

# **AECC University College**

## **Access and participation plan**

**2020-21 to 2024-25**

### **1. Assessment of performance**

The University has a total of 745 students, 548 studying undergraduate courses. Of these, the majority are studying undergraduate chiropractic courses with 10 registered on the BSc (Hons) Clinical Exercise and Rehabilitation Science which started in September 2018.

from lower socio-economic backgrounds.

The University College admitted the first cohort of students on our degree awarding title in   
 are expanding the   
 courses on offer. As detailed above, the first cohort of Sports and Exercise Sciences students commenced study in September 2018 and further new undergraduate courses have been developed to commence in September 2019. This new course provision is anticipated to recruit largely from the UK market. Whilst this may assist us in improving our access and participation record going forward, we do not take this for granted and our access and participation strategy will monitor progress closely at all stages of the student life cycle.

aim is to widen access to underrepresented groups as we grow, at the same time supporting the retention, attainment and progression into employment or further study of all our students. The University College has evaluated our current metrics and set strategies and targets for future access, success and progression activities based on findings.

#### **1.1 Higher education participation, household income, or socioeconomic status**

##### **Access**

The number of students accessing AECC University College from POLAR4 Quintile 1 Low Participation Neighbourhoods (LP is 6.9% of new entrants, recognised to be almost half the national average. Our gap between the average proportion of quintile one students and quintile five is 28%. As our historic data is limited for POLAR analysis

**Figure 1 – Comparison of POLAR4 Q1 students accessing AECC University College compared to**

Attainment



## Attainment

Within the 2017-2018 cohort there were extremely small numbers of students identifying from a Black or Ethnic Minority background. All these students achieved a 2:1 or above, as has historically been the case for the majority of students studying at the institution.

## Progression to employment or further study

For progression, the only data we have been able to obtain by demographics is from 2016/17 graduates in the DLHE survey (see figure 6)

**Figure 6 - Student progression for students graduating 2016-17 by Ethnicity group (DHLE results)**

Programme	BME Flag	%in Emp or study	% Professional	Salary
MCHIRO (HONS) MASTER OF CHIROPRACTIC	Yes	83.33%	66.67%	£21,000.00
	No	92.31%	92.31%	£27,000.00

This data does indicate a potential employment gap for BME students, however, it should be noted this will relate to a very small number of students so drawing conclusions from this data may be premature. As this is the first time we have had this disaggregated data we will investigate this further during the five years of the plan, monitoring for gaps over time and designing interventions to address gaps.

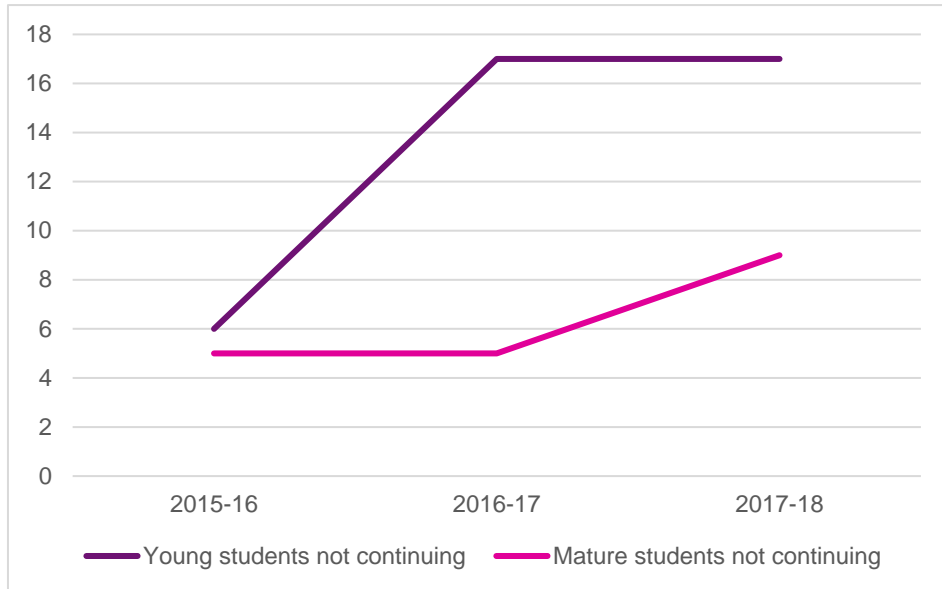
## 1.3 Mature students

### Access

The nature of chiropractic as a vocational career choice means AECC University College has historically a ~~0W~~ higher number of mature students than the national average. This remains high with 41% of our entrants over 21 compared to the national average of 28%, in contrast to the

(see figure 8). We aim to minimise non-continuation generally, but will look to maintain this record of continuation for mature students.

