

2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Myerscough 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

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

The overall ambition and strategy described in our 2019-20 access and participation plan strategic ambitions was as follows:

The 2012-22 College Strategic Plan that was in place at the time of writing the 2019-20 access and participation plan included the overall strategic aim 'We will Create opportunities for all to Succeed'.

In 2020, the College produced a new Strategic Plan (2020-25) which has widening participation and equality at its heart with the overarching strategic goal to promote and advance 'FREDIE' (fairness, respect, equality, diversity, inclusion and engagement) in all that we do.

The strategic aims and goals of our previous and current strategic plans reflect our high level of long-term commitment to the principles of our 2019-20 access and participation plan in setting out how we will provide equality of opportunity for underrepresented groups to access, succeed in, and progress from higher education.

Our strategic ambitions for access, success and progression in our 2019-20 access and participation plan were based on the evidence in our assessment of performance and are summarised as follows:

- Continued investment in the sustained development of long-term strategically targeted access activities that broaden the applicant pool, raise aspirations among potential applicants from under-represented groups and encourage them to apply to higher education.
- Continued investment in the sustained development of long-term strategically targeted success and progression activities to maintain and improve student continuation, success and progression and narrow the gaps for priority groups across the student lifecycle.
- Continued alignment of our strategic ambitions to ensure that our work supports positive outcomes for all groups of students in preparations for future iterations of the TEF.
- Develop our data collection, reporting and monitoring for care leavers across each stage of the student lifecycle.
- Commit to more outcomes-focussed targets in preparation for the next iteration of access and participation plans.

2. Self-assessment of targets

The tables that follow provide a self-assessment by Myerscough 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 Myerscough 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 (Access)	This target is for widening participation. We will continue to improve and expand our outreach activities as outlined in our Access and Participation Plan to remain above the HESA widening participation Polar 3 group 1 benchmark for students from low participation neighbourhoods.	2013-14	11%	18%	19%	Percentage	2019-20	14	Limited progress
T16a_02 (Student success)	This target is for in-year student retention and completion. We will continue to improve and expand our retention and success activities as outlined in our Access and Participation Plan to remain above the TEF completion benchmark.	2014-15	94%	95%	96%	Percentage	2019-20	97	Expected progress
T16a_03 (Progression)	This target is for progression to highly skilled employment or further study. We will continue to enhance student employability and progression through the retention and success activities as outlined in our Access and Participation Plan to improve graduate level prospects for our students.	2012-13	59%	68%	70%	Percentage	2019-20	59	Limited progress

T16a_04 (Student success)	This target is for the difference in success outcomes of students with a declared learning difficulty or disability. We will continue to improve and expand our retention and success activities targeted specifically at students in receipt of DSA as outlined in our Access and Participation Plan to reduce the gap in outcomes for students with a declared learning difficulty or disability.	2013-14	6%	4%	4%	Percentage	2019-20	1	Expected progress
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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 (Access)	This target is for the number of schools outreach activities. We will continue to develop outreach activities with schools in the North West of England including schools with a high proportion of students from under-represented socio-economic groups.	2014-15	408	420	425	Other	2019-20	407	Limited progress
T16b_02 (Student success)	This target is for the percentage of students who are on the Student support Register and are retained through successful monitoring and support. The College will continue to implement and enhance the Student Support Register to provide academic and pastoral support for students.	2014-15	84%	87%	88%	Percentage	2019-20	90	Expected progress
T16b_03 (Progression)	This target is for the percentage of High Grades (2.1 and Firsts for honours degrees or Merit/Distinction for other awards). We will continue to promote high levels of student achievement through the retention and success activities as outlined in our Access and Participation Plan.	2014-15	48%	49%	50%	Percentage	2019-20	53	Expected progress
T16b_04 (Access)	This target is for the number of year 10 and 11 students engaged in on-campus vocational 14-16 programmes in collaboration with local schools	2015-16	198	202	204	Headcount	2019-20	223	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	£81,000.00	£54,370.81	-33%
Financial Support	£168,000.00	£158,043.74	-6%

4. Action plan

Where progress was less than expected Myerscough 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
T16a_01	Under our new Access and Participation Plan 2020-25, this target was revised to a target for narrowing the gap in access between Polar 4 Group 1 and group 5. Although we are not formally reporting against that plan yet, initial data indicates that the gap has decreased from 11.7% in the baseline year (2017-18) to 7% in 2019-20, ahead of the first target of of the new A&P Plan of 10% in 2020-21, suggesting we are on-track with narrowing the gap for this target group. We are developing an action plan to ensure we continue to make expected progress against this target group. Our work in this area will include clarification of roles and responsibilities for outreach activities and working closely with out UniConnect partners in Lancashire and Cumbria to develop collaborative targeted outreach activities that are linked to provider A&P Plans.

