

WIDENING ACCESS AND PARTICIPATION PLAN 2017/18 – 2019/20

Institutions are required to submit information under each of the headings below. Please see the Guidance notes for help with completing this return

1.1 Please provide a high level outline of the Northern Regional College Widening Participation Policy in Higher Education and how this fits in with the institution's strategic direction.

Introduction

Northern Regional College (NRC) was established in 2007 following the merger of three Institutes of Further and Higher Education. The College is a major provider of FE covering a population of 429,172 (25% of Northern Ireland's population). It employs approximately 1,000 staff and had 18,392 enrolments during 2014/15 in over 700 FE and HE programmes and training contracts. The full-time provision is delivered at geographically dispersed campuses in Ballymena, Ballymoney, Coleraine, Magherafelt and Newtownabbey with part-time and community based provision offered at more than 30 other locations. The College has a broader geographic and greater catchment area than any of the other colleges in Northern Ireland.

Delivering its provision across such a wide and diverse geographical area brings challenges especially in terms of duplication of delivery and the deployment of staff and resources. The reorganisation of local government in 2015 resulted in the College's campuses extending across four of the new council areas and this adds to the complicated nature of the College. The College's plan is to focus on developing specialisms to exploit the employment opportunities within its catchment areas.

The College's Strategic Improvement Plan for 2015-18 identifies its ambition as:

“to make our College a partner of choice for students, staff, industry and other stakeholders.”

In doing so, the College aims to be an outstanding provider of training and education that:

“will provide students with a life-changing, supportive and innovative experience, which will equip them with the skills to compete successfully in the global employment market and meet the needs of local industry and employers”.

Widening Participation Policy in HE

The College is fully committed to widening access and participation at all levels. Indeed, its most recent appointment to the Senior Leadership Team (SLT) has extensive experience and success in this arena as (i) Principle Investigator to the acclaimed IM HAPPY Project (www.imhappy.com/), and (ii) a former Chair of Ulster University's Widening Access and Community Engagement Sub-Committee.

In summary, the College's WA activities may be broken down as follows:

Pre-entry

The College has a strong Access to University provision that provides and promotes an attractive and successful route to HE for those adult returners who, for a variety of reasons do not currently meet the entry requirements for HE programmes. This provision will be continued and will be fully supported by the College.

The College also has a strong community-facing focus and seeks to provide education and training opportunities for those who might not normally engage with the College. It will continue to engage enthusiastically with local groups and communities including those local schools that do not have a history of engaging with HE.

The College is also committed to providing a modern, relevant curriculum including Higher Level Apprenticeships and these are likely to prove attractive to students from a Widening Access background.

Current Students

All College students have access to a wide range of support measures that help them fulfil their potential. These support measures range from academic help, pastoral care and confidential counselling services and careers advice. While these services are available to all students, the College also provides bursaries for those most in need to assist them with the financial burden of studying for a higher level qualification.

The College actively encourages new entrants to provide relevant status information that allows them to designate as Looked after Children, Care-experienced young people etc. In providing this information, they can be readily identified and targeted for the various College support mechanisms designed to assist their progression within the education system.

Careers

In seeking to progress its existing students to FE or employment, the College provides careers advice to all of its Level 2 and 3 students. This ensures that potential progression routes are identified and clearly signposted. The College's tutorial system also supports students with their choices and applications to courses at the next level. As part of the College's Strategic Improvement Plan (SIP) process, a support system is being introduced to encourage attendance and retention across all levels of the education provision.

External

The geographic area that the College services has recently encountered significant closure of major, established employers that would have historically provided significant employment within the region covered by the Northern WDF. The College, through the recently appointed Vice Principal – Business Development & Transformation and his team, is working with the employers, employees and other local stakeholders to try and providing re-skilling opportunities for those whose employment is coming to an end as a result of these closures.

The College also seeks to encourage students into the STEM areas through events such as STEM Fest. Females have traditionally been underrepresented in the STEM HE provision within the college and in 2015/16, staff used the STEM Fest event to specifically target females and encourage them to consider a course/career in a STEM area.

Community engagement is also high on the College's agenda and this will be actively pursued during the next academic year.]

1.2 What is your view of the success record of Northern Regional College in relation to recruitment, retention and progression for Widening Participation students?

Introduction

The College examines data on access to HE under the following criteria: - age, community background, socio economic class, gender, ethnic origin, marital status, mode of attendance, disability and course type.

