitment, and particularly recruitment from underrepresented student groups, during its early years of operation. These challenges were:

    43.1. Firstly, the College's original undergraduate fee was set at £18,000 per annum. Although the College provided significant financial support – including full bursaries covering the entire teaching costs – the College is aware from research that it has undertaken that the headline fee figure restricted students from underrepresented student groups from engaging in the recruitment process. The research was undertaken by Social & Local and Youthsight. The research was undertaken via digital focus groups of prospective students and parents; and the clear conclusion was that, although the benefits of the College's educational offering was appreciated, the College's fees structure was a significant barrier to engagement.

    43.2. The College's students did not have access to student loans prior to 2015 and since then the loans available have been less than the College's fees.

44. Despite these initial challenges, and as indicated above, the College has always included outreach activity as part of its recruitment and marketing. This activity has been based on the College's commitment to open access, and is made within the context of the College's Access and Participation Statements.

ACCESS

45. A significant number of outreach events have been undertaken by the College aimed at increasing awareness of the institution and to attract applications. These activities have encompassed a wide variety of schools talks, attendance at fairs, and events held at the College.

46. Of particular relevance to widening access, below are some brief representative examples of the works the College has engaged in:

46.1. **External visits and talks** – the College visits a wide range and number of schools including schools from areas of lower student participation in higher education. One example of this work is a visit to Thomas Tallis School (a comprehensive co-educational school with over 1600 students, with a higher than average cohort of minority ethnic backgrounds and POLAR 3 quintile 1-2 students, and located in quintile 2 area for Adult HE qualifications and a quintile 1 area for Participation), where members of the recruitment team, accompanied by student representatives, gave a talk to years 9, 10 and 11 on studying at university and how to make applications.

46.2. **Visits to the College** – another aspect of the College's outreach strategy includes welcoming schools, students and school staff into the College to hear talks or participate in a workshop on a given subject. For example, the London School of Excellence (a school with a higher than average cohort of minority ethnic backgrounds and POLAR 3 quintile 1-2 students) and students via IntoUniversity have attended talks by the College's visiting professors and faculty on a wide range of topics, from competition law to philosophy. In addition, students have had talks on more general topics such as 'what it is like to study at university' and 'how to apply'.

46.3. **Collaborative events** – the College also works with other organisations in order to reach out to students from underrepresented groups. For example, in October 2017, the College jointly hosted with University College London an event in collaboration with the Transformation Trust, an educational charity dedicated to opening doors of opportunity to young people across the country.

47. The initiatives outlined above are indicative of the work the College has always undertaken to promote access to higher education and raise awareness within underrepresented groups of the advantages of studying at university. Such progammes will continue and expand as school partnerships develop further (see paragraphs 81 to 87). In terms of impacting attainment, the College will seek opportunities to work with key secondary schools to develop strategies to support students.

SUCCESS

48. The success of the College's enrolled students is aided by the financial, teaching and pastoral support that the College provides.

Financial Support

49. Financial support to students has been central to the College's offer over each year of its operation. The elements of financial support have adapted over time as the College's fees have been revised and as students have been able to access loans from the Student Loans Company.

50. Since its inception the College has provided generous financial support in order to assist students to attend.

51. Means-tested bursaries are made available to students in order to alleviate financial hardship. These bursaries have included awards covering the entire tuition fee. In regard to the award of any bursary, the College considers the household income of the applicant/applicant's family, and the size of the award is linked to that income.

Teaching Support

52. Small by design, the College provides very high tutor:student ratios, historically one member of academic staff to five students. The pedagogical model employed by the College includes one-to-one essay-based tutorials, small–group seminars and lectures (which are also designed to be highly interactive). These levels of teaching support and access to the faculty aid all students through their studies.

Pastoral Support

53. The College provides high levels of pastoral support. Student welfare is led by the Student Wellbeing Coordinator (SWC), who is part of the Student and Academic Services Team (SAST), and is a dedicated resource for the College's students. The SWC offers confidential and impartial advice on a range of wellbeing issues that may affect a student's time at the College. These include: mental health, disabilities (learning and physical), accommodation, and general financial guidance. The SWC is the first point of call for these areas and is available via email, telephone, and in person. The College operates an 'open door' culture, allowing students to drop-in and ask general queries. If a student wishes to speak with the SWC in a confidential setting, they may book an appointment in advance. For emergencies, the SWC is easily accessible and students know that they are able to contact her for support. The SWC actively encourages students to use listening services such as Samaritans and Nightline.

54. The SWC has counselling training and, along with several other faculty and professional staff, is mental health first aid trained. Students who identify themselves as requiring professional help contact the SWC, who then uses her training to triage the students, to assess who needs to seek professional support. The College has an agreement with a private counselling and psychotherapy service. Initially, students are advised to book an appointment with their GP to talk about their problem(s) and to ask for a referral to counselling services. If there is a waiting list for NHS support, the GP can contact the SWC, confirming that the student has been referred and is on the waiting list. The SWC can offer the student a private referral while waiting for an appointment on the NHS. The College can fund up to eight sessions. The SWC liaises with the private therapy company and the student to arrange the sessions. The private therapy company has a triage service which supports students in crisis and/or where they are suspected to have undiagnosed mental health disorders. The SWC remains in contact with the private therapy company to ensure that there is coordinated and continued support for the student. While the College has no statistics about the access to these services broken down by student characteristics, the smallness of the College means that at risk individuals are spotted early.

