

Nelson College London

Access and participation plan

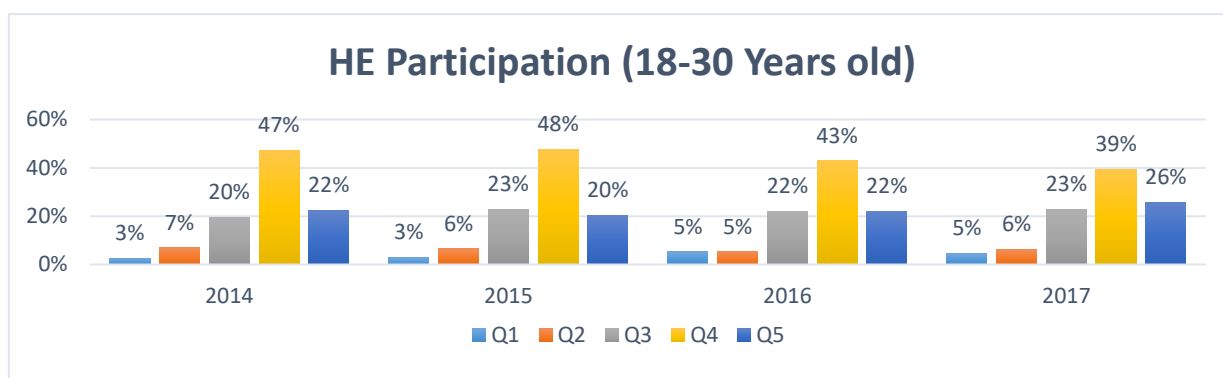
2020-21 to 2024-25

1. Assessment of performance

1.1 Higher education participation, household income, or socioeconomic status

Access

- The analysis of the individual student data on the institutional performance measures shows that there are nil¹ students of age 18 or 19 years old in POLAR4 quintile 1 in the last five years' data. We have further analysed the data to see if there are any students under 21 years old from low participation neighbourhood areas (POLAR4 Quintile 1); the result still remains the same. It is no surprise to us as 94% of our students are mature students with non-traditional educational backgrounds.
- As the majority of the student population of the College is mature, we decided to expand the analysis to age group 21-30 years old from lower participation neighbourhoods. This has returned the results as shown in the chart below. The analysis shows that there are on average 4% of students from POLAR4 quintile-1 within the age group 18-30 years old as compared to 23% in quintile 5 of same age group.



- We recognise that the College needs to reach out to the students from lower participation neighbourhood areas of POLAR4 Quintiles 1 and 2 - in particular young students in the age group 18-19 years old. However, this has always been a challenging segment of the market as generally students in the 18-19 age group are traditional students who prefer to attend established public institutions rather than a local private institution. It is pertinent to note that our mission and strengths are more aligned towards the mature student market.

INDEX OF MULTIPLE DEPRIVATION - UNDER 21 YEARS OLD STUDENT POPULATION

- For Index of Multiple Deprivation (IMD) analysis, due to a very small number of students aged 18 and 19 years old we expanded our analysis to include students under 21 years old - as shown in the table on the right. This highlights that our young student population is in decline year on year.

ACADEMIC YEAR	% of population	IMD				
		1	2	3	4	5
2014	8%	50%	32%	14%	5%	0%
2015	8%	52%	29%	14%	5%	0%
2016	5%	58%	25%	17%	0%	0%
2017	3%	50%	38%	13%	0%	0%
AVERAGE	6%	53%	31%	14%	2%	0%

- The proportion of students from highly deprived areas (Q1) is high as compared to (Q5). However, in Q1 it has decreased by 8% in academic year 2017, and there is no difference when academic years 2014 and 2017 are compared. There are no reportable students from lower deprivation area (Q5).

¹ Data rounded to nearest five as per HESA rounding methodology

Success

Non-continuation

6. The access and participation dataset² shows that there is a gap between POLAR4 Q1 and Q5, during year four and five. We believe it is not significant due to very small numbers involved.

Attainment

7. The access and participation dataset does not show any attainment gaps or any trends for the POLAR4 and IMD. We believe this is due to the very small number of young students from low participation and higher deprivation areas.

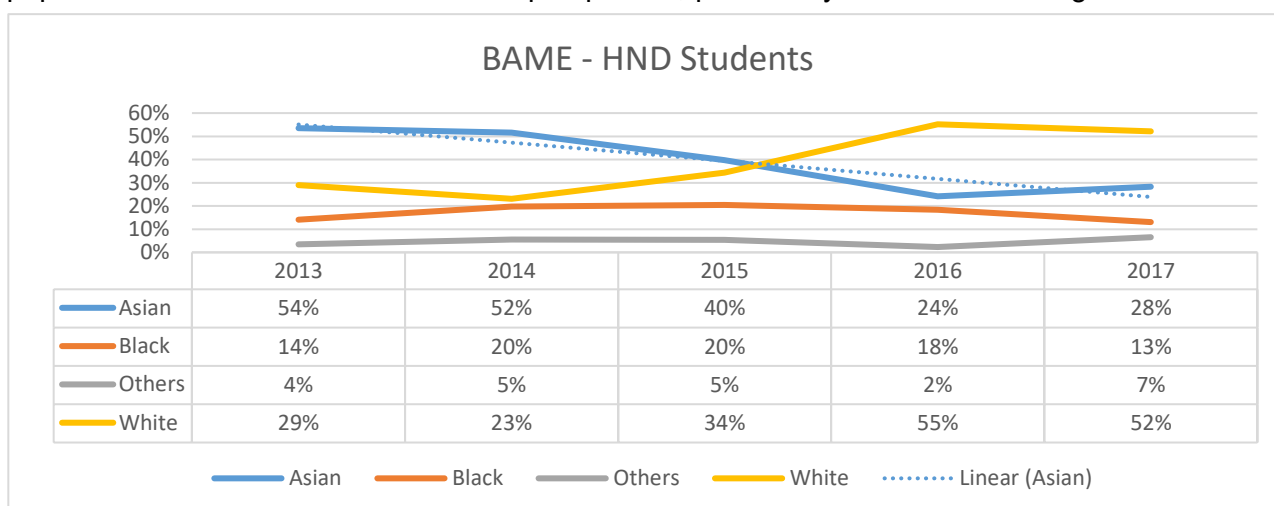
Progression to employment or further study

8. An analysis of access and participation dataset shows there are no gaps amongst our student population in the context of POLAR4 and IMD. We believe this is due to the very small number of young students from low participation and higher deprivation areas. The analysis of the individual student data on the institutional performance measures shows there were no students identified from POLAR4 quintile 1, 2 and 3 who have progressed to employment and further studies in the 2015 and 2016 academic years while for POLAR4 quintile 4 and 5 there were only 4% and 1% of the population respectively. It is pertinent to note that the Destination of Leavers survey is limited to only two academic years (2015 and 2016) and that the first Graduate Outcome survey will be carried out in academic year 2019-20.

1.2 Black, Asian and minority ethnic (BAME) students

Access

9. The analysis of the individual student data on the institutional performance measures as presented in the table below reflects the rich ethnic mix of our student population. On average 57% of our students are from BAME backgrounds while 39% are White and the remaining 5% belong to other backgrounds. We understand that there is a downward trend in the BAME student population when viewed from an intake perspective, particularly for intakes starting in academic



years 2016 and 2017. The College is committed to strengthen its outreach to BAME students to reverse the downward trend in particular for Asian ethnic group.

