



NCG

ACCESS AGREEMENT 2018-2019

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NCG has evolved over several years through a process of merger and acquisition. With a turnover of £130 million NCG's seven divisions form one of the largest educational, training and employability organisations in the UK. Our purpose is to "unlock potential through learning". Our focus is on meeting national and regional education, skills and employability needs for individuals and the needs of employers in line with Government priorities.

We deliver high quality education, training, employability and work-based learning solutions to organisations and learners throughout England, Scotland and Wales. These include Government funded and commercial skills training and education, bespoke professional courses, employability services and national training contract management. We continue to develop unrivalled provision and innovative solutions to meet the needs of our customers, people and communities, through fostering outstanding client relationships.

We believe that NCG transforms lives through learning, we are a forward looking organisation who is learner and customer focussed aiming to always provide an outstanding service. We are able to support entry level learners through our pre-employment programmes such as Study Programmes and Traineeships upwards. NCG was the first college to be awarded Taught degree awarding powers in 2016 to complement the Foundation degrees already offered.

NCG comprises of Newcastle College, West Lancashire College, Newcastle Sixth Form College, Kidderminster College, Lewisham and Southwark College and Carlisle College as well as two training providers being The Intraining Group and Rathbone Training

BACKGROUND

Our vocational HE curriculum is developed with employers and student needs at its core. Students and employers play an integral part in the development, assessment and validation of all new programmes offered within NCG. We feel that this approach to curriculum development supports our organisational purpose of "Unlocking Potential through Learning"

In June 2016 the institution was awarded Taught Degree Awarding Powers which acknowledge and reinforced the robustness of the HE infrastructure and quality framework in place to manage and maintain Degree Awarding Powers (DAP). The published report stated:

'There is an appropriate executive and deliberative framework within which higher education is managed, central to which is the Higher Education Directorate, which manages all higher education provision effectively.....

'Since the award of foundation degree awarding powers (FDAP) the Group has recognised and responded to the needs of a growing academic community. The structures are in place to safeguard the standards of awards and to promote more active academic leadership for higher education within the schools.'

As part of the continuous monitoring and review of quality processes, a number of policies and procedures have been enhanced and improved since 2015-2016. All processes were presented and approved through the HE committee structure. Throughout the academic year the HE Directorate continued to support and embed the HE Training and Development Framework, HE Quality Review Process, Validation and Approval Process, HE Assessment Framework, and HE Staff Approval Process.

In 2016-2017 the HE provision is delivered in the Colleges only, with 95% studying at Newcastle College, 3% at West Lancashire College and 2% at Kidderminster College. This will change from the 2017-2018 academic year with the introduction of Carlisle College and Lewisham Southwark College to the Group.

During 2015/2016 a review of the HE Directorate structure was undertaken. Previously the HE Directorate provided a service to the whole of NCG but resided within Newcastle College as that is where the majority of the NCG HE provision is delivered. The HE Directorate covered both the quality assurance and operational curriculum functions at Newcastle College; which as part of the scrutiny process for TDAP worked effectively. However, as part of the institutions review processes as we progressed through TDAP it was identified the operational management required enhancement to meet the growth of HE provision which had not been achieved. A more holistic approach to achieving the strategic aims including development of the curriculum would enable the institution to capitalise on past success and enable NCG -to make the most of the opportunities that TDAP offers. A case for realigning the current structure was presented to stakeholders from across the organisation, including Governors, which involves operational arms based within the divisions and an assurance arm with cross NCG oversight of awarding body and registry functions.

From September 2016 the HE Directorate has been realigned into an HE Registry which sits at Group level and HE Operations which covers the operational management of HE which sits within the divisions (Newcastle, West Lancashire, Kidderminster, Carlisle and Lewisham Southwark Colleges)

Reporting on HE Development and performance are standing items for both Executive Board and Corporation.

STRATEGY

The purpose of our strategy is to deliver growth in HE provision through responding robustly to external challenges and opportunities. Through reshaping our higher curriculum offer, the strategy aligns our provision to support regional productivity and growth.

The HE teams have working groups focusing on six key areas:

- (i) Apprenticeships
- (ii) STEM
- (iii) Part-time
- (iv) International
- (v) Accelerated programmes
- (vi) Masters provision

Across all six streams sit overarching priorities of widening participation, work readiness and internal student progression.

