2019-20 ACCESS AND PARTICIPATION PLAN

INTRODUCTION

1.   This Access and Participation Plan of Brit College, is based on an internal assessment of the College's performance developed with major input from students.

2.   Brit College believes its students command a deeper understanding of the needs of the underrepresented groups and appreciate the appropriate approaches for increasing access and improving participation of these groups in its Higher Education provision. The plan also reflects the College's longstanding practice of including its students in decision making processes that affect them and involve their own needs.

3.   This document is therefore the extension of, and supports, the College's agenda for improving access to higher education for the hard-to-reach sections of its local communities. It is designed to enhance structures already in place to promote the provision of flexible programmes that meet the needs of students with underrepresented groups in the majority.

4.   During the Academic Year 2014/15, Brit College redefined its market, as highlighted in this plan. This was part of a major change of strategy with the development of a new mission and recognition of higher values. An entirely new approach to teaching, student welfare and the involvement of students in its affairs was devised, through the introduction of four key themes, which are tied to its values:

- Widening Participation
- Student Engagement
- Enhancement
- Employability

5.   Widening Participation represents the College's partnership-working with students and local communities in bringing onto its programme, the hard-to-reach sections of the community. Student involves the promotion of accountability through transparent relationships with the students and other external stakeholders. Enhancement reflects relentless commitment to quality enhancement and employability encourages the creation of employment opportunities for students, relevant to the skills needs of local communities

6.   In 2016, the strategy was formalised into the Brit College Five-year Strategic Plan 2016 to 2021. This strategy made expansion of the College's provision through partnership working a key priority for its future development.

7.   The College's mission is "*To become a leading provider of skills development to hard-to-reach communities through the delivery of innovative and customised learning programmes*".

8.   As a result of the new strategy, Brit College has since 2015, been actively seeking to provide applied and transformational courses that are closely aligned to its priorities within the communities serving as its target market. It has been positioning itself as a cohesive, self-critical and student-centred academic community sensitive to the needs of the underrepresented groups.

9.   Brit College Five-year Strategic Plan 2016 to 2021, Brit College Enhancement Strategy, the Access and Participation Statement and other policy documents, have

been referenced in preparing this Access and Participation Plan. As with this plan, staff and students played an active role in the preparation of all these internal documents preceding this plan.

BACKGROUND

DEFINITION OF THE TARGET MARKET

10.   Table 1 below provides an analysis of the percentage of the number of students recruited onto Brit College's HND programme using post codes from the students' residential addresses over the three year period 2014/15 to 2016/17. The shaded area shows the percentage of students from the EU compared to those from the UK, over the same period and including the academic year 2013/14. These statistics show that the majority of students enrolled on the programme were largely (59%) from post codes E within the London boroughs of Tower Hamlets, Hackney and Newham[1,2].

Table 1: Brit College Recruitment Area over three years

Student intake for Academic year	2013/14	2014/15	2015/16	2016/17
% of Students from EU	66	18	13	1
% of Students from UK	34	82	87	99
% of students from Post Code E		53	56	69
% from Post Code N and NW		14	9	11
% from post codes IG and RM		12	12	8
% from Post Codes SE		5	7	2
% from Greater and outside London		17	16	10

Note on Post Codes[3,4]:
Post Code E comprises mainly London Boroughs of Tower Hamlets, Hackney and Newham Post Codes N and NW are mainly London Borough of Islington and Camden
Post Codes IG and RM are mainly Barking and Dagenham, and Romford areas, respectively whilst SE comprises parts of Greenwich and Lewisham

Data Sources:
% of students from EU and UK are based on internal data contained in Brit College Annual Monitoring Reports 2014/15 and 2016/16.
% of students from each post code are based on Brit College submission to HESA for 2016/17

11.   The statistics also show that in 2013/14, the College's first year of teaching SLC funded students there were mainly EU students (66% compared to 34% from UK) on the HND programme.

12.   In the second year (2014/15 Academic Year) Brit college made what became its key and certainly most strategic policy review: it decided to redefine its market in order to increase the number of UK students admitted onto the programme, initially with Tower Hamlets as the target market. This decision took into consideration the fact

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[1] https://www.doogal.co.uk/london_postcodes.php Accessed on 3 may 2018
[2] https://londonmap360.com/london-boroughs-map#.Wurmey7wZEY Accessed 3 May 2018
[3] https://www.doogal.co.uk/london_postcodes.php Accessed on 3 may 2018
[4] https://londonmap360.com/london-boroughs-map#.Wurmey7wZEY Accessed 3 May 2018

that as shown in Table 2, Tower Hamlets had seen an unprecedented growth in its population of 37.8% over the ten year period since 2006. It was also projected to continue to be the fastest growing borough in London over the next ten years from 2016, at 26% compared to 10% for Greater London and 7% for England[5,6].