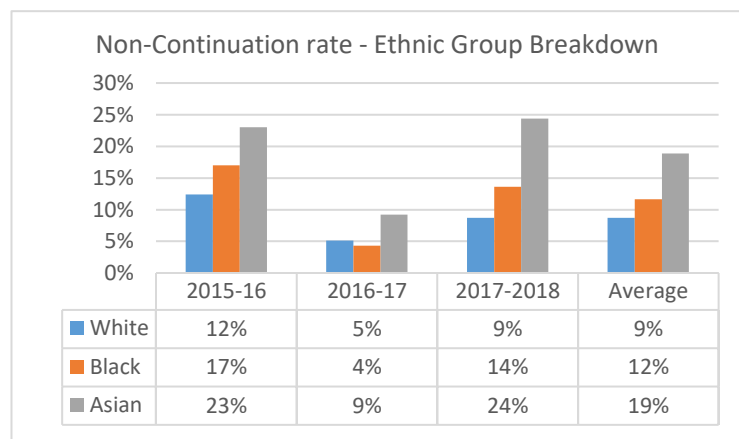
² <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/guide-to-the-access-and-participation-data-resources/get-the-underlying-data/>

10. There is a significant decrease (26%) in the Asian student population in academic year 2017 as compared to year 2013 while there is a substantial increase (23%) in the White students' population. The gap between the Black and White students has increased to 39% in year 2017 as compared to 15% in year 2013.
11. Further analysis of the data for the academic year 2017/18 shows that for Higher National Diploma (HND) students there is a 14% decline in male British Bangladeshi students, 12.5% in male British Caribbean and 12.2% decline in female British Pakistani populations.
12. The College started offering BA (Hons) third (final) year top-up courses in collaboration with London Metropolitan University starting from the academic year September 2016 to provide a progression opportunity to existing students. As the data is limited to only two years we have considered it separately to provide a clear picture at course level. Our analysis shows that the Asian British Bangladeshi student population for BA (Hons) top-up programmes has declined by 5% (31% to 26%) while for the Black British African population there has been an increase of 14% (23% to 37%). The student population relating to White students has slightly increased by 2% (25% to 27%).

Success

Non-continuation

13. We have carried out an analysis of the non-continuation of students using the access and participation dataset provided by the Office for Students covering all courses. The values are rounded to nearest whole number.



14. As evidenced in the Non-continuation rate – Ethnic Group breakdown graph the non-continuation rate is highest amongst students from the Asian background. Whereas the students from Black backgrounds have performed relatively better than their fellow peers.

15. As per the access and participation dataset, there is a non-continuation gap between White students and the BAME population with an average gap of 8% over the past three academic years.

NON-CONTINUATION GAP BETWEEN ETHNIC GROUPS				
Ethnic Groups	2015-16	2016-17	2017-2018	Average
White and BAME	9%	2%	12%	8%
White and Black	5%	-1%	5%	3%
White and Asian	11%	4%	16%	10%

16. The gap between White and Black students has been relatively low, however it has increased from -1% to 5% in year 2017-18. The College will explore the underlying reasons for this increase and we aim to eliminate this gap by the year 2024-25.

17. The gap between White and Asian students is the highest (16%) in year 2017-18. This highlights the need to further investigate the underlying reasons for poor continuation of students from the Asian ethnic group. We are committed to reduce and ultimately eliminate this gap.

Attainment

18. The overall BAME attainment performance is strong however there is an attainment gap between White and Asian students, which has increased from 2.3% to 5.7% in year 2017-18. The College is committed to addressing the poor attainment amongst Asian students as we accept that this is an area where much improvement is necessary. We therefore are committed to eliminate this gap by the year 2024-25.

Ethnicity	2016-17	2017-18
White and Asian	2.3%	5.7%

19. The above attainment analysis of access and participation dataset only looks at the number of leavers from Level 6+ undergraduate degrees who were awarded 'first' or 'upper second (2:1)' degree classifications as a percentage of all those leavers from Level 6+ undergraduate degrees who were awarded classified degrees.

20. As our significant student population is enrolled onto HND level 4/5 programmes which are not considered in OfS attainment calculations, we have separately analysed student attainment using the individual student data on the institutional performance measures provided by the Office for Students. We have included all the students who have achieved their chosen qualification with a pass grade or above. Our analysis shows that there is an upward trend in attainment rate in all ethnic groups except student from the Black and Unknown ethnic group. However, there is an attainment gap between White and those of Asian and Black ethnic backgrounds.

ETHNIC GROUP	2014	2015	2016	2017	AVERAGE
Asian	26%	34%	58%	74%	48%
Black	37%	47%	80%	73%	59%
Other	50%	-	50%	100%	50%
Unknown	25%	28%	79%	55%	47%
White	41%	63%	72%	79%	64%

21. Further disaggregated analysis of the ethnic groups shows that there is an attainment gap between White and British Bangladeshi students in proportion to their size. The average gap between White and British Bangladeshi students is 18%; however, this gap is narrowing year on year as shown in the BAME - HND Attainment (Disaggregated) table. Although the gap has narrowed from 15% in year 2014 to 8% in year 2017, it still remains significantly high. The College is committed to reduce and ultimately eliminate this gap.

Ethnicity	2014	2015	2016	2017	Average
White	41%	63%	73%	79%	64%
Black British - Caribbean	25%	38%	50%	DP	38%
Black British - African	39%	53%	83%	76%	63%
Asian British - Bangladeshi	26%	31%	57%	71%	46%

Progression to employment or further study

22. The access and participation dataset show a positive trend in Progression across the BAME ethnic groups. There are positive gaps for progression between Black and White students and Asian and White students. The progression rate for Black students has increased by 10% from 73% to 83%, while for Asian students it has increased by 7% from 48% to 55% in year 2016 and 2017 respectively.

23. Due to the current absence of up-to-date data as a result of the transition from Destination of Leavers of Higher Education (DLHE) to Graduate Outcomes Survey we do not propose to set any numerical progression targets. During the second quarter of 2020 we will receive our first Graduate Outcomes Survey results which will be measured against DLHE outcomes and targets will be set for student progression into employment and further education. We will also review our career support services to inform our decision to achieve the outcomes of our employability strategy.

1.3 Mature students

Access

24. The College has a very high proportion of mature students (aged 21 and over), which averages around 94% (from academic year 2014-15 till 2017-18). TEF metrics also confirm the mature student population of 94% against a target of 49%, supporting the national priority to reverse the decline in higher education participation by mature students from under-represented groups.

25. The detailed analysis of the individual student data on the institutional performance measures shows that the mature student population for students from the White ethnic background has been on an upward trajectory. It has increased by 21% from 27% in year 2014 to 48% in year 2017, while for students from Black ethnic group it has remained steady at an average of 20%.

