2019-20 access and participation plan monitoring

Provider impact report

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

1. Ambition and strategy

Riverside College's ambition and strategy as detailed in the 2019-20 access and participation plan:

Riverside College's ambition and strategy focused on 5 key priority areas /under-represented groups. Our first priority was focused on increasing the number of students on Riverside College Higher Education programmes from areas of low HE participation, low household income and/or low socio economic status. This involved a commitment to increasing the numbers of Halton/Liverpool City Region residents who enter into Higher Education as well as continuing to provide a local and value for money Higher Education provision to meet the needs of students, who for financial reasons, prefer to study closer to home. Our second priority involved a commitment to analysing recruitment, retention and attendance rates by ethnicity to ensure that access opportunities, continuation and pass rates were, at least, in line with the overall College rate. Mature students were our third priority, with a focus on reviewing delivery models to ensure that students, who were non-traditional Level 4 learners, could readily access our Higher Education provision by offering flexible delivery options. Our fourth priority was focused on that access opportunities, continuation and pass rates for disabled students and students with specific learning difficulties were in line with the College rate and that this priority group was, in no way, disadvantaged whilst at College. Finally, our fifth priorty area was focused on increasing the number of care leavers who progress from Level 3 study into Higher Education.

2. Self-assessment of targets

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

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Riverside College's 2019-20 access and participation plan.

Any optional commentary provided against the targets is given in Annex B.

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Student success)	To increase retention to 91% and above	2015-16	91%	92%	92%	Percentage	2019-20	92	Expected progress
T16a_02 (Access)	To increase by 5% the number of students from disadvantaged postcodes	2015-16	4%	6%	7%	Percentage	2019-20	27	Expected progress
T16a_03 (Access)	To increase full-time student numbers	2015-16	52	92	94	Headcount	2019-20	139	Expected progress
T16a_04 (Access)	To increase the number of full-time students that progress from Level 5 to Level 6 study	2015-16	10	14	16	Headcount	2019-20	49	Expected progress
T16a_05 (Progression)	To increase by 5% the number of learners that progress from part-time HE programmes into post graduate study or employment.	2015-16	70%	72%	73%	Percentage	2019-20	82	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Student success)	• To develop and signpost HE students to academic study skills resources (which will be available to all full and part-time students through the HE Study Skills Moodle).	2015-16	0	1	2	Other	2019-20	2	Expected progress
T16b_02 (Access)	• To hold progression into HE /Apprenticeships events	2015-16	0	4	4	Other	2019-20	4	Expected progress
T16b_03 (Access)	• To hold a HE Careers and Employer event to support students into employment.	2015-16	0	1	2	Other	2019-20	0	No progress
T16b_04 (Access)	To provide Engineering STEM taster sessions at Big Bang Events (STEM) at local schools and colleges to inspire male and females from different backgrounds into Engineering	2015-16	0	4	4	Other	2019-20	4	Expected progress
T16b_05 (Multiple)	To support Year 10 students to strengthen answers in GCSE papers. This will occur through stretch and challenge questioning leading to an improvement in pupils' skills in analysis, judgement and evaluation.	2015-16	0	2	2	Other	2019-20	7	Expected progress
T16b_06 (Multiple)	• To support GCSE pupils in local secondary skills to develop effective revision skills (Geography and Science subjects).	2015-16	0	4	5	Other	2019-20	6	Expected progress
T16b_07 (Access)	• To work with Year 9 female pupils in collaboration with a regional STEM employer to develop skills/knowledge required for work within engineering.professions.	2015-16	0	2	2	Other	2019-20	1	Limited progress

T16b_08 (Access)	To increase by 10 the number of school/college students from disadvantaged postcodes that achieve the entry requirements for a Riverside College HE programme of their choice.	2016-17	0	4	6	Headcount	2019-20	69	Expected progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

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

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£3,305.00	£10,953.00	231%
Financial Support	£7,900.00	£2,400.00	-70%

4. Action plan

Where progress was less than expected Riverside College has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16b_03	To plan to hold careers events or activities targetted by cohort in 2020-21 to promote employment and progression opportunities into a higher level HE course, post graduate course of higher apprenticeship
T16b_07	We were unable to facilitate the second employer event due to Covid-19 within 2019/20 but this has now taken place (later than anticipated). Active steps have been taken to ensure events can take place virtually.

5. Confirmation

Riverside College confirms that:

Student engagement
Have you worked with your students to help them complete the access and participation plan monitoring student submission?
No
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?
Yes
Verification and sign off
Riverside College has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.
Yes
Accountable officer sign off

Name	Mrs Mary Murphy
Position	Principal

Annex A: Commentary on progress against targets

Riverside College's commentary where progress against targets was less than expected.

Target reference number: T16b_03
How have you met the commitments in your plan related to this target?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16b_07
How have you met the commitments in your plan related to this target?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes - see comments

Annex B: Optional commentary on targets

Riverside College's commentary on any of the targets listed in Section 2.

Reference Number	Optional commentary
T16a_01	No commentary
T16a_02	51% of HE students are from a disadvantaged postcode. 27% of which live in the lowest decile on the IMD 2019 index. Halton is the 13th most derived borough in the UK.
T16a_03	No commentary
T16a_04	Please note that this figure is higher than expected because in 2019/20, 2 of our part-time Level 6 top up degree programmes were re-classified through HESES to full-time programmes. 7% students who progressed from Level 5 to Level 6 were from a non-white British ethnicity.
T16a_05	No commentary
T16b_01	No commentary
T16b_02	Events have taken place across 6 curriculum areas; with more than one event taking place for Counselling and Health and Social Care. In addition, we held an Higher Education Opening Evening in March 2020
T16b_03	Due to Covid-19, the two formal careers and employer events to support Higher Education students did not take place. However, our Higher Education students have had the opportunity to meet in person (before lockdown) and through MS Teams, with a member of staff from our Careers Advisor Team (ACE) for 1:1 advice and support.
T16b_04	In 2019-2020, the College also designed STEM Engineering resources and for Year 9 and Year 10 pupils to complete as part of our progression to College and beyond activities.
T16b_05	No commentary
T16b_06	No commentary
T16b_07	One online event took place in 2019/20 focused on females in Engineering but the second event planned with Alstom as not able to be delivered on campus due to the pandemic/lockdown. This was postponed and subsequently delivered in partnership with another employer Kier Construction in February 2021. The February 2021 event involved 6 feeder schools designing an eco-pod living area. In addition, we created online marketing content (videos) in partnership with Apprenticeship employers to provide case studies of successful Riverside College apprentices.
T16b_08	12 students are aged 16-19/57 students are adult