13.   This would reduce significantly, the number of EU nationals admitted onto the programme and reflect the correct demographics of the local area. As Table 1 shows, the college was immediately on course and met the target to significantly reduce the number of EU students in the 2016/17 academic year: the statistics show that the percentage of EU students dropped from Academic Year to 1% in 2016/17.

14.   However, as the trends in Table 1 show, the demand for the programme was not limited to Tower Hamlets. An increase in the number of students recruited from neighbouring boroughs of Hackney and Newham was also noticed.

15.   The three boroughs: Tower Hamlets, Hackney and Newham have therefore essentially cover the geographical spread of the College's source market, as defined in Brit College Five-year Strategic Plan 2016 to 2021. Other areas within this source market include, in the Northwest part of London: Camden and Islington and in the East: Barking and Dagenham.

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[5] http://www.towerhamlets.gov.uk/Documents/Borough_statistics/Population/Population_Projections_for_Tower_Hamlets_January_2016.pdf. Accessed 17 August 2016
[6] http://www.towerhamlets.gov.uk/lgnl/community_and_living/borough_statistics/population.aspx. Accessed 17 July 2016

16.   As shown in Table 2 (which contains population statistics in Brit College's target market, based on 2016 estimates and growth trends over the ten years to 2016[7]), demographic profiles in the boroughs constituting the target market for Brit college are mixed. These provide the College with both challenges and opportunities in planning how to widen access to and increase participation in higher education of disadvantaged groups within the market.

Table 2: Demographics in the Target market area[8]

Area/Borough	Population Size and trend (Total)		Population Aged 16 to 64		
	Size (Thousand)	Growth Rate (10 years to 2016)	Total	Male	Female
UK	63, 786	8.0	63.1	49.9	50.1
London	8,770	15.4	67.9	50.3	49.7
Tower Hamlets	300	37.8	73.8	53.1	46.9
Newham	345	33.5	70.5	54.1	45.9
Hackney	273	24.1	71.9	49.9	50.1
Barking and Dagenham	208	24.5	63.3	49.1	50.9
Camden and Islington	689	38.4	72.3	51.0	49.0

17.   Table 2 shows that Brit College's target market is within an area of significantly higher population growth rates, ranging from 24.1% to 38.4% over the ten year period compared to London at 15.4% and the rest of the country at 8%. The percentage of the population within the 16 to 64 age-range, which represents Brit College's current and future student profile ranging from 63.3 to 73.8 is also generally higher than in London (67.9%) and in the country (63.1%).

18.   Of the boroughs that make up the primary market for Brit College, Newham has the largest population, followed by Tower Hamlets. Tower Hamlets has, however, the fastest population growth rate, and the greatest percentage of the 16-64 age range within its population. Camden and Islington, although currently contributing much less to the number of students studying at Brit College, together have the largest population size and growth rate within the market.

19.   However, the ratio of males to females is variable in the area, in London and in the country. The male population in Newham and Tower Hamlets is also much higher than the female population, at 54.1% and 53.1% respectively. In the other boroughs there are almost equal numbers of males to females aged between 16 and 64.

20.   In its 2011 statistics, Tower Hamlets reported that it had one of the most diverse populations, including the largest Bangladeshi community in the country[9]. Based on January 2018 statistics, Hackney is the 6th most diverse borough in London[10].

21.   According to the mid-year 2017 GLA ethnic group projection[11], 81.9% of Newham's population were of Black, Asian and Ethnic Minorities (BAEM) or mixed

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[7] https://www.nomisweb.co.uk/reports/lmp/la/1946157257/report.aspx?town=tower%20hamlets#tabrespop. Accessed on 14 May 2018.
[8] https://www.nomisweb.co.uk/reports/lmp/la/1946157257/report.aspx?#tabrespop. Accessed on 14 May 2018
[9] https://www.towerhamlets.gov.uk/lgnl/community_and_living/borough_statistics/diversity.aspx. Accessed on 14 May 2018
[10] **A Profile of Hackney, its People and Place.** LB Hackney Policy Team. January 2018
[11] http://www.newham.info/factsandfigures. Accessed on 14 May 2018

race. This statistic is confirmed by the values in Table 3 which show that Newham had the highest population who were born abroad at 54% in 2013, and the highest percentage of BAEM at 73.1% in 2015. These minority groups are now in the majority within the borough. This was the case for BAEM in Tower Hamlets (54% in 2015). The rest of the target market reflected typical London demographics, with much higher than national average BAEM proportion (35.8% to 41.4% compared to the national average of 13.3% in 2013) born abroad and significant BAEM population (over 40% compared to the national average of 14.0 % in 2011).

