

## City College Norwich, 10004772

### Access and participation plan, 2020-21 to 2024-25

Details of the variation to this plan for 2023/24 onwards –

*Section 1.2 - Response to the Office for Students' (OfS) New Priorities for Access and Participation*, has been inserted as a variation to this plan. All other sections remain unchanged from the original 2020/21-2024/5 Access and Participation Plan.

## 1. Assessment of performance

### 1.1 CCN context and relationships to National KPMs

City College Norwich (CCN) is a large general further education college serving Norfolk and Suffolk. Of its 9178 students, 933 students are on Higher Education courses (based on 2017/18 CCN data). The College has continued to focus our HE provision towards serving the local community. 98% of CCN HE students come from Norfolk and Suffolk, an area with many wards of low HE participation, providing challenges in social mobility (as evidenced by Norwich being one of the first Opportunity Areas announced for the country). The College has continued to develop services and programmes that widen participation of under-represented groups and we perform strongly in recruiting students from these groups. A growing number of students are now undertaking Higher or Degree Apprenticeship programmes of study (around 30% of all HE students, in 2017/18).

Full-time students / Apprentices make up the majority of our student population with only around 80 students on part-time programmes. For this reason, we have focused our attention on our data for Full-time students and Apprentices.

#### Overview of our performance at the Aggregate level (all groups)

Overall, our Access performance at the aggregate level is positive compared to the national picture. Our rates of access for underrepresented groups show a student population where 88% of our 2017/18 students fall within one or more underrepresented group [Mature students (21 and over), Participation of Local Areas (Polar Quintiles 1&2), Index of Multiple Deprivation (IMD Quintiles 1&2), Black, Asian and Minority Ethnic students (BAME), and students with Learning Difficulties and Disabilities (LDD)]. On this basis we do not believe that we have a headline Access issue that requires any action beyond ongoing monitoring to maintain our successful approach. Within this population, of all students in the 2017/18s ILR, 69% were mature; 36% were within IMD Q1 and 2; 52% from POLAR 1&2; 15% were LDD and 8% were from BAME groups. 59% had more than one underrepresented characteristic, and 3 students had all 5 characteristics.

The picture of CCN student continuation rates depends to some extent on the dataset being used. Taking our TEF4 data, which uses benchmarks to allow for like-for-like comparison, CCN's data shows effective performance overall with Continuation rates that are at, or significantly above, sector performance when looking by Age, Polar Quintile 1&2, Disability, IMD Quintile or Ethnicity. The picture is slightly less favourable when we compare our rates to the rest of English HE providers as a whole, without such like-for-like comparison, and this is an area requiring further investigation and targeted action, outlined in more detail below.

Compared to the national picture, our Good Honours attainment shows 'gaps' to the sector, but there are other factors at play, such as different programmes of study being compared, different demographics elsewhere, which make clear comparison difficult. In order to have a better sense of structural and unstructured gaps in attainment for students at CCN we will develop our recording systems for prior student attainment (e.g. qualifications gained prior to enrolment onto our HE

programmes) which will help us to further analyse these gaps. However, we do know that many of our students are starting their higher education journey from a lower academic base and indeed may have been outside of formal education for several years, so distance travelled, rather than final degree classification will provide a better measure of performance in our case. For this reason, Good Honours attainment, whilst lower than the averages for other providers, is not an area for concern at the aggregate level. However, we do see differences between groups within our student body, which are explored in more detail below.

Table 1 - Bachelor's Degree Good Honours Awards (CCN - All Students) – CCN Data

Award	2013/14		2014/15		2015/16		2016/17		2017/18		Change in %	Change in %
	Number	%	Number	%	Number	%	Number	%	Number	%	Yr1 to Yr5	Yr4 to Yr 5
1st /2:1	141	53.62	106	60.92	157	63.58	139	63.77	105	52.26	-1.36	-11.51

For many of our programmes, students are studying Foundation degrees, or Higher National Certificates / Diplomas, rather than Bachelor programmes, so Good Honours as a metric also only covers a proportion, around 50% in 2017/18, of our HE Students.

Table 2- Foundation Degree Distinction & Merit Awards (CCN - All Students) – CCN Data

Award	2013/14		2014/15		2015/16		2016/17		2017/18		Change in %	Change in %
	Number	%	Number	%	Number	%	Number	%	Number	%	Yr1 to Yr5	Yr4 to Yr 5
Dist/Merit	69	45.1	92	48.17	76	41.76	64	32.49	49	26.34	-18.76	-6.15

Table 3 - Diploma Distinction & Merit Awards (CCN - All Students) – CCN Data

Award	2013/14		2014/15		2015/16		2016/17		2017/18		Change in %	Change in %
	Number	%	Number	%	Number	%	Number	%	Number	%	Yr1 to Yr5	Yr4 to Yr 5
Dist/Merit	n/a	n/a	DP	41.67	DP	21.43	DP	29.41	DP	0	n/a	-29.41

DP = data protection applied due to small numbers of students involved

Performance in terms of progression to Employment or Further Study, from TEF, with data drawn from a three-year period, shows underrepresented groups all performing at or above the national picture. At 97%, the overall percentage of our graduates entering Employment or Further Study within six months of completing their programmes, places us in the top 10% of all providers. Furthermore, LEO (Longitudinal Education Outcomes) data from TEF4, shows that we are preparing our students well, with levels of Sustained Employment or Further Study, also being above sector benchmarks, with all underrepresented groups performing at least as well as, or better than, benchmark.

### CCN performance in terms of Key Performance Measures (KPMs) set by OfS

OfS published data on CCN's performance against the KPMs do not point to any significant performance issues and we therefore propose to set no specific targets against these.

For the first measure (incorporating KPMs 1 and 2), comparing participation between the most and least represented groups in Higher Education, CCN has a positive gap between participation of Polar Quintile 1 and Polar Quintile 5 students, of +13%, compared to a negative gap of –18.3% nationally.

Table 4 - KPM1&2 – Comparison of Polar Q5 to Q1 Access to CCN – OfS APP Dashboard

CCN KPM1&2 (Polar Q1 to Q5)	2013/14	2014/15	2015/16	2016/17	2017/18	Y1 to Y5 Change	Y4 to Y5 Change
POLAR Q1 (%)	23	28	24	22	20	-3%	-2%
POLAR Q5 (%)	7	5	7	9	7	0%	-2%
GAP (%)	16	23	17	13	13	-3%	0%

For the remaining published KPMs (3-5), there is either no published OfS data for CCN, as a result of suppression of our data due to small populations / GDPR concerns, or at most only one published data point: -

KPM3 - Gap in Continuation between most and least represented groups

KPM4 - Gap in degree outcomes (1st or 2:1s) between White and Black Students

KPM5 - Gap in degree outcomes (1st or 2:1s) between disabled and non-disabled students (only one data point, 0% gap 2015/16).

## Review of statistically significant gaps for Access, Continuation, Attainment or Progression

In addition to a review of our performance against the KPMs published for the sector, we have also looked for statistically significant differences within CCN's performance by groups across the Access, Continuation, Attainment and Performance stages of the student lifecycle. OfS datasets for Access, point to only a very limited number of statistically significant differences, which we find are not repeated over more than any 2 years within the 5 years of data produced, and are not useful other than highlighting the different context of our provision. For example, a statistical significance is seen between the number of Polar Quintile 5 students, aged 18, in the population at large, compared to the numbers at CCN, in 2013-14 and 2014-15. In terms of Continuation, Attainment and Progression there are no statistically significant differences identified by the OfS APP dashboard. Due to small populations and mindful always that any gaps may be the result of randomness in the data, we have reviewed CCN's performance for underrepresented groups, to identify where large absolute gaps exist, even though they are not statistically significant.

### 1.2 Response to the Office for Students' (OfS) New Priorities for Access and Participation

In early 2022, the OfS set out new priorities for access and participation. Please see the bullet points below, that set out these five new priorities, with further information regarding how we are addressing them within the current plan, and where appropriate what new steps we intend to take over the remaining years that this plan covers.

- Partner with schools and other local organisations to raise the attainment of young people

Our 2021/22-2024/25 Plan highlights as a strategic measure targeted outreach to raise attainment and aspirations to progress to HE, both through direct interventions and as part of the local Uni Connect hub (formerly known as the National Collaborative Outreach Programme (NCOP)), to increase progression to CCN and the wider English HE sector. Our involvement in the Network for East Anglian Collaborative Outreach (neaco, which is our local Uni Connect hub) has proven successful to date, with engagement with 1,275 target students from traditionally low participation areas in the period 2017-21. Formative evaluation of the national Uni Connect Programme, by Ipsos Mori, found that based on participant surveys, 79% of respondents had increased expectations for the future and 94% had better knowledge of higher education. We note also that there is a movement towards raising expectations, rather than simply aspirations, in the latest guidance, so we will review our plans to ensure that they include this area of focus.

- Develop more diverse pathways into and through higher education through more flexible courses

We already offer several higher and degree apprenticeships, in health, mental health and business areas, along with foundation degrees and Higher National Certificates and Diplomas. However, we are seeking to offer Higher Technical Qualifications from September 2023 in Digital, Health and Construction, which are closely aligned to employer backed occupational standards. We will continue to monitor our course offer to ensure that it meets local and national priorities

- Ensure access leads to participation on high quality courses and secures good graduate outcomes

We are fully focused within our APP work to ensure that our students, and particularly those underrepresented in higher education, are given the academic experience and support (both academic and pastoral) to succeed in their studies and to progress onto good graduate level outcomes

- Improve the quality and volume of evaluation of access and participation plan activity

We are currently evaluating our interventions, using theory of change modelling alongside narrative and empirical enquiry to measure their impact, rather than more advanced methodologies that might prove the causal impact of this work. However, we are aware that the Transforming Access and Student Outcomes in Higher Education (TASO), as an affiliate What Works Centre, are conducting some research into the use of alternative evaluation methods to allow for such higher-level evaluation of interventions for providers with relatively small cohorts, that might otherwise preclude this level of evaluation. We intend to learn from this work and where appropriate incorporate their findings into our approach to evaluation going forward.