PROGRESSION

55. A central element of the College's offering has been to prepare all students for life after university, and this preparation runs throughout the three years students are at the College.

The LAUNCH Programme

56. LAUNCH, the in-house careers programme, is a unique and distinctive part of the College. It is taught by distinguished Visiting Fellows, who are practitioners rather than academics. It is integrated into the students' timetable and they have a seminar in most weeks. LAUNCH has been designed around three major projects, over three years: 'real-life problems' developing a hypothesis which is tested using primary customer research; developing a concept for a business, testing the assumptions behind the revenue and cost lines; and developing an 'app' or website which supports their business. Projects are supported by seminars teaching the relevant skills and are assessed by the Dean of Careers in collaboration with the Visiting Fellows and panels of external judges.

57. The programme is highly valued by students. The College undertakes an annual survey, testing student responses to both LAUNCH and the Careers service. All parts of the offering are well received, peaking with third-year students, who rate it at 4.8 (out of a maximum of 5) in terms of being distinctive from other universities and 4.7 in terms of recommending that their friends take a similar course. During the first NSS data collection, the College included an optional bank question on Careers. 92% of respondents agree that, as a result of their programme, they believed that they had improved their career prospects.

Careers

58. Careers counselling is highly personalised, and each student has a named individual who works with them to develop a personal narrative, assemble the experience they need to be a compelling candidate, write a CV, and carry out effective networking. Careers advice is provided by people with direct experience of the careers students are interested in. Careers seminars are built in to the LAUNCH programme where students are formally taught a range of skills, such as using social media effectively to get a job. Employment events are run throughout the year, including My Beautiful Career, where industry practitioners are invited to meet with small groups of students, and employer evenings which enable students to network and secure internships.

59. DLHE data showed that students who secured employment did so in the top three Standard Occupational Classifications. More striking is the quality of employers hiring College graduates. This list excludes the students who go on to further study, often to institutions such as Oxford, Cambridge, UCL, and LSE. It also excludes those students who set up their own businesses, which are often conceived during LAUNCH.

60. The support the College gives to its students, including those from underrepresented groups, and how this can lead to success and progression, is best summarised by the following quote:

"Lots of universities provide a good education, but NCH combines academic rigour with practical application in an unrivalled way. One-to-one tutorials not only made me better at my subjects, they made be better at articulating my thoughts and defending my arguments - skills I use every day at work. LAUNCH provides a platform to hone and test those skills; weekly, in depth, and with support. I have no doubt that without NCH I wouldn't be doing what I am today."

Student in receipt of a full means-tested bursary, now working as a Senior Account Executive, M&C Saatchi PR

CONCLUSIONS ON ASSESSMENT OF ACTIVITY TO DATE

61. The activity to date has been largely due to the fact that the College has been in a start-up phase of its development.

62. It is clear, from the available data, that the College has been successful at attracting a certain group of underrepresented students, those with disabilities. The College believes this is due in large part to the personalised nature of the support (financial, teaching and pastoral) provided by the College, which is recognised by both prospective students and parents.

63. The College has been less successful in attracting other groups, such as those living in areas of low higher education participation, household income, or socioeconomic status. The difficulty to attract such students has been down to the College's previous fees structure – higher fees than the government cap and the initial non-availability of student finance - cutting off engagement by students even where available bursaries could bring the overall fee significantly below that level.

64. To date the College has relied on its existing systems and processes when reporting widening participation initiatives. In order to prepare for Approved (fee cap) status, the College has introduced a number of initiatives in order to develop processes, systems and reporting to enable this Plan (and subsequent Plans) to succeed. These are permanent changes to the College systems and infrastructure. Given that this aspect relates to all initiatives outlined in this Plan, these elements are considered here.

PROCESS, SYSTEMS AND REPORTING

FAIR ACCESS AND PARTICIPATION STRATEGY GROUP (FAPSG)

65. The College established the FAPSG in summer 2018 with the specific purpose of overseeing this Plan, to monitor its effectiveness (or otherwise) and to revise and develop future Plans. The FAPSG's terms of reference are as follows:

  65.1. To develop, monitor and review:

    65.1.1. The College's Access and Participation Plan, as approved by the Office for Students.

    65.1.2. All metrics relating to the performance of the Access and Participation Plan.

65.1.3. Other policies and strategies in the areas of fair access and participation, as appropriate ensuring that these remain consistent with each other and enable the College to achieve its objectives in widening participation.

65.2. To lead on projects for the monitoring and enhancement of the College's widening participation activities.

65.3. To assess the impact of external trends and internal developments including student funding matters on student recruitment and admissions, including widening participation.

66. The FAPSG is tasked with some immediate projects aimed at ensuring that the activities proposed in this Plan will be achieved within the next six months, and specifically:

66.1. Research additional third sector partners and establish relationships with suitable organisations.

66.2. Research success and progression rates for students entering the College with lower than standard entry requirements.

66.3. Coordinate with NU to assess support and expertise in order to assist the College.

67. The FAPSG has the responsibility for driving the Plan forward, further details of which can be found within the six month plan at paragraph 139.