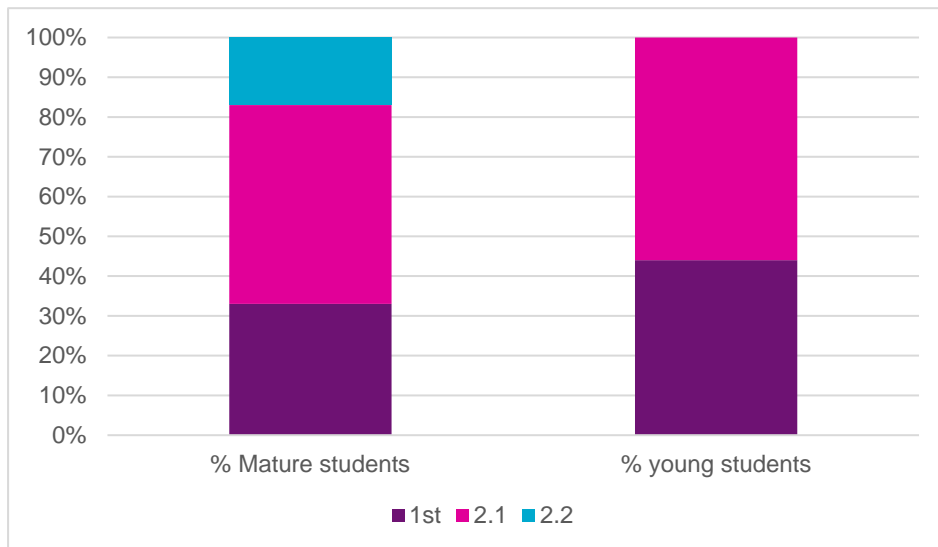
**Figure 8 – Non-continuation rates for young and mature students between 2015 and 2018**



#### Attainment

There is not an issue for student outcomes by age. When looking at the 2017-18 data (see figure 9 below), mature students get more 1<sup>st</sup> class honours degrees than young students. Numbers of anything below 2:1 are very small and therefore not of concern.

**Figure 9 - % of student degree classifications at AECC University College in 2017-18 by age**



#### Progression to employment or further study

Looking at the 2016-17 DLHE survey, there is no difference for mature students in progression to employment or further study 90 % for mature students compared to 90% for young students.

#### 1.4 Disabled students

##### Access

The percentage of students declaring a disability at the University College is 10%, slightly below the national average. As a chiropractic education provider, the physical nature of chiropractic should be considered. Whilst we can, and do, make reasonable adjustments for students, for example, those who

need intermittent walking aids, some learning outcomes, such as delivering physical therapeutic interventions, students with certain disabilities may find difficult to achieve. Evidence about the criteria students must meet can be found within the General Chiropractic Council Education Standards: <https://www.gcc-uk.org/UserFiles/Docs/Education/Education%20Standards%206.8.18.pdf> It should be noted students self-select for the course and the data shared is reflective of this. This appears similar for institutions such as the University College of Osteopathy (see figure 10 below).

**Figure 10 – Disaggregation of types of disability, compared to similar specialist institutions**

<b>Disaggregation</b>	<b>Our figures</b>	<b>National</b>	<b>Loughborough University</b>	<b>St George's Hospital Medical School</b>	<b>University College of Osteopathy</b>	<b>The Royal Veterinary College</b>





Disabled students we will look to work with students in our local area. We are currently have a working group on mental health, and so will look to expand this work to younger students in our local area.

Care Leavers we are working with BCP, our local council to offer opportunities to looked after children across the County.