- Make access and participation plans more accessible in a way that prospective students, their parents and other stakeholders can easily understand.

To make our access and participation plan as accessible as possible we will be publishing an accompanying three-page summary of the key elements of this plan and the key activities we are undertaking to support the achievement of our targets.

### 1.3 Higher education participation, household income, or socioeconomic status

#### Access

Polar Q1 & Q2 combined accounted for 43% of CCN entrants, compared to 27.7% nationally. With Polar Q3 added, we see that 74% of CCNs entrants are recruited from the lowest three quintiles, compared to 46.7% nationally (2017/18 OfS data). Based on these figures, our Polar Access performance is strong, with a high number of students attending from areas of historically low HE participation. On this basis we do not feel that there is any further targeting apart from monitoring to ensure that we are maintaining our performance. We remain an active member of the Network for East Anglian Collaborative Outreach, one of the most successful National Collaborative Outreach partnerships and will continue working to promote higher education to candidates from areas of historically low HE participation, which will benefit the sector.

Table 5 - CCN Entrants by Year of Entry and POLAR Quintile – OfS APP Dashboard

CCN Access	2013/14	2014/15	2015/16	2016/17	2017/18	Yr1 to Yr5 Change	Yr 4 to YR5 Change
Polar Q1 (%)	23	28	24	22	20	-3%	-2%
Polar Q2 (%)	21	23	29	26	23	2%	-3%
Polar Q3 (%)	29	28	24	26	31	2%	5%
Polar Q4 (%)	20	16	16	17	18	-2%	2%
Polar Q5 (%)	7	5	7	9	7	0%	-2%

Interestingly, the Index of Multiple Deprivation (IMD quintiles) shows a more nuanced picture, with particularly strong performance in recruitment of IMD Q3, compared to Q1 and Q2 students.

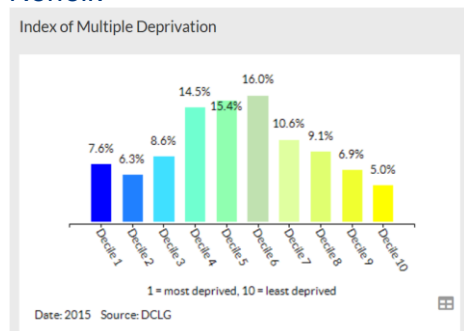
Table 6 - CCN Entrants by Year of Entry and Index of Multiple Deprivation (IMD) Quintile – OfS APP Dashboard

CCN Access	2013/14	2014/15	2015/16	2016/17	2017/18	Yr1 to Yr5 Change	Yr 4 to YR5 Change
IMD Q1 (%)	13	17	19	17	15	2%	-2%
IMD Q2 (%)	19	18	20	25	17	-2%	-8%
IMD Q3 (%)	28	26	26	27	30	2%	3%
IMD Q4 (%)	23	23	22	19	24	-1%	5%
IMD Q5 (%)	17	16	14	13	14	-3%	1%

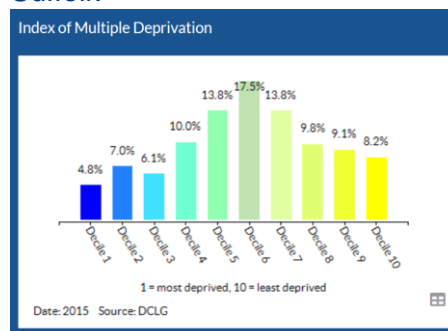
Our Population of IMDQ1&2 accounts for 32% of the total entrants, compared to 41% nationally. The national picture shows a fairly even distribution of entrants from IMDQ1 to IMDQ5, with if anything a lower recruitment nationally of middle quintiles. However, our recruitment of IMD123 combined is

2.5% above the national picture, and in line with the IMD (Decile) picture for Norfolk and Suffolk (as shown in the charts below).

### Norfolk



### Suffolk



(Source: <https://www.norfolkinsight.org.uk/deprivation/> and <https://www.suffolkobservatory.info/deprivation/> respectively).

### Success - Non-continuation

Although evidence from the TEF4 suggests that our continuation rate overall, at 87.8%, is above benchmark (of 85.9%), with particularly strong performance for students from Polar Q1 and 2 (3% above benchmark), the OfS data (comparing our performance to all English HE providers), whilst incomplete, shows that our continuation rates are lower than the national picture, by around 3-5%, when comparing either Polar or IMD quintiles across years. This is an area of the student lifecycle that that we will aim to target over the next five years to raise continuation rates to bring them in line with the national picture, and further strengthen our already strong performance when comparing to sector benchmarks.

When comparing the continuation rates between CCN HE students over time, there is no clear pattern of under / over performance between IMD or Polar Quintiles, apart from possibly PQ1 and IMDQ1, where continuation rates are typically slightly lower, highlighting the need for additional targeted support for these students.

### Success - Attainment

OfS APP data, for CCN Polar and IMD attainment, points to a general view, although not in every year of comparison, that students from lower quintiles, are attaining at slightly lower rates.

Table 7 – CCN POLAR and IMD Attainment by Year – OfS APP Dashboard

CCN POLAR/IMD	2013/14	2014/15	2015/16	2016/17	2017/18	Yr1 to Yr5 Change	Yr4 to Yr5 Change
POLAR Q1&2 %	No OfS data	No OfS data	70	60	60	n/a	0%
POLAR Q345 %	No OfS data	No OfS data	60	75	65	n/a	-10%
IMD Q1&2 %	No OfS data	No OfS data	66	59	56	n/a	-3%
IMD Q345 %	No OfS data	55	70	70	57	n/a	-13%

### Progression to employment or further study

The OFS APP dataset presents limited results, but where there are datapoints Polar shows results below the national average for progression to Highly Skilled Employment or Further Study. This is unsurprising given the relative lack of availability of highly skilled roles within the local area, coupled with the fact that most of our graduates stay within Norfolk and Suffolk after graduation (see TEF context maps for CCN). We are effectively meeting the aspirations of our students, i.e. apprentices seeking to progress within healthcare roles, that increasingly require graduate level skills, are doing so, even though the jobs themselves may not be classified under Standard Occupational Codes 1-



3. IMD data nationally points to rising progression rates as deprivation declines (i.e. higher rates for Q5 than Q1) but our data points to, at least in the most recent reporting year, stronger performance for IMDQ2 and Q3 quintiles. There is no obvious explanation for this, other than randomness, but may potentially be linked to the type of programmes of study.

We feel that more useful comparisons can be reached through the TEF data, where our performance is measured in more of a like-with-like comparison to benchmarks (progression rates for similar institutions, courses and students). Within this dataset, the Employment or Further Study metric, shows that our Polar Q1 or Q2 students are significantly more likely to progress into Employment or Further Study compared to benchmark populations, with the remainder of our students (Polar Q3, 4 and 5) performing in line with benchmark. TEF data for Highly Skilled Employment or Further Study, again shows performance in line with benchmarks, across Polar Quintiles. These results are mirrored for IMD Q1&2, and Q3,4&5, under the Employment or FS measure, with only IMD Q345 performing below benchmark for Highly Skilled Employment or FS.

When comparing progression of Polar Q1&2, to Q345, CCN students follow the national picture with higher success rates for Q345 compared to Q12. When considering IMD Q12, compared to Q345, CCN students from Q12 perform if anything slightly better than their Q345 counterparts, by 1-2%, which does not follow the national picture where more advantaged students do better in terms of progression to highly skilled employment or FS.

### 1.3 Black, Asian and minority ethnic students

#### Access

The APP Dataset shows that 92% of our students are White, 3% Asian, 2% Black, 2% Mixed Ethnicity, and 1% from other ethnic groups (based on 2017/18 data).

This shows relatively strong recruitment of Black, Asian, Mixed and Other ethnicities when compared to the ethnicity profile of Norfolk and Suffolk, where 95.91% of the population are white, 1.65% Asian, 0.72% Black, 1.42% Mixed, and 0.3% Other ethnicities (ONS Census 2011).

Table 8 - CCN Access - by Ethnicity and Year – OfS APP Dashboard

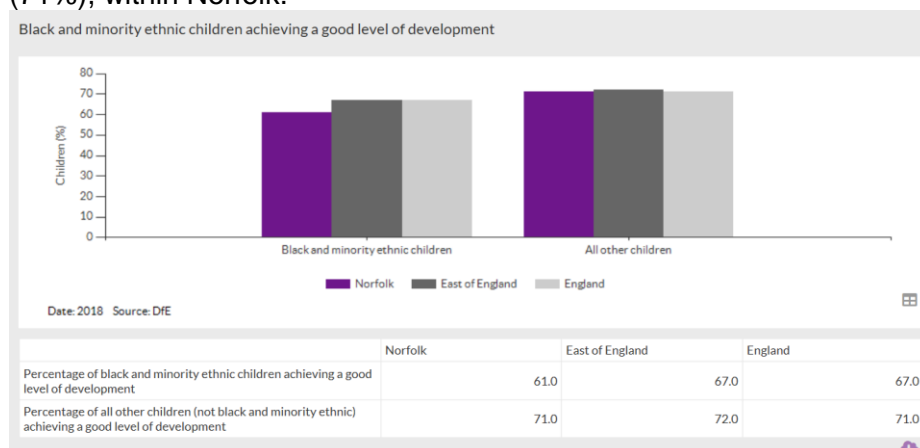
Ethnic Group	2013/14 (%)	2014/15 (%)	2015/16 (%)	2016/17 (%)	2017/18 (%)	Yr1 to Yr5 Change	Yr4 to Yr5 Change
White	94	94	91	91	92	-2%	1%
Black	2	2	3	3	2	0%	-1%
Asian	1	1	1	4	3	2%	-1%
Mixed Ethnic	2	2	4	2	2	0%	0%
Other Ethnic	1	1	1	1	1	0%	0%
BAME %	6	6	9	10	8	2%	-2%

Our 2019/20 APP aimed for a growth in the number of BAME students to 9% of our student population by 2022/23. With the development of our data analysis as well as the opportunity to rebase targets through this updated APP we are removing this target.