68. The FAPSG reports to both Academic Board and the Executive Committee of the College, which in turn reports to the NCHNL Board. It membership is taken from various departments across the College, including admissions, recruitment, careers, quality assurance, faculty and the student body.

MONITORING AND EVALUATION

69. The College is aware of the need to ensure greater monitoring and evaluation of underrepresented student groups throughout the student life-cycle, not only to ensure sufficient quantitative and qualitative statistical evidence from which to evaluate this Plan, but to inform further iterations of this Plan.

70. As indicated above at paragraphs 16 to 20, the College currently has limited data from which to assess its performance against this Plan.

71. In order to address this central requirement of future monitoring and evaluation, the College has invested in a number of initiatives that will improve the collection and dissemination of data.

71.1. The College is rolling out a Student Information System (SIS) which ensures that student information from admission to post-graduation is collected and maintained in one repository. This investment enables the College to access and analyse information more readily and ensure that relevant data is held.

71.2. The College has also developed and installed a new Customer Relationship Management system (CRM) which focuses on the pre-admissions element of the student journey. The CRM allows

greater clarity when examining the student journey, and will be able to provide relevant data at each stage of the student journey. This information will be central to the ability of the FAPSG in its task of assessing the effectiveness, and development, of the College's Plan.

72. The development and roll-out of these systems is taking into consideration the requirements of this Plan and the need to be able to collect and evaluate data relating to underrepresented groups throughout the student life-cycle.

73. Further, the systems will also allow the College to increasingly access the intersection of characteristics to identify more accurately gaps in access, success and progression for particular groups of students. These systems are now in place.

AMBITION AND STRATEGY

74. To date, the College has focused on providing excellent outcomes for all its students, and by default to underrepresented student groups, rather than a more focused and metrics based approached outlined in this Plan.

75. A significant step in the College's development was taken in Autumn 2017, when TESL Board aligned College fees with the government cap. This decision, as part of a series of decisions lowering College fees, was made with the objective of increasing access to all groups and particularly those from underrepresented student groups where fee level has a primary impact on their ability to enter higher education.

76. With College fees now at the government cap and, on the basis of Approved (fee cap) registration, the ability for students to access student loans for the full fee, the College believes that this proves a timely opportunity to expand its widening participation strategy.

77. Moving forward, and with the College becoming part of the NU global network, the College's widening participation ambition and strategy will develop to reflect the scope and size of the combined institutions. Within this overall context, and given that the transaction has only just taken place, the details of future initiatives will form the subject of future Plans.

78. As such, this Plan identifies the specific activities that the College believes will have the greatest impact on increasing access, success and progression by underrepresented student groups in the immediate future. The Plan seeks to be ambitious but is geared to the current proportions of the College, thus prioritising initial actions where there can be the most impact given staff and student numbers. As such, not every underrepresented student group is the subject of a specific initiative, however, students from all underrepresented groups should benefit from these initiatives and, as always, all students are very much welcomed in the College.

ACCESS

70. Access is central to the College's Plan. If underrepresented student groups do not enrol then the advantages these groups have in terms of success and progression, as demonstrated by the College to date, will not be realised.

71. Accordingly, the College's strategy is to allocate much of its investment to this element of its Plan.

72. The focus on access to the College for underrepresented student groups also corresponds with the College's short to medium growth strategy, as the College moves from establishment of its educational model to expansion and growth.

73. The College has reviewed each of the underrepresented groups identified by the OfS to ascertain which groups are currently served well, and those to which the College could increase its activity. This assessment has also taken into consideration the resources currently available to the College at this stage of its development.

Those Living in Areas of Low Higher Education Participation, Household Income, or Socioeconomic Status

74. The College has had some success in attracting students from this underrepresented student group in certain intakes, but this has not been consistently achieved for the reasons mentioned earlier. It has ambitions to build on the success of the initiatives already undertaken and to ensure that overtime the College matches and exceeds the HE sector average.

75. With the introduction of the new fee structure, the College has established a clear link between fees, available funding and the willingness of students from this underrepresented group to engage with the College.[14] The potential for students to have access to full funding for College programmes, with targeted and evaluated activity, will significantly increase the proportion of students from this underrepresented group. As such, much of the College ambition and strategy contained within this Plan relates to the access, success and progression of this group.

76. The College recognises that in order to fulfil its ambitions, a holistic approach which builds on and adapts current activity and strategy needs to be adopted – this is outlined below.

AWARENESS

77. As a small and relatively new institution the College understands that it needs to raise its profile and the support it can provide within this (and other) underrepresented groups. This raised awareness will generate a prospect pool from which the College can assist access. In turn, this provides base data from which the College can measure awareness from this group and then track conversion rates from this prospect pool through application, offer, acceptance and enrolment. This tracking will further inform the College of the effectiveness (or otherwise) of the initiatives it introduces.

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[14] See paragraphs [ ] to [ ] above. The College's largest intake of students from this underrepresented group took place in 2018, where the gap between fees (£9,250) and available funding (£6,615) was the narrowest in the College's history.

Essay Competition

78. The College has run an Essay Competition since early 2017. The competition requires prospective students to write an essay on a humanities topic. Winners receive £2,000, and runners up prizes of £1,000 and £500. In 2017, the essay competition was promoted to a wide range of schools, including 1500 state schools. It generated 1600 registrations and 600 submitted essays in 2017.

