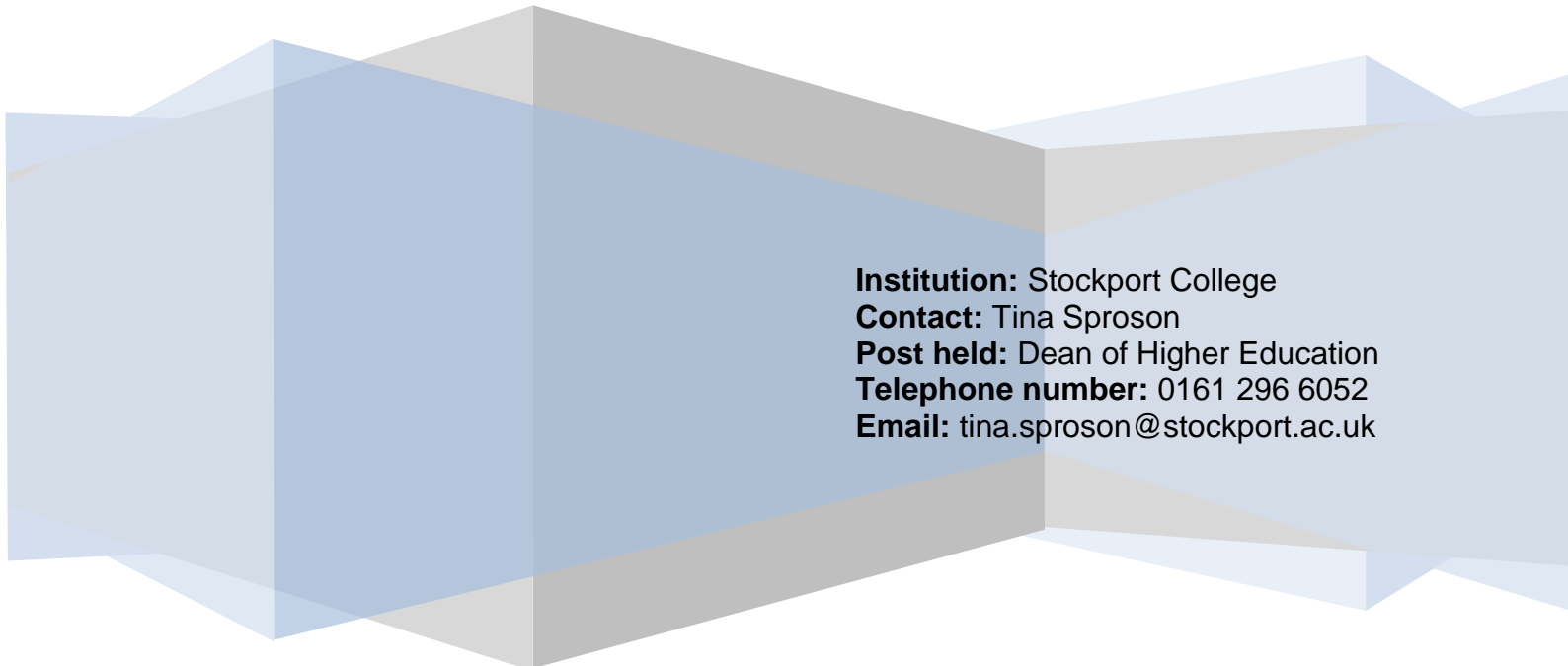


Stockport College

Access Agreement 2014-15



Institution: Stockport College
Contact: Tina Sproson
Post held: Dean of Higher Education
Telephone number: 0161 296 6052
Email: tina.sproson@stockport.ac.uk

Contents

Introduction	3
Widening Participation Strategy	3
Vision, management and culture.....	3
Fair Access.....	4
Admissions	4
Strategic statement policy and practice	4
Widening participation priorities and commitments	4
Investment in widening participation.....	5
Targeted financial support for students	5
Activity and commitments.....	9
Outreach	9
Outreach activities	9
Student support and retention	11
Information on financial support available to students:	12
Expenditure of access measures:.....	13
Institutional milestones and objectives:.....	13
Consultation with the Student Body.....	14
Equality and Diversity	14
Accountability	15

Introduction

Stockport College is one of the largest FE colleges in the UK and has developed a range of innovative HE provision to build on its FE offer. This helps provide opportunities for learners who wouldn't normally progress into HE. To this end, the College already has well established widening participation strategies, to make Higher Education accessible to learners locally, regionally and nationally from a diverse range of backgrounds.

