Access agreement monitoring return academic year 2010-11: Milestones and targets The College of North West London

Milestones and targets

This document reflects the institution's own analysis of its performance against the targets and milestones that it set itself in its access agreement for 2010-11. OFFA considered it as part of our holistic consideration of the institution's progress against its access agreement; we also took into account the other information provided in the monitoring return, the institution's general performance on widening participation, and our knowledge of its access agreement and previous monitoring rounds.

For further information about monitoring performance against milestones and targets, please see part four of the report, Access agreement and widening participation strategic assessment monitoring: Outcomes for 2010-11.

Table 1 contains a report from the institution on its progress against the milestones it set itself in its access agreement relating to 2010-11.

Table 1a): This shows statistical milestones/targets relating to the institution's applicants, entrants or student body – e.g. those based on HESA, Ucas or similar data that the institution uses to measure the outcomes of its widening participation work.

Table 1b): This shows other milestones and targets that the institution chose to include. These typically relate to outreach, lifelong learning, or institutional mission and targets.

Table 2 sets out the HESA performance indicators for young entrants covering state school, social class (National Statistics Socio-economic Classification – NS-SEC) and low participation neighbourhoods (LPN). These are reproduced to provide a context for the institution's overall performance. Please note that 2010-11 performance indicators are now also available; however, these had not been published at the time institutions were submitting their monitoring returns and are not presented here. For more information on HESA performance indicators, see www.hesa.ac.uk/pi.

Table 3 provides the institution's commentary on its progress. Specifically, we invited institutions to:

- comment on the level of progress made against their access agreement targets
- set the figures in some context, for example, if there were any external factors which may have influenced them
- provide explanations where they did not meet targets or where progress was less than anticipated.

1. Access agreement milestones and targets

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

							Progress to date			
Milestone / target type (from drop-down menu)	Description	Baseline data (number or percentage)	Target (number or percentage)	Target year	2006-07	2007-08	2008-09	2009-10	2010-11	Performance summary (from drop-down menu)
Applications	Conversion of applications to enrolment.		0.3	2012			0.204	0.35	0.24	Progress made – but less than anticipated
Disabled	Students with decalred disability.		0.03	2012			0.001	0.001	0.012	Progress made – on course to meet target
Ethnicity	% of total cohort.		0.48	2012			0.36	0.38	0.41	Progress made – on course to meet target
Gender	% of total cohort.		0.2	2012			0.18	0.18	0.153	No progress made against baseline data
Non-continuation/Student success	Achievement of ethnic minority students.		0.78	2012			0.6	0.57	0.715	Progress made – on course to meet target

b) Other milestones and targets

						Progress to date					
Milestone / target type (from drop-down menu)	Description	Baseline data	Baseline year	Target	Target year	2006-07	2007-08	2008-09	2009-10		Performance summary (please select from drop- down menu)
Outreach / WP activity (other - please give details in the next column)	Progression from CNWL level 3 to HE.			0.15	2012			0.1	0.1		Progress made – on course to meet target

2. HESA widening participation perforance indicators to 2009-10 (from HESA table T1b)

HESA PI category	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Two-year change (2007- 08 to 2009-10)	
State School (%)								
Distance from benchmark								
NS-SEC 4-7 [socio-economic class] (%)								
Distance from benchmark								
Low participation neighbourhoods (young) (%)								
Distance from benchmark								

3. Institution's commentary

For your statistical and other access agreement milestones (from Tables 9a and 9b), please provide a narrative (maximum 750 words) which:

- comments on the level of progress made against the targets
- sets the figures in some context, for example if there have been any external factors which may have influenced them
- provides explanations where you have not met targets or where progress has been less than anticipated.

Overall, progress made against targets is good. As a further education college, we do attract local students from a very ethnically diverse area. Because most of our HE provision is seen to be more male-orientated i.e. construction, engineering and computing, attracting female students is particularly challenging. The College has introduced a female forum for all female students in construction and engineering and external female high achievers in the industry come and talk to existing students. However, whilst this supports and encourages existing students it doesn't really impact on outreach and recruitment.

The College is working with a local university on higher apprenticeships and is keen to explore this in particularly re female applicants.

The overall achievement of our students is good and particularly pleasing re ethnic minority students. The College's commitment to on-going student support is a major factor here.

Recruitment of students with a disability is also challenging and we intend to raise the profile of our offer with external groups who work specifically within that community. But again, perception of the construction and engineering industry is a factor.

The conversion of applicants to enrolments is difficult to improve and this is undoubtedly influenced by the declining economic climate and potential students' caution, particularly older students which are our main market, to commit to large loans. This is completely understandable and the increased interest in part time study is one which we intend to respond to with more part time courses.