Table 3: Diversity Statistics

Area/Borough	% of resident population born abroad (2015)	% of population from BAEM groups (2013)	% working-age with a disability (2015)
UK	13.3	14.0[12]	19.2
London	36.6	42.1	16.1
Tower Hamlets	38.6	54.0	15.4
Newham	54.1	73.1	12.7
Hackney	35.8	43.6	17.9
Barking and Dagenham	37.8	49.5	17.2
Camden and Islington	41.4/36.6	34.6/32.0	21.3/14.6

22.   The proportion of the working age population with a disability for the market was also typical of London and well below the national average. However, the figure for Camden at 21.3%, was higher than the national average. In May 2014, 4% of Tower Hamlets' working age population were claiming Disability Living Allowance, whilst 14.5% of Hackney residents said they were disabled or had a long-term limiting illness in the 2011 census.

23.   In 2016, based on the Income Domain Measure, the proportion of residents in an area who are experiencing income deprivation, Tower Hamlets was ranked the 6th most deprived borough in England and the most deprived in London[13]. The 2015 Average Rank and Concentration Measures[14] ranked Tower Hamlets the third most deprived in London. Both Hackney[15] and Newham, which is no longer in the top 20 deprived boroughs [16], have become significantly less deprived in recent years, although in the 2015 Indices of Multiple Deprivation[17], an area that stretches across all the boroughs within Brit College's target market: Tower Hamlets, Hackney, Newham, Islington and Barking and Dagenham, remained within London's concentrated deprivation areas.

24.   Using Free School Meal Entitlement (FSME) as a proxy and further indicator of deprivation: 46% of pupils in Tower Hamlets are in receipt of free schools meals (ONS,

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[12] Based on 2011 estimates.
https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity/articles/ethnicityandnationalidentityinenglandandwales/2012-12-11. Accessed on 15 May 2018
[13]
http://www.towerhamlets.gov.uk/Documents/Borough_statistics/Income_poverty_and_welfare/Indices_of_Deprivation
[14]
https://www.towerhamlets.gov.uk/Documents/Borough_statistics/Income_poverty_and_welfare/Indices_of_Deprivation_Low_resolution.pdf. Accessed on 14 May 2018.
[15] **A Profile of Hackney, its People and Place.** LB Hackney Policy Team. January 2018
[16] http://www.newham.info/factsandfigures. Accessed on 14 May 2018.
[17] www.**hackney**.gov.uk/media/2666/**Deprivation**/pdf/**Deprivation**. Accessed on 14 May 2018.

2017), whilst for Hackney and Newham the figures are 36% and 30% respectively. This confirms the extent of deprivation within the College's target market.

25.   Table 4 shows unemployment (Model-based estimates), and workless household statistics for 2017[18]. Tower Hamlets had the highest unemployment figures as well as the highest economic inactivity within Brit College's target market, London and nationally. However, it had the least number of workless households and youth unemployment (3.2%) in the area, which was also lower than the national and London. Newham had the least number of workless households, at 14.9%. Barking and Dagenham has the second largest percentage unemployment. Unemployment statistics for Newham and Hackney which are below the national value and that of London, reflect the general improvement in deprivation within these boroughs.

Table 4: Unemployment and Economic Inactivity

Area/Borough	Unemployment Based on 2017 Data	Economic Inactivity Based on 2017 Data	Households that are workless as a percentage of total	Youth Unemployment (claimant) rate 18-24 (Dec-15)
UK	4.7	21.6	15.1	3.1
London	5.9	21.8	12.8	3.6
Tower Hamlets	8.1	31.2	14.9	3.2
Newham	5.7	26.7	9.2	4.1
Hackney	4.7	25.0	21.6	4.8
Barking and Dagenham	7.7	24.7	15.6	4.5
Camden and Islington	4.9	24.6	17.9	3.6/4.5

26.   However Hackney's youth unemployment is the highest in the market and higher than the national and London averages. The number of young Tower Hamlets residents undertaking Higher Education studies has been steadily increasing over the years from 1443 in 2012/13 to 1795 in 2014/15[19]. Seventy percent of these young residents were from BAEM groups. This suggests there is a demand for Higher Education among young Tower Hamlets residents, especially among BAEM groups, despite apparent year-on-year fluctuations in student numbers starting HE programmes.