79. Currently, the College does not require students to provide postcode details at the time of registration – therefore it is unable to track during the competition the POLAR score of these students. However, the College can track students if they subsequently make an application to the College.

80. Moving forward, the College will require entrants to provide postcode details when registering for the competition allowing greater ability to track this initiative and to adapt its marketing and focus in future years.

Schools relationship building

81. The College recognises that it needs to identify a wider cohort of relevant schools and colleges and undertake specific recruitment and relationship building activity that will promote applications, offers and enrolments.

82. To this end, the College has undertaken internal research to identify relevant secondary schools (some of which the College has a longstanding outreach relationship with) aimed at achieving this Plan.

83. The parameters of this research are outlined below. They are designed to maximise the positive impact of this strategy:

    83.1. Geography – the College has limited resources to roll out this strategy over a wide number of geographies. Accordingly, the College strategy is to focus this activity on London and surrounding areas. This does not exclude activity taking place outside the London area (and indeed the College would not want to limit it in this way), however, activity outside London will only take place as an extension of other activity currently planned, and not as a separate and bespoke scheme.

    83.2 Grade profile – the College's takes a holistic approach when assessing a student's application and its typical offer is in the order of AAB or 35 (IB). This general level is set by Academic Board and is a reflection of the grade profile required of students in order to fully engage and develop with the academic demands of the College's programmes. Therefore, within the geography mentioned above the College has looked at those schools/colleges where there is a sufficient concentration of students with predictive grades at these levels. From the parameters outlined above, the College has identified approximately 20 schools which will form the basis of the outreach initiative for 2019 entry.

84. The school relationship initiative has started and is being rolled out. Currently, most of the identified schools have been contacted and visits have been arranged with a significant percentage.

85. In terms of the relationship building the College will undertake, this will reflect the outreach activity already undertaken by the College and will be tailored to the particular school's/college's requirements.

86. This could take the form of the College providing lecturers and talks at the school or college, or arranging for a Taster Day or Open Day at the College. Themes for interaction range from discussions of certain academic disciplines to wider themes around the advantages of studying in higher education.

87. The College recognises that any outreach programme focussed on schools identified by the criteria outlined above, although desirable, is unlikely of itself to sufficiently widen participation from this underrepresented group in the short to medium term.

EXPERTISE

88. Although the College is expanding its marketing and recruitment activity towards this underrepresented group and the monitoring of that activity, it recognises that it needs particular help in accelerating the impact this activity can produce.

89. The College currently works with a number of third sector organisations who are active in the widening participation space. The Transformation Trust (TTT) is an educational charity dedicated to helping students from disadvantaged backgrounds by offering them the opportunity to gain critical skills through their programmes. The aim is for students to come out of their programmes with greater confidence, the ability to work as part of a team and to discover hidden talents and interests.

90. The College works with TTT by offering room space and organising workshops. For example, last year Chestnut Grove school pupils completed the TTT Junior University programme. The College contributed by offering the use of its facilities and by delivering a workshop on 'Why study the Humanities' by College staff. College student ambassadors also worked alongside student ambassadors of UCL to deliver tours of both institutions. The event ran smoothly and was a great success. These events are typically organised during College reading weeks in order to give TTT pupils plenty of space for activities in the building.

91. In addition, the College works with IntoUniversity who have various centres where they offer innovative programmes that support young people from disadvantaged backgrounds to attain either a university place or another chosen aspiration. The way in which the College gets involved is by offering IntoUniversity its facilities to deliver their workshops, and student ambassadors giving tours of the College and testimonials of their university experience and the application process.

92. The College's volunteering and fundraising officer has worked for IntoUniversity and organised a 'Buddy Day' for their mentoring programme. The mentoring programme matches students (aged 10-17) with a University student, giving them tailored, one-to-one support for their academic

attainment, social skills and future planning. Representatives of IntoUniversity came to the College and delivered training to College mentors in April 2018. College volunteers will go to the IntoUniversity centres to meet with their mentee and help them with any school work and tasks. Further work with IntoUniversity is planned for the Autumn 2018.

93. Further initiatives also being developed include work with Noisy Classroom and the PiXL Club schools which aim at developing debating skills for student, and particularly, those from areas where there is lower participation in higher education.

94. Although the above are examples of the work undertaken, the College recognises that it needs to further develop existing relationships and to increase the number of relevant organisations it works with.

95. The FAPSG have been specifically tasked with expanding opportunities to work with the third sector.

96. With the College now part of the NU network, this provides the College with a wide repository of expertise and resource from which to develop its widening participation strategy. NU has extensive experience in this field, and although focused on the US, this experience is directly transferrable to the UK context.

DIRECT MARKETING ACTIVITY

97. The College has increased both the number and identity of the prospective students within its prospects pool. This is a direct result of the systems introduced by the College in the last six months.

98. As such, the College can now identify prospective students from this underrepresented group and target specific messaging to these students to encourage participation in higher education.

99. In addition, the College is working with UCAS and its pre-application data service. The College is planning targeted marketing activity to this underrepresented group, highlighting the personalised nature of the College's teaching model and the support the College affords students to participate in higher education.

ADMISSIONS

100. As part of the College's admissions process, prospective students are invited to interview.[15] Interviewees are encouraged to attend in person, although Skype interviews can be arranged. In order to further encourage and support students from this underrepresented group, the College will provide financial help to attend interviews (see below).

