

SOMERSET COLLEGE ACCESS AGREEMENT

Introduction

Somerset College is a medium sized further and higher education College with a long standing provision of higher education which represents some 20% of the College's total income. There are 739FTE, of which 715 are full-time and the remainder part-time. The College is based in the County town of Somerset, a relatively rural location and in an area which has a dearth of university provision.

Although the College's higher education delivery goes back many years, in 2002 the College joined the University of Plymouth (UoP) consortium and since that time until now all courses were validated by UoP through an indirect funding arrangement. In 20010/11 the College regained some elements of its direct funding which in 2011/12 will total 180 FTE in addition to 559 FTE indirectly funded.

This Access Agreement covers the students who are directly funded, although the College intends to apply the same principles to those indirectly funded through the University of Plymouth. These arrangements have therefore also been included in the UoP Access Agreement.

Somerset College's provision is wholly vocational covering Foundation Degree Awards, Honours Degrees and Honours Top Up programmes. There is a substantial part-time provision but this is largely indirectly funded under the UoP Edexcel licence, and is not included in this Access Agreement.

Student Profile

Students are predominantly drawn from the local area although the College does recruit approximately 9% from wider afield in the south west and parts of the south of England. 66% are female and 34% male.

In addition the College provides high levels of learning support. 10% disclose a learning difficulty and or disability and this equates to 110 learners overall. Of these learners all are initially assessed and assisted in applying for a Disabled Student Allowance via Student Finance England where appropriate.

This year 6 Learners were funded to have a Dyslexia assessment through the College to enable them to apply for DSA funding.

Learners who are not entitled to DSA support but due to their educational history may need to access further literacy/language/ICT or numeracy support, are able to access support through the Learning Support Team or Learning Resource Team. All learners are able to access Study Skills sessions through the Learning Resource Team throughout the academic year.

On average the Learning Resource team provide study skills support to approximately 100 students per week.

Students tend to enter with lower than average grades and the College has a policy of providing high levels of teaching and tutor support, especially within the first year to enable students to gain confidence and acclimatise to a higher education environment.

54% progress from further education vocational courses of which 24% progress internally.

32% are over the age of 24 years and often progress to higher education from the excellent range of Adult Access programmes which are specifically designed to enable adult students to gain access to higher education.

Currently 510 students access Student Loans, 35% draw down the College's mandatory bursary of £336 and all students who progress from the College's further education courses receive a progression award of £500.

Our profile of students is therefore very mixed, but largely come from non-traditional backgrounds. At least 50% are unlikely to have progressed through traditional 'A' level routes and many require assistance with confidence building and support in independent study skills. Whilst final degree grades are good, student non-completion is rising as is deferment and referral.

The College estimates that its already has a reasonably high profile profile of students from under-represented groups (95%).

Somerset suffers from a culture of low ambition and only average achievement at key stage 4. Coupled with a lack of university presence this dampens ambition and inhibits participation. The College believes that a greater proportion of further education students and employed adults could progress to higher education, and that this would be enhanced if the study routes were more varied.

The key priorities which we wish to address in this Access Agreement are:

- To raise the ambitions and opportunities of young people who would not normally aspire to higher education and improve the information, advice and guidance on vocational study routes
- Raise awareness and access to higher education for unemployed and employed adults especially
- Improve the progression to higher education of our own further education learners, all of whom study vocational programmes and have non-traditional entry routes
- Increase the numbers who complete their courses and progress into meaningful employment.
- Enhance the teaching and learning to enable greater levels of support for students to achieve better academic and employment outcomes.

College Purpose and Aims

Over the last three years the College has reviewed and refined its mission and purpose. Being a vocational college with a distinct community ethos and a further and higher education curriculum, the College has sought to capture its ambitions within the following statements:

Our Ambition is to create the college of the future providing a unique blend of professional and vocational further and higher education to meet the needs of our local and regional economy for employment, prosperity and success.

Our Vision is that :

Every learner will excel and develop their talents and potential for employment, independence and life;

Somerset College will be a catalyst for economic and social change in Taunton and Somerset.