27.   In Tower Hamlets 42.9 per cent of carers are Bangladeshi and 32.8 per cent are White British. Only 48 per cent of carers in the borough are in employment compared to 56 per cent in London. 4,120 carers in the borough are in receipt of the Carers Allowance (CA), of which 74 per cent are female.

Table 5: Education

Area/Borough	Proportion of working age people with no qualifications (%) 2015	Proportion of working age with degree or equivalent and above (%) 2015	% of pupils whose first language is not English (2015)
UK	8.8	36.9	15.7
London	7.3	49.9	29.3

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18 https://www.nomisweb.co.uk/reports/lmp/la/1946157257/subreports/ea_compared/report.aspx?.
Accessed on 14 May 2018
[19] "The higher education journey of young Tower Hamlets residents", London Borough of Tower Hamlet, June 2016.

Tower Hamlets	10.0	45.7	51.1
Newham	11.0	43.4	58.8
Hackney	10.8	49.2	44.2
Barking and Dagenham	11.3	32.2	41.7
Camden and Islington	6.2	62.7	25.2/57.6

28.   All the boroughs in the target market except the combined proportion of Camden and Islington, which show the opposite trend, have significantly higher portions of the working age population with no qualifications compared to the national and London average. (Table 5). However, interestingly, though slightly lower than London (note that the combined proportion for Camden and Islington is much higher than the rest of the market and London), the target market has significantly higher than the national average proportion of the working age population with a degree or equivalent and above. The target market also had very high proportions of pupils, whose first language is not English, topped by Newham at 58.8%, compared to London (29%) and the UK (15.7%). This reflects the diversity of the population in these areas.

Table 6: Widening participation in Work (Unemployment Statistics)

Area/Borough	Female vs Male		White vs BAEM	
	Female	Male	White	BAEM
UK	4.2	4.5	4.4	8.4
London	5.8	4.9	3.9	8.7
Tower Hamlets	10.7	9.1	4.0	17.1
Newham	7.4	5.5	2.1	7.2
Hackney	n/a	n/a	5.0	12.9
Barking and Dagenham	8.6	10.4	7.5	6.6
Camden and Islington	5.1	5.9	3.9	10.2

29.   Table 6 shows that despite the higher proportion of BAEM's in the target market, unemployment within the BAEM's is very high, showing a much worse performance than in London and in the UK. Tower, Hamlets has the highest BAEM unemployment at 17.1%, followed by Camden. However, Barking and Dagenham has lower unemployment within the BAEM population compared to the white population. Barking and Dagenham and Camden and Islington have lower female unemployment compared to male unemployment, whilst the rest of the market shows much fewer women in work than men.

ASSESSMENT OF CURRENT PERFORMANCE

30.   When Brit College developed its five-year Strategic Plan it noted that although it attracted a diverse range of students onto its Higher Education programme, these were largely from ethnic minority backgrounds. The students were all connected by a common desire to launch a return to education with a view to progressing further in higher education, with most after lengthy breaks. The College's philosophy in adopting its revised strategy was therefore that it had a corporate responsibility to contribute to the skills development, increasing levels of education and therefore improving the lives of residents within its target market. This aim would be achieved through the provision of Higher Education programmes that equip the students with higher-level skills, and that would provide them with opportunities to acquire a range of specialist and general

vocational skills, techniques and personal attributes essential for successful performance both in their working and daily lives[20].

31.   Its target student profile includes disadvantaged groups within its target market who would not have otherwise access to and benefit from higher education, the disabled and disadvantaged lower socio-economic groups who may experience income deprivation, such as carers for children or the elderly, and BAEM groups.

Table7: Widening Participation in Higher Education

Group in HE	UK[21]	Brit College[22,23]	Brit College Market (Total)[*]
% White	76.0	4.0	
%BAEM	24.0	96.0	
% Male	43.3	61	50.9
% Female	56.7	39	49.1
% Disabled	12	<1%	0.45
% Carers		7	1.1
% from Deprived areas	48.5	Majority	n/a

Notes: [*]All statistics, not necessarily in Higher Education

32.   Table 7 shows Brit College's current performance in meeting implementing its plans and in providing access and participation to the disadvantaged groups. In the first place, the majority of Brit College's students are largely from the BAEM population. (96%). This is better than the national average, where 48.5% of the students are from deprived backgrounds.