The work streams are being carefully positioned to grow Newcastle College as a provider of niche, professional-standard HE, with particular focus on commerce, business and industry and, as such, supporting the direction of learning teaching and assessment developments.

We wish to harness the momentum of TDAP and grow our external links with industry. In turn, this should positively impact upon the following priorities:

1. Internal progression
2. External HE applicant numbers
3. Retention
4. Student satisfaction (NSS)
5. Widening access/participation

STUDENT EQUALITY, ACCESS, SUCCESS AND RETENTION

EQUALITY AND DIVERSITY

The NCG Equality Strategy 2014-18 builds on our Single Equality Scheme 2010-14 providing evidence of the strong commitment to achieving an organisation which values diversity, advances equality and eliminates bias and discrimination from the way it operates.

Each Division is responsible for taking action to support progress towards meeting the equality aims, ensuring compliance with legislation, relevant quality standards and funding body requirements. NCG has also set specific and measurable equality objectives in relation to staff across the organisation and for each Division. Progress is monitored and published on an annual cycle.

The development of learning and teaching is integral to the institution and as such the organisation has adopted an approach to Equality Impact Assessment (EIA) which is designed to eliminate discrimination and promote equality through identification of actions for development and maintenance through the higher education committee structure. The process examines programme design and approval processes and frameworks associated with admissions and assessment.

The Higher Education Support Team (HEST) based in Newcastle College provides support and guidance to those with a disability or learning difficulty studying on degree level qualifications.

This can include initial advice and guidance, assistance with the DSA funding process and study support. Students can also access low level support on a range of issues from a Learning Mentor within the Pastoral Support Team and support with information literacy skills from the Library Team.

OUTREACH

SCHOOL SPONSORSHIP

NCG is the lead sponsor for the Discovery School in Newcastle Upon Tyne. The Discovery School is an industry-driven technical school for 13-19 year olds from Tyne and Wear, Northumberland and County Durham. The Discovery School aims to provide young people with outstanding learning and teaching to meet the requirements of the modern engineering industry.

Chair of the Board of Trustees is held by an executive member of NCG.

GENERAL OUTREACH ACTIVITY

We believe that all young people should be fully informed of the range of opportunities available to them regarding their progression through education and into the world of work.

We aim to provide a consistent approach to support the promotion of vocational progression from schools in their locality. We encourage awareness of the many career opportunities available to young people and the vocational qualification route they may need to take to succeed in their chosen career.

Our Education Partnerships Team based in Newcastle College assists and works with schools to:

- Provide vocational advice and guidance
- Collaborate during Careers Events and Parents Evenings
- Arrange visits to College for individual pupils and/or groups
- Organise workshops at Newcastle College and in schools for specific subject areas allowing pupils to get 'hands on'
- Work with young people who are not in education employment or training (NEET) or are in danger of becoming NEET

The team tailor support for students and schools, by working in collaboration they inspire young people to progress to the next level of study, whether that is into further or higher education, an apprenticeship or into employment.

The range of activities that all NCG Divisions cover includes:

- Providing outreach activities, summer schools, taster days/master classes, talks and workshops for students, parents, staff and community to prepare students for higher education;
- Working with applicants in specific subject areas to ensure they meet the entry requirements by providing help such as information and guidance, diagnostic tests, Maths and English literacy sessions and study skills;

- Activities to promote successful induction and integration of WP students and on-going provision of information and guidance for students;
- Developing a flexible innovative curriculum that meets the needs of learners in the workplace and supports employers;
- Developing curriculum and projects to improve the employability of all students;
- Providing a coherent service through counselling and learner support services;

RAISING ATTAINMENT IN SCHOOLS AND COLLEGES

Primarily outreach activity engages learners who come within widening participation and intervention categories which are targeted at students in the 16-30 range. The targeted groups are students studying within the North East in sixth forms, colleges of FE including the institution's own students and work based learners.

Activities include:

- Open days aimed at the wider local population and for our own internal FE students.
- A monthly Information, Advice and Guidance event will be held which encourages applications to HE from a wide range of people.
- Targeted visits, organised by our dedicated HE Progression Coach, by College staff to schools across the North East, especially those which serve low participation neighbourhoods, to promote the benefits of a vocational HE route.