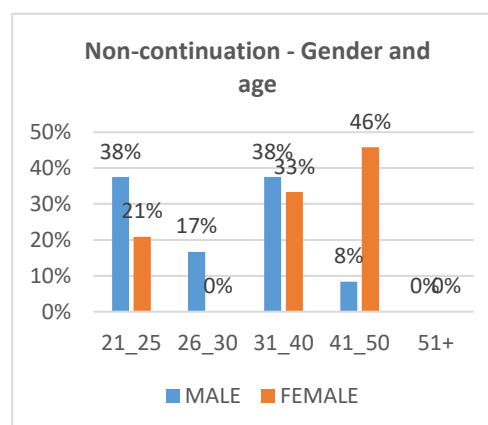
YEAR	ASIAN	BLACK	OTHER	UNKNOWN	WHITE
2014	48%	21%	0%	3%	27%
2015	46%	19%	0%	5%	29%
2016	34%	20%	1%	4%	41%
2017	29%	20%	1%	3%	48%
AVERAGE	39%	20%	1%	4%	36%

26. The mature student population for students from the Asian ethnic group is on a downward trajectory. It has declined by 19% in year 2017 as compared to year 2014. The College is committed to investigating the underlying reason for this decline and take necessary steps to ensure it enhances its outreach to students from Asian backgrounds.

Success

Non-continuation

27. The analysis of the access and participation dataset shows there are no gaps amongst the student population in the context of mature students. Further analysis of the individual student data on the institutional performance measures shows that 21-25 years' old and 31-40 years' old male students are most likely to drop out of their course during the first year of their HND course and that female students in the age range 41-50 years' old are most likely to dropout followed by 31-40 years old. Male students aged 41-50 are least likely to dropout while female students in the age range of 21-25 are least likely to drop out.



Attainment

28. The analysis of the access and participation dataset shows that the attainment for BA top-up courses has improved for mature students (Age 21 and over) from 6% to 32% in year four to year five.

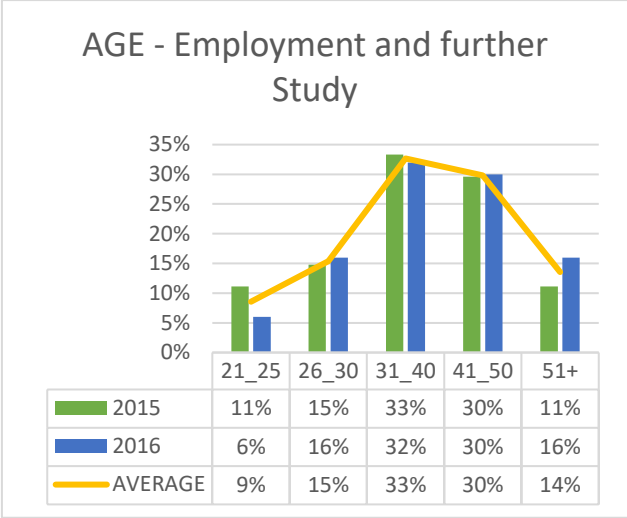
29. The analysis of the individual student data on the institutional performance measures shows that there is a correlation between HND attainment (Pass grade and above) and age range(s) amongst mature students. For example, the student within the age range of 21-25 have low attainment rate while the student who are 51+ years old have the highest attainment rate. On average the students within the age range of 21-25 are least likely to attain their

HIGHER NATIONAL DIPLOMA (HND) ATTAINMENT – MATURE STUDENTS					
AGE RANGE	2014	2015	2016	2017	AVERAGE
21_25	20%	27%	50%	50%	37%
26_30	29%	34%	62%	71%	49%
31_40	36%	50%	75%	75%	59%
41_50	42%	57%	78%	91%	67%
51+	44%	63%	89%	83%	70%
AVERAGE 26+	38%	51%	76%	80%	

intended HND qualification as compared to their elder classmates. Although it has improved since 2014, it is still significantly lower than the students in the age range of 26+ years. The College is committed to close the attainment gap between 21-25-year-old in comparison to all other age groups (26+ year old) amongst mature students.

Progression to employment or further study

- 30. As per TEF Year Four metrics, 97% of our mature students are in employment or further study, while 62% are in highly skilled employment or further study.
- 31. We have analysed the individual student data on the institutional performance measures for the years 2015 and 2016 to identify any gaps amongst mature students. The breakdown of age groups shows that students aged 21-25 years are least likely to pursue employment and further studies while students aged 31-40 years are most likely to pursue it. Amongst mature students, the gap between under 30s and over 30s is high.



- 32. As the College is currently waiting for data from Graduate Outcomes, the College wishes to use both data sources to make an informed decision. The College therefore is making a commitment to set an appropriate target once the Graduate Outcomes data is made available.

1.4 Disabled students

Access

- 33. As per TEF Year 4 contextual data, the College appears to have zero percent disabled students. Our internal analysis does in fact suggest that we have a small number of disabled students, however it is not appropriate to publish details due to data protection guidelines.
- 34. We recognise that more needs to be done to provide access opportunities for disabled students. The College is now prioritising reaching out to disabled applicants and ensuring that they are fully informed about the mechanisms the College has in place to support their educational experience at Nelson College London. Within our Access and Participation Plan for 2019-20, we have set an extremely challenging target to recruit at least 5% students from disabled backgrounds, but our experience to date suggests that interest from disabled students remains low. To achieve this ambitious target, the College has already put in place an appropriate structure and strategy which is already indicating some progress in the recruitment of disabled students; this will be further discussed in the strategy section of this Plan.

Success

Non-continuation and Attainment

- 35. The College has an Equality & Diversity policy [EDP] which requires the College to identify support needed for all disabled students and a Student Learning Support Agreement (SLSA) plan is made for each student to provide reasonable support for those who have declared a disability. This will ensure that disabled students are treated with dignity and respect, and are not disadvantaged regardless of gender, age, disability, sexuality, religion, race or ethnic group. With regard to disabled students our key objectives are: -

- Promotion of widening participation and fair access to further and higher education for disabled students;
- Provision of a supportive working and learning environment which enables disabled staff and students to achieve their full potential;
- Making reasonable adjustments wherever possible.

36. The College has dedicated Disability Officers who regularly assess the support of disabled students studying at the College. Disabled Students will receive a Bursary of up to £1,000 per year. This bursary will be aimed at easing the transition into higher education, allow students in these groups to access educational resources and equipment, reduce the need for part-time work and help them successfully complete their studies. To improve the success rates the College will not only encourage students to disclose disabilities but will continue to develop its capacity to support disabled students by investing in appropriate staff training and development. The College is confident that it has skills and resources to support the continuation and attainment of disabled students enrolled into our programmes. access and participation dataset shows a statistically significant gap between students with no known disability and disabled students, but we believe this is due to very small number of disabled students. By following up our previous access target in our Access and Participation Plan, we believe we will be able to make progress in relation to OfS key performance measure five (OfSKPM5).

Progression to employment or further study

37. There is a gap between disabled and non-disabled students which is not significant in numbers due to very small size of the cohort. To support progression of disabled student, the College's Careers Advice Department will be particularly focusing on providing opportunities to support disabled students in order to help them realise their full potential in further study and/or employment.

1.5 Care leavers

Access

38. Currently, the College does not have any Care Leaver students. The College has put in place arrangements to identify care leavers at the enrolment stage where they will be allowed to enrol into the programmes by adjusting entry requirements and will be provided with pre-sessional classes before the commencement of their programmes of study. The College is now an active member of The National Network for the Education of Care Leavers (NNECL).³ The College aims to have a collaborative relationship with the National Network so as to develop its relevant support arrangements and welcome prospective students referred by NNECL. The College has also reached out to Barnardo's with a view to attract more care leavers as students.