33.   As shown in Table 1 and described extensively in the preceding section, the target market, though quite variable, is essentially deprived.

34.   The majority of Brit College students are adults above the age 21, with children (73%), and were admitted through the mature entry route.

35.   With national statistics showing that of the students in Higher Education, only 16% are from ethnic minority backgrounds[24], this places Brit College well ahead of the national access and participation agenda. Seven percent of the College's students have indicated that they care for a member of their family. Some of them do not get paid for this role.

36.   All markers show that the College's market is a primary target for widening participation.

37.   However some trends indicate that the college still has some work to do to improve access and participation of the disadvantaged groups in Higher education. For example, the College continues to recruit more male students than females, in proportions opposite to the national trends, where there are more female students in

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[20] Brit College Programme Specifications for the RQF and QCF HND Business Programmes, 2015.
[21] https://www.hesa.ac.uk/data-and-analysis/students/table-14.
[22] Brit College Annual Monitoring Review Report 2016.
[23] Brit College submission to HESA Dec 2017.
[24] Based on HESA statistics, average for average for the academic years: 2014-15; 2015-16 and 2016-17, accessed at https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he on 18 April 2018.

education than males. Over the years however, the College has been deliberately introducing ways of increasing the population of female students and has succeeded in achieving a gradual increase in the percentage of female students, from 22% in the 2014/15 Academic year to 39% in the 2016-17 Academic Year[25].

Table 8: Destination of Leavers

	2015/16	2016/17
Working full/part-time	40.0	32.0
Engaged in full/part-time further study, training or research	20.0	37.6
Doing something else (8)	0.0	13.8
Unemployed (9)	26.7	13.8

38.   In Table 8, containing the data on the destination of leavers, although the percentage of students who completed their studies at Brit college and went into employment was higher in the 2015/16 than in the 2016/17 academic year, this was due to the relatively small sample in absolute terms. In 2015, the College was still looking for a progression partner, and only a few students progressed into further education. In 2016/17 there was therefore a major improvement in progression, in absolute terms when Brit college established a partnership with the University of Northampton and had its first intake on the top-up programme. There was also a significant increase of students progressing into work 37.6%, up from 20%, implying a major improvement in the number of leavers progressing into work. Both progression statistics are reflected in the TEF outcomes: in the first year of submitting data to TEF (TEF Year 3), only a small number of students progressed into work or further education. The College envisages a major improvement in the next TEF submission and expects this trend to continue in future years.

AMBITION AND STRATEGY

BRIT COLLEGE'S AMBITIONS

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[25] Brit College Annual Monitoring reports: 2015, 2016 and 2017.

39.   Based on the preceding analysis of its current performance, opportunities exist for Brit College to improve access and participation for a number of groups within the market. In the first place, the market was defined on the basis of the Higher National Diploma. As part of its strategic plan to expand its provision through the establishment of partnerships with universities, Brit college established a partnership with the University of Northampton in October 2017 and recruited its first intake on the top-up programme. This has given the College the opportunity to test the capacity of the market to feed into degree programmes.

40.   It has become clear, after the successful recruitment of two cohorts onto the top-up programme that the market can certainly feed into degree programmes, which are being introduced to promote progression of the College's HND graduates into further education. The partnership also includes a Foundation degree in Health and Social Care.

41.   The College intends to continue sourcing partnerships that are similar to that with the University of Northampton. However, in future, the College intends to achieve degree awarding powers to ensure internal student progression and it also intends to attain university title. As a first choice for future programmes, the College will aim for degree programmes with a Foundation Year (Year 0) with open access. Secondly, the College will also deliver its own Ofqual-approved higher education programmes.