At West Lancashire College the following activities are undertaken:

- Monthly advice and guidance evenings on the first Wednesday of each month. During these evenings applicants and members of the community are welcome to visit the college to get advice on HE courses. HE applicants have access to IAG staff who could advise on fees, loans and bursaries, they would also be able to speak to tutors about course specific information.
- 2 open events a year, one in November and one in March. In a similar way to the advice and guidance evening the community are welcome to visit but more of the college is accessible to them. So they are able to tour around the campus and watch learner demonstrations, see displays and speak to current learners.

At Kidderminster College the following activities are undertaken:

- Group and personal visits to the college where students and parents will be able to speak with tutors and learners and find out about the facilities and services available at Kidderminster College.
- 1 open day and 2 open evenings

THE ACHIEVE PROGRAMME

The principal reason for this project is to create a personal development and work experience programme that raises attainment and the higher education aspirations of individuals from schools in 'cold spot' wards.

This project will provide an intensive programme of activity targeted at young people aged 13- 19 living and attending schools 'cold spot' wards as identified by HEFCE including Byker, Monkchester, Walker, Fawdon, West City, Bedlington East, and Sleekburn

Newcastle College and the Prince's Trust have had very positive results from piloting and delivering effective interventions, with both the Newcastle College Work Experience Programme and the Prince's Trust Achieve programme demonstrating excellent results.

This project brings together these two programmes in an innovative new approach that specifically targets those from disadvantaged backgrounds.

Combining the Prince's Trust Achieve programme and the Newcastle College Work Experience Programme enables young people from disadvantaged backgrounds to benefit from the personal development elements found in Achieve and work experience activities at Newcastle.

This along with sessions that expose beneficiaries to higher education will create an innovative new package that enhances aspirations, encourages progression into higher education, and improves the employability of beneficiaries.

The following activities will increase attainment and participation in higher education and improve future employment prospects whilst raising aspirations and attainment potential of beneficiaries:

- Guidance on routes into higher education
- Visits to a range of HEIs from College Based Higher Education to Russell Group
- UCAS application guidance
- Personal and social development sessions
- Life skills
- Active citizenship
- Enterprise project
- Self-esteem, motivation, and self-efficacy sessions
- Inspirational talks from motivational speakers
- Peer mentoring
- Careers guidance in line with Gatsby benchmarks
- Preparation for work: CV building, practice for future interviews, exploring talents
- Talks and workshops with local employers
- Work experience in one of Newcastle College's live working environments
- Development of a five year career plan
- Parent/teacher social

In terms of scalability NCG will continually develop and expand this initiative with the development of a good practice guide for HEIs and schools will enable others to replicate the programme.

Disseminating this guide along with raising the profile of the initiative through a series of papers at national Higher Education conferences would expand the reach of the project.

We will conduct focus groups with the young people attending these programmes as well as recruiting an independent body to conduct market research. We will also monitor attendees on this programme to review how many end up on HE programmes within NCG.

STUDENT ACCESS, SUCCESS AND RETENTION

WIDENING PARTICIPATION POSITION

Our record on widening participation continues to demonstrate noteworthy success and our 2016-2017 position is:

- The number of mature students within our cohort has increased to 56.6% from 52.5%
- The ethnicity of our HE student cohort is greater than the national average of 13.3% for Non UK born residents at 14.7%
- Our part time student cohort sits at 20.9% of our overall cohort but has declined in line with national trends.
- Students studying with NCG from low participation post codes is up to 51.3% with a breakdown of 28.01% being from POLAR quintile 1 and 23.26 being from quintile 2
- The proportion of students who disclose disability or difficulty has also increased from 12.4% to 13.8% in 2016/2017 across both our part time and full time cohorts.

The data demonstrates recruitment from low participation neighbourhoods using (POLAR3 data) has increased as an overall percentage from quintiles 1 & 2.

Although this represents an overall increase there is a marginal decrease in entrants from L4 and L6. One strategy to reverse the trend at Level 4 is more targeted recruitment activity on schools and 6th forms from the lower quintiles of the POLAR3 postcode data.

The representation of both White British Males and members from BME groups within these low participation postcodes has increased. Continued outreach activities and strategic aims will enable this upward trend to continue marginally.

Within our Equality and Diversity Annual Report we have an organisational equality aim to provide a hospitable and multi-cultural environment that welcomes respects and protects diverse people.

