



2019-20 access and participation plan monitoring

Provider impact report

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

1. Ambition and strategy

DN Colleges Group's ambition and strategy as detailed in the 2019-20 access and participation plan:

The DN Colleges Group overarching strategic aim is 'to challenge the social, cultural, dispositional and accessibility barriers that may restrict progression into higher education'.

We are committed to raising the aspirations and transforming the lives of college leavers and returners to study within North Lincolnshire and South Yorkshire including for those from:

- low participation neighbourhoods
- lower socio-economic groups
- families with no tradition of higher education
- minority ethnic groups and EU migrants
- individuals with caring responsibilities for children/adult dependents
- students with disabilities
- adult returners, including work-based students
- vocational pathways such as Apprenticeships

The 2019-20 plan made a strategic commitment toward 'continuous improvement through evaluation' and also presented the first opportunity to develop the APP strategy at Group level (following the merger of the Doncaster College and North Lindsey College).

The development of the outreach and engagement infrastructure at an institutional level was a strategic priority, with specific roles introduced to support the coordination, delivery and review of all outreach and engagement activities. The DN Colleges Group 2019-20 Access and Participation Plan aimed to increase the number of student interns working on recruitment and student engagement as presenting realistic perspectives from existing students, many of whom come from disadvantaged or non-traditional entry backgrounds. The college began to redefine the deliberative structures to formalise the links access success and progression, applying student profiles to future attainment, success and performance outcomes. Greater emphasis was placed on the profiles of new entrants at the pre-entry stage with detailed reporting shared across academic/support teams. The identification of multiple WP characteristics to inform the management of student progress through the life cycle with analysis of student performance (including degree classifications) across sub-groups to be compared with mean performance across cohorts. An integrated student support and progression model of both academic and learning support staff was introduced.

A new College Information System was identified to support the University Centres in data capture, through pre-entry and on-entry mechanisms to enable a more efficient approach to the collection, interpretation and application of data. The development of in-house dashboards has continued.

From our assessment of performance, we identified groups across the student life cycle stages and set specific targets and ambitions to realise equal outcomes for all students.

Mature

T16a_01: Increased continuation for part time mature students. The ambition is to exceed the current benchmark (73.4%) by 2020-21 and to be at least 2% above benchmark by 2022-2023

T16a_02: Increased percentage of part time students progressing into employment or further study. The ambition is to reach benchmark (98.3%) by 2020-21 and to be 1% point above benchmark by 2022-23

T16a_03: Increased percentage of part time students progressing into highly skilled and / or further study. The ambition is to reach benchmark (74.3%) by 2022-23

Low Income background

T16a_04: Increase percentage of full time continuation. The ambition is to reach benchmark (88.2%) by 2021-22

T16a_05: Increase progression rates into employment and further study for full time students. The ambition is to reach benchmark (93.1) by 2019-20 and exceed the benchmark by 1% in 2022-23

T16a_06/07: Increase progression rates into highly skilled employment and further study for both full and part time students. The ambition for full time progression will be to increase percentage progression to 50% (+8.6%) by 2022-23. Based on current benchmarks, this would

nearly half the deficit. The ambition for part time progression will be to increase percentage progression to 67% (+6.1%) by 2022-2023

Disabled

T16a_08/09: Increase percentage of full time and part time continuation. The ambition is to meet current benchmarks (86.8) for full time students by 2022-23 and for part time to reach 65% by 2022-23

T16a_13: Increase progression rates into highly skilled employment and further study for part time students, to 65% by 2021-2022, which would demonstrate a halving of the deficit from the benchmark. The performance target would then be to increase to 67% by 2022-2023

Ethnicity

T16a_10: Increase percentage of full time continuation to reach benchmark (85.2%) by 2022-23

T16a_11: Increase progression rates into employment and further study for full time students, to reach benchmark (93.4%) by 2022-23

T16a_14: Increase recruitment of BME students at North Lindsey College to reflect local population (Nomis) where levels of recruitment will increase from 5.4% to 9% by 2022-23

First degree provision

T16a_12: Retention rates for Level 4 first degree provision presents itself as a distinct target area for both University Centres. The 2016-17 retention rates for full time Year 1 (level 4) students was 77% across DN Colleges Group provision. The ambition is to raise retention rates of full time level 4 students to 85% by 2022-23

Further development to the utilisation of internal data

In instances where external data is currently non-reportable as a result of low population size and / or student response rates, we will further develop internal mechanisms for the collection, review and application of data in relation to continuation, progression into Employment / Further Education and Highly Skilled Employment / Further Study.

Business Intelligence is now a strategic priority across the whole DN Colleges Group. The HE phase of the strategy focuses on developing dashboards and datasets for all staff to access, drawn from the internal data warehouse. This will ensure data being provided to inform strategic discussion and decision making translating down to subject levels which capture student characteristics.