The HE provision within College already has a strong widening participation cohort, with 24% of young learners and 14% of mature students being from a widening participation target background. This makes the College a strong player within the widening participation agenda.

This agreement seeks to build on this reputation and experience to ensure that learners from a widening participation background have access to a high quality, diverse curriculum offer which reflects the needs of both learners and the labour market, whilst providing value for money to learners and enhanced outreach and support.

Widening Participation Strategy

Vision, management and culture

In 2009, Stockport College published its HE Widening Participation (WP) Strategic Assessment 2009-12 for HEFCE. The document outlined the College's position and strategic vision for investment in widening participation. The College opted to set its full-time fees for 2012-13 at £6000 and has therefore did not have to submit new Access agreements to OFFA. Furthermore, full-time entrants fees for 2013-14 will remain the same at £6000, however, it is recognised that there should be equity between 'old regime' students which fell under the College's old Access Agreement and the 'new regime' students. This agreement therefore seeks to provide a response to the changing HE environment and provide an indication of how the College's WP strategies are to be adapted and/or restructured as a consequence of the reforms taking place from 2012-13.

The College is committed to WP embedded in its strategic ambitions, strategic plan, policies and procedures with the underpinning value of inclusivity. The College's vision is "Inspiring you to achieve your potential". The emphasis on 'respect, integrity, support and working together' reaches out to everyone and clearly shows the College's commitment to widening participation. The College welcomes all learners, whatever their previous experience or personal circumstances, and works towards them achieving success. Underpinning all the College's strategic objectives are the College's values:

- We respect all individuals
- We work together
- We act with integrity
- We are committed to supporting our students and to working in partnership with employers

Fair Access

Appropriately qualified students are able to gain access to all levels of education at the College and are confident to do so regardless of their background and social status. This is achieved by providing flexible provision and satisfying support requirements through the identification of individual support needs including physical, emotional and financial means. The breadth of offer and mode of attendance; HNCs, HNDs, Foundation Degrees and Degrees delivered on either a full time and part-time basis, day time, afternoon and evening or evening only provides a variety of access points, which has enabled 31% of HE students from disadvantaged postcode areas to gain access to qualifications.

Admissions

The College operates a fair Admissions Policy, which provides clear criteria for entry onto programmes / courses that are best suited to an applicants' ability and ambitions including non-traditional qualifications and experiential learning. The College Admissions Policy and procedure further establishes the College's commitment to achieving equal opportunities for all its students and actively encourages potential students from diverse communities and those who may have disabilities or an additional support need to apply. The College will ensure that all students meet their full academic potential and are not discriminated against during the admissions process or in their subsequent time at Stockport College.

Strategic statement policy and practice

Widening participation priorities and commitments

The College is committed to building further on its strong record of inclusivity. Specifically, the College's engagement with widening participation will commit us to:

- Recognise student success.
- Aim to recruit at not less than the College HE targets.
- Maintain a policy for financial student bursary support targeted at the most disadvantaged and potentially most under-represented or excluded groups.
- Participate in the National Scholarship Programme for widening access for full-time, part-time and disadvantaged students
<http://www.stockport.ac.uk/content/finance-and-paying-your-fees/>
- Collaborate, where appropriate, with HEIs, schools, colleges and other educational providers to promote opportunities for admission to and progression through higher education programmes.
- Provide and develop pre-entry support and guidance programmes.
- Monitor and evaluate the progression and performance of students on programmes to inform the further development of strategies for inclusivity.

- Work with recruitment and admissions organisations, community groups and authorities to promote opportunities in higher education for those from poorly represented groups.
- Ensure that the learning and support infrastructure is appropriately sensitive to the needs of students from socially, culturally and educationally diverse backgrounds.
- Work with employers to ensure that vocational learners are offered appropriate pathways into higher education.

Investment in widening participation

The HEFCE funding for WP and the teaching enhancement and student success (TESS) allocation together with NSP and investment by the College with matched funding of 50% of NSP will help deliver the above priorities. The largest single item of expenditure will continue to be the bursaries and these will enable the participation of a number of learners to access higher education. The Bursaries are income related allowing access to lower income learners enabling them to continue learning in circumstances where income may prove a barrier. The smaller allocation of NSP complements the lower income learners by considering those learners who may be considered disadvantaged under a set of College criteria; Guidance and Application <http://www.stockport.ac.uk/content/finance-and-paying-your-fees/>. The other expenditure effectively supports the strategic objectives and associated activities including, but not limited to outreach activities, access to IT, additional learning support and course assistance.