Through this approach of respect and consideration for others, a zero tolerance stance on bullying and harassment, specific space provided where possible for prayer rooms and catering facilities which meet a wide range of dietary needs including Kosher and Halal (where possible) we are able to promote an organisation and subdivisions that are welcoming to people of all ethnicities and hope to see a marginal increase in BME representation across all levels and modes going forward.

The College has a process that ensures a consistent practice in the support of assessment arrangements for HE students who have disclosed a disability or specific learning need. The Higher Education 'Alternative Assessment Arrangements' (AAA) process offers students an alternative assessment agreement which, in partnership with staff and support teams, allows students to plan and manage their assessment effectively.

Over the last 4 years students' awareness of the process and support available to them has increased and as a result Learning Support Services has seen an increase in the number of students taking advantage of the opportunity the AAA process can offer to support them in their studies. The team continues to improve the system for recording student outcomes at the end of each academic year which results in the data offering a more accurate analysis of the impact the support has on our students.

As an institution we feel that student access to NCG programmes is strong and shows growth in all of the WP demographics bar a marginal decline in part time recruitment which is in line with national trends.

SUCCESS AND RETENTION

In terms of student retention and success our position at the end of 2015-2016 was:

- In year retention remained strong and increased marginally between 2014-2015 and 2015-2016 – up to 91.7% from 91.6%

Main reasons for withdrawals were:

- 19% Poor attendance
 - 13.4% Withdrawn course unsuitable
 - 11.8% Gained employment
 - 11% Family/Personal issues
 - 8.9% Health reasons
- Overall student achievement fell slightly by 1.12% compared to 2014- 2015
 - With an 86% pass rate for students completing their foundation degree programme which is a decrease of 2% from the previous year with top up degrees, masters and PGCE achievement remaining static
 - 34% of our students went into full time employment which matches the previous year's DHLE data
 - We have seen an increase in the number of students continuing into full time study up 8% to 39%
 - 81% of NCG Graduates are in full time work or stud compared to 79% in the previous year's data

The drop in student achievement of 1.12 is disappointing and has been reviewed at Divisional level to ensure the right level of support is being given to all of our students. In terms of retention and progression we are pleased to see a strong set of data which shows both stability and growth.

In 2018-2019 we have a clear focus on ensuring all of our students are either ready for work or ready for further study and have a work ready guarantee as part of our offer. As a result of this you will see an increase in our commitment to progression expenditure.

In year retention and retention between levels is a clear area of focus for us. We have developed new reporting to allow staff within the Divisions to see a clearer picture of our retention and non-continuation picture split by our WP demographics. We feel that our financial support packages for students from the wards where Higher Education participation is the least enables access and retention on programmes.

TARGETS AND MILESTONES

The institution has established milestones and objectives in relation to its higher education provision falling under this access agreement which are included in the attached resource plan and cover the following areas:

- Part time recruitment
- Mature entrants in HE
- Recruitment from low participation postcodes (POLAR)
- Recruitment from BME groups
- White British males representation
- BME success
- Success from learners from poor participation postcodes (POLAR)

Many of these have been institutional targets for some time and whilst they still fit with our institutional strategy and current Government agenda for widening participation we will consult the Divisions within NCG for appropriateness going forward. This will not lead to wholesale changes of our targets but a more refined approach.

The College also has other targets which have a positive effect on WP but will not be monitored as part of WP which relate to recruitment, retention, internal progression from level 3 and curriculum development.

These will be monitored as part of the institution's normal business planning processes.

We are committed to the development of a statistical target relating to raising attainment in our 2019 - 2020 Access Agreement

FEES AND FINANCIAL COMMITMENTS

FEES

The fee levels for all franchised (indirectly funded) courses are those determined by the franchising institution and contained in their own access agreements. These are students registered with other institutions but taught at NCG.

Each Division of NCG has the autonomy to charge fees up to the maximum fee limit agreed by Corporation that will support student access in their locality.

The level of tuition fee set by this institution takes account of the policy considerations which it has adopted to guide its thinking in relation to fee income. These considerations are:

- That the cost of full time higher education to students should not act as an entry barrier and there is no evidence or research to suggest a maximum fee of £9000 will act as one;
- That income from tuition revenue should be managed to provide financial support, improve experience, enhance learning, and to encourage progression and achievement.