#### Success

The problem of BAME attainment locally (as well as nationally) is deep seated. The table below shows Early Years BAME children achieving a good level of development within Norfolk, compared to East of England, and England as a whole. This shows a 10% gap between Early Years BAME

students achieving a defined level of development (61%) compared to their White counterparts (71%), within Norfolk.



Source: Norfolk Insight, [www.norfolkinsight.org.uk](http://www.norfolkinsight.org.uk)

An area of focus for CCN is to improve continuation and attainment rates for BAME students and to reduce gaps between them and their white peers. We note though that the OFS dataset does not report statistically significant gaps, due to comparative low numbers of BAME students in the CCN student populations. These small numbers also mean that when we look at gaps between for example, Black and Asian students, the numbers involved (being so small) make comparisons very difficult and aggregation more sensible.

### Success - Non-continuation

There is very limited OfS APP data due to suppression, for data protection reasons.

Table 9 – Continuation Rates BAME v White, CCN students, CCN Data

CCN BAME v. White	2013/14		2014/15		2015/16		2016/17		2017/18	
	Number	%	Number	%	NUMBER	%	NUMBER	%	NUMBER	%
BAME	17 / 34	50	31 / 56	56.37	58/69	84.05	71 / 94	75.53	60 / 90	66.67
White	348 / 461	75.49	481 / 826	58.23	692/831	83.27	734 / 908	82.38	648 / 886	73.14
GAP		<b>-25.49</b>		<b>-1.86</b>		<b>0.78</b>		<b>-6.85</b>		<b>-6.47</b>
Asian	DP	66.67	DP	60	DP	85.71	25 / 32	78.13	24 / 37	64.86
Black	DP	37.5	DP	60	DP	85.71	25 / 30	83.34	DP	69.23
Mixed	DP	50	DP	53.85	DP	80	DP	60.87	DP	73.68
Other	DP	66.67	DP	55.56	DP	88.89	DP	77.78	DP	50

DP = data protection applied due to small numbers of students involved

### Success - Attainment

No OfS APP data is available for CCN on BAME attainment, or Attainment by BAME split, due to the small number of students involved.

When looking at internal data for good honours outcomes, there are clear gaps in percentage terms between the performance of BAME and White students. Although Year 1 to Year 5, and Year 4 to Year 5 comparisons point to an improving picture, we do not yet feel in a position to claim that these are real changes, considering the trend and given that we stated that the gaps could be the result of random variation. The only thing we can say is that the gaps, however explained, have persisted over the five years, hence our focus on eradicating unexplained gaps over the period of this plan.

Table 10 – CCN Good Honours Outcomes – By Ethnicity and Year, CCN Data

	2013/14		2014/15		2015/16		2016/17		2017/18		Yr1-Yr5	Yr4-Yr5
	Number	%	Number	%	Number	%	Number	%	Number	%		
White	134	55.47	104	63.8	151	65.94	135	67.5	98	54.14	-1.33	-13.36
BAME	DP	26.67	DP	20	DP	35.29	DP	23.53	DP	36.84	10.17	13.31
GAP		28.8		43.8		30.65		43.97		17.3	-11.5	-26.67

DP = data protection applied due to small numbers of students involved

Table 11 – CCN Good Honours Outcomes – By Ethnicity Category and Year, CCN Data

	2013/14		2014/15		2015/16		2016/17		2017/18	
	Number	%	Number	%	Number	%	Number	%	Number	%
Black	DP	40	DP	33.33	0/5	DP	2/5	DP	0/5	DP
Asian	DP	0	DP	0	1/3	DP	0/2	DP	1/4	DP
Mixed	DP	100	DP	25	4/7	DP	0/6	DP	5/8	DP
Other	DP	50	DP	0	1/2	DP	2/4	DP	1/2	DP

DP = data protection applied due to small numbers of students involved

For more structural gaps, explained by differences in incoming grades, programmes of study etc, we feel that there is potential to work with Level 3 BAME students at CCN, to raise their attainment. Similar gaps exist within this FE data which emphasises that this a logical place to focus efforts. Whilst these students typically progress to other institutions, and so the benefits will not be seen in our attainment rates, this should help the sector performance more generally.

### Progression to employment or further study

There is no OfS APP Data published for progression for our BAME students, either at the aggregate level, or for individual ethnicity categories. However, OfS TEF data for CCN shows that our BAME students perform in line with benchmarked BAME progression rates, to Employment or Further Study, or Highly Skilled Employment or Further Study, but significantly below the progression rates for our White students, by -9.4 percentage points for Employment or Further Study, and -5.1 percentage points for Highly Skilled Employment or Further Study.

## 1.3 Mature students

### Access

Access of mature students is very strong compared with the picture for all English HE providers, although there was a slight narrowing of this positive gap in 2017/18.

Table 12 – Comparison of Entrants by Age and Year, CCN and English HE Providers - OfS APP Dashboard

Mature v Young	2013 / 14	2014 / 15	2015 / 16	2016 / 17	2017 / 18	Yr1 to Yr5 Change	Yr4 to Yr5 Change
CCN Mature (%)	41	50	67	68	64	23	-4
CCN Young (%)	59	50	33	32	36	-23	4
CCN Gap	-18	0	34	36	28	46	-8
English HE Mature (%)	24.7	26.4	26.9	27.4	27.8	3.1	0.4
English HE Young (%)	75.3	73.6	73.1	72.6	72.2	-3.1	-0.4
English HE Gap	-50.6	-47.2	-46.2	-45.2	-44.4	6.2	0.8

The number of mature students, applying to CCN through UCAS, has seen a recent decline although this is countered by the growth of apprenticeships. Employers, often from NHS-trusts or Local Government in our case, are using levy-funding to train their, typically mature, staff on Higher and/or Degree apprenticeships. Data taken from UCAS shows an absolute decline in mature applicants via from 225 in 2015/16 to 87 in 2018/19, but this is largely offset by a growth in mature students on apprenticeships from 67 in 2015/16 to (161 = 37 + 124 Trainee Nursing Associates) in 2018/19, when programmes being delivered on a subcontracted basis with UEA are included. Arguably these students would have previously gone onto Assistant Practitioner apprenticeships, as CCN students, but are now on Nursing Associate programmes, via UEA.



Table 14 – Impact on Apprenticeships on CCN UCAS applications by Mature students, UCAS J data

UCAS J Data	Mature Students	Young	Total	% Mature	% Young
2015	225	140	365	61.64	38.36
2016	172	132	304	56.58	43.42
2017	104	113	217	47.93	52.07
2018	87	130	217	40.09	59.91
Change 2015-18	-138	-10	-148		
CCN HE Apprenticeships	Mature Students	Young	Total	% Mature	% Young
2015	DP	DP	DP	97.1	2.9
2016	DP	DP	DP	92.86	7.14
2017	DP	DP	DP	90.32	9.68
2018	DP	DP	DP	98.77	1.23
Change 2015-18	94	0	94		

NB The most recent year of apprenticeship data (2018) includes 124 Nursing Associate Higher Apprentices, delivered through subcontracted arrangements

DP = data protection applied due to small numbers of students involved (Particularly Young Students on Apprenticeships)

### Success - Non-continuation

Data for recent years (2014/15 onwards) shows higher continuation rates for mature students compared to young students. In terms of our mature entrants we have demonstrated that more of them are now coming to us via a Higher or degree apprenticeship, so are perhaps more likely, other things being equal, to continue with programmes, given that their career progression is linked to success on their apprenticeship programme.

Table 15 – Continuation Rates Mature v Young students, CCN and English HE Providers, OfS APP Dashboard

Mature v Young	2013/14	2014/15	2015/16	2016/17
CCN Mature Continuation (%)	84	90	92	88
CCN Young Continuation (%)	87	88	88	86
CCN Mature v Young Cont Gap	-3	2	4	2
English HE - Mature Cont (%)	85.8	85.2	85.3	84.8
English HE - Young Cont (%)	92.7	92.3	92.1	92.9

### Success - Attainment

There are no clear attainment gaps, when comparing our Young and Mature students. Although there is variation between years, there is no clear pattern favouring either mature or young students when looking over a five-year timeframe.