T16a_03	<p>Under our new Access and Participation Plan 2020-25, this target was revised to a target for narrowing the gap in progression for full time students between Polar 4 Group 1 and group 5. Although we are not formally reporting against that plan yet, initial data indicates that the gap has reversed from a negative gap of 11% in the baseline year (2016-17) to a positive gap (higher for POLAR4 group 1) of 17% for the 2017-18 completing cohort, ahead of the first target of the new A&P Plan (negative gap of 9%). The numbers in the data were very small due to the low response rate which affects the statistical reliability of the data. However, the outcomes suggest we are on-track with progress on narrowing the gap for this target group. We are developing an action plan to ensure we continue to make expected progress against this target group. As an example of our activities to continue to promote graduate employability, in the current lockdown, we have also held a highly successful virtual employer event for our current students which received over 500 student visits. The event was also recorded and made available to the schools networks where it received a further 800 visits in the first 5 days.</p>
T16b_01	<p>This specific target no longer features in our 2020-25 Access and Participation Plan. However, targeted outreach activities with Schools remains a significant part of our work towards our new targets in the 2020-25 A&P Plan and we will continue to action plan our work in relation to this activity. This includes working closely with our UniConnect partners in Lancashire and Cumbria to develop collaborative targeted outreach activities that are linked to provider A&P Plans.</p>

5. Confirmation

Myerscough 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	
Myerscough 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	Alison Robinson
Position	Chief Executive and Principal

Annex A: Commentary on progress against targets

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

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
Yes. As outlined in our plan, we have implemented our measures for portfolio development with continued development of online and blended learning programmes and further development of our provision at our Croxteth Centre in Merseyside. Our outreach activities have continued and, as detailed in target T16b_01, were on track to exceed target up to the point of the first Covid lockdown in March 2020 when all face to face schools activities were ceased. Our on-campus delivery 14-16 schools provision also met target (T16b_04) despite the initial covid lockdown affecting the term 3 cohorts for that provision.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
During the first Covid lockdown from March 2020, we moved some of our outreach activities to virtual events and we were one of the first colleges to offer virtual course advice events. We also revised and strengthened our applicant support package to offer it virtually through our VLE. Additionally, we have strengthened our use of data in this area by adding the target group to our data dashboard on PowerBi to enable us to closely monitor the progress for the target group and use the data to adopt a more evidence-informed and outcomes-based approach to evaluate the impact of our A&P activities on our target disadvantaged groups.

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
Yes. As outlined in our plan, we have implemented both curriculum-based and extra-curricular employability and progression activities and events during the covid period, some of these activities were delivered as virtual events. We have also continued to meet all Gatsby benchmarks as confirmed by the Gatsby Foundation. Additionally, we have revised and re-launched our 'Graduate employability' programme, re-named 'MyFutureHE' on the College virtual learning environment which includes a range of employability resources and programme of activities that contribute to ensuring employability of our students and will also count towards the 'Myerscough Award' that we have developed for our students to recognise their achievements in developing employability skills.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We also created a package of virtual employability resources that were signposted specifically to our students from disadvantaged areas during the first covid lockdown period from March 2020. Additionally, as outlined above in target T16a_01, we have strengthened our use of data in this area by adding the target group to our data dashboard on PowerBi to enable us to closely monitor the progress for the target group and use the data to adopt a more evidence-informed and outcomes-based approach to evaluate the impact of our A&P activities on our target disadvantaged groups.

Target reference number: T16b_01
How have you met the commitments in your plan related to this target?
Yes. We have continued to meet the commitments in our plan to deliver schools outreach activities. Prior to Covid impacting our operations in March 2020, our total schools and college activities (from Sept 2019 - Feb 2020) was 407. The comparative figure for the previous year was 374, an increase of nearly 10% on the same point the previous year suggesting the projected outcomes would have exceeded target if normal schools activities had continued.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
As outlined in target T16a_01, during the first Covid lockdown from March 2020, we moved some of our outreach activities to virtual events and we were one of the first colleges to offer virtual course advice events. We also revised and strengthened our applicant support package to offer it virtually through our VLE.

Annex B: Optional commentary on targets

Myerscough College's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	The performance data provided uses the recent re-coding of the 2017-18 Graduate Outcomes data to use the SOC 2020 coding. The re-coding affected one of our largest courses (Vet Nursing) and is therefore a more accurate reflection of our outcomes. The target for this measure is further complicated as it was set against the previous DLHE survey data which was replaced by the Graduate Outcomes survey in the reporting year for the 2019-20 A&P Plan. Due to the change in survey methodology and timescales, the data is not directly comparable to the baseline data that the original target was set against. Additionally, our Graduate Outcomes survey response rates were much lower (125 responses (38%) compared with 258 responses under the previous DLHE survey). When split down to this target group, the number of responses for students from POLAR4 group 1 in the highly skilled employment data were just 15 making which is a very low number for statistical reliability.
T16a_04	
T16b_01	
T16b_02	The internal Student Support Register has now been superceded and replaced. The performance data provided is the nearest equivalent internal achievement data for students with a learning difficulty or disability
T16b_03	
T16b_04	