42.   This will be made possible by recruiting and retaining a team of academics in various disciplines, who will focus of research and academic excellence with a view to writing degree-level programmes. The College is therefore working towards the establishment of an academic community which will promote this ambition. In line with the College's employability theme, these academics will also work closely with the Employer's Forum, which is now well established and most certainly requires growth to the stage of involvement in the development of a skills-focused curriculum. **Ambition 1: to become a key provider of education and skills development.**

43.   Although it has been proved that degree programmes can be viably delivered within the market, there is scope for further growth of the market. Firstly, the current market is basically East London, and yet it has been shown that very few or no students have been recruited in some areas of east London such as Lewisham and Greenwich, and further east into Barking and Dagenham. Neighbouring boroughs in the northwest: Camden and Islington also present opportunities for growth. **Ambition 2: to broaden the geographical spectrum of the market, to cover all areas of East London: Lewisham, Greenwich and Barking and Dagenham as well as the neighbouring Northwest boroughs of Camden and Islington.**

44.   Towards the goal of expanding its market, the College will aim to recruit key staff to engage with communities and potential students within the communities.

45.   It is clear from the foregoing analysis that the proportion of students from different demographic groups studying at Brit College is not representative of the local areas. Examples include females, the disabled, those who have left care, and those working in care. There is also need to appropriately represent the white British in the College. Flexible timetables have been introduced and have proved quite popular with different groups of students. These include allowing late starting and early finishing

times to enable students with child care and other caring responsibilities to drop complete their morning responsibilities such as dropping dependents into schools and play centres in the morning before college, and to pick them up after lessons. The College is also exploring opportunities for providing child care facilities nearby or to work with local play-centres to offer discounted child care rates for its students. These initiatives will attract female students and those with caring responsibilities mostly.

46.   However, other approaches can be adopted for all groups, including the introduction of flexible entry requirements, and exploring other ways of balancing personal needs with their needs to be in education. Introduction of flexible entry requirements will be possible when the college starts to write and offer its own programmes. **Ambition 3: targeted recruitment of various disadvantaged groups including the female, the disabled and those out of care and with caring responsibilities to reflect the profile within the local boroughs, in London and UK Higher Education. Also increase the intake of white British students (though not necessarily disadvantaged) to match local demographics**.

47.   The preceding analysis has also shown that deprivation trends in Newham and Hackney are improving. Tower Hamlets remains behind in showing such improvements. However, all economic and social development markers: deprivation, unemployment, economic inactivity, education levels both at work and in general and the number of pupils who have English as a first language, are showing that there is need for the college to actively participate in the improvement of the area in terms of deprivation and skills development. However, different approaches will be necessary for the different boroughs, for example, for Newham and Hackney which are already showing improvements in economic development, the college will aim to participate in the improvements and for Tower Hamlets, which is yet to show such improvement, the College will need to initiate and drive such improvements where possible. **Ambition 4: contribute to the general improvement in Newham and Hackney, and become a key driver of similar improvements in Tower Hamlets and other Boroughs.**

48.   It is also very important for the College to extend its target market to include the young. There is need for the College to contribute in the reduction of youth unemployment, both within the local boroughs and in greater London. In order to do so, there is need for the College to create opportunities for young people in schools and Further Education Colleges, and those who are out of school to access higher education. **Ambition 5: increase the number of young students (18 to 24) to match the trends in the target market.**

STRATEGIES TO ACHIEVE THE COLLEGE'S AMBITIONS

Ambition	Specific objectives/plans	Strategies	Target date
Ambition 1: to become a key provider of education and skills development.	Maintain the momentum gained in expanding the Higher Education provision	Source opportunities for franchised and validation partnerships with Universities	Began October 2017 and is On-going
		Acquire degree awarding powers	From 2021

		Attain University Title	From 2023
		Introduce new OFQUAL-regulated HE programmes tailor-made to the needs of local communities	From 2021
	Continue to develop opportunities to develop and improve skills within the area	Strengthen the Employers' Forum, getting more employers on board	Began in 2015 and On-going
		Involve employers in curriculum development: OFQUAL-regulated HE programmes and Validated degrees	September 2019
	Improve access to education for those with English as a second language	Introduce degree-level programmes with a Foundation year to develop language and academic skills	September 2019
	Establish an academic community	recruit and train staff in key areas for the development of degrees	
Ambition 2: to broaden the geographical spectrum of the market, to cover all areas of East London: Lewisham, Greenwich and Barking and Dagenham as well as the neighbouring Northwest boroughs of Camden and Islington.	Increase marketing activities in the target areas	Recruit key staff to engage with communities and potential students	
			September 2019
Ambition 3: targeted recruitment of various disadvantaged groups including the female, the disabled and those out of care and with caring responsibilities to reflect the profile within the local boroughs, in London and UK Higher Education. Also increase the intake of white British students (though not necessarily disadvantaged) to match local demographics.	Improve access of female students to the College's Higher Education	Continue to explore and introduce flexible time tables to allow female students to strike appropriate balance with their personal lives	On-going
	Introduce flexible entry requirements for female students	Introduce courses with a Foundation year to develop language and academic skills	September 2019
		Provide additional classes/staff where required to bring the students to the same entry level as their male counterparts	September 2019
	Improve access of the relevant groups of the population	Targeted marketing	September 2019
	Introduce flexible entry requirements	Introduce courses with a Foundation year to develop language and academic skills	September 2019
		Provide additional classes/staff where required to bring the students to the same entry level as their counterparts	September 2019
	Encourage other disadvantaged groups	Work with communities and charities to identify and engage disadvantaged groups	September 2019
		Sponsor talented individuals to study on the college's programme	September 2019