Table 16 – CCN bachelor's degree Attainment Young v. Mature Students, OfS APP Dashboard

	2013 / 14		2014/15		2015/16		2016/17		2017/18	
	Number	%	Number	%	Number	%	Number	%	Number	%
Good Honours										
Mature	65	53.28	57	67.86	71	60.68	64	65.98	51	57.95
Young	76	54.29	49	55.06	86	66.67	75	62.5	54	48.21
Gap		-1.01		12.8		-5.99		3.48		9.74

Table 17 – CCN Foundation Degree Attainment Young v Mature Students, OfS APP Dashboard

	2013 / 14		2014/15		2015/16		2016/17		2017/18	
	Number	%	Number	%	Number	%	Number	%	Number	%
Mature	43	49.43	47	45.19	39	37.5	49	34.75	DP	32.79
Young	26	38.21	45	48.39	37	47.44	DP	26.79	DP	22.5
Gap		11.22		-3.2		-9.94		7.96		10.29

DP = data protection applied due to small numbers of students involved

Table 18 – CCN Diploma of HE Attainment – Young V Mature Students, OfS APP Dashboard

Dist/Merit	2013 / 14		2014/15		2015/16		2016/17		2017/18	
	Number	%	Number	%	Number	%	Number	%	Number	%
Mature	n/a	n/a	DP	55.56	DP	22.73	DP	36.36	0	0
Young	n/a	n/a	DP	0	DP	16.67	DP	16.67	0	0
Gap		n/a		n/a		6.06		19.69		0

DP = data protection applied due to small numbers of students involved

### Progression to employment or further study

Generally, the APP Dataset points to a gap in the progression to Highly Skilled Employment or Further Study of our mature students, compared to their younger peers, by around 1-5% (negative gap).

As discussed above, many of our Mature students are enrolled on apprenticeship programmes, where their career progression is more defined, and may not lead to highly skilled employment as defined by SOC coding. TEF data supports this with above benchmark outcomes for mature students in terms of Employment or Further Study, but significantly below benchmark performance for Highly Skilled Employment or Further Study

This is contrary to the national picture where Mature students tend to enjoy a positive progression to Highly Skilled Employment or Further Study gap of 3-4%, compared to Young students.

### 1.4 Disabled students

#### Access

Access rates for disabled students are in line or slightly above the national picture when viewing data over the last five years, with 16% of entrants self-declaring as LDD in 2017/18, compared to 14.6% nationally.

When splitting down the aggregate data into more specific disabilities or learning difficulties, we show that around 8% of our students declare Cognitive or Learning Difficulties, 4% Sensory, Medical or Physical Impairment, 2% Mental Health conditions, and around 1% Social or Communication impairments. In comparison, at the national level, 5.5% of students declare Cognitive or Learning Difficulties, 3.5% Mental Health, 2.3% Multiple Impairments, and 0.8% Social or Communication impairments.

#### Success - Non-continuation

Continuation rates between LDD and non-LDD students at CCN do not follow any clear pattern, in contrast with the national picture that shows consistent small gaps in continuation between LDD and non-LDD groups. There are limited datapoints for subgroups within LDD, with only CCN data in the OfS dataset for Cognitive or Learning Difficulties, which shows no discernible pattern for the two years of published data (2015/16 and 2016/17).

The national picture shows LDD students as being 1-2% more likely to not continue their studies than their non-LDD counterparts.

## Success - Attainment

The APP dataset has limited attainment data for CCN by LDD, with only results for 2015/16 and 2017/18 respectively. Within those datapoints the official data gives a +4% attainment gap in 2017/18 and +1% gap in 2015/16.

However, when looking at our internal data, disaggregated by qualification level, we do show attainment gaps for LDD, with the common proviso of relatively small numbers of students and potential fluctuation as a result between years.

Table 19– CCN Good Honours Outcomes by Disability, CCN Data

	2013 / 14		2014/15		2015/16		2016/17		2017/18		Yr1 to Yr 5 Change	Yr4 to Yr 5 Change
	Number	%	Number	%	Number	%	Number	%	Number	%		
Good Honours	DP	38.89	DP	52.63	27	65.85	DP	52	DP	56.25		
Not LDD	127	56.19	96	62.34	130	63.41	126	65.63	87	51.79		
Gap		-17.3		-9.71		2.44		-13.63		4.46	21.76	18.09

DP = data protection applied due to small numbers of students involved

Table 20 – CCN Foundation Degree Outcomes by Disability, CCN Data

	2013 / 14		2014/15		2015/16		2016/17		2017/18		Yr1 to Yr 5 Change	Yr4 to Yr 5 Change
	Number	%	Number	%	Number	%	Number	%	Number	%		
LDD	DP	33.33	DP	38.46	DP	21.43	DP	27.27	DP	19.05		
Not LDD	64	45.71	82	47.95	73	43.45	58	33.14	25	31.25		
Gap		-12.38		-9.49		-22.02		-5.87		-12.2	0.18	-6.33

DP = data protection applied due to small numbers of students involved

Table 21 – CCN Diploma of HE Outcomes by Disability, CCN Data

	2013 / 14		2014/15		2015/16		2016/17		2017/18		Yr1 to Yr 5 Change	Yr4 to Yr 5 Change
	Number	%	Number	%	Number	%	Number	%	Number	%		
LDD	n/a	n/a	DP	0	DP	14.29	DP	20	n/a	n/a		
Not LDD	n/a	n/a	DP	45.45	DP	23.81	DP	33.33	0	0		
Gap				-45.45		-9.52		-13.33		n/a	n/a	n/a

DP = data protection applied due to small numbers of students involved

Table 22 – CCN HE Outcomes LDD/non-LDD, Aggregated for all HE Qualifications, CCN Data

Award	2013/14		2014/15		2015/16		2016/17		2017/18		All years 2013/14 to 2017/18	
Good Award LDD	DP	37.25%	DP	44.44%	31 / 55	56.36%	DP	42.55%	22 / 53	41.51%	112 / 251	44.62%
Good Award Non LDD	191 / 366	52.19%	183 / 336	54.46%	208 / 394	52.79%	188 / 379	49.60%	112 / 248	45.16%	882 / 1723	51.19%
Gap		-14.93%		-10.02%		3.57%		-7.05%		-3.65%		-6.57%

Good Award is an aggregation of Good Honours in Bachelor programmes, and Distinction/Merit awards in Foundation degree and Diplomas

DP = data protection applied due to small numbers of students involved

This is an area where we will continue to focus attention, with research projects seeking to understand the issues facing our disabled students, so that both continuation and attainment gaps can be understood and closed.

In addition to the known issues for LDD students, anecdotal evidence, from mitigating circumstance panels for example, suggest that mental health, whilst not necessarily declared formally by individual students upon enrolment, is an increasing issue within our student community. To better understand this, we propose to improve the recording of reasons for mitigation, beyond the current generic categories, of health etc, along with providing more widespread pastoral support.

## Progression to employment or further study

APP Data has limited datapoints for CCN in terms of LDD progression to Highly Skilled Employment or Further Study, with no discernible pattern of gaps. The national picture shows clear gaps in progression, with LDD students 1-2% less likely to progress into these roles than non-LDD students.

Unfortunately, there is no OfS data for CCN LDD progression in terms of subgroups.

## 1.5 Care leavers

### Access

UCAS J code data shows typically 1-10 self-declared care leavers enrolling into our first-year programmes each year. However, this is potentially only a subset of the total number of care leavers, given that not all learners enrolling with CCN are via UCAS. Further work will be required, as part of our enhanced data capture, to identify if there are care leavers enrolling outside of UCAS.

### Success - Non-continuation

Table 23 – Continuation Rates Care Leavers, CCN (UCAS Entrants)

Mature v Young	2013 / 14	2014 / 15	2015 / 16	2016 / 17	2017 / 18
CCN Care Leaver Continuation (%)	66.67	92.31	94.12	71.43	88.89
CCN Not Care Leaver (%)	71.9	62.96	83.84	81.17	73.89
CCN Care Leaver v Not Cont.Gap	-5.23	29.35	10.28	-9.74	15

### Success - Attainment

Table 24 – CCN Care Leaver GH / Foundation Degree Attainment, CCN data

	2013/14		2014/15		2015/16		2016/17		2017/18	
	Number	%	Number	%	Number	%	Number	%	Number	%
Care Leavers	No data		No data		n/a		DP	100	DP	42.86
Not Care Leavers	n/a		n/a		150/220	68.18	130/204	63.73	99/191	51.83
Dist/Merit	Number	%	Number	%	Number	%	Number	%	Number	%
Care Leavers	No data		No data		No data		DP	0	DP	0

DP = data protection applied due to small numbers of students involved

### Progression to employment or further study

Ongoing development of data capture and analysis will allow us to track all identified care leavers through the APP lifecycle.

## 1.6 Intersections of disadvantage

### Access

In terms of access rates, for intersections of underrepresentation, our enrolments of deprived BAME students (from IMD Quintiles 1 and 2) follows the BAME recruitment pattern of lower than the national picture but in line with or above local ethnicity for Norfolk and Suffolk. White deprived students, (IMD1&2), show significantly higher recruitment levels than the national picture, with positive gaps of between 8-18%. We have also seen significant closure (10.7 percentage point) of the recruitment gap between IMDQ12 males and IMDQ345 males over the five-year period, albeit with a slight widening of the gap when comparing Years 4 to Year 5. Deprivation by gender intersections show fairly large negative gaps in enrolments between deprived males, compared to deprived females, which in our case could also be explained in part by the mix of courses offered, as there are greater rates of female access across Quintiles 3,4 and 5 as well. The national picture again mirrors these gaps with female access rates being higher across all quintile comparisons, than their male peers.

This picture of intersections with Deprivation is also replicated when viewing intersections of Polar with either Ethnicity or Gender.

## Success - Non-continuation

There is limited continuation data available in the APP dataset in terms of IMD and Ethnicity, when viewing BAME groups, due to data suppression. For IMD Q1+2 White students compared to IMD Q345 White students, there are limited gaps between groups.