Targeted financial support for students

The level of tuition fee set by the College 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 a barrier to entry for those capable of benefiting from such an education and otherwise willing to engage in it;
- That income from tuition revenue should be managed to provide financial support for students, and to enhance their learning, and to encourage their progression and achievement.

For new fee-regulated full-time entrants entering HE provision in the College in 2014-15, the standard fee within the College will be no more than £6,000. However, for students entering the BA Hons courses within the School of Arts, Design and Media, Applied Social Sciences and STEM provision the tuition fee will be up to £7,500 for new entrants in 2014-15. It is noted that certain Foundation Degree and BA (Hons) programmes require the students to procure materials to support their programme. This has resulted in widening participation students being unable to find

sufficient monies to procure the equipment. Consequently the fees have been amended to reflect the cost of materials to be included in the tuition fee to remove this barrier.

For new fee-regulated part-time entrants entering HE provision in the College in 2014-15, the standard fee will be £3750 and the maximum fee a student will pay in any single academic year will be £4500.

The higher fees for these courses are necessitated by the high cost of this provision, including the practical, vocational and academic elements of the provision. It is envisaged that the fees for all HE provision within the College will increase year on year, in line with increases in the cost of provision and with Government and funding body guidance.

For all continuing students in 2014-15, the tuition fees will rise from their existing levels in line with Government and funding body guidance and will continue to do so beyond 2014-15, until the cohort of students classed as 'continuing students' under the current HE Fee system have completed their qualifications.

The College Bursary and National Scholarship Programme (NSP) arrangements for 2014-15 are intended to support the fulfilment of these policy objectives. They cover continuing students under the old HEFCE regime and those students being recruited under the new HEFCE regime.

All new entrants to the HE provision within the College from 2014/15 onwards will be considered for support from the National Scholarship Programme (NSP).

The NSP is a financial support system, jointly funded by HE providers and the government, to offer targeted support to students entering HE from low income backgrounds.

It is forecast that the government will fund 26 NSP awards within Stockport College for new entrants in 2014/15, each with a value of £2,000. The College is committed to providing an additional 44 NSP awards to match those provided by the government plus an additional 18 NSP, giving a total of 70 awards available.

All successful applicants to the College will be considered for an NSP award, and to be a successful recipient, they will need to demonstrate that they have a household income of below £25,000 per annum (this information will be provided by Student Finance England through the HE Student Finance application system).

In addition to this over-arching criterion, priority will be given to:

1. A 'Care Leaver' under the Leaving Care Act
2. Disability
3. Young people under 25 who are estranged from parents and received income support between the ages of 16-18
4. Permanent address post code identified as low HE participation (POLAR2 - Quartile 1)

5. Lone parent with dependent children
6. Have refugee status
7. Travellers
8. Have an Access to HE qualification
9. Mature students over 25
10. Tie-break: Unrepresented groups, ethnicity and gender (college/local not national picture)

The College is primarily a regional provider of higher education and significant areas of Stockport and surrounding areas fall within Priority 1 and 2 with lower than average educational achievement levels. The NSP awards will help make higher education more accessible to these individuals, thus widening participation.

The College scholarship awards will be made up of a cash grant of £1000 and a fee waiver of £1000 in their first year of study. The institutional funding is to be used to offer a further 44 NSP awards in 2014/15 and as a retention incentive for those eligible in the first year that successfully progress to the second year. Beneficiaries receiving £2000 in year one of their study will receive £1000 in their second year of study as a fee waiver.