As we grow and widen access, we may become aware of emerging gaps at later stages of the student lifecycle; in student continuation, success and progress. Therefore the University College will carefully monitor students on new courses as they progress to understand where interventions may be needed to ensure success and progression for all student groups.

	learning disabilities and social and communication difficulties.		
<b>SUCCESS - To reduce the non-continuation gap for students from underrepresented groups</b>	To investigate and reduce the gap in continuation between students from Q1 backgrounds and students from Q5 backgrounds.	3% points more students from POLAR4 Quintile 1 withdrawing from studies than Quintiles 5	No more than 0% gap
<b>SUCCESS - To reduce the non-continuation gap for students from underrepresented groups</b>	To investigate and close the gap in co		

## Our theory of change

### Figure 13 AECC University College theory of change

Our summary theory of change in Figure 13 above reflects the inputs we plan to deliver to widen access to the University College, the interim outcomes we expect to see in terms of changes in knowledge and skills and behavioural change, and the long term goal that students apply to, access and study successfully at the university college.

This theory of change has been delivered in line with the strong evidence base for interventions to raise attainment which is why this is the widest part of our theory diagram. The diagram also acknowledges that currently

We will ensure these are promoted clearly and we make information available to all prospective students from target groups.

AECC University College is developing an inclusive approach to access and participation work throughout the student lifecycle, with a newly formed Steering Group with a diverse membership including student representatives. The steering group is chaired by the Vice Principal and reports to the Senior Management Group. The access and participation strategy and this plan, have been developed in line with our Organisational strategy (which has an objective on widening participation), Education Strategy and Dignity, Equality and Diversity Policy.

AECC University College Education Strategy details our commitment to being an institution where all students can flourish through an inclusive approach to course design, learning and teaching. To ensure this, relevant aims from the Strategy are led by the Head of Library and Learning Services and Access and Participation Manager to ensure all students are given equal opportunities to reach their potential, able to access support where necessary and are engaged as partners in their learning. The broader strategy for education and teaching is closely linked to the Access and Participation plan and its measures.

In particular, the Access and Participation Manager has joint responsibility for two linked aims from this:

To offer a high-quality student experience that supports all our students to achieve their academic, personal and professional potential  
Through active engagement and targeted support, including a focus on physical and mental health needs,

As we have recently become aware of the apparent gaps in Success and Progression we will be working with teaching teams and student services to develop and target interventions to address possible non-continuation. We expect these to be in place by the end of the 2020-21 academic year. We will also be working with the chiropractic course team, our alumni and the wider chiropractic community to look at any possible issues around BAME graduates obtaining professional employment and developing interventions, again to be in place by the end of the 2020-21 academic year. We expect any gap in progression between white students and those from BAME backgrounds to have decreased by the end of this five year plan.

and objectives stated above; they overwhelmingly said they would focus on access, and in particular for students from Low Participation Neighbourhoods and Black and Ethnic Minority backgrounds. Suggestions were given for how they would achieve this which are built into our implementation plan. This feedback was used to develop the plan and the next iteration was presented at the Student and Staff Liaison committee (SSLC) and feedback was sought via email from the original focus group. Their submission to accompany this plan can be found in Annex A.

The final approved plan will be taken back to the SSLC September meeting to discuss how the student body would like to be involved in implementing the five year plan and monitoring progress. In addition two student representatives sit on the Access and Participation Steering Group to provide ongoing monitoring and feedback.

### **3.3 Evaluation strategy**

We completed the OfS Self Evaluation Assessment tool. A summary of learning from this; what is in place and how we can further improve Access and Participation evaluation practice can be found below, along with our evaluation framework for the proposed activities for this plan in Annex B.

#### **Strategic Context for evaluation at AECC University College**

Monitoring and evaluation form part of the agenda for quarterly Access and Participation Steering Group meetings. The Access and Participation Manager reports on programme evaluations to this group including reflections and areas for improvement. There is budget within the Access and Participation budget dedicated to engagement including training and development costs. In 2019/20 AECC University College will sign up to the NERUPI Framework to ensure evaluation best practice is embedded in all Access and Participation activities. This will also provide the opportunity for further evidence-based training opportunities to enhance evaluation skills. In addition at least one day per evaluation activities.

#### **How evaluation and evidence shape programme design**

All programmes are underpinned by clear aims and objectives. We will be revising these in line with the NERUPI framework in the near future. Through a literature search, we have used evidence where it exists to inform design and development of our programmes and activities, however, as a small specialist health sciences provider, we recognise we may need to gather our own evidence for some specialist interventions and will look to do this during the five years of this plan. We have clear outcome measures in place for all programmes and activities and will gather evidence of these to include in evaluation reporting.