2. Self-assessment of targets

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

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

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

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Success)	Improve continuation in part time students	2016-17	69.6	71.5	73	Percentage	2017-18	82	Expected progress
T16a_02 (Progression)	Improve employment in part time students	2016-17	96.2	97	97.9	Percentage	2019-20	0	Limited progress
T16a_03 (Progression)	Improve employment in highly skilled jobs for part time students	2016-17	67.9	69.5	71.1	Percentage	2019-20	0	Limited progress
T16a_04 (Success)	Improve continuation in full time students	2016-17	83.4	84.5	86	Percentage	2018-19	83	Limited progress
T16a_05 (Progression)	Improve employment in full time students	2016-17	92.1	92.5	93.1	Percentage	2019-20	0	Limited progress
T16a_06 (Progression)	Improve employment in highly skilled jobs for full time students	2016-17	41.4	43	44.5	Percentage	2019-20	0	Limited progress
T16a_07 (Progression)	Improve employment in highly skilled jobs for part time students	2016-17	60.9	62.1	63.3	Percentage	2019-20	0	Limited progress
T16a_08 (Success)	Improve continuation in full time students	2016-17	80.7	82.5	83.5	Percentage	2018-19	83	Expected progress
T16a_09 (Progression)	Improve employment in part time students	2016-17	53.9	57	59.5	Percentage	2019-20		Limited progress
T16a_10 (Success)	Improve continuation in full time students	2016-17	80.6	81.5	82.4	Percentage	2018-19	90	Expected progress
T16a_11 (Progression)	Improve employment/further study in full time students	2016-17	87.9	89.5	91	Percentage	2019-20	0	Limited progress
T16a_12 (Success)	Improve retention rates for first degree (level 4) students	2016-17	77	79	81	Percentage	2019-20	93.1	Expected progress
T16a_13 (Progression)	Improve employment in highly skilled jobs for part time students	2016-17	54.5	56.5	58.5	Percentage	2019-20	0	Limited progress

T16a_14 (Access)	Recruitment of students from BME backgrounds at North Lindsey College	2016-17	5.4%	6.1%	6.8%	Percentage	2019-20	5.5	Limited progress
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Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Increase number of students enrolling on to pre-entry 'bite-size' provision	2015-16	144	155	160	Headcount	2019-20	285	Expected progress
T16b_02 (Access)	Internal promotion of higher education provision to FE students	2015-16	106	130	140	Headcount	2019-20	300	Expected progress
T16b_03 (Access)	Increase number of partner schools associated with Children's University and monitor student attainment	2017-18	51	53	55	Headcount	2019-20	48	Limited progress
T16b_04 (Access)	financial support for care leavers	2016-17	0	6	12	Headcount	2019-20	2	Limited progress
T16b_05 (Access)	Bursaries for students from from households with income of £25,000 or less with a bursary of £500 for FT students and £250 for PT students	2014-15	0	25	108	Headcount	2019-20	41	Limited progress
T16b_06 (Access)	Increasing number of young students from classes 4 - 7	2016-17	33%	35%	36%	Percentage	2019-20	60	Expected progress
T16b_07 (Access)	Raising attainment at pre 16 school age	2016-17	0%	20%	25%	Percentage	2019-20	15	Limited progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

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

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£65,167.00	£90,000.00	38%
Financial Support	£76,000.00	£83,000.00	9%

4. Action plan

Where progress was less than expected DN Colleges Group has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_02	The 2019-20 Progression targets were based on the DLHE data and rationalised in the 2020-21 onwards APP and as such this target was removed.
T16a_03	The 2019-20 Progression targets were based on the DLHE data and rationalised in the 2020-21 onwards APP and as such this target was removed and replaced with a target to eliminate the 10pp progression gap between Full-time mature students and Full-time young students
T16a_04	Development of the internal datasets have been aligned to the OfS dashboard to help improve the monitoring and reporting of data. Regular reports to be generated for strategic planning purposes and at programme level. Programme Area Reviews to include report on underrepresented groups success and progression. The Academic Enhancement and Support Team attend Progress Panels and report on underrepresented groups and strategies and interventions to be introduced including Individual Learning Plans. Indicators for evaluation at the Progress Panels include levels of attendance, retention, completion and achievement in comparison with cohort averages.
T16a_05	The 2019-20 Progression targets were based on the DLHE data and rationalised in the 2020-21 onwards APP and as such this target was removed