The College was previously awarded the Buttle UK Quality Mark. This was conferred on universities and colleges that offer a threshold level of support to care leavers and have also demonstrated a commitment to improving their provision further. Having achieved its goal of raising awareness among universities and colleges, this award has now been discontinued, although the College continues to recognise and provide support for students who have been in care. The College works closely with the Northern Health and Social Care Trust, to not only identify care leavers, but to also provide them with appropriate support.

The College is a relatively newcomer to producing a WAP Plan and has only recently set specific targets in relation to under-represented groups. The following commentary is thus correspondingly limited in that it relates to the recent academic year with a view to providing a baseline figure to support the development of historical trends for use in the longer term.

Comment

The Senior Leadership Team (SLT) at NRC is content with the College's success record in relation to recruitment, retention and progression for Widening Participation (WP) students. However, it is also fully aware that more can be done to attract, retain and progress such students and will continue to strive for improved performances in all areas.

Enrolments

TABLE 1 shows enrolments of Higher Education students at the College by Quintile:

MDM Quintile	2014/15			3 Year Avg (2012/13 to 2014/15)		
	FT	PT	TOTAL	FT	PT	Overall
1	23	93	116	24	99	124
2	50	180	230	45	179	225
3	80	274	354	75	263	339
4	95	285	380	80	296	376
5	65	191	256	55	221	275
Unknown	1	21	22	1	24	25
Total	314	1044	1358	281	1083	1364
TABLE 1	HE ENROLMENTS - Students by Quintile					

(2014/15 against a 3-year average (2012/13 – 2014/15

TABLE 1 illustrates that enrolments for 2014/15 were broadly in line with the 3 year average. This trend is likely to continue as Widening Access activities are likely to be 'slow-burners' and as such the lead in time before any discernible change is identified may be prolonged.

Performance

TABLE 2 overleaf illustrates success rates and is also worthy of note.

The table includes a breakdown of PT and FT FE students at years 1 and 2. Even a superficial analysis of the table would indicate that regardless of the Quintile under review, there is a typical success/retention figure of at least 90%. This would seem to imply that the College initiatives are successful in ensuring that those students from the lowest Quintiles have similar chances of successful when compared to students from less disadvantaged backgrounds.

The College plans to drill down deeper into these headline figures in an attempt to identify and inform college best-practice.

MDM Quintile		2014/15			2012-15		
		% Retention	% Achievement	% Success	% Retention	% Achievement	% Success
1	FT - Year 1	83			92		
1	PT - Year 1	90			83		
1	FT - Year 2	100	91	91	100	94	94
1	PT - Year 2	93	90	84	93	90	83
1	OVERALL	91	91	88	91	92	89
2	FT - Year 1	100			98		
2	PT - Year 1	79			85		
2	FT - Year 2	96	100	96	99	93	92
2	PT - Year 2	97	95	92	93	92	85
2	OVERALL	91	98	94	91	93	89
3	FT - Year 1	98			96		
3	PT - Year 1	82			86		
3	FT - Year 2	100	100	100	99	99	98
3	PT - Year 2	94	92	86	92	92	85
3	OVERALL	91	96	93	91	95	92

4	FT - Year 1	85				92		
4	PT - Year 1	90				91		
4	FT - Year 2	97	100	97		96	100	96
4	PT - Year 2	95	95	91		97	92	89
4	OVERALL	91	98	94		91	96	93
MDM Quintile		2014/15				2012-15		
		% Retention	% Achievement	% Success		% Retention	% Achievement	% Success
5	FT - Year 1	92				93		
5	PT - Year 1	89				91		
5	FT - Year 2	100	96	96		99	96	95
5	PT - Year 2	98	96	94		97	95	92
5	OVERALL	91	96	95		91	96	93
Unknown	FT - Year 1	0				33		
Unknown	PT - Year 1	100				93		
Unknown	FT - Year 2	100	100	100		67	67	67
Unknown	PT - Year 2	86	100	86		95	100	95
Unknown	OVERALL	91	100	93		91	83	81
TABLE 2 HE RETENTION, ACHIEVEMENT, SUCCESS Students by Quintile (2014/15 against a 3-year average (2012/13 – 2014/15))								

Student Support

The College’s Education Support Team works to ensure that all students with disabilities and/or learning difficulties receive the necessary support and help them integrate fully into College life and succeed with their chosen course. These students, who have additional needs due to their disability, specific learning difficulty, or medical condition are assisted sensitively and discretely to enable them to complete their courses.

