

b) Other milestones and targets

Milestone / target type (from drop-down menu)	Description	Baseline data	Baseline year	Target	Target year	Progress to date					Performance summary (please select from drop-down menu)
						2006-07	2007-08	2008-09	2009-10	2010-11	
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	0.13	Progress made – on course to meet target

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

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

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.