NSP Expenditure	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Government allocation £	£ 57,000	£ 81,000	£ 52,000	£ 0	£ 0	£ 0
Institutional match £	£ 28,000	£ 40,500	£ 158,000	£ 210,000	£ 261,000	£ 312,000
Of which:						
Fee waivers or discounts (Gov)	£ 38,000	£ 54,000	£ 26,000	£ 0	£ 0	£ 0
Fee waivers or discounts (Inst)			£ 44,000	£ 70,000	£ 77,000	£ 78,000
Fee waivers or discounts C/F		£ 28,000	£ 40,500	£ 70,000	£ 70,000	£ 77,000
Cash (Gov)	£ 19,000	£ 27,000	£ 26,000	£ 0	£ 0	£ 0
Cash (Inst)			£ 44,000	£ 70,000	£ 77,000	£ 78,000
Financial Scholarship	£ 57,000	£ 109,000	£ 180,500	£ 210,000	£ 224,000	£ 233,000
Funding not yet allocated	£ 28,000	£ 40,500	£ 70,000	£ 70,000	£ 77,000	£ 78,000
Total	£ 85,000	£ 149,500	£ 250,500	£ 280,000	£ 301,00	£ 311,000

Continuing full-time students in 2014/15, who are progressing onto years two or three of their programmes will still be eligible for the Stockport College Bursary, which is being phased out to be replaced by the NSP.

All continuing full-time students in 2014/15 are eligible to apply for a maximum College Bursary of £1000 dependent upon continuation of their study and payment of any outstanding tuition fees. Students would also be expected to achieve a satisfactory attendance (minimum of 90% attendance). The College will take any extenuating circumstances into consideration.

Bursary payments will be administered in the following way;

Household Income thresholds	Total Bursary Payment	Term 1	Term 2	Term 3
Less than or equal to £25,000	£1000	£500	£250	£250
Greater than £25,000-£42,000	£500	£250	£125	£125

Students receiving £1000 per year:

- An initial payment of £500 following census completion in the first term of study. It is anticipated that this payment will assist students in acquiring personal learning resources for their programme;
- Subsequent payments of £250 in the Spring and £250 in the Summer Term in the first year of study, to provide general financial support, and to act as an incentive to assist retention, achievement, and progression between levels of study.
- A further £500 will be paid to all eligible HE students progressing into their second and third year of study providing that they have met the requirements for progression to the next level, have satisfactory attendance and have no outstanding fees in the first term of study.
- Subsequent payments of £250 will be paid in the spring term and £250 in the summer term to all eligible HE students in their second and third year of study to provide an incentive to assist retention and achievement subject to satisfactory attendance and no outstanding fees.

Students receiving £500 per year:

- An initial payment of £250 following enrolment in the first year of study subject to satisfactory attendance and no outstanding fees. It is anticipated that this payment will assist students in acquiring personal learning resources for their programme;
- Subsequent payments of £125 and £125 in the Spring and the Summer Terms in the first year of study, to provide general financial support, and to act as an incentive to assist retention, achievement, and progression between levels of study.
- A further £250 will be paid to all eligible HE students progressing into their second and third year of study providing that they have met the requirements for progression to the next level and have had satisfactory attendance and no fees outstanding.

- £125 will be paid in the Spring term and £125 in the Summer term to provide an incentive to assist retention and achievement.

In addition to bursary and NSP arrangements, students, both new and continuing, will also be eligible for the following financial support.

Payments under the Access to Learning Fund.

Payments under this fund can provide short term repayable loans, and offer hardship funds in cases of serious financial difficulty. Higher education students seeking payments under this fund can find further information on the College website.

Activity and commitments

Outreach

The College continues to provide outreach sessions throughout the borough of Stockport. The Equality and Diversity Strategy and Action Plan identifies specific target groups, which the College needs to engage with and prioritise in line with legislation and the ten protected categories of age, convictions, disability, gender, gender reassignment, race, religion & belief, sexual orientation, socio-economic and trade unions. The College also recognises the need to connect with communities where there is no tradition of higher education and has a significant role to play in these partnerships.

The College's decisions have also been affected by the coinciding policies affecting higher education with the HEFCE statements on widening participation policies and practices within the higher education context: firstly 'Opportunity, choice and excellence in higher education' identified as one of the three core principles in HEFCE's strategic statement (HEFCE 2011/22 paragraphs 10 and 11), Student number controls and teaching funding (HEFCE 2012/04 paragraphs 264 and 282) and National Scholarship Programme (HEFCE 2012/9); secondly, the government driven policies on social inclusion and access to all institutions offering HE provision including Social Mobility through Higher Education topic briefing on *Mainstreaming Widening Participation and Equality in Institutions* (Action on Access, the national widening participation co-ordination team 2010), the government White Paper "*Students at the heart of the system*" and "*A new regulatory framework for the HE sector*" together with the government's response at <http://www.bis.gov.uk/assets/biscore/higher-education/docs/g/12-890-government-response-students-and-regulatory-framework-higher-education>

Outreach activities

The College's strategy with regard to widening participation has been, and continues to be, designed to interlock outreach work and internal strategies round the student's experience. One element of this has been an implicit assumption with regard to the additional value to student success through their involvement in Widening

Participation activities with school pupils and in their contributions to other community and partnership working on behalf of the College.