Success

Non-continuation and Attainment

39. The College does not have any care leaver students at the moment, however it will support care leaver students by providing a Bursary of up to £1,000 per year. This bursary will be aimed at easing the transition into higher education, allow students in these groups to access educational resources and equipment, reduce the need to for part-time work and help them successfully complete their studies.

Progression to employment or further study

40. The College has set up a Careers Advice Department which will be particularly focusing on providing opportunities to support care leaver students in order to help them realise their full potential by progressing into further study and/or employment and help become an active member of the wider society.

³ <http://nnecl.org/nnecl-members/nelson-College-london>

1.6 Intersections of disadvantage

41. We have performed an intersectionality analysis of our White student population against nationality. This highlighted that in 2015/16 there were 0.6% Full-Person Equivalent (FPE) White students with UK nationality while in 2016/2017 this increased to 4.3% FPE (3.9% Female and 4.7% Male); on the other hand, White students with European background in 2015/16 were 30.2% while in 2016/17 the proportion stood at 64.8%.
42. Intersectionality of gender and ethnicity for the academic years 2015, 2016 and 2017 shows that the attainment rates for female students are stable however attainment rates for male British Bangladeshi students have declined on average by 5%. The intersectionality analysis of age group by gender in relation to internal non-continuation data of HND courses for the September 2016 intake shows that mature students from the age groups 21-25 and 26-30 years old are most likely to dropout while students within the upper age group of 51-55 are least likely to drop out.
43. We recognise that the British White students are a group that is facing intersections of disadvantage. We are also aware that White British students from the lower socio-economic backgrounds are less likely than any other group to access higher education. This necessitates the importance to commit to exploring access opportunities and reaching out to these students in order to improve their representation in our student body.

1.7 Other groups who experience barriers in higher education

44. The College currently does not collect data on other underrepresented groups, so we aim to implement new data collection requirements for existing and new students from the academic year 2020-21. This will help us monitor the outcomes of these groups.

2. Strategic aims and objectives

2.1 Target groups

45. After assessing our own performance, the College recognises the need for further improvement to achieve its widening participation ambitions.
46. We have identified the following priorities to reduce gaps in equality in the access stage of the students' life cycle:
- a) Students from lower participation neighbourhoods - POLAR4 quintile 1 & 2.
 - b) Disabled students
47. We have identified the following priorities to reduce gaps and improve rates in equality at the success stage of students' life cycle:
- c) The attainment gap between White and Asian students.
 - d) The HND attainment gap between White and British Bangladeshi students.
 - e) To close the HND attainment gap between 21-25-year-old in comparison to all other age groups amongst mature students.
 - f) The non-continuation gap amongst White and Asian Students.
 - g) To reduce the non-continuation gap between White and Black students.
48. In addition to the above targets we also make a commitment to explore the opportunities to reach out to the students from Care Leaver backgrounds, military families, British White students from lower socio-economic backgrounds and Gypsy, Roma and Traveller students. It is not possible for us to set a numerical target due to the unfamiliar nature of these commitments.

2.2 Aims and objectives

49. Nelson College London's overarching aims for access and participation are set out in our strategic plan 2017-20:

“to offer access to higher education to people from the widest possible range of backgrounds”.

50. From this we derive our specific aims:
- To transform our students' lives through the acquisition of the knowledge and skills needed to succeed in their chosen careers.
 - To ensure that our students have a learning environment and equal opportunities to access higher education without any barriers irrespective of gender, ethnicity, religion, age or disability.
51. Based on our assessment of performance, we have identified targets related to our context and priorities with due consideration given to the Office for Students' key performance measures. We have set seven key objectives to achieve our aims:
- a. To eliminate the difference in proportion of POLAR4 Q1 & Q5 students enrolled at Nelson College London by 2034-35
 - b. To increase the proportion of Disabled students enrolled at Nelson College London and meet the national averages by 2029-30
 - c. To reduce the non-continuation gap between White and Black students and fully eliminate the gap by year 2024-25.
 - d. To eliminate the non-continuation gap between White and Asian students by 2029-30.
 - e. To eliminate the difference in the HND attainment gap between White students and British Bangladeshi students by 2024-25.
 - f. To eliminate the difference in the attainment gap between White students and Asian students by 2024-25.
 - g. To close the HND attainment gap between 21-25-year-old in comparison to all other age groups amongst mature students and fully eliminate the gap by year 2029-30.

52. We offer here a brief overview that addresses how we aim to achieve each outcome across the student lifecycle for the target groups identified: -

Access

a) Low participation neighbourhood (LPN)

Our aim is to increase student populations from POLAR4 Q1 as they are currently underrepresented. Our initial target is to recruit 5% of students aged 18-19 years old from POLAR4 Q1 in year 1 and by the year 2024-25, we aim to increase this proportion to 15%. Our long term goal is to eliminate the gap between POLAR4 Q1 and Q5 by 2034-35.

We recognise that POLAR4 Q1 is going to be an extremely challenging market segment for us, therefore we have also set a combined target of POLAR4 quintile 1-2 to improve student numbers from LPN and to contribute towards OfSKPM1 (*Gap in participation between most and least represented groups*). In year 1 we will recruit 11% of 18-19 years old from both POLAR4 Q1-Q2 and our aim is to take this proportion to 30% by 2024-25 and fully eliminate the gap between POLAR4 Q1-Q2 and Q4-Q5 by 2034-35. We recognise that our target to increase POLAR4 Q1 may appear modest. However, we believe that aiming for an increase from 0% to 15% is ambitious considering we are a London based College and there is a low proportion of POLAR4 Q1 areas in London.

b) Disabled Students

The College acknowledges that there is more that it can do in regards to disabled students as they are an underrepresented group. The College wishes to focus on how we are able to offer support in admission, different modes of teaching to best support these students and progression opportunities. To achieve this the College has set itself a target of 10% over the 5-year period, and to meet the national average by the year 2029-30.

Success

c) Non-continuation

Based on our analysis there is a noticeable non-continuation gap between White and Asian student. The College aims to reduce this gap from 16% to 8% by 2024-25, with an aim to eliminate the gap by 2029-30. We also aim to reduce the current 5% non-continuation gap between White and Black students with an aim to eliminate the gap by the end of this plan.

d) Attainment

Based on the HND data, the College has identified an 8% attainment gap in the academic year 2017-18, between White and British Bangladeshi students. The College aims reduce and eliminate the gap to by the academic year 2024-25. In addition, we also aim to close the HND attainment gap between 21-25 years old in comparison to all other age groups amongst mature students. Based on the assessment of performance the College has also been able to identify a 5.7% attainment gap between White and Asian students. The College aims to reduce and eradicate the gap by the academic year 2024-25.

Progression

e) Employment and further studies

Due to the current absence of up-to-date data as a result of the transition from Destination of Leavers of Higher Education (DLHE) to Graduate Outcomes Survey, the College will make a commitment to review the data and set appropriate targets once available.