The Team offers advice and assistance with the application for the Disabled Students’ Allowance (DSA), and in most cases provide support for the applicant even before the DSA process is completed.

The Education Support Team currently supports students with a wide range of additional study needs providing support and advice including the following:

- Human Support Workers e.g. Note-takers, readers
- Support for sensory needs e.g. specialist software, sign language interpreters, alternative document formats
- Alternative exam arrangements
- Group learning support sessions
- Specialist equipment

- Risk Assessments
- Advice and support regarding access to College facilities and services
- DSA application process
- College counselling support

There remains a suspicion that there is an under-reporting of disabilities or learning difficulties. The College plans to review comparable institutions to see whether this suspicion is confirmed.

All students within the College are automatically members of the Students' Union. A special Higher Education section has been developed to meet the needs and address issues specifically raised by those Higher Education students and an Officer has been elected to promote this function.

In an attempt to make services more accessible to students and to promote a positive health and well-being attitude, the College has developed a number of innovative support services for the benefit of students and the local community. These include:

- A smoking cessation clinic which encourages and facilitates staff and students to stop smoking. This clinic is particularly focused at those young people in the targeting Social Needs areas within the college catchment area.
- A gold standard Sexual Health Clinic which is open for staff students and the local community. This service was nominated for a Times Education Award in the category of "Support for the Local Community".

The College Careers service work closely with local employers, schools and our students to encourage progression into Higher Education programmes (both full and part time). In an area with rising unemployment due to large firms closing or relocating, the careers team have also been involved in working with employees upskilling and finding either new employment or accessing education.

The College reviews its fee structure annually to ensure that the cost of HE does not act as a barrier to entry and will provide bursaries to those students who present themselves from low income backgrounds, the level of which will be reviewed to ensure widest participation.

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1.3 Please outline the Widening Participation aims, objectives and targets for next 3 years for Northern Regional College.

You will need to provide details on key target groups within Access to Success, anticipated expenditure and the measures of success – your response should include a description of your approach to targeting, as well as the areas targeted for improvement over the next 3 years. You may wish to add to the projection tables below to report on your own institution's specified target groups if not already included in Access to Success

Key Priorities for 2016/17

The College has a number of key priorities which it plans to implement during 2016/17. However, it is proposed that these are regulated via the establishment of a College Widening Access and Community Engagement Working Group. This Working Group (WG) group will report directly to the College's Senior Leadership Team will be drawn from relevant parties within the College and will be primarily outward facing. The WG will be charged with oversight of the College's Widening Access activities. While the precise terms of reference and constitution of the Working Group are embryonic and still to be formally confirmed, it will be chaired by the Vice-Principal – Teaching & Learning and will consist of relevant parties including representatives from Academia, MIS, Finance and the Student Council. Sub-Groups will be identified to undertake specific project and correspondingly, members will be co-opted as appropriate.

The WG will be constituted early in the forthcoming academic year (2016/17) and. It will engage with all stakeholders and devise, develop, oversee and monitor a programme of activities and initiatives to drive forward the College's WAP programme.

The Terms of Reference will cover areas such as:

- Governance of Widening Access Activities
- Financial stewardship of the College's WAPP
- Commissioning of activities that underpin the College's WAPP and associated Community Engagement activities
- Dissemination of good practice in widening access and participation and community engagement

In practice the following output is envisaged:

- A programme of activities aimed at reaching out to the Widening Access population within the College's catchment area
- Research to underpin the rationale for targeting specific under representative groups
- A series of outreach programmes to target individuals from the lower Quintiles.
- Engagement with local councils to identify neighbourhoods renewal partnerships and target these with outreach community based programmes

- Each of the College's four departments to develop an initiative to support the colleges overarching WAPP
- A programme of activities aimed at careers officers target schools from deprivation areas to provide career guidance and opportunities for progression to Further and Higher Education.
- Engagement with MIS data to identify and then the tutorial system to support underrepresented groups and have an additional support network in place to allow these groups to fulfil their potential

In measuring the success of the Widening Access and Participation Plan, the Working Group will review the current year recruitment and performance levels (2015/16). This will involve a deep analysis of the current year and thereafter measure year on year improvements to access and performance.