Primarily this activity engages learners who come within widening participation and interventions categories which are targeted at students in the 16-30 range. The target group is students studying within Stockport, South Manchester and South /East Cheshire in sixth forms, colleges of FE including the College's own students and work based learners.

This activity involves undertaking HE tasters, open days and summer schools aimed at schools across the region. This will be targeted particularly at schools in low participation neighbourhoods. The activity will be monitored by counting the number of events taking place and the volume of participation. This will then be compared to the numbers who apply and enrol from the schools that have been targeted. Examples of the work include general College Taster days and Open Evenings as Student Ambassadors, and specific Subject curriculum enrichment days. Students are also working in the community with Age UK working with people with dementia, social engagement has been and continues to be encouraged through collaboration with Stockport Homes and the York Street Project to promote positive action in an area which faces a number of social challenges. Blogs, informal and formal feedback and evaluation sessions with students have indicated their commitment and enthusiasm for this work. It also indicates that their involvement in this helps them to diagnose their own skills and abilities better and to feel part of the College community in a more direct way.

Strong links exist with FE provision within the College that can lead to progression on to the HE provision, with taster sessions being offered to raise expectations and show that progression onto the HE provision is a possibility for an increasing number of our FE students who would not traditionally have looked to participate in higher education.

The profile of the learners within the FE provision at the College shows a high percentage of learners from a widening participation background. For many of these learners, HE is not a natural option and in most cases there is no family history of engagement with higher education. By engaging with these learners, the HE provision within the College is raising expectations and showing that HE within the College is viable, affordable and vocationally relevant and the increasing rate of internal progression into HE demonstrates the value of this; the College has seen an increase of 7% internal progression from FE to HE over the past three years, with progression from level 3 to level 4 at 13% in 2010, 17% in 2011 and 20% in 2012.

It is planned that each HE curriculum area will carry out a minimum of 2 general HE open days and 3 internal progression open days per year, giving a total of 11 of each type of activity within each academic year.

The College also has strong links with local schools and sixth form colleges and these links are used to promote the opportunities available to learners at HE level as

well as at FE level. The College has established a range of vocational curriculum which provides provision from Foundation Learning through to Level 6 Honours Degrees. This clear progression mapping and availability makes HE more attractive to more learners within the Stockport area who would otherwise not have seen HE as an option and who meet at least one of the HEFCE widening participation categories.

As a large number of the students studying in HE at the College are from a widening participation background, the College has established strong retention strategies. These draw on some of the experiences of working with widening participation learners in FE and some are unique to the issues facing HE students.

The College has a well-established support and retention strategy which ensures students receive the best support to remain on programme and achieve their target qualifications.

The College also recognises the key role and responsibility with regard to its long-term outreach work in relation to employer engagement, working with the local community and working collaboratively with primary schools by raising the aspirations and attainment of pupils from primary age to mature learners. Support for this work has been championed by staff and students on degree programmes across all HE provision at the College and is recognised as an area for further development.

Student support and retention

The College operates a student support process where students at risk of withdrawal or struggling students are identified and appropriate support packages put in place, including identifying the most appropriate staff to deal with the issues the students are facing. This will include personal and academic support and in other cases, will include support for personal tutors in dealing with the issues. The availability of these support mechanisms has proven to support retention and remove some, but not all barriers to achievement.

Each curriculum area engages in an activity within the first term of the first year of the programmes, the 'shock absorber', which concentrates on the transition from level 3 to level 4, team work and group exercises which help support the retention agenda. Building strong team ethics and breaking down barriers amongst the students has proven to aid retention on the programmes.

The College recognises that students' from non-traditional entry routes to HE and widening participation areas require additional academic study workshops, which are timetabled into all curriculum areas. Additional academic study support is also offered through HE Study+, enabling less able students to access further support to aid retention and achievement.

Comprehensive pastoral support is embedded through-out the curriculum, with personal tutors and support services offering direct one-to-one support to students. Again, this helps remove barriers to learning and aids retention.