Although, there are exceptions for individual year-to-year comparisons, intersections of IMD and Gender, show similar patterns of lower rates of continuation compared to the national picture. There is no official data for Polar and BAME intersections for CCN students, whilst the national picture suggests that BAME students from lower participation quintiles, have higher rates of continuation than BAME Polar Q3,4,5 Students.

Polar Q1&2 White students continuation rates are broadly in line with the national picture, but there are bigger gaps when comparing our Polar Q3,4 or 5 White students, to the national picture, of around 3-6%. Intersections of Polar and Gender, show a consistent continuation gap, following the same pattern when looking at individual groups.

## Success - Attainment

Again, there is no published data for attainment when viewing intersections of deprivation and ethnicity for BAME students. There is limited data for White students but where it exists, our more deprived white students tend to exhibit lower attainment rates than less-deprived white colleagues, which follows the national picture.

Once again when viewing intersections of IMD and Gender, we see that generally less-deprived students have lower attainment, with female students generally also performing at higher levels than male colleagues across deprivation quintiles. Equally, we show gaps in Good Honours attainment compared to the national picture, but as described above we do not see this as an area of particular concern.

There is no attainment data for intersections of Polar and Ethnicity, for BAME students, and only limited data for white students. Limited data is also the case for Polar and Gender intersections for CCN data, whilst the national picture shows rising attainment levels for both males and females when comparing PQ12 to PQ345.

## Progression to employment or further study

In terms of progression rates, by Intersections of Deprivation and Ethnicity, there is no published data for CCN BAME students, with no difference in progression rates when comparing White students from either IMDQ12 or Q345. As before the rates of progression to Highly Skilled Employment, whilst lower than the national picture, are explained by the availability of Highly Skilled roles in the local area, coupled with the curriculum that we offer. Perhaps unsurprisingly the same is true when looking at Intersections of Deprivation and Gender; Polar and Ethnicity, and Polar and Gender.

### 1.7 Other groups who experience barriers in higher education

Although data is captured for some groups who experience barriers in Higher Education, for example Gypsy and Roma this is not extensive and there is not currently the ability within CCN to explore data gaps in these areas. This is an area for development in the coming year although it is to be noted that the size of these populations means that there will be little statistically meaningful data which can be derived, although observation of the raw numbers will provide a mechanism for tracking individualised performance where appropriate across the student lifecycle.

## 2. Strategic aims and objectives

### Overview

We have formulated our plans to ensure equality of opportunity for all, across the student lifecycle, through a detailed assessment of performance, which concentrated on gaps in performance either between groups of students at CCN, or where appropriate gaps between CCN and the rest of the English HE sector. As highlighted throughout our analysis, we have experienced challenges within the data due to small numbers, particularly when focusing on ethnicity. This is shown through the suppression of data in the OfS APP dataset, and the general lack of statistical significance that is highlighted. However, we have undertaken to examine all gaps with a commitment to close these whilst bearing in mind that there could be natural variation in the data. As an example, our reviews of BAME attainment show significant fluctuations, in the size of gaps between years but a consistent picture of attainment gaps between BAME and White students. This makes specific yearly target setting challenging and examining trend data to be a more realistic mechanism.

The effectiveness of our approach to widening participation is reflected in our strong position with regards to under-represented groups, but we continue to be ambitious to ensure students succeed to their fullest potential whilst at CCN. With this in mind, we have placed a degree of focus on the Success of students from underrepresented groups whilst at CCN, through continuation and academic attainment, which are areas where we feel there is the largest scope for maximising outcomes in the short- to medium-term, building upon our strengths in terms of providing Access for underrepresented groups.

### Target groups

Suggested Targets Groups from Assessment of Performance above: -

We have set the following strategic aims and objectives to address identified access and participation gaps for students with specific characteristics: -

### Aims and objectives

- Increase access to CCN HE by more **socioeconomically deprived students** (IMD Quintiles 1&2) through targeted outreach, to raise access from 32% to 37% by 2024 / 25 (which whilst below the sector would be in line with the IMD quintile distribution within Norfolk)
- Eliminate **BAME continuation** gap (-6.47% gap in 2017/18) by 2023-24
- Reduce **unexplained GH attainment** gaps (attainment gaps between students on same course and with same / similar incoming grades) for Black, Asian, and Minority Ethnic (BAME students) by 2024/5 (BAME attainment gap = -17.3% in 2017/18 although some of this may be explained by students on different courses, with different incoming grades)
- Eliminate **unexplained attainment** gaps (for all undergraduate programmes) for LDD students compared to their peers by 2022-23 (from 2019-20 plan)
- Raise **Attainment** for more **deprived, male students** (IMDQ12M, in comparison to less deprived males, IMD345M) – where we see a growing gap -19% 17/18) & in comparison at intersection of IMD and Gender at lower quintiles (IMDQ12M and IMDQ12F, attainment gap of -16% 2017/18) to reduce gaps to within -5% of less-deprived males, or similarly disadvantaged female students by 2024/5.
- Eliminate **BAME Student Progression** gaps, compared to white students (based on TEF Data, showing Employment or FS gap of -9.4%, and -5.1% gap for progression to Highly Skilled Employment or FS) by 2024/25.



Intermediate actions from Assessment of Performance above: -

- **Tackle Attainment** – a dedicated tutor providing academic support, with targeted focus on individuals from underrepresented groups. Although appointments available for all students, risk factors (such as dips in attendance and applications for multiple extensions) will provide a targeted approach
- **Improve tracking and recording of personal tutoring by academic staff** through CPD and increase recording of tutorials on e-ILP (electronic individual learning plan) to allow for tracking of engagement with academic support by underrepresented groups.
- **Tackle Continuation** - Dedicated pastoral support (including wellbeing / mental health etc), with a particular focus on underrepresented groups and internally identified continuation risks (students with poor attendance etc).
- Development of wider **Data Analysis capability** within the School of HE (Power BI and use of Business data analysts to support).
- **Develop Power BI** capability to allow for analysis of module results by underrepresented groups (BAME), at the assessment level, to determine whether there is scope to redesign curriculum / pedagogy to improve attainment for specific groups.
- **Improved data collection** at key points of the student lifecycle to allow more in-depth analysis
- **Targeted Financial Support** building on enhanced understanding of reasons given by students for withdrawing from CCN (e.g. Can't afford to stay at college) to utilise hardship funding more effectively.
- **Improved tracking/co-ordination of DSA** results to ensure that students are given necessary support, lecturers are aware of students' conditions etc.

### 3. Strategic measures

#### 3.1 Whole provider strategic approach

##### Overview

City College Norwich is committed to be an inclusive and diverse institution that represents the community, within Norfolk and North Suffolk, that it serves and provides opportunities for all to succeed. The Access and Participation plan, and the underpinning School level action plans which support it, form a structure for oversight and management of actions, for students through to College Governors, designed to reduce under-representation. Continued development of both data collection and analysis, as we further enhance our data management capabilities, combined with monitoring of both local and national trends will inform the evolving Access and Participation plan to become increasingly nuanced and targeted, and will provide scope for us to effectively tackle unexplained gaps in performance.

The HE Strategy at CCN is encompassed within the overall College strategy, the aims for which are outlined above. These reflect the College's commitment to be an inclusive and diverse institution which reflects its local community both in terms of students and employers. We strive to be the 'college that our community needs us to be'. In respect of Higher Education this (as enshrined in the 2nd Strategic Aim of the College – To be recognised as driving force in skills training for regional economic development) has led to a close focus on strategic curriculum planning to ensure that our provision accurately reflects the changing needs of employers and students seeking employment locally, providing these students with the knowledge, skills and attributes that they require.

The Strategy directly links to our HE data performance as it impacts on all aspects of delivery

The graphic is a dark purple rectangle with a white border. At the top, the text 'Strategic Aims' is written in a large, white, sans-serif font. Below this, there are five white boxes arranged in two rows. The top row contains three boxes labeled 'Aim 1', 'Aim 2', and 'Aim 3'. The bottom row contains two boxes labeled 'Aim 4' and 'Aim 5'. Each box contains a short paragraph of text. In the bottom right corner of the graphic, there is a logo for 'CITY COLLEGE NORWICH' which consists of a stylized 'C' made of three colored shapes (red, yellow, and blue) and the text 'CITY COLLEGE NORWICH' to its right.

## Strategic Aims

**Aim 1**  
To achieve outstanding outcomes for our students, employers and other clients with a welcoming and engaging environment that is respectful, inclusive and fosters success.

**Aim 2**  
To be recognised as a driving force in skills training for regional economic development.

**Aim 3**  
To achieve excellence through our ability to challenge each other, and our processes, as we learn, teach and work together.

**Aim 4**  
To achieve financial sustainability through efficient and effective use of our human and physical assets whilst confidently taking intelligent risks aligned to our strategic framework.

**Aim 5**  
To work with our students, community, employers and stakeholders in order to grow our college and increase our influence.

CITY COLLEGE NORWICH

including curriculum planning and student recruitment. For example, Aim 2 highlights the local nature of our provision and the direct link to the needs of the local economy. This informs curriculum planning as evidenced in the rise of Higher and Degree apprenticeships to over a 1/3 of our HE provision since the adoption of the strategic approach above. Likewise, it underpins the demographic of our student recruitment, which offers no accommodation as our provision is explicitly aimed locally. Finally, our lower than

national average performance for Highly Skilled occupations is acknowledged but to address this by changing our curriculum (to, for example, offer more bachelor's degrees in high value occupations such as law) would not fit with our strategic approach. The recent growth and diversification of our HE to include Higher and Degree apprenticeships is also reflective of Aims 4 and 5.