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[15] Except during the clearing period

101. In addition, the interview allows the College to assess a student's ability and current performance holistically – assessing their potential as well as current or predicted grades. As such, the College's admissions process allows flexibility when offering a student a place to study at the College. Thus allowing Admissions Tutors to offer a place where a student does not meet the College's published entry requirements due to other relevant factors.

102. The College, via Academic Board, is currently discussing the possibility of formalising the flexibility outlined above in order to enable students from this (and other) underrepresented groups to secure access where they do not meet the published entry requirements.

103. Academic Board has asked the FAPSG to report on the success and progression of current and former students who have not met the published entry requirement.

Direct Financial Assistance – Bursaries

104. The College is aware from available external research and from its own experience that one of the main barriers preventing underrepresented groups attending higher education is an aversion to taking on debt. As such, much of the College's initiative in this area of activity is aimed at reducing students' debt burden.[16]

105. During the 2018 recruitment cycle, the College set bursaries against College fees, potentially reducing net fees to £6,165 per annum - the amount then available via the Student Loans Company for a student studying at a private provider.

106. With the introduction of the Approved (fee cap) category of registration for higher education institutions, College students will be able to apply for student loans up to £9,250 from 2019.

107. The College is aware that even were fees to be met in full by student loans, many of the students in receipt of bursaries will consider this form of financial assistance as central to their ability and willingness to enter and continue on their course of study.

108. Accordingly, the College will continue to employ bursaries as a central element of its access strategy, however, the amendment to the regulatory environment has provided an opportunity to review its current bursary policy and provide more flexibility for students regarding the receipt of any bursary award.

109. Under the scheme that will apply to 2019 entrants to the College, bursaries of up to £2,000 per annum for each year of study will be available for students whose household income does not exceed £42,000.

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[16] https://www.timeshighereducation.com/student/advice/how-receive-funding-disadvantaged-student

https://www.timeshighereducation.com/news/debt-fears-deter-poorest-from-applying-to-university-study-says

https://wonkhe.com/blogs/comment-fear-of-debt-is-deterring-the-poorest-from-university/

110. As is currently the case, students and prospective students will be made aware of the bursary scheme, the eligibility criteria and how to apply during the application process, at the interview and via communications to offer holders.

111. Due to the fact that the bursary criteria are based on household income, applicants will be made aware that relevant financial information must be shared with the College in order to progress an application.

112. In addition, the College appreciates that students may wish to have more flexibility in how the bursary is received – as a reduction in their fees, or as a cash amount, which could be set against other costs relating to studying at the College – computers, travel cards, accommodation, for example.

113. Students can elect how they wish to receive the bursary award – and can take yearly awards by different methods to provide the greatest flexibility for the student and accordingly provide the greatest assistance for that particular individual's needs.

114. The College has estimated for the purposes of this Plan that a third of students will take any bursary as a cash sum, and two-thirds as fee reduction. The FAPSG will monitor and evaluate how students choose to take any financial award and further develop its bursary awards on the basis of this student feedback.

115. In addition, the College is aware of support provided by the OfS by way of its 'Financial support evaluation toolkit'. Currently, the College does not have sufficient students to employ the statistical tool. In regard to the survey and interview tools the FAPSG will consider, and where appropriate employ, these tools as part of the review of the College's bursary policy.

Direct Financial Assistance – Application and Interview

116. The College currently provides a scheme whereby offer holders receive financial help in order to attend offer holder events where first-hand experience of study at the College can be made, as well as the opportunity to talk directly to faculty.

117. The College interviews all prospective undergraduate students as part of its admissions process. The College believes that this system allows it to assess each student on their merits and beyond a simple consideration of predicted or actual grades.

118. In order to assist students from this underrepresented student group, and in recognition of the financial restraints that such students have regarding travel to the College for interview, the College will initiate a financial support scheme for students providing for the reimbursement of travel expenses.

Students of Particular Ethnicities

119. On the basis of the particular ethnicities identified by the OfS, there is currently insufficient internal statistical evidence to establish one specific group, or groups, which the College's initiative should naturally target.

120. As such, the College's initiative in regard to students of particular ethnicities will develop as further statistical evidence is collected and evaluated through the College's widening participation strategies.

121. From the research undertaken by the College, many of the schools identified above (in paragraph 82) also have a very diverse student population and accordingly have large communities of students that would fall in this underrepresented student group.

122. The College believes that further focused recruitment and school relationship building activities will not only have a positive impact on the students living in areas of low higher education participation, household income, or socioeconomic status, but also attract students from ethnic backgrounds that are underrepresented within higher education.

123. The College will monitor the application rate, offer, enrolment and subsequent success of each specific ethnicity, using the new Student Information System (SIS) and Customer Relationship Management system (CRM). As further clarity is provided, the College will develop future initiatives specifically targeting students that remain underrepresented within its student body and/or further develop initiatives that have been particularly successful in attracting students of particular ethnicities.

Mature Students

124. The College is aware that mature students look for flexible programme delivery options – such as part-time and/or accelerated programmes in order to fit in with other obligations around home and work.

125. The College has part-time delivery for its postgraduate programmes, and, indeed, has extended the number of postgraduate part-time programmes running from September 2018. The College will monitor whether that has a positive effect on the representation of this group in the student body as a whole.