Key Priorities for 2017/18

The remaining period will be characterised by the work of the WG. With the emphasis on the word 'Working' the Group will develop a calendar of activities that will be closely monitored and reviewed to ensure a proper, and fit-for purpose approach to Widening Access by the College.

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1.3 (a) TARGETS

You will note that the tables numbered (i) to (vii) below have been pre populated with your institutions average enrolment for the last 3 years. You are now required to insert numerical targets for each of the groups identified across the 3 years 2017/18 – 2019/20. These groups are regarded as being under represented in Access to Success.

- (i) Group: **MDM Quintile 1**
Outcome: **To increase participation of those from NI MDM Q1**

AVERAGE (based on 3 years 2012- 2015)	Targets/Outcome			
3 Year Average	NUMBER OF STUDENTS	2017/18	2018/19	2019/20
129			140	145

- (ii) Group: **MDM Quintile 2**
Outcome: **To increase participation of those from NI MDM Q2**

AVERAGE (based on 3 years 2012- 2015)	Targets/Outcome			
3 Year Average	NUMBER OF STUDENTS	2017/18	2018/19	2019/20
246			260	275

- (iii) Group: **Students with a Disability**
Outcome: **To increase the number of students who declare a disability**

AVERAGE (based on 3 years 2012-2015)	Targets/Outcome			
3 Year Average	NUMBER OF STUDENTS	2017/18	2018/19	2019/20
77		79	81	83

- (iv) Group: **Students with a Disability**
Outcome: **the number of students in receipt of DSA**

Targets/Outcome			
NUMBER OF STUDENTS	2017/18	2018/19	2019/20
	30	32	32

- (v) Group: **Young Males from Quintile 1**
Outcome: **To increase participation of young males from NI MDM Quintile 1**

AVERAGE (based on 3 years 2012-2015)	Targets/Outcome			
3 Year Average	NUMBER OF STUDENTS	2017/18	2018/19	2019/20
12		13	14	15

- (vi) Group: **Adult Learners**
Outcome: **To increase the number of adult learners participating in HE**

AVERAGE	Targets/Outcome
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(based on 3 years 2012-2015)				
3 Year Average	NUMBER OF STUDENTS	2017/18	2018/19	2019/20
816		830	840	850

HESA data is largely incomplete for this area. Therefore we are asking institutions to determine 2014/15 year as a base year using your own enrolment data.

- (vii) Group: **Number of Care Experienced enrolments**
 Outcome: **To increase the number of enrolments for those from a care background**

BASE YEAR	Targets/Outcome			
2014/15	2017/18	2018/19	2019/20	
6 (15-16)	7	7	8	
NUMBER OF STUDENTS				

1.3(b) The following tables have been provided for you to now insert any other ‘**specific**’ institutional targets for NORTHERN REGIONAL COLLEGE . These may be different to those groups identified in 1.3(a) or may relate to targets other than enrolments. In all cases you will need to identify the group and highlight what the target outcome will be eg outreach, retention etc

- (i)

	Group:
	Outcome:

Baseline (statistical or % participation last year monitored)	Targets/Outcome			
2013/14	2017/18	2018/19	2019/20	
Number				
Percentage				

(ii)

Baseline (statistical or % participation last year monitored)	Targets/Outcome			
	2013/14	2017/18	2018/19	2019/20
	Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Percentage	<input type="text"/>	<input type="text"/>	<input type="text"/>

(iii)

Baseline (statistical or % participation last year monitored)	Targets/Outcome			
	2013/14	2017/18	2018/19	2019/20
	Number	<input type="text"/>	<input type="text"/>	<input type="text"/>

<input data-bbox="323 286 515 342" type="text"/>	Percentage	<input data-bbox="754 237 946 286" type="text"/>	<input data-bbox="975 237 1166 286" type="text"/>	<input data-bbox="1230 237 1422 286" type="text"/>
		<input data-bbox="754 331 946 380" type="text"/>	<input data-bbox="975 331 1166 380" type="text"/>	<input data-bbox="1230 331 1422 380" type="text"/>

Please now outline the estimated 'direct' expenditure required to meet the identified objectives in the table below. You may wish to refer to Part 2 of the guidance notes in "How to Complete your Widening Access and Participation Plan" for a definition of direct spend. Whilst we appreciate that figures for later years are only indicative we do require estimations inserted in each of the categories.