#### **How evaluations are designed at AECC University College**

Evaluation of all programmes at AECC University College will be underpinned by our theory of change and evaluation framework. A mixed methods approach will be used wherever possible and information gathered pre and post intervention. This includes standardised information we request from schools such as postcode, pupil premium and free school meals data, as well as attainment data for attainment raising interventions.

We are joining the NERUPI Network to provide us with networking and criteria to benchmark against.

#### **How evaluation is implemented at AECC University College**

Evaluation activity is primarily carried out by the Access and Participation Manager with support from the

All our processes for gathering data are compliant with GDPR and the Data Protection Act. Ethical approval and consents are sought where necessary. Risk analysis is always completed ahead of any activity. In line with developing Access and Participation practices over the coming five years, we will investigate and implement ways of tracking participants over time where possible.

The OfS financial support evaluation Toolkit will be used to implement procedures for evaluating financial support from November 2019.

### **How learning from evidence and insight from evaluation shapes improvements**

AECC University College will use an action research model approach to activities, using learning to inform design and development of future interventions. Extent of causality and limitations are included in evaluation. Findings including the above will be shared internally and all evaluation reports made available on our shared drive so colleagues designing outreach activities can incorporate these within their planning. AECC University College are at the early stages of developing Access and Participation programmes and will look to develop our evidence base and share where appropriate over time.

In addition all evaluations are reviewed at the quarterly access and participation steering group meeting, in order to inform monitoring and decision making.

### **3.4 Monitoring progress against delivery of the plan**

As detailed in Figure 12 above demonstrating our whole provider strategic approach to Access and Participation, AECC University College has a monitoring and reporting structure in place to oversee the Access and Participation Plan. The Access and Participation Manager has responsibility for delivery of the plan and reports to the Academic Registrar. Progress is reported to the Access and Participation Steering Group on a quarterly basis and highlight reports and areas for discussion are sent on to Senior Management Group and the Board of Governors as necessary.

Evaluation of financial support will form a part of monitoring and evaluation. We will evaluate continuation, success and progression for different groups of students, both those who do and do not qualify for financial support to understand the impact this may have. We will use the OfS Financial Support Evaluation Toolkit for evaluation. Due to the size of the organisation we will use primarily the survey and interview tools for this purpose. We will conduct the evaluation during the months of November and December as this was found to be most effective during the OfS pilot and will conduct our first evaluation in 2019, and annually thereafter.

## **4. Provision of information to students**

The University College provides clear and accessible information to prospective students (and parents) at regular open days, student recruitment events, online and through our admissions service. Our Access and Participation Plan will be published in full on our website (wil)m,8-4(e)]TJ000088\* nBT/







## Annex 2 - AECC University College Evaluation Framework

The purpose of this framework is to provide information on how AECC University College evaluates its activities, uses this evaluation to plan future activities and shares findings with the local schools, colleges and partners it is working with. This is our initial framework and have clear expectations this will develop during the years of the plan, as we enhance our evaluation skills through being members of the NERUPI framework.

Stage	Age group	Activity	Objectives	Measurement and evidence to gather
Pre-16	KS2	Science Roadshows	Developed knowledge of particular science topics	Questions before and after each session. Observation
	KS2		Developed knowledge of particular science topics	Questions before and after each session. Observation
	Y3/4	British Science Week	Developed knowledge of particular science topics	Pre-elicitation questions and knowledge testing at end of each session
	Y5/6	Primary health club	Improved awareness and interest of different health science careers	Discussions and questions before and after each session
	Y5/6	Primary Science Club	Improved performance at KS2 Science	Questions before and after session. Observation. Follow up with teachers
	Across Primary age range to Y7	Straighten up UK	Increased awareness of chiropractic as a career choice and how to stay healthy	Comparison of grades as progress through from Y6 Y11. Onward destination. Teacher and student feedback
	Multiple interventions between Y8 and Y11	Longitudinal programme Q1 schools	To improve attainment, particularly in science based subjects.	Evaluation of individual projects and activities
	Y11	Revision bootcamps	Improved attainment of local students	Difference between predicted and actual grades Teacher and pupil feedback surveys Surveys comparison between baseline and follow up survey responses Testing knowledge before and after session