Ambition	Specific objectives/plans	Strategies	Target date
Ambition 4: contribute to the general improvement in Newham and Hackney, and become a key driver of similar improvements in Tower Hamlets and other Boroughs.	Increase community engagement	Introduce community liaison position as a key role to find out the educational and skills needs of the community	September 2019
Ambition 5: increase the number of young students (18 to 24) to match the trends in the target market.	Increase outreach to schools to access students completing students	Introduce a role to work with schools and providing career guidance	Immediate and on-going
		Extend recruitment method to include UCAS	Immediate and on-going
		Sponsor talented A' level students to study on the college's programme	September 2019
		Sponsor other school activities to increase the College's presence and visibility with the schools	September 2019
	Introduce a variety of programmes including a portfolio appealing to the younger generations	Explore new and innovative programmes that appeal to the younger applicants	September 2022
	Establish conditions that are appealing to the younger generations	Upgrade facilities to include extensive use of digital technology	September 2022

49.   In addition, to the above strategies, Brit College will adopt the following approaches for developing and delivering new courses

- enabling students to become career-ready upon graduation
- continue to seek ways of enhancing the Student Experience
- continuing improvements to the quality of Learning, Teaching and Assessment

50.   The College will continue working closely with data produced from HESA, DLHE and NSS data to keep in check student profiles, destination of leavers and student feedback as a part of its enhancement strategy. This will highlight any potential problems before they become major and allow corrective action to be taken.

51.   The College will continue to make its students a key part of its decision making processes in order to utilise their experience in the local areas and to increase the outreach to the hard to reach sections. Involvement of students has proved effective in maintaining high retention levels. First the students tend to share their experience with their friends and relatives and recommend them to study and secondly, through the establishment of further friendships and strong peer support mechanism, to stay on the course.

52.   Student engagement will also continue to mean the involvement of students in quality assurance processes and in deciding matters affecting the conditions of their learning environment. This will lead to a learning experience designed by the students. A further consideration of the student experience, which has been and will continue to be key to current developments in the college, has been the active promotion and celebration of diversity among students and staff. This tends to enrich the experience beyond just academic and skills development.

53.   Major adjustments were introduced in 2015, which saw class sizes reduced, improving student access to staff and participation in class. The College will continuously develop and strengthen its current learning and teaching strategy to reflect the changes the profile of the student and to support the needs of the diverse student population. These will include flexible timetabling and improving retention through the development of a sense of belonging among peers with similar backgrounds.

54.   The College is keen to promote learning and teaching strategies that will maximise student performance. This will be achieved through a dynamic approach to learning that will offer students a range of knowledge and skills development on the programmes and reinforced by and evaluated through, a managed system of work placements. College policy seeks to offer work-integrative classroom learning and a solid work placement. The Employers' forum will therefore continue to be effectively utilised to enhance the student experience and therefore retention and progression rates. This will be coupled with the use of practitioners to teach the students and to run masterclasses.

55. At the same time the College will, through its learning policy, promote emerging student responsibilities for their own learning gleaned from a wide range of learning methods. The Learning and Teaching Policy seeks to empower the student to act independently and to achieve a greater self-awareness and responsibility. The College also acknowledges that individual students have differing preferred styles of learning and assessment and in this respect it will seek to meet every student's needs through diverse learning methodologies.

56. The emphasis of the five year strategic plan in place at Brit College is to establish growth by providing progression routes for its students into Employment and Further Education. To this end, the College has been actively seeking university partnerships since 2015 resulting in the signing of a Memorandum of Understanding with the University of Northampton to offer a franchised Bachelor's degree in Business and Management. The college intends to continue to seek such opportunities and possibly establish validation partnerships with appropriate universities.