Activity	Estimated Spend 2017/18 (£)	Estimated Spend 2018/19 (£)	Estimated Spend 2019/20 (£)
Bursaries	[35,650.00]	[35,000.00]	[38,000.00]
Scholarships	[]	[]	[]
Other financial Support	[]	[]	[]
Outreach	[5,000.00]	[5,000.00]	[5,000.00]
Retention	[5,000.00]	[5,000.00]	[5,000.00]
Research Activity	[]	[]	[]
Staffing/ Administration	[5,000.00]	[5,000.00]	[5,000.00]
TOTAL	[50,650.00]	[50,000.00]	[53,000.00]

1.4 Outline below the key programmes/projects financed from additional student fees that will contribute towards your Institution's performance? (It would be advisable to refer to the appropriate section of the guidance notes before completing this response)

PROJECT 1 STEM Fest – Enhanced and Extended

Nature of project

To build on the success of recent STEM Fest events held at the Coleraine campus and organise a STEM Fest event on three campuses - Coleraine, Ballymena (Farm Lodge) and Newtownabbey campuses.

As part of the wider NI Science Festival the College has organised a STEM Fest event in each of the last two academic years (2014/2015 and 2015/2016). Each STEM Fest event provides young people from schools with an insight into some aspect of STEM. In 2015/16, the event looked at careers in STEM and its related industries. It is intended to roll this event out over the College's three main campuses during 2016/17.

While the event has previously tried to provide focussed sessions that appear to be particularly attractive to young females, the organisers will re-evaluate its provision and seek to extend this provision. All local schools received an invitation to attend with schools that have not necessarily displayed a strong STEM profile in the past being particularly targeted.

The intention is to enhance our linkages with the various schools in each locality to produce a twofold targeted approach. In particular:

- Attracting groups from Quintiles 1 and 2 thereby enhancing our reputation for widening participation.
- Attracting young females (who are underrepresented in both the STEM industries and within the STEM HE provision at NRC). This group has also been underrepresented at each of the previous STEM Fests albeit with some improvement in 2016.

It is important to emphasise that these events are not planned as being *exclusively* WP, but our intention is that they will be *predominantly* WP. Hence in advance of the 2016/17 event, there will be a targeted approach, through the schools to attracting groups from Quintiles 1 and 2 as well as female pupils (underrepresented in Science at NRC).

Overall objectives

To attract and inspire underrepresented groups to think of a pursuing higher education qualifications and a career in the STEM industries. We will be targeting:

- Schools whose catchment area include lower MDM areas.
- Inclusive sessions attractive to females (underrepresented in the STEM areas).

Expected outcome

- To attract and enthuse participants from local schools and communities.
- Stimulate interest in STEM related activities.
- Look at education and career possibilities.
- Develop relationships with local schools and communities and seek further collaborative opportunities.

Target participants

- The target participants will be Year 10 and upwards.

How selected

- All local schools will be invited but with a particular emphasis on targeting those schools that have catchments within MDM Quintile 1 and 2 groups.

Nature and Duration

- The groundwork for this will take place during the autumn term by establishing and nurturing our linkages with schools.
- Each event will be self-contained within a single day's activities with a range of workshops from STEM related area.

PROJECT 2 WA Pre-Entry Promotion, Induction and Ongoing Support***Nature of project***

To provide a range of timely interventions to ensure that the students are suitably supported at all stages in their academic journey. Making this information available to, and engaging with prospective students pre-entry in an unobtrusive manner will be important aspect of this work. This will ensure that the students will be able to (privately) review our support packages and reflect on their usefulness/appropriateness for their personal needs. They will thus be informed of the support available in advance of making their decision and on arrival will be able to avail of this support earlier that might otherwise be the case.

It is anticipated that that College will host event demonstrating the support available by attendance at a number of Information Sessions arranged as part of the promotional side of recruitment. Furthermore, as part of this Project and in an attempt to break down barriers, special themed evenings will be conducted to which prospective students and their families will be invited. e.g. Autism or Disability

Once enrolled – the support mechanisms will be introduced in a timely manner as both the recipients and the College's Support team will be better prepared to implement the necessary arrangements.

Overall objectives

- To identify students from MDM Quintiles 1 and 2.
- To track progress of these students.
- To provide additional support mechanisms for these students through the course of their academic study at the NRC. This will include:
 - Earlier identification
 - Appropriate bespoke intervention
 - Assessment and Evaluation of student needs
 - Agreeing support requirements
 - Monitoring of the effectiveness of the support and refining/adjusting as appropriate
 - Evaluation of overall result (in terms of student success).