BURSARY AND TUITION FEE LEVELS

Tuition fees have always been set below the maximum permitted by UK government and is currently £3260 per annum. This policy is consistent with the University of Plymouth policy on tuition fees. Somerset College has set the same fee rates in 2011/12 for its directly funded students as is the case for those who are indirectly funded.

In addition the College has a policy of disbursing bursaries to students regardless of whether they are indirectly or directly funded. The current bursaries to students are:

Further Education to Higher Education Progression Bursary 2010/11
£36,500 awarded to 73 students

Mandatory Higher Education Bursary (Under £25,000 income)
£69,870 awarded to 263 students

The fee levels for 2012/13 have been established through a thorough analysis of current costs. All programmes are vocational and a great proportion (69%) of students study in areas of highest cost, these being art and design, media make-up and some technology courses where high specification and specialist resources, materials and space requirements are greater than average. Unusually the College also has a high proportion of Honours degrees, greater than most further education colleges. 17 out of 21 degree programmes lead to full Honours. This higher than average level of provision requires additional investment in research and development for scholarly activity, and the recruitment of more highly qualified staff. Fee levels have therefore been calculated to reflect the costs associated with these factors.

Art and Design Programmes

Foundation Degree Awards (FdAs) and Honours Degrees

The tuition fee for these courses will be set at £7,500. All students will be eligible to receive a College bursary, and those progressing to their second year will receive a progression bursary.

Computing, Engineering, Business and Management

Although technological in focus, these programmes are largely classroom based and students are most likely to take up paid internships during their programmes. The tuition fees for these programmes have been set at £6,500. All students will be eligible to receive a College bursary, and those progressing to their second year will receive a progression bursary.

Health and Care and Early Years

These courses have higher costs due to the significantly higher levels of monitoring, assessment and support demanded by the nature of the content. The tuition fees for these programmes will be from £6,500 - £7,000. All students will be eligible to receive a College bursary, and those progressing to their second year will receive a progression bursary.

Part-Time Students

Part-time students are not covered by this Access Agreement but currently have tuition fees set depending on the discipline studied and the number of credits studied.

CURRENT ACCESS ACTIVITIES

Whilst the College already has a high proportion of students from non-traditional backgrounds, we engage in a variety of additional activities which include strategies for outreach, learning support, support for those financially disadvantaged and the promotion of student retention and success.

These base-line activities include:

Outreach

- Attendance at Higher Education fairs in collaboration with Aim Higher, UCAS and other colleges and universities.
- Promotional talks to careers advisers from careers services and careers advisors in schools in association with South West Aim Higher.
- On-site motivational activities for primary school children which include entrepreneurial and skills competitions, educational development activities and awareness raising of wider opportunities

- A programme of summer taster events for eighty 14-16 year old students from local secondary schools, taught by our university staff and college lecturers.
- Attendance at school careers events to promote higher education.

Student Retention and Success

- **Learning Support**
 - 5 students access HEFCE funded learning support.
 - 53 (eligible for DSA but not allocated) students access the opportunity for initial and diagnostic assessments of their needs. Statistics show that students studying art and design especially have a higher probability of needing support for dyslexia. Somerset College provides for approximately 53 students annually to receive additional study skills support through its Learning Resource Centres and Learning Support Team.
- **Teaching and Learning**
 - All students have a dedicated personal tutor throughout their studies.
 - Students receive high levels of tuition, and on average this amounts to between 10 and 12 hours per week of study.
 - Students are generally taught in smaller groups than would normally be the case in a larger institution.
 - Students on art and design programmes are sponsored to attend major exhibitions of their work at a range of venues including the Free Range exhibition and catwalk shows in Brick Lane, London, and New Designers at the Design Institute.
 - Students on fashion and textile courses are encouraged and financially supported to participate in industry competitions.

Financial Support

Students in need can also access College subsidies and loans from the discretionary student support fund.

Students are able to borrow laptop computers from a number which are available for loan.

The costs of Halls of Residence are lower than average at £92 per week, and students are given the opportunity to have free accommodation if taking up roles as wardens.

Student Ambassadors are paid to assist in College functions and are drawn from the College's higher education students.

The College funds paid Student Union officials.

ADDITIONAL ACCESS MEASURES

In order to address the main aims of this Access Agreement and tackle the main areas of need the College will provide the following additional measures.