3. Strategic measures

3.1 Whole provider strategic approach

Overview

53. This section provides an insight to our strategic approach on how the College will achieve the equality of opportunities across the student lifecycle. This is supported by our assessment of performance and the series of connected strategies across the College.
54. We are committed to ensure that all of our students have equal opportunities to succeed. This commitment is enshrined in our strategic plan and embedded throughout our policies and procedures. The College's commitment to access and participation is recognised at the highest levels within the senior management and the governance team. The Strategic Plan⁴ covers all areas of activity and makes an open commitment to the values and principles of equality, diversity and inclusion which are embedded into our strategies.
55. Our Access and Participation Plan 2020-21 to 2024-25 will pursue our mission to narrow gaps in performance between various student groups. We will deliver a range of strategic measures to support our mission, align to our strategies, rigorous evaluation and robust monitoring of our performance.
56. The College has taken steps to ensure that it is able to deliver its access, success and progression activities by aligning its governance structure to deliver the widening participation commitments. In order to ensure that we achieve our ambitions we have also aligned various committees and roles for effective monitoring and evaluation of our APP activities; additionally, effective monitoring has been embedded in our quality assurance processes.
57. The College is also in the process of appointing a "Widening Participation and Outreach Manager" to strengthen its widening participation team in order to achieve its access and participation ambitions.

Alignment with other strategies

58. Our approach to access and participation is holistic in nature and its main purpose is to ensure that we deliver our mission. This is also aligned with the OfS ambition that future generations of students should have equal opportunities to access and succeed in higher education, and to achieve successful and rewarding careers. The College is in the process of developing its Strategic Plan 2020-25 which will very closely align with its widening participation ambitions.
59. We are committed to enhance and strengthen our **access and outreach** work as it forms an important component of our strategic plan. Our access initiatives are led by the Director/ Head of Marketing and Work-based Learning, and focus upon achieving our aims by:
- Engagement with local schools and communities to reach out to young and mature students respectively.
 - Collaboration with charitable organisations for disabled and care leaver students.
 - Collaboration with the National Network for the Education of Care Leavers.
 - Access activities focusing on attainment raising work for pre-16 and post-16 access.
60. To ensure that our student truly benefit from **support and development** services, we have decided to adopt a holistic approach by revisiting our current approach to Student Services at Nelson College London. Our new approach will result in students being able to access integrated support services to help them realise their potential and enable them to progress with fewer barriers to their learning experience. Our new approach will focus on three key areas:

⁴ <https://nelsonCollege.ac.uk/about/Strategic>

- To support prospective students from the application stage (Admission and enrolment) with our new Student Gateway.
- To provide academic and pastoral support tailored to student's circumstance (e.g. personal circumstances, learning disabilities, etc.)
- Employability and Skill development by close coordination with the Career Advisors who will work with students during their studies as well as after the completion of their course of study. Career Advisors will work closely with NCL KEC (Nelson College London, Knowledge Exchange Centre) to provide students with advice and guidance for further studies, work placements, employability skills and employment opportunities.

61. Our approach to teaching, learning and assessment is supported by our standalone policies on **Teaching and Learning Policy** as well as our **Assessment Policy** which together form the basis of our approach to our new **Student Success Strategy**. The student success strategy focuses on pedagogical and curriculum changes to bring about equality in learning and to close attainment gaps. These policies are directly overseen by the Academic Board which ensures close alignment with student administration and teaching and learning.

62. The College has an **Equality and Diversity Policy** in place which emphasises equal opportunities for both students and staff. This policy ensures that existing and prospective students are treated fairly without any bias irrespective of their ethnicity, religion, age, gender, and other protected characteristics. The Equality and Diversity Policy will be closely monitored by a newly established Equality and Diversity Committee (EDC). The College has also created two other committees: a Black, Asian, Minority and Ethnic (BAME) Advisory Group and a Student Access and Success Steering Group who all report to the Academic Board. These committees will ensure the College has in place strategies that support the targets and commitments within the Access and Participation Plan as well as promoting equal opportunities.

63. The College is also developing two new strategies: an **Access and Participation Strategy**, and a **Student Employability Strategy**; these are due to be launched in the middle of 2020. Each strategy has its own key objectives and the actions to be taken to achieve the outcomes. The APP Monitoring and Governance Groups are responsible for ensuring robust monitoring and evaluation of widening participation activities.

64. The **Access and Participation Strategy**, will ensure that all staff and students understand, are engaged in, and are working towards achieving our APP ambitions. We will embed our APP strategy within all of our policies and procedures. We will ensure that our new Strategic Plan is fully aligned with the strategic aims and objectives of this Access and Participation Plan.

65. The **Student Employability Strategy**, will support the progression of all of our students, in particular those who are subject to widening participation characteristics. Our overarching aim is to provide guidance and opportunities to our students which will broaden their experience in preparation for their future lives and careers. This policy will have four key strategic objectives:

- Employability skills development.
- Provision of a range of co-curricular opportunities.
- Employer forums and community engagement.
- Work experiences and internships opportunities.

Strategic Measures

66. Nelson College London will be taking a strategic approach to ensure equal opportunities and outcomes for its student. Our overarching strategic aim is to focus on enhancing our understanding of the student experience at every stage of the student life cycle as well as identifying which interventions work well at each stage. We will use our own evidence as well as exploring examples from other providers to design our own interventions. In addition to measures targeted at each stage of the student life cycle, as discussed in the next section, we will also implement the following overarching strategic measures:

- **Data Capability:** We will further strengthen our data capabilities to ensure that a robust analysis can be performed to identify correlation between various stages of student life cycle.
- **Systems and processes:** We will review our processes to ensure that we are able to capture enhanced data at the enrolment stage. Additional data will enable us to better target our student support services tailored to student needs.
- **Human Resources:** We will carry out a review of our human resources and skill sets to ensure full support is on hand to deliver our APP ambitions as well as organisational goals.

67. The College will focus on Strategy, Structure, System, and Staff by creating a separate delivery team for each stage of the student life cycle, who will focus on access, success and progression activities and will work towards achieving the targets set within the plan. There is already work in progress to address the commitment we are making within this plan; our aim is to meet all of our commitments by the relevant dates.

Access Measure

68. We will work with schools, sixth forms and other Colleges to reach out to young students from low participation neighbourhoods. Over the duration of this plan we will focus upon geographically low participation areas, in particular POLAR4 Q1 & Q2. Following our current experience of engagement with local schools (, to date we have very limited response) we recognise this is an extremely challenging area which requires a significant amount of effort and dedication.

69. We have been successful in reaching out to students from diverse backgrounds. We will continue to work with our communities to reach out to mature and BAME students from underrepresented groups. We will also reach out to the students who are facing intersections of disadvantage at the College as well as nationally.

70. The College has in place dedicated support staff for disabled and care leaver students which will ease their access to higher education and support them throughout their student lifecycle. There are also adjustments available (with evidence) during enrolment, admissions and with course submissions to support progression into further studies or highly skilled employment.

71. We collaborate with a range of local, regional and national networks in order to assist us in the fulfilment of our Widening Participation agenda. The College is a member of the National Network for the Education of Care Leavers (NNECL⁵). These collaborations will allow the College to give the right support to the Care leavers studying at the College. The College has opened conversations with a number of councils, charities and organisations to be well informed and make relevant decisions to support students from underrepresented groups and enhance our outreach activities.

72. The College will launch a contextual admissions scheme from the academic year 2020-21 for underrepresented groups who face barriers to entry. We will work with the relevant awarding bodies/validating partners to define a mechanism whereby students will be permitted to enter education based on individual circumstances.

73. The College currently does not collect data on all underrepresented groups. The College will introduce new data collection requirements for existing and new students from the academic year 2020-21. This enhanced monitoring will enable us to identify estranged students, students from military families, forced migrants and students with caring responsibilities.

74. Financial support in the form of Bursary Package and Hardship Funds will be available to students to ensure that they are able to continue their study at the College and achieve their intended qualification.