Clear progression routes and employer links are in place across all curriculum areas to show students the value of learning with the College, which in turn helps motivate the students and retain them on programme, as they see the value of learning and achievement with the College.

All HE students have access to impartial, matrix accredited CEIAG provision within the College. The College has bespoke higher education CEIAG and Finance advisors and provision within the College covers education, careers, welfare and financial support.

In 2014-15, the College is forecast to spend £270,000 supporting widening participation and fair access, as described in this document. This is forecast to rise to £313,000 by 2015/16.

Full details of targets and milestones are included in the completed OFFA Annex B Excel spreadsheet.

Information on financial support available to students:

Financial information will be made available to all prospective students considering whether to join courses coming under this agreement. Such information will be guided by the principles of accessibility, transparency and clarity especially regarding offsetting bursaries against outstanding fees.

Information will summarise the annual and aggregate fee for the chosen course, bursary arrangements, and other sources of financial support available to students. It will also identify the sources from which students can obtain advice both within and outside the College regarding the general financial framework applying to students undertaking full time and part time higher education studies, so that they can establish the likely level of debt they will incur by the end of their studies. The College is able to provide a full range of financial advice to prospective and current students through its Student Services department.

During induction all students will receive a presentation from the Student Wellbeing team, which will, inter alia, cover issues associated with student finance.

All information relating to costs and means of support for students are available on the College website.

Expenditure of access measures:

The College will direct additional revenue to support access measures in the following ways:

- Through bursary payments to students;
- Through outreach activities, involving road shows, transport, and promotional materials;
- Through funding to provide academic support for students with the continued development of HE Study+ initiative to improve student success rates;
- 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.
- Additional expenditure from 2014-15 will be the matched funding for the NSP. Other direct expenditure is for a member of staff to work on outreach activity and for retention of HE students.

33% of projected additional income from 2014/15 onwards will be directed where the College has low percentages of under-represented groups below benchmark. However, there is also considerable indirect expenditure on promotional materials, academic and administrative staff time and on facilities for events.

Institutional milestones and objectives:

The institution has established milestones and objectives in relation to its higher education provision falling under this access agreement.

The primary objective is to meet the planned target for the proportion of students coming from the widening participation categories:

- 65% from low income background
- 35% from low participating neighbourhoods

The College saw a dip of 2% in widening participation from low income backgrounds in 2010-11 but has since been making progress against its target. The percentage of entrants from low participating neighbourhoods, priority 1 and 2 areas has also seen improved recruitment.

The College also has other targets which have a positive effect on WP, these are:

- Recruitment targets: to meet the planned target intake

- Retention targets: to achieve an annual retention rate of 85% in each year on higher education programmes.
- Progression targets: to achieve an annual internal progression rate of 30% from completers of full time FE vocational level 3 programmes , and to achieve an annual minimum internal progression rate of at least 40% from completers of foundation degree onto honours degree programmes
- Curriculum development: to respond to the identified needs of employers and students by developing new programmes and offering curriculum flexibility.

These will be monitored as part of the College's normal business planning cycle.

Consultation with the Student Body

The College engages with students on an on-going basis. They are active participants in Student Council and Board of Study meetings where the content of this agreement has been discussed. We also have 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.

Equality and Diversity

The College has a Single Equality & Diversity Policy and Procedure, replacing previous separate policies which addressed this area. All policies and procedures are subject to an Impact Assessment.

A significant focus for the College has been to embed equality and diversity within the Curriculum and to work with students at programme level to develop awareness of diversity issues. The College currently has 18% of its students on HE programmes whose ethnicity is non-white British which is significantly above the ethnicity data recorded for Stockport of 5.8% BME (including Irish). 10.5% of students on HE programmes at the College have indicated that they have a disability which is 3.2% above the national baseline and 2.5% above the College targets for recruiting and supporting students with disabilities within higher education.

In addition to the work undertaken at programme level, the College's Student Wellbeing team is a key feature in the support given to students from minority groups. The client group for this service includes students with mental health disabilities and it provides support on bullying and harassment, religion and belief and LGBT issues. The team also promotes awareness raising activities such as Anti bullying fortnight, Islamic Awareness, Eid, Black History Month, Christmas celebrations and LGBT History Month.

26% of students accessing the Student Wellbeing team for counselling in 2011-12 were from a BME background as were 10% accessing mental health support. There was a 59/41% male to female ratio for Mental Health Support and 81/19% for counselling.