T16a_06	The 2019-20 Progression targets were based on DLHE data and rationalised for the 2020-21 onwards APP and as such this target was removed.
T16a_07	The 2019-20 Progression targets were based on DLHE data and rationalised for the 2020-21 onwards APP and as such this target was removed.
T16a_09	The 2019-20 Progression targets were based on DLHE data and rationalised in the 2020-21 onwards APP and as such this target was removed and replaced with a target to eliminate the 10pp progression gap between Full-time mature students and Full-time young students - Target: PTP_2
T16a_11	The 2019-20 Progression targets were based on DLHE data and rationalised for the 2020-21 onwards APP and as such this target was removed.
T16a_13	The 2019-20 Progression targets were rationalised in the 2020-21 onwards APP and as such this target was removed and replaced with a target to reduce the progression gap between Full-time disabled and not known to be disabled - Target: PTP_1.
T16a_14	Development work with the BAME community in the Scunthorpe area for example a Peer Coaching project with Red Everywhere to help promote and raise aspirations of BAME residents into Higher Education. However, this target was reviewed and removed from the 2020-21 onwards APP and replaced with a continuation target for Asian students - Target: PTS_5 To eliminate the 3.7pp continuation gap between Asian students and White students.
T16b_03	Develop a strategy to develop work post-Covid to engage new school and existing partnerships. To consult with partners to review the offer provided to pupils and parents. Assign a dedicated staff member to work on CU at UCNL.
T16b_04	Further develop monitoring throughout the enquiry, application and enrolment process to aid early identification and enable access to relevant advice and information. Further develop promotional materials, ensuring 'student friendly'. A video is being developed to provide promotion of the Care Leavers Bursary within the Local Authorities of Scunthorpe and Doncaster that outlines the support available when studying at UCNL/UCD. The video will also be shared with Level 3 Looked After Children during EPEP sessions to help identify learners early in the pre-entry phase at NL and DC.
T16b_05	Ensure active promotion of bursaries from the initial enquiry, during the interview process and throughout enrolment, induction and the year. Review the application and monitoring process, in partnership with Student Reps, Programme Leaders and the Academic Enhancement Support team. Further increase student support and awareness of the benefits of early disclosure during the application process. Review accessibility of bursary information, ensuring 'student friendly'.
T16b_07	This target has been removed from the APP 2020-25

5. Confirmation

DN Colleges Group confirms that:

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

Annex A: Commentary on progress against targets

DN Colleges Group's commentary where progress against targets was less than expected.

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
There is no data for comparison purposes to be able to assess whether this target has been met.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
There is no data for comparison purposes to be able to access whether this target has been met.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16a_05
How have you met the commitments in your plan related to this target?
There is no data for comparison purposes to be able to assess whether this target has been met.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16a_06
How have you met the commitments in your plan related to this target?
There is no data for comparison purposes to be able to assess whether this target has been met.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16a_07
How have you met the commitments in your plan related to this target?
There is no data for comparison purposes to be able to access whether this target has been met.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16a_09
How have you met the commitments in your plan related to this target?
There is no data for comparison purposes to be able to assess whether this target has been met.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16a_11
How have you met the commitments in your plan related to this target?
There is no data for comparison purposes to be able to assess whether this target has been met.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16a_13
How have you met the commitments in your plan related to this target?
There is no data for comparison purposes to be able to assess whether this target has been met.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
None

Target reference number: T16a_14
How have you met the commitments in your plan related to this target?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
None

Target reference number: T16b_03
How have you met the commitments in your plan related to this target?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No as Covid-19 severely affected the work that could be done and the partnerships with schools that could be developed

Target reference number: T16b_04
How have you met the commitments in your plan related to this target?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The Bursary application process and application form was reviewed and initial amendments made. Further development work to improve the process and marketing materials has been undertaken in 2021 to help make the process more 'student friendly'.

Target reference number: T16b_05

How have you met the commitments in your plan related to this target?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Active promotion of bursaries through the website, online resources, Academic Enhancement Support teams and Programme Leaders.

Target reference number: T16b_07
How have you met the commitments in your plan related to this target?
UniConnect redefined the funding allocation which impacted the type of L3 activities that could be undertaken and restricted to an online offer. Due to the Covid-19 situation this target was not met and when the APP 2020-25 plan was developed it was removed as a target.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
None