⁵ <https://nelsonCollege.ac.uk/nnecl.org/nnecl-members/nelson-College-london>

Success Measure

75. Our curriculum is proudly career-focussed. Our pedagogy is grounded in meeting the individual learning needs of each of our students. Student support is therefore provided at an individual level. Our success in this regard will continue to be measured by drop-out, non-continuation for non-academic reasons, progression, and successful completion.
76. Our assessment of performance shows there is an attainment gap between White and Asian students. We recognise that we need to improve the way we support these students and our existing approach has to change. We commit to investigating this further to better understand the underlying reasons and will introduce suitable interventions to address the issue and ultimately eliminate the gap.
77. With regards to non-continuation, we have identified significant gaps between White and Asian students and White and Black students. We recognise that our approach needs to be reviewed and our intervention strategies need to be contextualised to reduce the non-continuation gap. As an immediate action, we are strengthening our processes to effectively track the students who are at risk of withdrawal, particularly focusing on Asian and Black students.
78. The College has a separate student support lecturers' team to provide additional teaching support to students' subject to the widening participation agenda. The College has also uploaded video tutorials on its YouTube channel which are publicly available to all students. These video tutorials address the key areas of the curriculum. The College is also experimenting with E-learning and webinars which are uploaded onto Virtual Learning Environment (VLE) for students who wish to revisit lectures.
79. The College has also developed and implemented processes for care leavers and the disabled students to help them obtain their intended qualification and support them to progress into highly skilled employment or further studies. We have implemented initiatives to support existing as well as potential students, from before they apply to study with us through to graduation and beyond. We believe that our current support systems work well, but we intend to enhance them further.

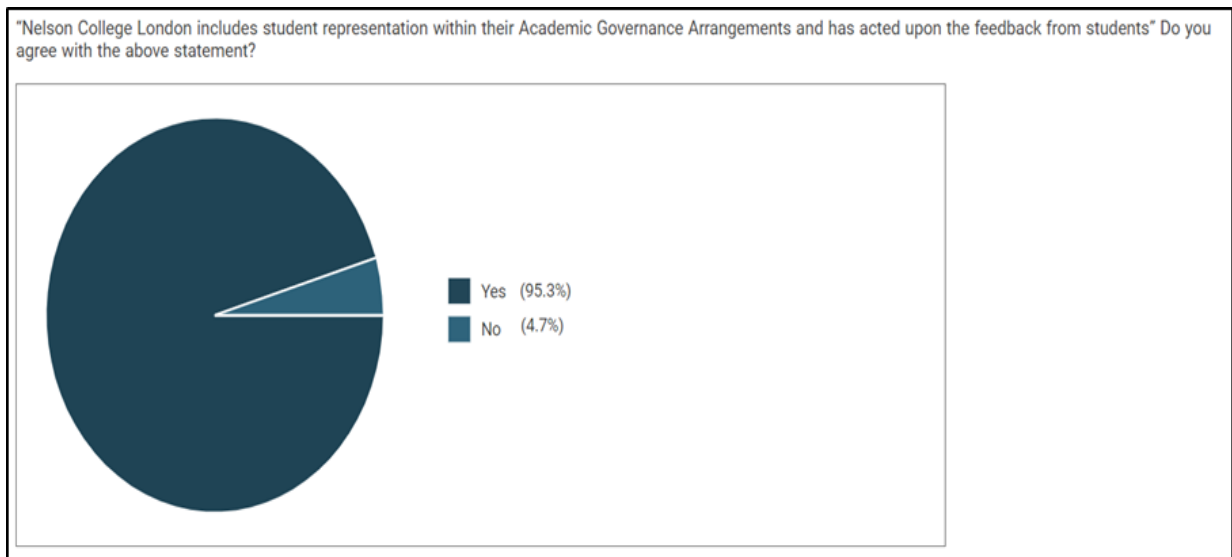
Progression Measure

80. The College has entered into a partnership with London Metropolitan University to offer two Master's degree courses with pathways in International Business and Hospitality Management commencing from the academic year 2021-22. These ambitious Level 7 programmes will provide a unique progression route for our successful undergraduate students to further pursue their education at the College.
81. In our Access and Participation Plan for 2019-20, we have committed to establish a Career Advice Department (CAD) to provide guidance and employability support to enable our students to be better prepared for their future career. The College now has a functioning student career service led by an experienced career advisor. The CAD advises students on employability skills, career opportunities, work placements, alumni connections and further studies opportunities. The CAD also helps to draft the NCL employability strategy and will play a key role in implementing and executing this strategy.
82. The NCL Knowledge Exchange Centre (KEC) is another initiative which aims to raise aspirations, remove roadblocks and reduce barriers for students. The NCL KEC operational plan will also consider incentives and awards for undertaking extra-curricular activities related to employability, career development programmes, work-placement, and progression into employment or further studies.
83. The College has produced an operational plan for NCL KEC⁶ which aims to target underrepresented students particularly those of Asian and Black backgrounds. The aim is to raise aspiration and motivate these students as well as develop their skill sets which will enable them to undertake employment and further studies.