The key priorities which we wish to address in this Access Agreement are:

“To raise the ambitions and opportunities of young people who would not normally aspire to higher education and improve the information, advice and guidance on vocational study routes”

Children’s University – The Children’s University is a national initiative which has recently been established in the locality. The aim of the Children’s University is to raise the ambitions of primary school age children. The College will partner with the Children’s University to provide a Somerset College Faculty, enabling enhanced access to inspirational and motivational activities provided at the College’s campus, including mini awards and graduation ceremonies for those who participate.

Summer Tasters for Year 10 - We will increase the number of students able to access the summer tasters from 80 students to 160 over a three year period. (2011/12 = 120; 2012/13 = 140; 2013/14 = 160)

Junior Uni – We will extend the current art and design Sorrell Foundation Saturday School to include all our main higher education disciplines. This will result in an extra 200 students participating in these free programmes over the next three years. Sponsorship from companies will be sought to enhance the learning experience which will include master classes; interaction with prestigious industries and partner universities; attendance and participation in major exhibitions or visits to other universities; and stimulating environments.

Associate Schools – Local secondary schools will be invited to join the College as an Associate School. This will guarantee access to higher education resources and university lecturers for activities associated with curriculum delivery for school pupils. It will provide opportunities to enhance the learning experience and add richness to the intellectual endeavour. Associate school status will also enable teachers to access professional development.

Raise awareness and access to higher education for unemployed and employed adults especially

Third Sector Hub – Somerset College is developing a Third Sector Hub providing support for voluntary groups. The hub will be based on the College’s facilities and will be a catalyst for volunteers and a wide range of non-traditional adults and young people who would be users of these services. The College intends to utilise the wider network of the Hub’s third sector contacts to reach out to adults who would be disadvantaged from accessing higher education or disadvantaged personally, educationally or financially.

The Hub will provide mutually beneficial support to those who access higher education. Volunteers would be encouraged and developed to support new learners, and with our partners we would establish a Time Bank in association with this national initiative. The

principles of the Time Bank are that volunteers bank their hours and then can utilise the services of others to offset their contribution. We will encourage higher education students to contribute to this as well as benefit, thus maximising the multiple benefits to all.

Employer Road Shows – We will undertake a number of information and guidance road shows at employers’ premises and in popular locations in order to encourage awareness and understanding of how adults especially can undertake higher education and benefit from further learning. This will include guidance on fees, benefits, bursaries and programmes of study. A number of confidence boosting sessions will be promoted and provided as part of the programme.

Improve the progression of our own further education learners from level 3 vocational programmes and non-traditional entry routes

FE progression Information and Guidance Events – a full programme of information and guidance events will be provided for internal students as part of their tutorial programme. This will include the usual range of activities such as financial matters, UCAS preparation, and personal presentation. In addition the programme will be supplemented by masterclasses, and mentoring by HE students.

We will introduce a personal motivation programme to assist students in gaining confidence and self esteem. This will be a dynamic, stimulating event led by an external facilitator. The focus will be ‘making the most of your higher education experience.’

Year	2010/11	2011/12	2012/13	2013/14	2014/15
Numbers	73	76	85	95	105

Increase the numbers who complete their courses and progress into meaningful employment.

Transitional support – Experience tells us that adults and young people who are unfamiliar with higher education environments and the demands of higher level learning tend to lack confidence and self esteem. At application we will introduce processes to identify ‘at risk’ individuals and through an enhanced tutorial service provide additional transition activities. These will include a number of measures designed to increase confidence such as early communication with the personal tutor prior to starting the programme, and allocation of a student mentor drawn from the course who will keep contact with the applicant and give them informal help and advice on higher level study. Special group activities will be provided at the start of the academic year to encourage personal and tutor relationship development, and tutorials will be front loaded.

A developed admissions process will include earlier identification of more vulnerable students such as those coming from care backgrounds; those with financial worries; learning difficulties and disabilities; and those whose personal circumstances require greater personal support. We will develop processes to deal with these matters sensitively and only in full agreement with the individual student. As a further education college we are very experienced in these matters.