126. The College will review the extension of part-time provision to undergraduate programmes, and will look at other options such as accelerated programmes. However, there is no current plan to offer these options for 2019 entry.

127. As such, the College does not at this stage feel it would be effective to directly target mature students seeking undergraduate programmes as part of this Plan until such time as more delivery options become available. However, the College will look to develop possible indirect engagement through collaboration with other institutions, including its validating partners.

128. In all cases, the College will continue to monitor mature student engagement with the College and develop its strategies accordingly.

Disabled Students

129. The College has been successful in attracting students with disability – just under a quarter of the 2017 intake self-certifying as such (significantly

higher than the UK HE average of around one in ten).[17] Most of these students self-certify as having an unseen disability due to the current limitations relating to welcoming students with physical disabilities.

130. The data available to the College shows that students with unseen disabilities perform well in terms of success with better non-continuation rates than across the HE Sector. The College believes that students with such disabilities are attracted to it due to the excellent personalised support and teaching offered to students within the College's small collegiate environment.

131. In regard to specific support, the College arranges and pays for help in a number of ways, including the following examples:

   131.1. Paying for up to eight private counselling sessions for students with mental health issues.

   131.2. Assisting where a student believes they may have a learning disability (such as dyslexia), or where a previous assessment has time expired, by arranging and paying for an external assessment.

132. The College will, of course, monitor future intakes of this underrepresented student group and will introduce initiatives if and when the need arises to do so, for example, the need for internal expertise in regard to counselling when student numbers rise.

133. The College is aware of its obligation under equality and diversity legislation to students with physical disabilities. As part of the admissions process, students with declared physical disabilities have early contact with the College's Student Wellbeing Coordinator to assess their needs and requirements. The College then reviews with the prospective student these needs within the context of the College's current building's characteristics. As the College grows, it will aim to secure additional or new premises with better disabled access.

Care Leavers

134. To date the College has not specifically collected data relating to care leavers and so the College has no statistical evidence on which to base any strategy relating to this underrepresented student group.

135. Accordingly, this Plan does not contain any specific strategy relating to this group – although clearly care leavers may benefit from incentives introduced for other groups in the event that they also share these characteristics.

136. The College will, from the 2018 intake, collect data relating to care leavers and will develop strategies for this underrepresented student group in due course.

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[17] 24.6% for the College's 2017 intake compared to the 2016/17 HESA data of 10% for the sector average.

Wider Set of Underrepresented Student Groups Identified by the Office for Students

137. The College is aware of the wider set of underrepresented student groups where national data indicates there are particular equality gaps and support needs that can be addressed in an access and participation plan.

138. These groups form part of this Plan in that the College will monitor their engagement via its current and future internal systems. At this stage of the College's development of its strategy, other areas and groups identified above will form the priority of the College's widening participation strategy.

SIX MONTH ACTION PLAN

139. Below is an outline of the widening participation activity the College will undertake over the next six months. This outline highlights the College's commitment to widening participation, but also indicates the process and procedures that will be established (or amended) to ensure that activity will take place and its effectiveness monitored.

Timing	Action	Status
Summer 2018	Set up Student Information System	Completed
Summer 2018	Set up Customer Relationship Management System	Completed
Summer 2018	Set up FAPSG	Completed
September 2018	Roll out school engagement initiative	Started and ongoing
September 2018	Implement interview support initiative	Started and ongoing
October 2018	Implement Essay Competition initiative	Started
October 2018	Roll out directed marketing initiatives	Started and ongoing
October 2018	Implement bursary initiative	Started and ongoing
November 2018	FAPSG initial projects: Complete Success and progression project (report to Academic Board) Investigate additional third sector partnerships	
November 2018	Review NU capacity and expertise	
November 2018	Review (and adoption) of Destination Committee's recommendation regarding progression	
March 2018	Review interview assistance initiative	

	(FAPSG)	
April 2019	Review bursary initiative	
April 2019	Review application and offer metrics via CRM	

SUCCESS

140. The College strongly believes that its pedagogical model, pastoral support, careers service, LAUNCH programme and bursary scheme provides significant benefits to all of the College's students, including those from underrepresented student groups.

141. This is evidenced by the fact that underrepresented student groups' non-continuation rates, where the College holds data, are comparable to, or better than, the College's student body as a whole.

142. Further data regarding the success of underrepresented groups will be collated as part of the College's investment in the SIS and CRM systems. This data will inform further initiatives that the College will introduce in subsequent iterations of this Plan.

PROGRESSION

143. To date, all students receive one-to-one careers mentoring through their time at the College, which is also available to them after they have left the College via the Alumni programme. The College has been successful in assisting students to obtain high quality degrees and secure post-degree opportunities.

144. Through the College's Destinations Committee, the College review all available statistical evidence to inform further progression strategy, however, at this stage of the College's development, the data set is very limited.

145. In addition, the College is aware that students from underrepresented groups may well require support that is additional to the extensive careers support given and which complements or amends the current programmes. The College has not collected any information on, or been made aware of the need for, any such additional support.