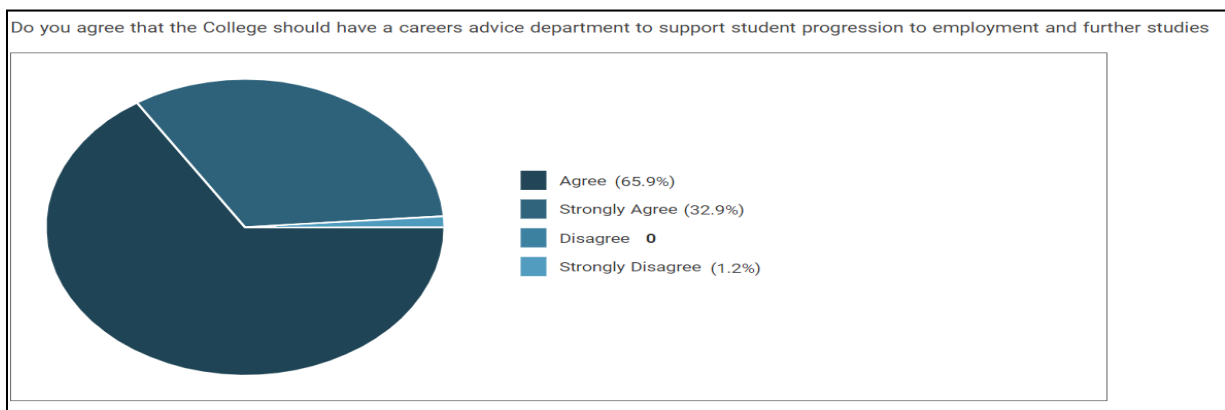
⁶ <https://kec.nelsonCollege.ac.uk/>

3.2 Student consultation

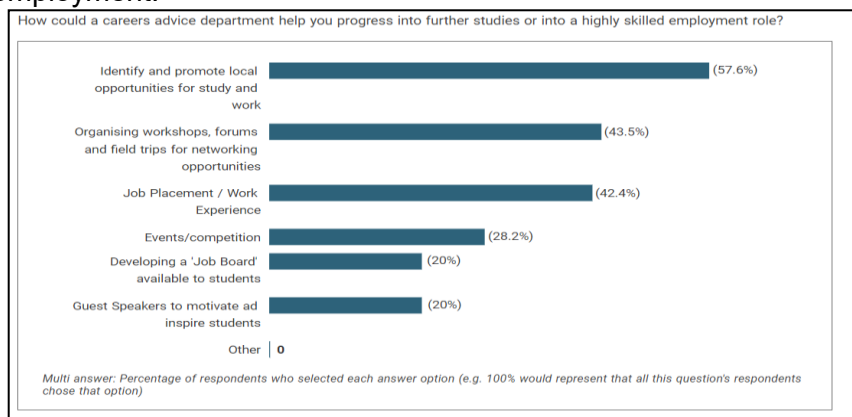
84. The College recognises its students as an equal partner in the assurance and enhancement of quality in their educational experience and encourages both individual and collective participation in a mutually beneficial relationship.
85. The College has had in place an APP writing group which has student representatives from all programmes. The APP writing group has met during the development of this plan. To gather the wider views of the student body the APP writing group decided to send an APP survey to all students to get their views. The response was analysed and the feedback and comments were incorporated within this plan. The students have also been able to provide their views on this plan throughout the process before it has been submitted.
86. Arrangements for the effective representation of the student voice exist in the College's formal committees in which student participation is guaranteed in committee composition, and actively encouraged throughout the College. This is evidenced by the APP Student Consultation Survey which was sent to all students and the result are as follows:



87. The College has a Student Representatives Committee which comprises students from all programmes. Student representatives are elected on an annual basis and are provided with training and support to perform their duties. Student representatives have representation on College programme/ course committees where data on student feedback and outcomes are routinely reviewed and appropriate recommendations for improvements are made to the Academic Board.



88. As shown above, students have agreed that the College should invest in a careers advice department which will help students enrich their skill sets and help them go into further studies or into highly skilled employment. The chart below shows the areas students think the Career Advice Department should focus on to encourage them to go into highly skilled employment or further studies. This is a strategy we will further explore when supporting students to progress into further studies or into highly skilled employment.



89. The Student Access and Success Steering Group, which reports to the Academic Board and includes student representatives within its composition, is responsible for monitoring the implementation and evaluation of the Access and Participation Plan. The Student Access and

Success Steering Group lead by the chair of the College's Board of Governance will work closely with the BAME Advisory Group and Equality and Diversity Committee to ensure that students from a range of backgrounds are involved in all stages of the cycle of this plan.

90. Student Representatives have been provided with bespoke training on Office for Students and the College's Access and Participation Plan. They have also been informed about the Committees and Groups created to implement, advise, monitor and evaluate the current Access and Participation Plan 2019-20.

3.3 Evaluation strategy

91. All evaluations are regularly monitored and reviewed by committees of the Academic Board and action plans are developed for monitoring purposes. Building on the experience of our 2019-20 APP we are further developing and refining our evaluation approach.

92. The College adopts a holistic approach to widening access ensuring that a whole life cycle approach is adopted involving staff from all departments within the College. We have used the self-assessment evaluation tool which has highlighted the areas where we have to make improvements in our approach. We are confident that during the academic year 2019-20 we will be able to develop a new coherent approach across the student life cycle which will be effective from the commencement of this plan.

93. The College has also taken steps to strengthen its data capability and to achieve data centralisation. We have implemented a new student information management system, which enables us to systematically collect and analyse information, and to map the data we collect to measure the outcomes and impact of our programmes. In addition, we are taking initiatives to develop tools which will enable us to ensure continuous monitoring and evaluation of our activities.

Programme design and evaluation

94. To support our strategic measures, we will develop an action plan addressing key components and activities that will be implemented. Each item of the action plan will have clearly defined aims which will link with the targets and milestones as per the Targets and Investment Plan. The process will clearly state how success for each target and milestone will be measured and what data will be required for analysis. Success will be monitored on a termly basis during the academic year.

95. We are building our process for programme design with the delivery teams. We will train our delivery staff on programme and evaluation design, and we will develop a process to benchmark the impact of our programmes.
96. We recognise the need to develop our approach to evaluation design. We will draw on suitable quantitative and qualitative methods to assess the impact of our work against appropriate comparisons. We will measure the changes, in access, success, and progression against the base line data. Our enhanced approach to evaluation from the year 2020 will help us better understand our position within the sector and make improvements across access, success, and progression activities.
97. The methods for the evaluation will be based on multiple quantitative and qualitative approaches which will be chosen for their suitability. The overall methodological approach will be driven by the following priorities:

Evidence informed analysis & Logic Modelling:

- We will fully analyse available data, across the entire students' lifecycle, to improve our understanding of the gaps.
- We will look for best practice internally as well as externally.
- We will introduce new initiatives to identify which interventions work and how we can maximise the impact.
- We will utilise the expertise of our academic staff as well as external experts.
- We will develop an inclusive logic model for each part of student life cycle.
- We will have clearly defined inputs, outputs and outcomes.
- We will identify current data sources and assess future requirements.
- We will clearly set out the analysis required for evaluation.

Student participation, Information sharing and good practice

- Involve students from different groups to be part of evaluation design
- Enable existing students to undertake research to understand non-continuation
- We will share evaluation methods and the finding with relevant committees and boards within the College as well as provide impact reports to the Office for Students.
- We will identify and share good practices internally as well as externally.

Evaluation Implementation

98. Our data strategy will map the data we collect to measure outcome and impact. Our data collection and processing will be documented to ensure that we are in compliance with all data protection guidelines.
99. We will use evidence-based criteria for targeting and selection across programmes. We will ensure that our approach to work is ethical and we will seek approval from the Principal's Executive Group for complex evaluation designs.
100. The methods for evaluation will vary between quantitative and qualitative approaches as appropriate depending on their suitability during evaluation planning. We have set out our strategic measures, the combination of which is expected to lead to significant improvements towards each target.
101. For evaluation purposes, we will prioritise activities where significant investment is required and new pilot projects targeted at specific underrepresented groups. We will implement our theory of change in collaboration with academics, students, and widening participation experts. We may seek services from external consultants to develop our theory of change models.

102. The effectiveness of all activities, investments and financial support will be evaluated based on the outcomes achieved against the access, success and progression targets stated in this plan. The impact of the initiatives will, we believe, lead to demonstrable change in behaviour of our target groups, more access to students from low participation neighbourhoods, BAME and disabled students, higher continuation and attainment rates for Black and British Bangladeshi students and improved progression rates among students of Asian and Black ethnicity.
103. Our evaluation plan will be developed and implemented taking into account each of the steps as dictated by the theory of change, as well as the data available or required. We will also develop data collection to measure the steps of change and the outcomes as identified in the theory of change.

Learning to shape improvements

104. The Academic Board will set up an “Evaluation Steering Group” which will oversee the evaluation of APP-related activities. This group will meet every month to monitor performance against the commitments made within the Access and Participation Plan and review the effectiveness of the relevant activities undertaken by the College. In addition, the Evaluation Steering Group will develop a theory of change diagram which will be shared and discussed during its meetings.
105. In order to ensure that we have the necessary process and rigour in place we have identified the need for additional resources which includes additional staffing and budget allocation for APP-related research. This research will inform future programme designs. We will share the findings within the College through various reports, committee meetings and on our College website.
106. Our ambition for access and participation forms an integral component of our student success strategy, with a specific focus on diversity and inclusion. The implementation of the strategy will be evidence-led and will be used for continuous improvement. We will evaluate the impact and effectiveness of our learning and teaching on our staff and student experience, student success and learning gain.