The maximum fee for Full Time students at NCG in 2018-2019 has been set at £9000

The maximum fee for Part Time students at NCG in 2018-2019 has been set at £4625

FEES BY DIVISION

New students studying and those returning to study after more than a year out will be charged:

Division	Full Time Fee	Part Time Fee
Newcastle College	£9000	Not over the basic fee of £4625
Kidderminster College	£7900	Not over the basic fee of £4625
West Lancashire College	£8900	Not over the basic fee of £4625
Carlisle College	Not over the basic fee of £6165	Not over the basic fee of £4625
Lewisham Southwark College	Not over the basic fee of £6165	Not over the basic fee of £4625

These fees relate to all Foundation Degrees, First Degrees and Top Ups.

Students should expect to pay tuition fees for every year in attendance and also be aware these fees may increase annually. On the basis of current Government guidance any increase is unlikely to exceed the increase in inflation by reference to the Retail Price Index (RPI).

FINANCIAL COMMITMENTS

GENERAL COMMITMENTS

As we have a high proportion of students from underrepresented groups we are aiming for a percentage spend of 55% of our OFFA countable expenditure.

This will be areas such as but not restricted to:

Our work ready guarantee ensures that students from all WP demographics are ready for the workplace by the time they graduate. This will be achieved by committing to spend on the following areas which will be specific to the needs of each programme

- Employability
 - professional memberships,
 - guest speakers,
 - trips
 - secondments
 - placement mentors
- Support
 - Widening participation and North East Collaborative Outreach Project (NECOP) staffing
 - Careers and employment staffing
 - Academic achievement support
 - Progression coaches

The institution also directs additional revenue to support access measures in the following ways:

- Enhancing the learners HE experience by maintaining dedicated HE facilities.
- Forge local partnerships with institutions that are located in disadvantaged postcode areas.
- Through outreach activities, involving road shows, transport, and promotional materials;
- Through funding to provide additional support for academic tutors in relation to assessment of students and the provision of work based learning;
- Through capital spending to ensure that appropriate facilities are available.

EXPENDITURE

Our planned OFFA countable expenditure for 17/18 is:

Area	Value (as a %)
Access	4%
Student success	13%
Progression	6%
Financial support	32%

With 52% of our cohort coming from low participation postcodes we feel it is imperative to provide a financial support packages that lessens the financial burden of accessing HE within our institution. We also realise that students who may not attend our institution from these wards still require a level of financial support and are committed to maintaining a bursary for all students.

Part of our mission as an HE provider is to provide vocational programmes that empower our students to go into full time employment once they complete. We feel that the levels of expenditure on success and progression are sufficient to fulfil this mission. We have a work ready guarantee to provide students with the skills, memberships and experience they need to progress, as well as a Higher Education Support Team which supports the day to day activities of our students to enable success.

We note that reduction in student success expenditure compared to previous years access arrangements this is largely due to an improved method of how expenditure is being counted along with some restructure work taken within one of our Divisions. At Newcastle College we now have a distinct HE operational team and a support team. These teams have a specific remit in relation to student support / success and although the value has decreased in percentage terms the refocusing of the teams will mean that the impact will not lessen.

FINANCIAL SUPPORT

Financial support for students differs between the Divisions of NCG and is as follows.

Division	Financial Support available
Newcastle College	<p>New students (Full Time ONLY):</p> <p>£1000 for students from POLAR 1&2 postcodes and those with household income under £25,000 assessed via SLC means tested process only.</p> <p>£400 for all other students</p> <p>This will be for all years the students study at Newcastle</p>
Kidderminster College	<p>New students (Full Time ONLY):</p> <p>£1000 for students from POLAR 1&2 postcodes</p> <p>£400 for all other students</p> <p>This will be for all years the students study at Kidderminster</p>
West Lancashire College	<p>New students (Full Time ONLY):</p> <p>£1000 based on attendance for all full time students</p> <p>1st Payment £400 – 95% attendance to Nov</p> <p>2nd Payment £400 – 95% attendance to Feb</p> <p>3rd Payment £200 – 95% attendance to May</p>

	This will be for all years the students study at West Lancashire
Carlisle College	Financial support currently not offered due to fees below the basic level.
Lewisham Southwark College	Financial support currently not offered due to fees below the basic level.

We anticipate that this financial support to students will represent up to a further 30% of our higher fee income, with the total expenditure variable as it is driven by recruitment and retention of our full time cohort.