Accountability

The compliance to this agreement will be monitored through the termly HE Development meeting, where all appropriate curriculum and support areas are represented, along with the HE and FE Management teams. Student representatives will also be invited to attend part of the HE Development meeting, including this agenda item.

A review of outreach activities, the HE student profile, retention data and spend on these essential parts of the OFFA agreement will form a standard agenda item at these meetings.

During the on-going management reviews of HE within each curriculum area, outreach activities, widening participation, the student profile and retention and success will be embedded parts of the review, which each curriculum area will be expected to provide on-going data and analysis about. Should individual curriculum areas be identified as not meeting the requirements and targets as identified under this agreement, remedial action will be taken under the management review process.

The termly monitoring will fall in line with normal College quality control procedures

The College will undertake annual monitoring of this access agreement to confirm compliance and progress towards the achievement of the milestones it has established. The College will evaluate the effectiveness of its approach and account for the funding it receives by monitoring on a termly basis:

- Number of students eligible for bursaries and NSP
- Number of students accessing learning support
- Corresponding retention and achievement rates
- Equality & Diversity audit

The monitoring will culminate in an annual evaluation report from the Vice-Principal Higher Education and the Department of Higher Education Widening Participation Assessment Group to the Senior Leadership Team.

The Senior Leadership Team will determine any actions required as a result of the report and propose changes.

The annual monitoring report will be submitted to the Director of OFFA following its approval by the College Governors. The report will be presented at such time as to ensure that OFFA will receive the report by its July deadline.

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; and
- Progression made in meeting institutional milestones and objectives.

OFFA Access Agreement 2014/15 - Annexes B & C

Institution name: Stockport College
Institution UKPRN: 10006331

Table 5 - Milestones and targets

Table 5a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Number	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones/targets (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)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	Low-income backgrounds	Increase the number of students eligible for bursaries by 5% above baseline figure over a five year period	No	2012	65%	38%	43%	52%	60%	65%	70%	
2	Location (other measure - please give details in the next column)	Improve recruitment W/P post code areas by 2% above baseline year on year over planned four year period	No	2012	35%	32%	37%	38%	38%	39%	40%	
3	Disabled	Increase disability widening participation enrolments by 10%	No	2012	7.3%	10.5%	11%	12.5%	14%	15.5%	17.3%	
4	Mature	Increase the number of mature students (25+) progressing on to higher education	No	2012		44%	45%	46%	47%	48%	49%	
5	Part-time	Increase the number of part-time students enrolling onto programmes by 5% year on year	No	2012	60%	38%	45%	50%	55%	60%	65%	

Table 5b - Other milestones and targets

Alongside applicant and entrant targets, we encourage you to provide targets around your outreach work (including collaborative outreach work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Number	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones/targets (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)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	Lifelong learning	Increase internal progression rate of completers of full time FE vocational level 3 programmes to level 4 by 5% from baseline year on year	No	2012	30%	25%	30%	35%	40%	45%	50%	
2	Lifelong learning	Increase internal progression rate of completers of foundation degree onto honours degree programmes by 15% above baseline	No	2012	40%	52%	53%	54%	55%	56%	57%	
3	Mission targets	Increase ethnicity widening participation enrolments by 10%	No	2012	21%	18%	20%	22%	24%	26%	27%	
4	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Strategic partnerships increased with local employers to inform and implement new higher level provision including higher apprenticeships	Yes	2012								
5	Management targets	Increase retention rate from level 4 to level 5 by 10% over four year period	No	2012	92%	85%	87.5%	90%	92.5%	95%	96%	
6	Outreach / WP activity (summer schools)	Increase attendance of "You're closer than you think" HE Summer Schools delivered across all subject sector departments throughout June	Yes	2012	85%	65%	70%	75%	80%	85%	90%	

7	Outreach / WP activity (collaborative - please give details in the next column)	In collaboration with UCLan raising awareness of progression into HE Forensic Sciences	Yes	2012	70%	55%	60%	70%	75%	80%	85%	
8	Outreach / WP activity (collaborative - please give details in the next column)	Work with local primary schools with student ambassadors to increase awareness of HE delivery at Stockport	Yes	2012								
9	Outreach / WP activity (collaborative - please give details in the next column)	Create local community workshops and create community awareness of programmes of study available including Brinnington Youth Project, Stockport Homes	Yes	2012								

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.