Annex B: Optional commentary on targets

DN Colleges Group's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	The Baseline figure was based on TEF3 and Internal datasets which is why it differs to the OfS Baseline figure of 75%. In 2016_17 OfS Dashboard was not in existence and had only merged in 2017 as DNCG and had to formulate merged datasets based on internal datasets. The internal dashboards have been designed to align with the OfS Dashboard to enable effective monitoring of progress.
T16a_02	The Progression targets were based on DLHE Data which has subsequently been replaced by the Graduate Outcomes Survey and as such there are a number of fundamental differences. The DLHE data focused on the activities, location and salary of leavers which informed the targets developed. However, the Graduate Outcome Survey places more emphasis on the graduate voice. Therefore, the results between DLHE and Graduate Outcomes cannot be compared to see whether graduates from particular institutions or subject areas are achieving better outcomes than previously. HESA has not undertaken, or published or disseminated any comparisons of data between the Graduate Outcome Survey and the DLHE Survey as the data is not directly comparable.
T16a_03	The Progression targets were based on DLHE Data which has subsequently been replaced by the Graduate Outcomes Survey and as such there are a number of fundamental differences. The DLHE data focused on the activities, location and salary of leavers which i
T16a_04	Internal data for 2019/20 actual performance is 78.4% for all students. For Mature students the Continuation rate for 2019-20 was 81.75%. However the overall Continuation rates for 2019-20 were as follows: Continuation for FTUG First Degree is 84.97% which is not a concern against the OfS Baseline Indicator. The issue has been addressed by validating a Level 4 Certificate of Higher Education in Health and Social Care that will enable students to 'step off' without adversely affecting Continuation rates. Continuation for FTUG Other is 77.63% which is 2.37pp below the upper Baseline Indicator threshold and may be a concern. Continuation for PTUG First Degree is 80.00% which is not a concern against the OfS Baseline Indicator. <ul style="list-style-type: none"> Continuation for PTUG Other is 66.70% which is 3.30pp below the upper Baseline Indicator threshold and may be a concern. The rate for FTUG Other has been adversely affected by students on two programmes (FdSc Professional Practice in Health and Social Care and HND Social and Community Work) 'stepping off' at the end of Level 4 and transferring to other Universities to study Nursing or Social Work
T16a_05	The Progression targets were based on DLHE Data which has subsequently been replaced by the Graduate Outcomes Survey and as such there are a number of fundamental differences. The DLHE data focused on the activities, location and salary of leavers which i

T16a_06	The Progression targets were based on DLHE Data which has subsequently been replaced by the Graduate Outcomes Survey and as such there are a number of fundamental differences. The DLHE data focused on the activities, location and salary of leavers which informed the targets developed. However, the Graduate Outcome Survey places more emphasis on the graduate voice. Therefore, the results between DLHE and Graduate Outcomes cannot be compared to see whether graduates from particular institutions or subject areas are achieving better outcomes than previously. HESA has not undertaken, or published or disseminated any comparisons of data between the Graduate Outcome Survey and the DLHE Survey as the data is not directly comparable.
T16a_07	The Progression targets were based on DLHE Data which has subsequently been replaced by the Graduate Outcomes Survey and as such there are a number of fundamental differences. The DLHE data focused on the activities, location and salary of leavers which i
T16a_08	Internal data for 2019/20 actual performance is 80% which is a decline. Application process being reviewed to encourage early disclosure of disability. DSA Process being reviewed and standardised to provide help and support for learners.
T16a_09	The Progression targets were based on DLHE Data which has subsequently been replaced by the Graduate Outcomes Survey and as such there are a number of fundamental differences. The DLHE data focused on the activities, location and salary of leavers which informed the targets developed. However, the Graduate Outcome Survey places more emphasis on the graduate voice. Therefore, the results between DLHE and Graduate Outcomes cannot be compared to see whether graduates from particular institutions or subject areas are achieving better outcomes than previously. HESA has not undertaken, or published or disseminated any comparisons of data between the Graduate Outcome Survey and the DLHE Survey as the data is not directly comparable.
T16a_10	Internal data for 2019-20 actual performance is 86.5%
T16a_11	
T16a_12	<ul style="list-style-type: none"> • Retention for 19/20 was 93.91% which is 1.91pp above 92% target and 1.91pp above 18/19 performance. • FTUG retention was 94.70% which is 2.70pp above 92% target and 2.70pp above 18/19 performance • PTUG retention was 96.43% which is 4.43pp above 92% target and 3.43pp above 18/19 performance • PTPG retention was 85.86 which is 6.14pp below 92% target and 2.14pp below 18/19 performance • Retention for new enrolments in all modes was above 90% target, reflecting the impact of the work of the Academic Enhancement Team in supporting student success
T16a_13	The Progression targets were based on DLHE Data which has subsequently been replaced by the Graduate Outcomes Survey and as such there are a number of fundamental differences. The DLHE data focused on the activities, location and salary of leavers which i
T16a_14	
T16b_01	
T16b_02	

T16b_03	New projects are in development for 2021-22 to increase the number of CU partnership schools including: National Literacy Trust project with 35 disadvantaged schools who will become CU partners. 'CU in a Box' STEM project, 'Reduce, Reuse, Recycle' a collaboration project with DRAX Powerstation.
T16b_04	
T16b_05	
T16b_06	
T16b_07	