The rationale for this split is evidenced through our NSS results and our desire to ensure the most appropriate students within our institution receive the financial support and all learners are supported in their efforts to succeed by excellent tutors and facilities.

The fee and bursary proposals are based on evidence from different sources. These include:

- Feedback from the student forums
- Knowledge of local market and its need.
- Feedback from recruitment staff
- Feedback from employers

For full-time students, a consistent theme was that some level of financial support was more important than the level of the fee. It was therefore decided that a higher fee should be introduced to fund a bursary for students facing financial hardship.

We are committed to the continual evaluation of the effectiveness of our financial support packages and will hold forums with students, staff and employers periodically to ensure our offer matches local need.

MONITORING

The institution will undertake annual monitoring and evaluation of this access agreement to confirm compliance and progress towards the achievement of the milestones it has established. Responsibility for the monitoring report will rest with the Director of Higher Education.

An annual monitoring report will be submitted to the Director of OFFA.

The report will incorporate the following sections:

- Financial data summarising recruitment levels, payment of bursaries, and other financial support made available to students;
- Outreach activities that have been undertaken during the year
 - Number of open days held
 - Number of schools/colleges visited
 - Proportion of schools/colleges in Low Participation Neighbourhoods (as a proxy for WP pupils/students)
 - Enquiries from those with a postcode from a Low Participation Neighbourhood
 - Progression against target

- Progression made in meeting institutional milestones and objectives.

As well as the institutional-level reporting, the Schools in Newcastle College and the other Divisions within NCG which deliver HE have a quality review twice a year for their HE courses. This is in addition to the business planning that all divisions undertake.

As part of these meetings, colleagues will be asked to assess their performance against the access targets. This will be not just in terms of enrolment but also retention, progression and achievement.

Retention is monitored by monthly reporting which looks at the current number of withdrawals and the trend across the year. High-level data is presented to highlight any patterns and trends and low-level data is made available so that HE Managers can investigate whether withdrawals are affecting any particular type of student, especially those from a WP background.

On an annual basis, at the HE quality review meetings, colleagues are provided with high-level and low-level data on progression and achievement. HE Managers are asked to investigate whether any particular type of student, especially those from a WP background, have significantly different outcomes.

To review the effectiveness of our outreach activity reports on student access that identify what school our students have come from are produced and reviewed against our activities in the previous year.

PUBLIC INFORMATION

The Higher Education Public Information Strategy supports the requirements for written information or data, released into the public domain or to specific third parties. Since the Public Information Strategy was first published in 2013 there have been a number of legislative and organisational changes. The strategy was updated to take account of these changes in June 2016.

The application of the strategy is demonstrated by divisions delivering higher education within NCG through implementation plans which identify individuals within the organisation responsible for the different aspects of public information.

NCG is committed to providing clear and accurate information to students on Fees and Financial support via our own website and any external data sources that also hold this information. We regularly

STUDENT CONSULTATION

STUDENT PARTNERSHIP STRATEGY

The NCG Higher Education Partnership Strategy enables higher education students to actively participate in shaping their learning experience and contributing to the future direction of the institution. The strategy includes all higher education students at undergraduate and postgraduate level, irrespective of location, mode of study, teaching delivery, or discipline. The college aims to

provide an inclusive environment for student engagement which anticipates the varied needs of learners and aims to ensure that all students have equal access to educational opportunities.

The strategy aims to:

- Promote the concept of the 'engaged student' as an important driver for quality enhancement across the institution;
- Provide opportunities for effective student representation in decision-making processes including on governing boards and senior committees at college, school and course level;
- Promote and nurture a culture of belonging within the academic and social community;
- Facilitate the sharing of mutual information with students to enable meaningful discussions which promote educational enhancement and quality assurance;
- Actively engage students in shaping and developing quality assurance and the enhancement of higher education
- Ensure support and training are available to staff and students in relation to their roles as active partners in the development of quality assurance and enhancement;
- Provide fair and equitable access for all students to participate in a wide range of activities which promote enhancement and quality assurance;
- Recognise and celebrate the effort and contribute made by students who undertake a student engagement role;

The College engages with students on an on-going basis. They are active participants in HE committee meetings where the content of this agreement has been discussed. There is also a cross college student forum for HE where issues are discussed and reported through the HE committee structure. These discussions have included fees, student financial support and WP issues in general.