Our students are broadly divided into three groups – Self-funded, Employer sponsored and Apprentices. Each group has distinct needs and requirements which are factored into our teaching and curriculum structure and can be linked back to our strategic approach outlined above. Appropriate and tailored support is offered to our students along their individual academic journeys to help them successfully complete their studies and progress into their chosen careers, as evidenced by our strong Continuation rates and both our Employment and Further Study, and Sustained Employment or Further Study metrics.

These aims are measured against a series of success indicators set by governors and implemented by the College Management Team. As one example, a success indicator under Aim Two - Curriculum constantly reviewed and, where possible, aligned to regional priorities – was clearly demonstrated in the College's decision to reintroduce a Digital curriculum for FE Students in 2016, in response to employer demand resulting from the emergence of Norwich as a digital tech hub, leading in turn to current exploration of Higher Apprenticeships in the same area as well as the recent successful tender to build a Digi-tech factory including delivery up to level 6.

### Collaborative Arrangements

We work with the University of East Anglia (UEA) as our validating partner for all programmes, except HNC/D courses which are awarded by Pearson. This partnership, and the resultant differentiated offer of the two institutions, allows us to effectively meet the needs of the local community, and provide, in many cases, clear progression routes onto further / higher level study programmes. Collaboration between the two institutions is highly developed and increasing as we both seek to respond to the new demands within HE. This is evident in the jointly designed and delivered Apprenticeship Nursing Associate programme which started in September 2018.

In addition to our links with UEA, we are active members of the New Anglia Colleges Groups (a partnership of Colleges in Norfolk and Suffolk), as well as represented at the Skills Board within the New Anglia Local Enterprise Partnerships. We also have active involvement with the Association of Colleges.

We work as part of the NEACO (Network for East Anglian Collaborative Outreach) Project, which is part of the National Collaborative Outreach Project. In the last year NEACO has worked with 7000

target students, raising levels of higher education participation in East Anglia, where fewer than 17% of students from our target wards progress to HE, compared to a national figure of 38%. This NCOP work focuses on promoting participation within the higher education sector generally, within the East of England, whereas this access and participation plan focusses on ensuring the best outcomes for students enrolled with City College, given that access to our own institution by underrepresented groups is effective.

We have developed our strategic approach to Access and Participation considerably in the preparation of this plan and in light of the OfS priorities. We are ambitious to build upon our strong record of inclusive access to higher education provision and to address areas of disparity as they relate to success and progression. Whilst the relatively small cohort sizes of some of the key groups, especially at the level of intersectional analysis, requires consideration, we have identified a significant number of emerging areas for attention and these are reflected in targets we are proposing for the period of this plan, 2020/21 to 2024/5.

### **Alignment with other strategies**


The College has both an Equality and Diversity Policy, and an Equality Statement which states that, City College Norwich aims to be:

- A College where everyone benefits from the wide diversity of staff and students.
- A College we can all access with equal ease and dignity, enjoy a sense of belonging, and where learning and working have been designed with all of us in mind.

The Equality and Diversity Policy, and Statement, ensure that the College gives due consideration to the impact of decisions on individuals from protected characteristics groups and the requirements of the Equality Act 2010. Indeed, the very act of creating this Access and Participation Plan requires considerable analysis and consideration of the work of the College with respect to those different groups. Clearly there is alignment with this statement and work undertaken through our Access and Participation Plan although it is important to note that this statement covers the full activity of the College, not simply its HE related work. The statement is reviewed annually with objectives set by the Executive team of the College (which includes student representation). Whilst there are no dedicated teams leading either the Equality and Diversity or Widening Participation work at the College, alignment of the two sets of objectives and their associated work is achieved via this Executive team monitoring.

The College has robust processes in place to review teaching quality across the full range of HE provision. The Teaching, Learning and Assessment Review Policy, “seeks to provide a developmental framework which supports the improvement of TLA”, with the quality review process including direct observation of lessons, themed and un-themed learning walks, student focus groups, scrutiny of student work, Blackboard and e-ILP audits, and peer observation. The Teaching, Learning and Assessment experienced by students, as evidenced through this QRO (Quality Review Opportunity) process is reported to and examined by the College Management team, including the Curriculum and Standards lead governor and President of the Student Union, on a half-termly basis to provide both scrutiny and support for development. This is formally graded and reported through to Governors throughout the year before forming part of the Annual Monitoring Report and, where appropriate, School Improvement and Enhancement Action Plan. Through this process, HE Teaching, Learning and Assessment was internally assessed as Good in 17/18. This judgment is supported by the views expressed by students in Year three of our NSS-based TEF metrics, (Teaching on my Course, Academic Support, and Assessment and Feedback) which are aligned to benchmarks.

Fig 1 – CCN Teaching and Learning Strategy

<p style="text-align: center;"><b>Teaching and Learning Strategy</b></p> 		
<p><b>At City College Norwich we:</b> Embrace student learning and success as our core purpose Continually examine and improve our Teaching, Learning and Assessment and support practices and processes Deliver programmes which inspire, engage and challenge our students and enable them to progress</p>		
Our teaching and learning is:	We describe our teaching and learning as:	This is how it translates into practice:
<b>Individual and Supported</b>	Accessible, no barriers, supportive, equal but different, varied, differentiated, individualised, personalised, bespoke, responsive, negotiated, diverse, customised	City College Norwich values every academic, vocational, professional, personal or technical success. Every individual is supported through differentiated pathways which inspire, engage and challenge students and enable them to progress and reach their full potential.
<b>Ambitious and Challenging</b>	Ambitious, aspirational, fulfilling potential challenging progress, transformational (includes student outcomes, e.g. success, high grades, value added, progression)	Teaching, learning and assessment at City College Norwich challenge students to fulfil their potential, achieving as well as possible levels and moving on to their chosen destinations, sometimes beyond their previous aspirations and comfort zones. Everyone has high expectations of themselves and each other.
<b>Inspiring and Engaging</b>	Motivating, engaging, exciting, enthusiastic, fun, stupendous, cool, inspirational, unmissable	Teaching, learning and assessment at City College Norwich motivate and excite students, promoting high levels of engagement in sessions and excellent attendance and achievement. Staff enthusiastically encourage and support students to identify and provide stimulating experiences that open up worlds of opportunities and inspire students to realise their aspirations.
<b>Skilled and Expert</b>	Skilled (staff and students), informed, evidence-based, qualified	Everyone at City College Norwich is committed to being expert in their role. Staff and students support each other to become skilled learners, able to succeed in all activities.
<b>Active and Collaborative</b>	Collaborative, student-led, partnership, respectful, mature, co-created	Teaching, learning and assessment at City College Norwich are a partnership. Students take responsibility for their own learning and work with each other and with staff, employers and others to achieve the best possible outcomes.
<b>Innovative and Reflective</b>	Innovative, experimental, risk taking, entrepreneurial, enquiring, adaptable, reflective (includes adapting TLA in response to formative assessments, student feedback, etc.)	At City College Norwich, we question, assess and refine our teaching, learning experiences, constantly looking for new and even more effective approaches. We respond flexibly and creatively to the needs of all staff, students and circumstances.
<b>Safe and Respectful</b>	Safe (includes physical safety, respect / fair treatment and only taking reasonable risks)	A College where students and staff are safe in their work, learning, environment, where taking appropriate risks is encouraged but controlled. A mutually respectful College where all staff and students promote and maintain a model of behaviour that demonstrates respect for others, placing values on every individual's academic, vocational, professional and personal success.

## Responsibilities for ensuring Equality of Opportunity across the Student Lifecycle

HE Leadership staff, under guidance from the Director of HE, have responsibility for the design, implementation, evaluation and review of programmes to meet the requirements of our assessment of performance. This team will draw upon expertise from other areas of CCN, such as the Business Data team, and Wellbeing teams, to support this work. The recruitment to and development of specialist academic and pastoral support roles will enable more effective monitoring of individual students, and in particular provide early-warning of those students at potential risk of non-continuation or poor attainment, so that targeted interventions can take place.

In addition, progress against the APP will be monitored across the governance structure of the college to ensure that we keep on course to reach our ultimate outcomes, in terms of closing or eliminating gaps in performance. Performance against this plan will be reported to the College's Executive team, Governors and validating partner (UEA) termly.

Outreach is currently split between the HE team, and colleagues employed through the local National Collaborative Outreach Programme (NCOP), who have systems in place to monitor the effectiveness of their outreach, typically in the form of qualitative assessments but increasingly with tracking participation into Higher Education. Upon completion of the NCOP project, in July 2021, the outreach activity that they currently undertake will be embedded within our existing HE and IAG structures.

## Theory of Change and Strategic Measures

In order to develop our Theory of Change we have identified the following strategic measures that will help to drive through the closure of gaps, that we have identified through our assessment of performance: -

- **Targeted Outreach to raise attainment and aspirations to progress to HE, both direct interventions and as part of the local National Collaborative Outreach Programme**, to increase progression to CCN and wider English HE sector over the lifetime of this APP by 2025, with focus on students from areas of low participation in HE, as part of our NCOP work, and promoting more widely the benefits of Higher Education to local school children via our own outreach programmes. Increase the percentage of students accessing HE at CCN from IMD 1 and 2 and contribute to an increase in HE access in low participation wards in our catchment (as measured by POLAR data).