146. Given this background, the College intends to invest in:

    146.1. The collection, monitoring and evaluation of data that will inform further progression strategy.

    146.2. Gaining internal know-how and expertise in order to identify the additional needs/support of underrepresented groups, above those which all students at the College already receive. In this regard, the College identified training organisations and training took place in late Summer 2018 for the Dean of Careers and careers staff. In addition, the Destinations Committee also considered relevant literature, including reports from the Social Mobility Commission, UPP Foundation, HEA UK engagement survey and the

AGCAS Social Mobility Summit. A report has been produced by the Dean of Careers and has been discussed at the College's Destinations Committee. The report outlines a number of recommendations to assist progression for underrepresented groups. This report will be discussed with the FAPSG, and includes the following suggestions:

- Mentoring scheme between alumni and students from underrepresented groups aimed at providing advice on careers and networking

- Financial support for students from living in areas of low higher education participation, household income, or socioeconomic status wishing to undertake an unpaid internship

- College to join the Creative Industries Federation because a substantial proportion of the College's graduates look for work within this sector.

147. The College has performed well in terms of progression for all students, and the above incentives will further improve this performance for underrepresented groups.

148. With the College joining NU's global network, there will be a step change in the scope and ambition of College's widening participation activity. One of the most immediate impacts of NU's ownership of the College is that students will be able to access NU's 'co-op' programme. The co-op programme is aimed at engaging students with the world through professional work, research, and service and is one of the most advanced and wide-ranging schemes offered North America. Programmes provide opportunities to apply knowledge through six-month periods of full-time employment. Just over 11,000 NU students participated in a co-op programme in 2016-17.

149. The co-op programme assist students to gain work experience, but also to establish networks that assist in future career opportunities, a significant proportion of which secure employment opportunities with organisations at which they undertook co-op activity.

EQUALITY AND DIVERSITY

150. The College's Equality Diversity and Inclusion Policy, and other associated policies such as the Student Disability Policy, takes into consideration all relevant legislation, and where appropriate, the Public Sector Equality Duty. The College's approach can be summarised as follows:

    150.1. The College is committed to providing an environment free from discrimination, bullying, harassment or victimisation, where all members of its community are treated with respect and dignity.

    150.2. In addition, the College is committed to providing equality of opportunity for all, irrespective of:

- Age

- Disability

- Ethnicity (including race, colour and nationality)

- Gender (including gender reassignment, marital status, pregnancy or maternity)

- Religion or belief

- Sexual orientation (including civil partnership status

STUDENT INPUT

151. The student body at the College was involved in the development of this Plan and will be involved in the iteration of future plans in the following ways:

    151.1. As part of the College's internal quality assurance processes, the Plan has been approved by both TESL Board and Academic Board. A representative from the NCH Student Union Office for Academic Affairs (NCHSU OAA) is a full member of Academic Board and is the key point of all major student consultation exercises.

    151.2. The NCHSU OAA representative was involved in the development of the Access and Participation Plan and will continue to be involved in the monitoring of the Plan, through their membership on Academic Board.

    151.3. The FAPSG has been established and student members have been appointed, who will represent the student body. Broader student consultations will be incorporated in the activities of FAPSG projects, monitoring and evaluating the effectiveness of the plan, such as the use of bursary funds.

ACCESS, STUDENT SUCCESS AND PROGRESSION MEASURES

	Access (average of the students from underrepresented student groups as % of total student intake)			Success (average of non-continuation rates)		Success (% of students achieving First and Upper Second degrees)		Progression
	Current [18]	2019	2024	Current[19]	2019	Current[20]	2019	2020
Areas of low higher education participation, household income or economic status	5.8%	12%	24%	Not statically significant	Same continuation rates as rest of student body/same or higher than HE average	100%	88%	Establishment of metrics based targets
Students of particular ethnicities	16%	18%	22%	3.7%		N.A.	75%	
Students with disability	13.9%	15%	15%	5.2%		N.A.	75%	

INVESTMENT

152. From the external benchmarking data that is avaliable to the College at this time, the College calculates that it currently has a lower than average proportion of students from underrepresented student groups. Therefore the College will invest a minimum of 25% of its additional fee income received from the 2019 cohort as identified in this Plan.

153. On the basis of projected numbers of undergraduate students from the UK/EU anticipated to join the College in September 2019, the College calculates that it will invest a minimum of £75,000 for the purpose of this Plan.[21]

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[18] Current percentages are averages of the 2012 to 2018 intakes

[19] Current percentages are averages from 2012 to date. As indicated at paragraph 22, the number of students that form this category is very small and therefore it is unrealistic to assume that non-continuation rates will be achieved in future years. Accordingly, the College's target is to ensure that the non-continuation rates will be no worse than the student body as a whole.

[20] Current percentages are averages from 2015 to date. As indicated at paragraph 23, the number of students that form this category is small and therefore it is unrealistic to assume that all students will achieve a First or Upper Second degree as numbers increase. As such, the College target is that students from POLAR 3 quintile 1-2 will achieve at least the same as the College's cohort as a whole.

[21] This calculation is based on a higher fee amount of £9,250, a maximum of £6,165 basic fee amount and an estimated cohort of 96 undergraduate full-time students from the UK and EU entering in September 2019.