STUDENT FORUMS, SURVEYS AND OPPORTUNITIES

Student views are also canvassed in a variety of ways throughout the academic year using internal surveys, NSS survey results, and school and programme student fora. Teesside University Quality Enhancement Visits (QEV) provides additional forums for students to offer views on the learning experience provided by the College.

Schools within the Colleges organise HE learner forums and focus groups provide a platform for students to comment on their teaching and learning experience, raising issues or concerns relating to their specific course. An action plan is created as a result of the forums. The plan is shared with students to communicate the progress the school is making to resolve any actions agreed as a result of the meetings.

In September 2015 the HE Directorate advertised opportunities for undergraduates and postgraduates to apply for the HE Student Fellowship Programme. It reflected a revised approach to the former offer of student internships. The Fellowship Programme was designed to provide HE students to undertake

funded projects in partnership with the HE Directorate to enhance the student experience and support the development of Seven Bridges, our student-led academic journal.

We received 47 applications from students, which is the highest total of applications since internship opportunities were first offered in 2013. Following a shortlisting process, 21 applicants were invited for formal interview, of which 14 were appointed to the HE Student Fellowship Programme.

The Student Fellows worked on a number of projects throughout the academic year which included:

- Raising awareness of the NSS
- Student as Producer
- Students as Researchers

Table 7 - Targets and milestones

Institution name: NCG

Institution UKPRN: 10004599

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	Part-time	Other statistic - Part-time (please give details in the next column)	Increase part time recruitment utilising vocational Foundation Degrees and working with employers	No	2014-15	19%	21.1	21.4	21.7	22		
T16a_02	Access	Mature	Other statistic - Mature (please give details in the next column)	Maintenance / increase in mature entrants to Higher Education	No	2013-14	52%	53.5%	54%	54.5%	54.5%		
T16a_03	Access	Low participation neighbourhoods (LPN)	Other statistic - Location (please give details in the next column)	Recruit from low participation neighbourhoods	No	2013-14	30%	33%	34%	35%	35%		
T16a_04	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Increase in recruitment from BME groups	No	2014-15	12.5%	14.7%	14.9%	15.1%	15.3%		
T16a_05	Access	White economically disadvantaged males	Other statistic - Ethnicity (please give details in the next column)	Increased representation from white British men from disadvantaged backgrounds	No	2014-15	13.9%	15.5%	16%	16.5%	16.7%		
T16a_06	Student success	Ethnicity	Other statistic - Other (please give details in the next column)	Increase in success from BME groups - to be completed in next years agreement	No	2016-17	78.05	78.5	78.7	79	79.5		
T16a_07	Student success	Socio-economic	Other statistic - Other (please give details in the next column)	Increase in success from learners from disadvantaged backgrounds - to be completed in next years agreement	No	2016-17	80	80.2	80.4	80.6	80.8		
T16a_08	Progression	Multiple	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Increase progression to Level 7 from students from WP backgrounds	No	2018-19	15%	n/a	15%	16%	17%	18%	
T16a_09	Access	Attainment raising	HESA T1a - State School (Young, full-time, first degree entrants)	Increase the number of students attending the Achieve programme	Yes	2016-17	40	70	80	90	100	110	
T16a_10	Access	Attainment raising	HESA T1a - State School (Young, full-time, first degree entrants)	Increase the number of students who attended the Achieve programme who enrol onto HE within NCG	No	2018-19	5	N/A	5	10	15	17	

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16b_01	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Provide taster/masterclass days for internal and external students	No	2013-14	4 taster/masterclass days	6 taster/masterclass days	6 taster/masterclass days	7 taster/masterclass days	7 taster/masterclass days		
T16b_02	Access	Socio-economic	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Target secondary and schools within the Group with high proportions of non-traditional students.	No	2013-14	15 Schools	16 schools	17 schools	17 schools	17 schools		

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

Some of the targets and milestones were set many years ago when as an institution and sector we were in a very different place. At one point we were concerned we were going to be fined for recruiting too many students and now or recruitment of both part time and full time is on a downward trend. Nationally part time HE recruitment is decreasing and we have a target to increase our part time recruitment numbers. Whilst part time recruitment is part of our HE strategy and working with employers is part of our institutional ethos it is an incredibly difficult marketplace in the North East to get the numbers. It would be of benefit to us if we were permitted to review and remove some of these targets and set more realistic ones.