We will extend the availability of initial assessments so that students requiring additional learning support can be identified at an early stage and intervention strategies discussed and negotiated with the individual.

Additional study skills development will be provided through the learning centres.

Enhance teaching and learning to enable greater levels of support for students to achieve better academic and employment outcomes.

Students on vocational programmes and adults returning or progressing to higher education often need higher levels of support and development for their academic skills. We will enhance this service through a number of teaching and learning initiatives.

Fast Track Access - to academic writing development and independent study skills will be provided by the College's specialist Library and Learning Centre staff.

Students on vocational programmes often require additional support for English and mathematics depending upon their discipline of study. Access to additional English and mathematics qualifications and development for those in need will be provided. In addition some students are speakers of other languages and need additional development in writing skills.

Target Setting - Students will participate in the College's 'Target for Employment Programme'. This will be developed as part of the tutoring process and will enable students to set ambitious targets for their development based upon an analysis of their ambitions, formative needs and capabilities. Targets will include targets for participation in learning activities, grade outcomes and opportunities to gain career information and employment experience. Targets will be formally reviewed every four weeks. The achievement of targets is intrinsically rewarding and linked to an achievement culture. It encourages good organisation and management, rewards success and is personally fulfilling. Students who achieve targets are expected to be more likely to complete assignments to deadlines and are less likely to be non completers or referrals and deferment. The process of monitoring through these strategies is an highly effective mechanism to ensure students stay on track.

Work Placement - All students will be expected to gain internships or undertake employment be it paid or voluntary. The College will work towards the integration of a module for work practice within every programme such that preparation for employment becomes an integrated component of achievement. This will enhance academic development, boost confidence and assure better employment and career outcomes.

Incubation Units and Hatcheries - The work of the incubation units will be extended to include development and guidance on self employment. Graduates who take up positions in the Hot House are usually those who have previously graduated, gained experience and now wish to embark on self employment or innovation. A condition of the Hot House for such graduates will be to provide mentoring for current students in need of motivation and development.

EXPENDITURE ON ADDITIONAL ACCESS MEASURES

Additional costs are shown in more detail on the accompanying annex. However the measures are estimated to be in the following order over a three year period.

Priority

To raise the ambitions and opportunities of young people who would not normally aspire to higher education and improve the information, advice and guidance on vocational study routes

Measures	Year 1		Year 2		Year 3		Total
	No's	£	No's	£	No's	£	£
Children's University		£3,000		£4,000		£4,000	£10,000
Summer Tasters for Year 10	120	£11,000	140	£12,000	160	£13,000	£36,000
'Junior uni'	60	£7,000	70	£7,000	70	£7,000	£21,000
Associate Schools	5	£5,000	5	£5,000	5	£5,000	£15,000
Totals		£24,000		£28,000		£29,000	£81,000

Priority

Raise awareness and access to higher education for unemployed and employed adults especially

Measures	Year 1	Year 2	Year 3	Total
Third Sector Hub	£13,000	£13,000	£13,000	£39,000
Employer Roadshows	£4,000	£6,000	£6,000	£16,000

Priority

Improve the progression of non-traditional learners from vocational programmes and non-traditional entry routes

Measures	Year 1	Year 2	Year 3	Total
FE Progression Days	£3,000	£3,000	£3,000	£9,000
Access Course – progression work	£3,000	£3,000	£3,000	£9,000

Priority

Increase the numbers who complete their courses and progress into meaningful employment.

Measures	Year 1	Year 2	Year 3	Total
Transitional Support	£11,250	£11,250	£11,250	£33,750
Additional Study Skills	£31,000	£33,000	£35,000	£99,000

Priority

Enhance teaching and learning to enable greater levels of support for students to achieve better academic and employment outcomes.