57. The college will continue to operate a student retention policy that is tied to the constant evaluation of the risk of students to drop out. This will continue to be closely related to student engagement, in which students participate in establishing the conditions of their attendance and the level of contact with teaching and support staff. The College is mindful of the possible costs of this strategy, as it implies extensive levels of support and constant interaction with students. It is also a challenge to be collecting all the personal and pastoral issues the students are likely to face, and developing appropriate responses. To this end, the College intends to work with external partners that offer counselling and other methods of support for its students.

58.	The investment provided in the resource plan will support the College's widening participation plans. After a successful introduction of a Bachelor's degree (top-up) in 2017, the College has successfully completed the purchase of a new property to cater for the increase in student numbers and to support the provision of degree-level programmes. The College envisages that after this investment of about £1.8 million there will be need to consolidate its improvements so far. Thus, no major investment is earmarked for the first two years in the resource plan. However, this does not imply that this Access and Participation plan will only take effect then. The section: Strategies to Achieve Brit College's Ambitions, above outlines the activities to consolidate current improvements. These are centred on the introduction of new programmes in partnership with universities. The college also currently operates a hardship fund for students who are struggling to manage their finances. Only a small percentage of the students actually request for this fund. It will continue to be available to students. These activities do not require major capital expenditure.

59.	The College is also currently undergoing rebranding and upgrading the website to a more modern look.

60.	Other costs involved with the activities in the first two years are related to the recruitment of staff to establish an academic community and to conduct marketing and promotion within the current cost structure. Beyond 2022, the College will engage in community liaison activities which will demand greater levels of expenditure.

61.	Also beyond 2022, the new programmes, targeting the younger groups, will aim at carrying out community and school-centred activities. These will require increased expenditure, as the College will be sponsoring and promoting talent within schools through bursaries and scholarships. The activities of the Employers' Forum will be enhanced to involve forum members in possibly paid curriculum development. This means increased activities within the London and East London Chambers of Commerce.

62.	 The College will also need to further upgrade its facilities for contemporary programmes that appeal to the younger students. The College will require investment in modern teaching technologies, IT suites and smart boards. The College will also consider offering free on-site services such as child-care or contribute towards discounted rates for such services.

63.	Thus a total of nearly £0.9 million investment in the two years 2021/2022 to 2022/2023 with 66% contributing directly into Access and Participation activities including access, success and progression, will be appropriate for the College's plans over that period, and for the development of its main provision, which is already for the widening participation section of the population, and only requires adjustments in a few areas to reflect market trends.

64.   The priority in providing information to students will be placed on the accuracy, timeliness and relevance of the information to allow students to make an informed choice of whether the courses on offer are suitable for them or not and indeed whether the College offers the choices appropriate for them to pursue their objectives. The College already has a Public Information Policy. This guides the development, approval and publication of information for students. The Director of Marketing and Communication has the responsibility for ensuring that this information is accurate, timely and relevant. The information is generated across the College by the appropriate members of staff and passes through rigorous editing and checking before it is passed on to the Director of Marketing and Communication for sign-off.

65.   The primary source for student information will be the website, which is being upgraded to cater for this purpose. Internally, students can access all information on the virtual learning environment (VLE).

66.   Mandatory information available externally will include:

- Level of course
- A summary of the course content
- Admissions and entry requirements
- Induction processes
- Modes of delivery
- Length of study
- Award of credit
- Nature and modes of assessment
- Awarding organisation/body
- Details of any associated costs over and above the tuition fees
- Consumer protection information
- Student protection information

67.   Information available internally on the VLE will include;

- Course handbooks
- Student handbooks
- Policies
- Study information (teaching and learning and assessment)

68.   Hard copies and copies in other formats to suit accessibility needs of specific students will be made available as required.

69.   The College will also publish, as appropriate all relevant policies that will affect the students during their studies. These will include those covered in the Consumer and student Protection plans.

70.   The Access and Participation Statement, which covers details of facilities and resources available to students, will continue to be available on the website.

71.   Also already in place is a referral system for students whose needs go beyond the College's provision of pastoral care and welfare assistance. The College will

continue to identify and work with providers of specialist services to assist students with specific needs, and to publish such information on the website. Currently there is a link on the site to career guidance and resources. This is in addition to the advice and guidance provided in-house and through externals that provide masterclasses to the students. The College will also publish this information so that students can decide for themselves which services they can access.