154. As indicated above, the College's ambition and strategy have identified that access will absorb the largest proportion of this investment, and a breakdown of the investment made via identified activity is outlined below:

Expenditure area	Estimated expenditure on additional access measure for 2019 cohort	Access, Success and/or Progression
Financial Aid – Bursaries/student choice	£50,000[22]	Access and Success
Travel expenses for interview attendance	£2,000	Access
Targeted recruitment/relationship building/outreach[23]	£16,000	Access
Training for Dean of Careers	£3,000	Progression
Hardship fund	£4,000	Success

PROVISION OF INFORMATION TO STUDENTS

FEES INFORMATION

155. The College is committed to publishing clear, accurate, timely and accessible information for existing and prospective students on fees and financial support. This commitment extends to the provision of information on fees and financial support to UCAS and the Student Loans Company.

156. This information is contained in the College's undergraduate prospectus and on the College's website as well as being communicated at educational fairs, school talks, Open Days, Taster Days and other relevant events.

157. In addition to information provided in the form indicated above, all suitable undergraduate applicants are interviewed (face-to-face or via Skype), where information on fees and financial support is also provided.

158. In the event that a student is offered a place to study at the College, information on any academic-based scholarship award is included in the offer letter, as well as details on the College bursary scheme and how to apply.

159. Further information on payment plans – yearly, termly or monthly – is contained in the offer letter.

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[22] Based on a yearly bursary of £2,000 over three years for a minimum of 25 students.

[23] This figure includes direct outreach to schools identified by the College and also outreach via third party specialist organisations and HE providers.

ACCESS AND PARTICIPATION PLAN

160. This Plan is to be placed on the College's website, in a position that will allow access from each page.

161. Further, this Plan will be distributed electronically to all staff.

Title	Access and Participation Plan	Author	Executive Dean
Location	NCH Academic Handbook	Approved by	TESL Board Academic Board
Version	1.0	Last updated	October 2018
Publication date		Review date	

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
Fees for new entrants will be subject to increases permitted by the government. Fee increases will only apply to new entrants - continuing students will remain at the fee level at enrolment and for the whole period of their undergraduate study (providing no more than one year break from study).		

Full-time course type:	Additional information:	Course fee:
First degree	The same fee applies to all programmes	£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
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		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Socio-economic	**Other statistic** - Socio-economic (please give details in the next column)	Baseline data is average of all past intakes - POLAR 3, quintiles 1 & 2. External data source for the purpose of comparison - HESA, 2016-2017, Table B - Percentage of UK domiciled entrants from low participation neighbourhoods by location of HE provider and academic year	No	Other (please give details in Description column)	5.6% of intake	N/A	12% of intake	15% of intake	18% of intake	21% of intake	Given the small statistical sample from which the College has available to it, the baseline data is an average from 2015 to present
T16a_02	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Baseline data is average of past 3 intakes. External data source for the purpose of comparison - HESA, 2016-2017, Figure 4 - HE student enrolments by personal characteristics, Full time students on first degree	No	Other (please give details in Description column)	15.9% of intake	N/A	17% of intake	18% of intake	19% of intake	20% of intake	Given the small statistical sample from which the College has available to it, the baseline data is an average from 2015 to present
T16a_04	Success	Socio-economic	**Other statistic** - Socio-economic (please give details in the next column)	To ensure that students from this underrepresented group (POLAR 3, quintiles 1 & 2) have the same or better continuation rate as the College's student body	No	2017-18	6.7% non-continuation rate	N/A	At or better than the College average	At or better than the College average	At or better than the College average	At or better the College average	

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Multiple	Multiple	Other (please give details in Description column)	Completion of SIS and CRM projects	No	Other (please give details in Description column)	N/A	N/A	Completion	N/A	N/A	N/A	
T16b_02	Progression	Multiple	Other (please give details in Description column)	To ensure training identifies needs and that implementation is fully completed by 2020	No	Other (please give details in Description column)	N/A	N/A	Training needs identified	Training outcomes implemented	N/A	N/A	
T16b_03	Multiple	Mature	Strategic partnerships (eg formal relationships with schools/colleges/employers)	To identify and implement indirect engagement with mature students through collaboration with other institutions, including validating partners	Yes	Other (please give details in Description column)	N/A	Identification of relevant institution(s)	Work up of collaborative strategies	Matriculation of first mature students through collaborative arrangement(s)			
T16b_04	Progression	Multiple	Other (please give details in Description column)	FAPSG to collect, analyse and use data on access, success and progression (as it becomes available) to inform and develop widening participation strategies relating to underrepresented groups	No	Other (please give details in Description column)	N/A	Review of available data	Review of available data	Review all data	Review all data	Review all data	
T16b_05	Access	State school	Other (please give details in Description column)	FAPSG to monitor continuing and expand experiencial outreach/raising attainment programmes with state schools - visit to College - bespoke taster days/open days/applying to university/university awareness	No	2018-19	3 visits	3 visits	5 visits	7 visits	9 visits	10 visits	
T16b_06	Access	State school	Other (please give details in Description column)	FAPSG to indentify and develop relationships with external organisations and other HE providers in support of the College's widen participation initiatives and development of internal know-how	Yes	Other (please give details in Description column)	0 relationships	1 relationship	2 relationships	3 relationships	4 relationships	4 relationships	
T16b_07	Multiple	Multiple	Other (please give details in Description column)	FAPSG to ensure that NU expertise and resource are employed to promote and fulfil widen participation targets and ambitions		Other (please give details in Description column)	N/A	Ongoing engagement with NU					

Optional commentary on milestones.
This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.