Measures	Year 1	Year 2	Year 3	Total
Fast Track Academic Development	£5,000	£5,000	£5,000	£15,000
Target Setting	£1,000	£1,000	£1,000	£3,000
Work Placement	£2,000	£2,000	£2,000	£6,000
Hot House Mentoring	£1,500	£2,000	£2,500	£6,000

NATIONAL SCHOLARSHIP SCHEME

The College has been awarded twenty NSP. We will use the scholarship to provide additional bursaries of £1,000 to forty individuals based upon whether they meet the national eligibility criteria and the following internal criteria:

- Those who have been care leavers within the last two years
- Those who care for dependent or disabled relatives (this does not include normal child care)
- Those who require additional support due to living, accommodation or some other financial disadvantage
- Those who require support to meet the high costs of required materials fees, student exhibitions or some other resource-intensive curriculum necessity

Match Funding

Match Funding will be provided through the following measures

- Free printing up to the value of £20 per student per annum (£10k)
- Subsidised transport to and from the halls of Residence
- Tuition Fee waivers of 50% for those who incur high living costs
- Loan of laptops with full software for those unable to fund personal equipment

- Additional support for those wishing to access additional learning and development, including free access to further education funded qualifications relevant to securing employment (£20k)
- Assistance with gaining employment during and after graduation

Targets and Milestones

Targets and milestones are provided on the accompanying annex (Table 5a). This contains details of the process measures which will be taken to roll out these activities, the number of participants and key performance indicators.

Monitoring and Evaluation

The College will monitor compliance with the terms of this Access Agreement and progress towards the identified milestones and targets.

The College will establish an Access Agreement Audit Group who will report termly to the College's Senior Leadership Team and the Academic Board. The reports will be scheduled to fit in with the College's normal cycle of monitoring and planning processes, and will allow sufficient time for any reasonable adjustments to ensure compliance with the agreement.

Any amendments will be discussed with OFFA and sent to OFFA for approval.

Monitoring processes will include an analysis of data which includes participation statistics, student profile information, satisfaction surveys and outcomes information.

Evaluation will address the impact measures outlined at Table 5b. Impact measures seek to show how the processes and activities detailed in this Agreement impact upon the priority measures. These being:

- Increased take up and participation of those from non-traditional backgrounds
- Improved completion rates
- Decreases in deferment and referrals
- Higher level grades
- Improved levels of relevant and appropriate employment within six months of graduation

Over time the College wishes to include an assessment of the economic impact for individuals, which will entail longer term tracking of career salary levels.

Baseline		Target		
Measure				
	Current	Year 1	Year 2	Year 3
Increased take up and participation of those from non-traditional backgrounds	73	76	85	95
Improved completion rates	80%	84%	87%	90%
Decreases in deferment and referrals	35	20	10	10
Higher level grades (1 st & 2.1)	+1%	+1%	+2%	+1%
Improved levels of relevant and appropriate employment within six months of graduation	50%	60%	65%	70%

INFORMATION TO PROSPECTIVE STUDENTS

A number of methods will be used to ensure that prospective students are well informed of the contents of this Access Agreement and the availability of bursaries, financial support and the National Scholarship Scheme. Students will be provided with clear and comprehensible written information on the eligibility criteria.

Information will be made available and distributed through a number of sources. These include:

- Higher Education Open Days
- The College Higher Education Prospectus and information leaflets
- A team of staff equipped to provide personal advice and guidance
- Information at the stages of enquiry, application and admission
- Through the College's web site

There will be an Appeals process for individuals who feel aggrieved about decisions and this also will be made available through the above mediums.

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)

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	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	
Other (please give details in the next column)	Childrens University	2011/12	30	20	40	60			The Children's university is a national initiative which has recently been established in the locality. The aim of the Children's University is to raise the ambitions of primary school age children. The College will partner with the Children's University to provide a Somerset College Faculty, enabling enhanced access to inspirational and motivational activities provided at the College's campus, including mini awards and graduation ceremonies for those who participate.
Other (please give details in the next column)	Summer Tasters for Year 10	2011/12	80	120	140	160			We will increase the number of students able to access the summer tasters from 80 students to 160 over a three year period
Other (please give details in the next column)	Junior Uni	2011/12	30	60	70	70			We will extend the current art and design Sorrell Foundation Saturday teaching to include all our main higher education disciplines. This will result in an extra 200 students participating in these free programmes over the next three years. Sponsorship from companies will be sought to enhance the learning experience which will include master classes; interaction with prestigious industries and partner universities; attendance and participation in major exhibitions or visits to other universities; and stimulating environments.
Other (please give details in the next column)	Associate Schools	2011/12		5 Schools	7 Schools	7 Schools			Local secondary schools will be invited to join the College as an Associate School. This will guarantee access to higher education resources and university lecturers for activities associated with curriculum delivery for school pupils. It will provide opportunities to enhance the learning experience and add richness to the intellectual endeavour. Associate school status will also enable teachers to access professional development.