Expected outcome

- Increase Conversion from Application to Enrolment (baseline to be established and monitored for future years)
- Increase Retention, Achievement and Success

Target participants

- Students from MDM Quintiles 1 and 2.

How selected

Application process will identify relevant students based on postcode prior to entry. They will be followed up to ensure that they are familiar with our support services.

Nature and Duration

Package of support activities ranging from application to graduation.]

1.5 Please provide a short summary of how your activities link to the key actions within Access to Success

[The College WAPP activity contributes to:

- Theme 2 'Raising Aspiration and Attainment' Key Action 5;
- Theme 3 'Enhancing recruitment and selection' Key Actions 6 and 7;
- Theme 4 'Improving the quality and relevance of support for retention and progression' Key Actions 8 and 9.]

1.6 How do you plan to communicate information on the availability of financial and other assistance to students?

Financial and other assistance will be communicated to students prior to applying to the College via the website, within printed promotional materials and during school talks and careers events.

All applicants for both full time and part time courses are either formally interviewed or are invited to attend information sessions and, where appropriate, will be directed to a financial support expert. Where appropriate, students may be provided with a Finance Leaflet detailing financial support opportunities. Once enrolled with the College students will have access to information on financial assistance through the College's intranet, the College Tutorial system etc. Confidential meetings can also be arranged with the College's Student Finance Team

Project 2 identified above (§1.4) will ensure that this information is available in advance of their decision to study at NRC.

1.7 How do you plan to monitor progress against the targets and the achievement of outcomes?

The main source of data collection in the College is through its MIS systems which can be interrogated by the College's MI team via common or bespoke reports. Students will be encouraged to fully populate their details on the College's online enrolment system to ensure that the College has collected all the necessary details to allow suitable interventions to take place. The College is developing systems to allow for better tracking of student attendance and retention this will lead to improved ability to identify patterns of attendance and early flagging of issues with individual students. This will allow course coordinators and tutors to deal with issues through the tutorial system to help retention of the individual student.

Targets and achievements will be monitored by the College's WAPP Working Group. This group will include

- VP Teaching and Learning
- Head of Student Services
- Finance Representative
- MIS Representative
- AHOD Science and Higher Education
- HOD Science and Service Industries

1.8 As part of the ongoing development of the WAPP we would now like you to provide us with an additional evaluation on how you think your institution is performing. In order to ensure consistency across the institutions we would ask that you use the Kirkpatrick Model for this exercise. To assist you in this exercise we have provided sub headings from the model to help focus your response. *(full details on how to complete this section are in the Guidance document)*

Level 1 Evaluation – Reactions

what they thought and felt about the programme

Figures

Reflecting on the performances in 2015/16 of the HE cohort in NRC, we note the following:

Total students → 220

Bursaries → 35

Non-Bursaries → 185

At the end of Date 1

Remaining students → 217 (98.6%)

Bursaries → 35 (100%)

Non-Bursaries → 182 (98.4%)

At the end of Date 2

Remaining students → 203 (92.3%)

Bursaries → 35 (100%)

Non-Bursaries → 168 (90.8%)

Reflection

The retention figures at the end of year one (HE cohort in Northern Regional College in 2015/16 was 92.3%. This cohort (220 students) includes all 35 students who benefitted from a bursary. Crucially, every one of these 35 students have completed first year of their chosen programme. This means that this group have outperformed the others by 9.2% (retention rates are 100% versus 90.8%) would be reduced to 90.8%).

Naturally the performance of those receiving bursaries is encouraging but we are not suggesting that this is the problem solved.

Future Work

We will continue to monitor this in the future to see if this is an actual trend rather than a one off occurrence but initial figures look positive that the bursary may have helped with retention of students within the 15/16 first year cohort.

Follow up surveys will be carried out in 16/17 to gain more direct information from the students themselves on how they feel the bursary may have helped them in this initial year.

Finally, given that our numbers are so small (relatively) we plan to use the College Widening Access and Community Engagement Working Group (alluded to in §1.3 above) to provide more precise tracking of these students.

Level 2 Evaluation - Learning

the resulting increase in knowledge or capability

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Level 3 Evaluation – Transfer

behaviour - extent of behaviour and capability improvement and implementation/application

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Level 4 Evaluation- Results

Results- the effects resulting from performance

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