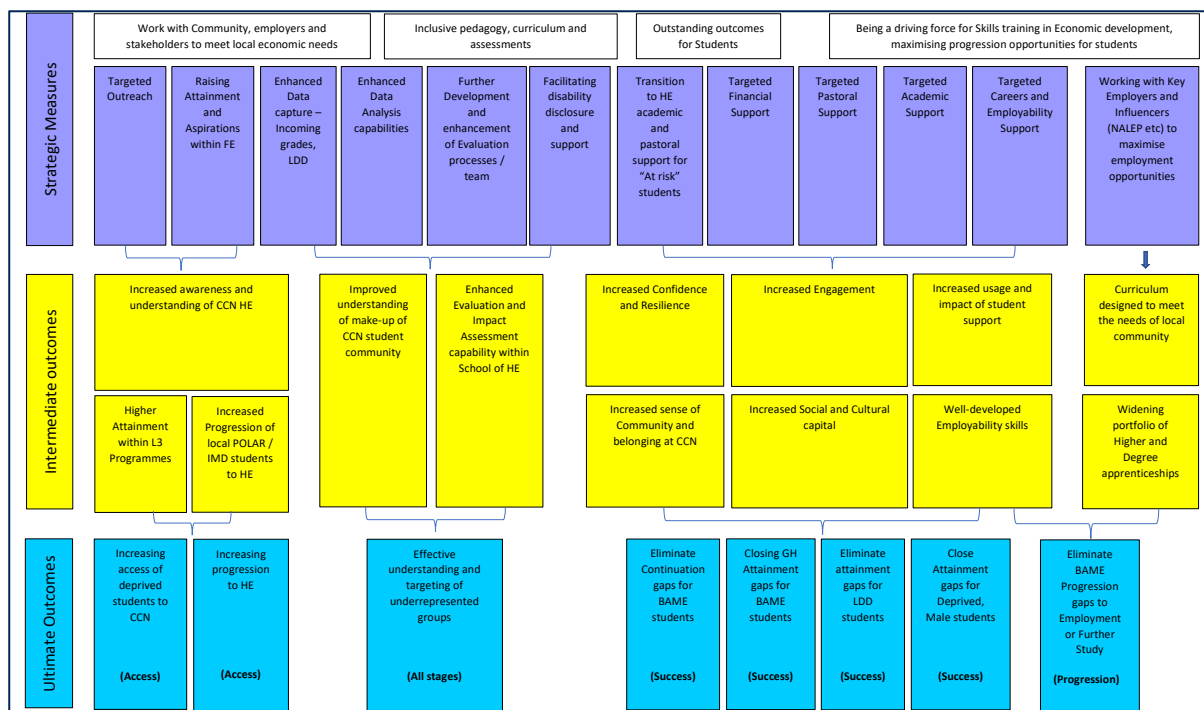
- **Enhance existing data analysis capabilities** to deal with limitations for CCN in the national dataset, and to provide for a more detailed understanding of the needs and experiences of our students. We are developing our own in-house data analysis capabilities, using Microsoft Power BI, and tapping into business data analysis skills within the college, to allow review of performance across a wider range of intersections of underrepresentation. This will be in place by September 2020 ready for the new APP.
- **Develop Evaluation Capability** building on existing academic and research skills to be fully developed by September 2021.
- **Develop support systems for students in order to maximise equality of opportunity over the whole student lifecycle.** From September 2020 and ongoing throughout the lifetime of this APP to develop targeted support through tutorials, a specifically employer Tutorial Supervisor and support staff to BAME, LDD and Male students from IMD 1 and 2 to identify and resolve barriers to continuation and attainment which arise throughout their programme. For BAME students particularly this will additionally focus on providing support for progression into Further Study or Employment at an earlier stage in their studies. This is with a view to reducing gaps as specified in the Targets Investment Plan.
- **Maintain and where appropriate redesign inclusive pedagogy, curriculum and assessments** that effectively meet the current and future needs of students, with, where appropriate, clear progression pathways into careers or further study. From September 2020 and ongoing as part of the annual monitoring and review processes individual module outcomes will be reviewed for gaps in attainment which identify lower performance from BAME, LDD and Male students from IMD 1 and 2. This will identify modules which impact on Continuation and Attainment for these groups and lead to the ongoing redesign of modules to ensure inclusivity and equality of opportunity in pedagogy, curriculum design and assessment methodology.
- **Working with employers and key local stakeholders (New Anglia LEP, Norfolk County Council) to maximise employment opportunities for students.** Develop, by 2022, curriculum links across our delivery with local employers and stakeholders to maximise employment opportunities for BAME students to progress into local employment as a result of the increased awareness and input to these programmes from employers. Continue to develop the curriculum to include Higher and Degree apprenticeships where appropriate to meet the needs of local employers.

Building on the foundations of the strategic measures highlighted above, we will use qualitative and quantitative reviews to measure our progress towards closing performance gaps, focusing initially on the intermediate outcomes that will help us to reach our ultimate outcomes.

In terms of appropriate measures to adopt, and given the resources available to us, we have used research and sector-wide evaluation of approaches to develop appropriate interventions to tackle performance gaps. These include use of the documents supplied by the OfS, covering effective practice in access and participation (see <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/>)



Fig 2 - Theory of Change - Strategic Level



### 3.2 Student consultation

Students have been engaged with the development of this plan, through their involvement in key college committees, ranging from course committees through to representation on the Board of Governors of the College and will have opportunities to monitor performance against the plan, through the work of scrutiny committees, such as the student-led HE forum, made up of representatives from all courses, right up to the Board of Governors, which include representatives from the Students' Union, as well as a dedicated HE Student Governor.

Student engagement has both reinforced and refined the targets and actions within this plan. Student feedback on withdrawal from programmes indicates that financial issues and affordability of study alongside working or family life is an issue, which ties in with the increased financial support proposed. Feedback from Course Committees and evidence from Mitigating Circumstances and Extension requests regarding increased pressure on mental health and wellbeing support the increased focus on pastoral tutorials. Current research projects, although not finalised and published internally indicate that

- LDD students feel a need for more assistance with their studies, especially to enable them to put in place strategies which support their disability
- BAME students frequently need additional support on an academic perspective, hence the increase in focus on tutorials and the proposed introduction of a role to support this.

### 3.3 Evaluation strategy

#### Support for evaluation within institutional culture

CCN takes a whole provider approach to the evaluation of the impact of APP strategy and activity; structures and opportunities are in place across the institution to implement robust approaches and discuss evaluation outcomes. An evaluation culture is emerging with a new HE Evidence and Evaluation group being formed to evaluate and report annually to Senior stakeholders on the impact of access and participation initiatives to ensure continuous improvement.

APP evaluation will be overseen by our HE Evidence and Evaluation group (which is discussed below) and supported by our Business Data team, within the wider college, linking together professional and academic colleagues. The work of this committee will be reviewed and monitored



by our Academic Management Board, Executive Team and Governors, through our governance structures.

CCN will use evidence and evaluation to shape our APP approach so that our APP strategy evolves in line with this evidence, and the progress towards closing gaps between groups over the student lifecycle, as detailed in this plan.

### **Data Strategy, resources, skills and expertise**

CCN is initiating an HE Evidence and Evaluation group (EE group) of leaders, academics and data analysis staff responsible for the delivery of our Evidence and Evaluation strategy with proportionate investment.

Where appropriate and given that our evaluation structures are at an emerging stage, we will invest a proportion of our Access and Participation spend in developing the skills of team members, and reinforcing our existing data capture and analysis systems, to support effective evaluation. Where possible we will also tap into knowledge and skills of our validating partner, through CPD sessions for our staff, and more general sharing of good practice.

We will ensure that all our evaluation methodologies are approved through our Ethics committee, and where appropriate through our Information Compliance Team.

Evaluation plans will detail the data sources and/or data collection methods to be used, and specific timelines for collection or availability of data, and roles and responsibilities of evaluation team members.

### **Standards of Evidence and evaluation types achieved**

Given the relatively small size of the higher education cohorts at the college, with the resulting lack of opportunity to compare participant and control groups in a meaningful way, we will use primarily Type 1 (Narrative) and Type 2 (Empirical) evidence, measuring behavioural and attitudinal change, to support evaluation of our programmes.

All evaluations will assess impact on intermediate objectives and ultimate aims.

### **Use of evidence and evaluation to inform programme design**

Project design is underpinned by sector best practice and institutional evidence to evaluate whether the initiative has a strong likelihood of resulting in a positive impact. We will make use of the *Evaluation and Impact Exchange*, and other OfS resources made available to providers, such as the *A-Z of Effective Practice in access and participation*, alongside wider academic research.

Building on the Strategic Theory of Change described above, we will develop individual theory of change models, for each of our ultimate targets. These detailed theory of change models will include evaluation plans, to measure the effectiveness of our initiatives to achieve our intermediate and ultimate outcomes, with findings used to inform programme redesign if evidence suggests that initiatives are unlikely to achieve their desired outcomes.

### **Interpreting results, understanding the impact, using and sharing findings**

Each project will follow a clear cycle of planning, project design and implementation, monitoring against milestones, evaluation, review and reflection on the lessons learnt, creating a culture of continuous improvement.

Analysis will be conducted by a team of academic professionals, with experience in designing and implementing research evaluations, working alongside data analysts, giving particular consideration of how to mitigate the issues with small datasets that we have described throughout this plan. Evaluation findings will be shared with project leads and wider internal stakeholders

We do not currently have mechanisms in place to share evaluation findings with the rest of HE-sector however this may develop locally through our UEA partnership. We additionally envisage that this will be something that will develop as our experience in this area grows.