Other (please give details in the next column)	Third Sector Hub	2011/12		10	20	30	30	Somerset College is developing a Third Sector Hub providing support for voluntary groups. The hub will be based on the College's facilities and will be a catalyst for volunteers and a wide range of non-traditional adults and young people who would be users of these services. The College intends to utilise the wider network of the Hub's third sector contacts to reach out to adults who would be disadvantaged from accessing higher education or disadvantaged personally, educationally or financially. The Hub will provide mutually beneficial support to those who access higher education. Volunteers would be encouraged and developed to support new learners, and with our partners we would establish a Time Bank in association with this national initiative. The principles of the Time Bank are that volunteers bank their hours and then can utilise the services of others to offset their contribution. We will encourage higher education students to contribute to this as well as benefit, thus maximising the multiple benefits to all.
Other (please give details in the next column)	Employer Road Shows			4 sessions externally + 2 internal (10 learners per session)	6 sessions externally + 2 internal (10 learners per session)	7 sessions externally + 2 internal (10 learners per session)		We will undertake a number of information and guidance road shows at employers' premises and in popular locations in order to encourage awareness and understanding of how adults especially can undertake higher education and benefit from further learning. This will include guidance on fees, benefits, bursaries and programmes of study. A number of confidence boosting sessions will be promoted and provided as part of the programme.
Other (please give details in the next column)	Further Education progression Events\activities		73	76	85	95		involving Student Finance, Training on UCAS, Discussion with HE Students and Competitions
Other (please give details in the next column)	Access Progression events\activities							involving Student Finance, Training on UCAS, Discussion with HE Students and Competitions
Other (please give details in the next column)	LaptopLoans			15	15	15		Long term loan to learner with low income\proven need

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.

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	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	
Other (please give details in the next column)	Transitional support			30	30	30			These will include a number of measures designed to increase confidence such as early communication with the personal tutor prior to starting the programme, and allocation of a student mentor drawn from the course who will keep contact with the applicant and give them informal help and advice on higher level study. Special group activities will be provided at the start of the academic year to encourage personal and tutor relationship development, and tutorials will be front loaded.
Other (please give details in the next column)	Fast Track Access			10	10	10			Students on vocational programmes often require additional support for English and mathematics depending upon their discipline of study. Access to additional English and mathematics qualifications and development for those in need will be provided. In addition some students are speakers of other languages and need additional development in writing skills.
Other (please give details in the next column)	Target Setting			All students					Students will participate in the College's Target for Employment Programme. This will be developed as part of the tutoring process and will enable students to set ambitious targets for their development based upon an analysis of their formative needs and capabilities. Targets will include targets for participation in learning activities, grade outcomes and opportunities to gain career information and employment experience. Targets will be formally reviewed every four weeks.
Other (please give details in the next column)	Work Placement								All students will be expected to gain internships or undertake employment be it paid or voluntary. The College will work towards the integration of a module for work practice within every programme such that preparation for employment becomes an integrated component of achievement. This will enhance academic development, boost confidence and assure better employment and career outcomes.

Other (please give details in the next column)	Incubation Units and Hatcheries			12	12	12			The work of the incubation units will be extended to include development and guidance on self employment. Graduates who take up positions in the Hot House are usually those who have previously graduated, gained experience and now wish to embark on self employment or innovation. A condition of the Hot House for such graduates will be to provide mentoring for current students in need of motivation and development.
Other (please give details in the next column)	Increased take up and participation of those from non-traditional backgrounds		73	76	85	95	105		
Other (please give details in the next column)	Improved completion rates		80%	84%	87%	90%			
Other (please give details in the next column)	Decreases in deferment and referrals		35	20	10	10			
Other (please give details in the next column)	Increase Higher level grades			1%	1%	2%	1%		
Other (please give details in the next column)	improved levels of relevant and appropriate employment within 6 months of graduation		50%	60%	65%	70%			