Y9-12	Subject specific taster sessions	in science, P.E and Psychology Increase in learners ambition to progress onto HE.
Y9/10	British Science Week workshops	
Y11	Subject specific support - guest lectures and development days	To improve attainment, particularly in science based
Y9-13	Youth involvement in activities, forums and takeover challenges	
Y10-13	Development of research skills	

	Y13	Revision bootcamps	Increase in achievement at A Level	follow up survey responses Difference between predicted and actual A level grades
	Y11-Y13	Clinic outreach programme	Increase in learners ambition to progress onto a career in chiropractic	Surveys comparison between baseline and follow up survey responses Follow up at 6/12 months

**Community & families**

Families Health, Science and wellbeing festival Increase in awareness of

Schools Careers in health sciences event

## **Annex 3 – summary of variation to plan**

### **What we are aiming to achieve**

Our aim is to widen access to AECC University College. As we do this we will foster an environment where all current students can reach their potential and succeed in their studies. We are committed to supporting our students in seeking employment or progressing to further study.

Based on our assessment of performance, we have chosen to focus on the following areas:

#### ***Supporting attainment at school and access to Higher Education***

We work with schools to support attainment in health, social and sport sciences and will look to extend this within the core science subjects.

## Summary of 2020-21 entrant course fees

\*course type not listed

Inflationary statement:

We do not intend to raise fees annually

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

# Targets and investment plan 2020-21 to 2024-25

Provider name: AECC University College

Provider UKPRN: 10000163

## Investment summary

The OFS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OFS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

### Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OFS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£96,846.92	£96,846.92	£96,846.92	£96,846.92	£96,846.92
Access (pre-16)	£44,184.00	£44,184.00	£44,184.00	£44,184.00	£44,184.00
Access (post-16)	£19,747.92	£19,747.92	£19,747.92	£19,747.92	£19,747.92
Access (adults and the community)	£915.00	£915.00	£915.00	£915.00	£915.00
Access (other)	£32,000.00	£32,000.00	£32,000.00	£32,000.00	£32,000.00
Financial support (£)	£43,500.00	£63,500.00	£55,500.00	£53,500.00	£53,500.00
Research and evaluation (£)	£7,000.00	£7,000.00	£7,000.00	£7,000.00	£7,000.00

Table 4b - Investment summary (%HFI)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (EHFI)	£1,431,440.00	£1,437,610.00	£1,440,695.00	£1,422,185.00	£1,419,100.00
Access investment	6.8%	6.7%	6.7%	6.8%	6.8%
Financial support	3.0%	4.4%	3.9%	3.8%	3.8%
Research and evaluation	0.5%	0.5%	0.5%	0.5%	0.5%
Total investment (as %HFI)	10.3%	11.6%	11.1%	11.1%	11.1%

Provider name: AECC University College

Provider UKPRN: 10000163

Table 2a - Access

								2020-21	2021-22	2022-23	2023-24	2024-25		
To reduce the gap in participation in HE for students from underrepresented groups	PTA_1	Low Participation Neighbourhood (LPN)	To decrease the gap between the number of Quintile 1 students from Low Participation Neighbourhoods and the number of Quintile 5 students (POLAR4) entering AECC	No	The access and participation dataset	2017-18	28%	26%	24%	22%	20%	18%	Through interventions in schools in Low Participation Neighbourhoods (LPN's), to increase the number of students from these areas, thus diversifying the student body	
To increase the proportion of students entering AECC University College from underrepresented groups, in particular BAME backgrounds	PTA_2	Ethnicity	To increase the percentage of students entering AECC University College from BAME backgrounds	No	The access and participation dataset	2017-18	10%	11%	12%	13%	14%	15%	In order to achieve this we will work with Black and Ethnic Minority Groups, both in and out of the local area, to increase the percentage of students applying to and accessing courses at AECC University College, and diversify our student body. We will use progress made during this five year plan to understand how quickly we can further increase proportions of students entering from BAME backgrounds.	
To increase the proportion of students entering AECC University College from underrepresented groups, in particular with a declared disability	PTA_3	Disabled	To increase the percentage of students declaring a disability entering AECC University College	No	The access and participation dataset	2017-18	10%	11%	12%	13%	14%	15%		