Evaluation of Financial support

107. We will evaluate APP effectiveness and value for money using the OFFA toolkit on an annual basis to assess the impact of our financial support packages on closing the non-continuation, attainment and progression gaps. We will evaluate the relationship between financial support, student continuation, and attainment outcomes. The College will also carry out a survey to bursary-holders and will also undertake semi-structured and face-to-face interviews to facilitate a more in-depth understanding of the effectiveness of financial support packages from the perspective of the recipients whilst they are studying with us. Evaluation findings will help us inform the granularity of future financial support packages. Financial packages may be revised due to change in circumstance, student need, numbers etc.

3.4 Monitoring progress against delivery of the plan

108. The Board of Governance at the College is responsible for the final approval of the APP and will receive regular progress updates when it meets quarterly as well as an APP Performance report every autumn.
109. The Academic Board is responsible for providing assurance to the Board of Governance that the ambitions within the Access and Participation Plan meet our responsibilities and obligations to the students.
110. The College monitors its performance against KPI's on a yearly basis. The APP and its monitoring is embedded into our delivery and monitoring channel. The Academic Board has the overall responsibility to develop, monitor and evaluate the APP.

111. The College has student representation across all of its committees, including Academic Board and the Board of Governance. College activities are regularly reviewed by committees of the Academic Board and action plans are developed for monitoring at committee level. The Academic Board has oversight of all the action plans.
112. The Academic Board is headed by the Principal who is responsible for academic leadership as well as access and participation. The Academic Board is supported by an array of widening participation subcommittees (BAME Advisory Group, Equality & Diversity Committee and Student Access and Success Steering Group) that have responsibility for development, planning, implementation, evaluation and monitoring of activities as well as sharing the outcomes.
113. The College will set up an “Access and Participation Steering Group (APSG)” to oversee the teams working in Access, Success and Progression delivery. The APSG will meet on a monthly basis to consider the progress made against the targets and commitments within the APP. The APSG group will also produce an operational manual to provide support and guidance to all staff and clearly signpost the targets and commitments and the person(s) responsible for each. It will assess the activities against each programme’s aims, objectives and APP targets as well as learn lessons to make informed improvements wherever required and advise the Board of Governance accordingly. The APSG will have a remit to escalate matters directly to the Academic Board and the Board of Governance where it has concerns on worsening performance of any programme.
114. For enhanced monitoring and evaluation, we have also redesigned our committee structure to embed widening participation objectives within this structure and to facilitate robust and credible monitoring of our strategic measures. This enables us to monitor and evaluate all programmes on a termly basis and, where appropriate, realign our activities with the aims and objectives of this APP.
115. The ambitions, targets and measures set out in the Access and Participation Plan will become part of the College’s master action plan and will be monitored on a regular basis at Academic Board meetings and reported to the Board of Governance.
116. The College generates programme Review and Enhancement Process Reports (REP) and College Review and Enhancement Reports (CRER) which include various surveys and focus-group outcomes to inform evaluation and make informed decisions for each course of study. They also have a monitoring aspect as the College’s current performance is measured against benchmarks which are used to indicate the health of the courses it offers.

4. Provision of information to students

117. The College is committed to provide accurate and timely information to its existing and prospective students. The student can view our current Access and Participation Plan on the College website, under, (About us/ Widening Participation page) which can be found on the link <https://nelsonCollege.ac.uk/about/Widening>.

118. The College website provides key information to prospective students on course structure, fees, student support and financial support in detail which is available on the link <https://nelsonCollege.ac.uk/course/admissions>.

119. Current students are kept up-to-date through the Virtual Learning Environment, notice boards, College website, emails and text messages on all aspects of their course and the College environment.

Financial support

120. The College has arrangements in place to provide financial support to its students. The students commencing their course of study from the academic year 2020-21 will have access to the following financial support packages depending on their individual circumstances.

A. NCL Bursary Scheme

An NCL Bursary scheme award is available to the students from Disabled or Care Leavers backgrounds. Eligible students will be entitled to receive a £1,000 grant per annum. The detailed information on the financial support offered is available via the College Prospectus and on the student support section of our website. Students will receive additional information in our admissions offer, each bursary confirmed via an award email once a place of study has been secured. The College is currently in the process of implementing this service in collaboration with the Student Loans Company.

B. NCL Hardship Fund

The College has allocated funds for an NCL Hardship Fund, access to which will be available to students experiencing unexpected financial hardship. The aim of the Hardship Fund is to provide financial support to all of our current students who have met unforeseen financial hardship during their studies. The maximum award is £1,000 and £1,500 for students with a disability, dependent children and/or care leavers. It will enable students to refocus on their studies and successfully complete their course. To be eligible, student's residual household income must not be above £30,000. In addition, they must meet all of the eligibility criteria below:

- The student must be enrolled on a fulltime undergraduate (HND/ FDA or BA Top-up) course.
- The student must be UK resident.
- The student must be eligible for funding as a Home student.
- The student must be in receipt of the maximum statutory funding to which he/she is entitled (this would include means tested maintenance loans and grants, Child Tax Credits, Housing Benefit, Parents Learning Allowance, Childcare Grant, Council Tax Reduction).
- The student must be paid their first instalment of their Student Finance before applying to the NCL Hardship Fund.
- The student can apply only once during an academic year.

121. The College website provides information on financial support, how and when to apply, eligibility criteria, supporting documents required and details of the assessment carried out and payment information.

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

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

Full-time course type:	Additional information:	Course fee:
First degree	BA (Hons) Business	£8,000
First degree	BA (Hons) Hospitality Management	£8,000
Foundation degree	FdA Business	£8,000
Foundation degree	FdA Hospitality Management	£8,000
Foundation year/Year 0	*	*
HNC/HND	HND Business	£8,000
HNC/HND	HND Hospitality Management	£8,000
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

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

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan 2020-21 to 2024-25

Provider name: Nelson College London Limited

Provider UKPRN: 10030129

Investment summary

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

Note about the data:

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

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£80,000.00	£110,000.00	£130,000.00	£165,000.00	£187,000.00
Access (pre-16)	£10,000.00	£20,000.00	£25,000.00	£30,000.00	£35,000.00
Access (post-16)	£30,000.00	£35,000.00	£40,000.00	£45,000.00	£50,000.00
Access (adults and the community)	£30,000.00	£40,000.00	£50,000.00	£70,000.00	£80,000.00
Access (other)	£10,000.00	£15,000.00	£15,000.00	£20,000.00	£22,000.00
Financial support (£)	£120,000.00	£160,000.00	£200,000.00	£210,000.00	£240,000.00
Research and evaluation (£)	£75,000.00	£73,400.00	£82,575.00	£119,000.00	£135,000.00

Table 4b - Investment summary (HF1%)

Access and participation plan investment summary (%HF1)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HF1)	£1,835,000.00	£2,293,750.00	£2,752,500.00	£3,303,000.00	£3,761,750.00
Access investment	4.4%	4.8%	4.7%	5.0%	5.0%
Financial support	6.5%	7.0%	7.3%	6.4%	6.4%
Research and evaluation	4.1%	3.2%	3.0%	3.6%	3.6%
Total investment (as %HF1)	15.0%	15.0%	15.0%	15.0%	14.9%

