# Access agreement monitoring return academic year 2010-11: Milestones and targets Askham Bryan College

## 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)

Milestone / target type (from drop-down menu)				Target Target (number or percentage)				Progress to date			
		Baseline data (number or percentage)			Target year	2006-07	2007-08	2008-09	2009-10	2010-11	Performance summary (from drop-down menu)
Part-time	numbers of students studying part time Foundation Degree programmes							0.35	0.265	0.237	N/A
Non-continuation/Student success	attrition on HE programmes over life of programme	0.21	2008	0.18	2012			0.21	0.2	0.2	Progress made – but less than anticipated
Mature	number of students over 23 on entry								0.51	0.45	N/A
Disabled	students applying for DSA							12	19	27	N/A
Low-income backgrounds	internal WP survey completed by students	0.46	2010							0.46	N/A

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	2010-11	Performance summary (please select from drop-
Outreach / WP activity (other - please give details in the next column)	Green Apples			n/a							N/A
Outreach / WP activity (other - please give details in the next column)	Higher Ambitions			n/a							N/A
ifelong learning	Extended Degree programmes			n/a							N/A
_ifelong learning	Higher York and VETNET LLNs			n/a							N/A
Outreach / WP activity (collaborative - please give details in the next column)	Higher York Student Associates			n/a							N/A

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

HESA PI category	2004-05	2005-06	2006-07	2007-08	2008-09		change (2007-	Five-year change (2004- 05 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.

The College's Access agreement for 2010-11 did not have specific numerical targets against which progress can be measured. However we have data for a variety of parameters which we believe reflect the College's current achievements.

#### Table 9a

Over the period considered the proportion of students who study part-time has decreased. Our part-time cohort consists primarily of mature learners, some of whom in the past have been sponsored by their employers – the recent economic downturn has impacted on this support and has also meant that students are less likely to be able to self-fund. In addition, attrition on part time courses has increased over the period, mostly due to changes in financial status during the three year programmes, for example in 2010/11 several students were made redundant and moved location. However, we still believe that as a proportion of the student body the figures are satisfactory.

The full time rate of attrition has remained relatively constant over the three years for which data is available. This is disappointing as we have put in place a number of measures to increase student support, but does perhaps reflect the fact that the College attracts a high proportion of non-traditional learners e.g. 46% of F/T and 54% of P/T learners are from household where the annual income is less than £25,000 with 44% of F/T and 12% of P/T learners receiving full grant support. The life issues associated with low income mean that some students leave the course before completing and others struggle with the demands of academic study against a difficult background. We will continue to work with our students to address these issues, with the initial aim of reducing attrition further.

The numbers of mature students have remained relatively constant and reflect how the College supports students who are returning to education.

The figures for DSA show increasing numbers of students with a declared disability and a recent College survey indicated that the figures for those students who considered themselves to be disabled are even higher – running at 18% for both full and part-time cohorts.

### Table 9b

The College supports progression into Higher Education with a number of initiatives, many of which were originally established with AimHigher funding which has now been superseded by College finance.

Green Apples provides funding for college based activities for pupils from local comprehensive schools – mainly aimed at progression into tertiary education and Higher Ambitions funding is aimed at providing advice and guidance to the College's own level 3 students so that they can make informed choices with respect to progression to HE study.

The extended degree programmes are seen as a particularly successful initiative which has enabled non-traditional learners to progress into higher education. This includes those who may have poor achievement at level 3 and mature learners returning to education after a gap in study. Some of these students have gone on to achieve merit or distinction in their foundation degrees and hence have progressed to full honours. The College has also continued to subscribe to, and actively support, two Lifelong Learning Networks: Higher York and VETNET.

Overall, the College continues to attract and support a wide range of students from varying backgrounds and is proud of its inclusivity and level of individualised support.