### **Evaluation of financial support**

CCN is committed to ongoing monitoring, evaluation and modelling of our approach to financial support to ensure that spend in this area improves outcomes for those from underrepresented groups. The HE Hardship Fund is a limited, non-repayable discretionary bursary fund used to provide grants to undergraduate 'home' (eligible for home fees) students to relieve financial pressures, so that they can concentrate on their studies and remain in higher education. The fund can be used to:

- Help towards living costs not already met from other sources
- Assist students in financial hardship
- Provide emergency payments to deal with unexpected financial crises
- Help students considering leaving their courses due to financial problems

The HE Hardship Fund cannot help with tuition fees and there is no guarantee of an award upon application. Enrolled students will be made aware of the HE Hardship Fund in their Induction and their Student Handbook as well as with an email update during the first term. Prospective students will be able to access both the Guidance notes and the Application form for the HE Hardship Fund from the CCN website prior to application.

We will undertake an annual review, where appropriate, using the Survey and Interview tools, within the Financial Support Evaluation Toolkit, given the relative scale of financial support and numbers of students, rather than the statistical tool which requires larger numbers of Financial support recipients in order to achieve meaningful evaluation.

### **3.4 Monitoring progress against delivery of the plan**

The Director of Higher Education, with support from the School of HE leadership team, will be responsible for the monitoring of performance against this plan, and will initiate changes to the plan should progress not meet the required target milestones to reach to goals outlined. Progress against the plan will be reported routinely to the governing body, which includes student representatives, and to students, more widely, through our HE Student forum.

## **4. Provision of information to students**

The College is committed to providing clear information to students at all stages of their engagement with the College. This Access and Participation Plan will be published on our website for ease of access to prospective and current students (<https://www.ccn.ac.uk/support-and-advice/prospective-student-information/higher-education-student-information/>) and on our internal VLE. This will be alongside clear and transparent information about fees, to ensure students can make good decisions and understand how we are dealing with higher fee income. We have a dedicated webpage to provide clear guidance about fees and funding (<https://www.ccn.ac.uk/support-and-advice/student-finance-bursaries-and-free-college-meals/higher-education-finance-2/>) and this also provides access to the dedicated staff we have to advise prospective and current students about financial matters. Printed material such as Prospectus' reproduce this information and such support forms part of both application and induction activities.

**Provider fee information 2022-23**Provider name: City College Norwich  
Provider UKPRN: 10004772**Summary of 2022-23 course fees**

\*course type not listed by the provider as available in 2022-23. This means that any such course delivered in 2022-23 would be subject to fees capped at the basic fee amount.

**Table 1a - Full-time course fee levels for 2022-23 students**

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	All BA /BSc (Hons) degrees for continuing students, who were entrants in 2020/21, where the course is delivered at City College Norwich but excluding BSc (Hons) Professional Aviation Engineering Practice.	Fee applies to continuing students only	£7,500
First degree	All Bachelor degree (BA / BSc ) courses, apart from the following courses: - BSc (Hons) degrees in Animal Science; Agribusiness Management; Applied Equine Science; Landbased Science; Professional Aviation Engineering Practice; Wildlife and Conservation; and Zoology	Fee applies to entrants/all students	£8,000
First degree	All Foundation degree courses, for new students and continuers.	Fee applies to entrants/all students	£8,000
First degree	Bachelor (BA / BSc) degrees in Animal Science; Agribusiness Management; Applied Equine Science; Landbased Science; Professional Aviation Engineering Practice; Wildlife and Conservation; and Zoology	Fee applies to entrants/all students	£9,000
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

**Table 1b - Sub-contractual full-time course fee levels for 2022-23 students**

Sub-contractual full-time course type:	Additional information:	Cohort:	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 1c - Part-time course fee levels for 2022-23 students**

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*

HNC/HND	All Higher National Certificates - These are charged based on the credits being studied per year, with a maximum of 75 credits in any one academic year.	Fee applies to entrants/all students	£3,825
HNC/HND	All Higher National Diplomas - These are charged based on the credits being studied per year, with a maximum of 90 credits in any one academic year.	Fee applies to entrants/all students	£4,590
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

**Table 1d - Sub-contractual part-time course fee levels for 2022-23 students**

Sub-contractual part-time course type:	Additional information:	Cohort:	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	*	*	*

**Provider fee information 2021-22**Provider name: City College Norwich  
Provider UKPRN: 10004772**Summary of 2021-22 course fees**

\*course type not listed by the provider as available in 2021-22. This means that any such course delivered in 2021-22 would be subject to fees capped at the basic fee amount.

**Table 1a - Full-time course fee levels for 2021-22 students**

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	All BA /BSC (Hons) for continuing students, delivered at City College Norwich but excluding Aviation.	Fee applies to continuing students only	£7,500
First degree	All BA /BSC (Hons) for new students at City College Norwich but excluding Aviation Eng.	Fee applies to entrants/all students	£8,000
First degree	BA / BSc (Hons) for new and existing students at Easton College, studying Public Sector based programmes; and Sport.	Fee applies to entrants/all students	£8,000
First degree	BA / BSc (Hons) for new students at Easton College studying Animal Science; Agriculture; Equine Science, Landbased Science; Wildlife and Conservation; and Zoology	Fee applies to entrants/all students	£9,000
First degree	BSc (Hons) Professional Aviation Eng.Practice.	Fee applies to entrants/all students	£9,000
Foundation degree	All Foundation courses, for continuing students - delivered at either City College Norwich or Easton College	Fee applies to continuing students only	£7,500
Foundation degree	All Foundation courses, for new students - delivered at City College Norwich	Fee applies to entrants/all students	£8,000
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

**Table 1b - Sub-contractual full-time course fee levels for 2021-22 students**

Sub-contractual full-time course type:	Additional information:	Cohort:	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 1c - Part-time course fee levels for 2021-22 students**

Part-time course type:	Additional information:	Cohort:	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 1d - Sub-contractual part-time course fee levels for 2021-22 students**

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



**Access and participation plan  
Fee information 2020-21**

Provider name: City College Norwich

Provider UKPRN: 10004772

**Summary of 2020-21 entrant course fees**

\*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

**Inflationary statement:**

We do not intend to raise fees annually

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

Full-time course type:	Additional information:	Course fee:
First degree	All BA /BSC (Hons) - excluding Aviation Eng.	£7,500
First degree	BSc (Hons) Professional Aviation Eng.Practice	£9,000
Foundation degree	all courses	£7,500
Foundation year/Year 0	*	*
HNC/HND	*	*
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 students**

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**

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: City College Norwich

Provider UKPRN: 10004772

## 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 figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. 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
<b>Total access activity investment (£)</b>	£35,000.00	£35,000.00	£35,000.00	£35,000.00	£35,000.00
Access (pre-16)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (post-16)	£25,000.00	£25,000.00	£25,000.00	£25,000.00	£25,000.00
Access (adults and the community)	£10,000.00	£10,000.00	£10,000.00	£10,000.00	£10,000.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
<b>Financial support (£)</b>	£25,000.00	£25,000.00	£25,000.00	£25,000.00	£25,000.00
<b>Research and evaluation (£)</b>	£35,000.00	£15,000.00	£15,000.00	£15,000.00	£15,000.00

**Table 4b - Investment summary (HFI%)**

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Higher fee income (EHFI)</b>	£1,029,150.00	£1,029,150.00	£1,029,150.00	£1,029,150.00	£1,029,150.00
<b>Access investment</b>	3.4%	3.4%	3.4%	3.4%	3.4%
<b>Financial support</b>	2.4%	2.4%	2.4%	2.4%	2.4%
<b>Research and evaluation</b>	3.4%	1.2%	1.2%	1.2%	1.2%
<b>Total investment (as %HFI)</b>	9.2%	7.0%	7.0%	7.0%	7.0%

## Targets and investment plan 2020-21 to 2024-25

Provider name: City College Norwich

Provider UKPRN: 10004772

### Targets

**Table 4a - Access**

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
Increase access to CCN for students in IMD Q1 and 2	PTA_1	Socio-economic	Increase access from socioeconomically deprived students to CCN HE programmes in line with Norfolk IMD data	No	The access and participation dataset	2017-18	32%	33%	34%	35%	36%	37%	

**Table 4b - Success**

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the attainment gap for BAME students	PTS_1	Ethnicity	Percentage difference in foundation degree (Distinction/merit) and bachelors degree attainment (1st and 2:1) between white and BAME students.	No	Other data source	2017-18	17.3% gap	17%	15%	11%	7%		Initial data work and research to understand nature of BAME/Non-BAME gap to take place in 20-21 with implementation of more targeted actions from 21-22. BAME data is aggregated as size of sample makes further breakdown less helpful
To eliminate the non-continuation gap for CCN BAME students to all CCN average	PTS_2	Ethnicity	Narrow the non-continuation rates for BAME students towards the CCN all students average.	No	Other data source	2017-18	6.47%	6%	4%	2%	0%	0%	CCN internal data
To eliminate the attainment gap for CCN LDD students to CCN non-LDD students	PTS_3	Disabled	Percentage difference in foundation degree (Distinction/Merit) and bachelors degree attainment (1st and 2:1) between CCN LDD and CCN non-LDD students.	No	Other data source	2017-18	6.57%	6%	4%	2%	0%	0%	CCN internal data
To reduce the attainment gap for CCN IMD Q1 and Q2 Male students to CCN average	PTS_4	Gender	Reduce the attainment gap for Male students from IMD Quintiles 1 and 2 to the college average for all students.	No	Other data source	2017-18	19%	18%	15%	11%	7%	5%	CCN internal data

**Table 4c - Progression**

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To eliminate the progression gap from BAME to non-BAME students	PTP_1	Ethnicity	Narrow the percentage gap between BAME and non-BAME students for progression into further Study of Employment.	No	Other data source	2017-18	9.4%	9%	8%	5%	2%	0%	Target set against Further Study or Employment rather than Highly Skilled employment. This reflects the nature of CCN provision and local employment demographic where Highly Skilled employment is less likely as an outcome.