

NESCOT – North East Surrey College of Technology

Access and Participation Plan 2025-26 to 2028-29

1. Introduction and strategic aim

Introduction

North East Surrey College of Technology (NESCOT) is a large General and Further and Higher Education College based in Epsom and Ewell in Surrey. It aims to build excellence of opportunity for all students through an engaging and dynamic curriculum delivery that responds to and addresses their needs and aspirations. In 23/24, 305 students study higher education at NESCOT, with 30 studying at level 4, 165 studying at level 5 and 95 study at level 6. There are 20 students studying at Post-Graduate/Masters level 7 (figures rounded to nearest multiple of 5).

NESCOT has built higher education provision that responds to the demands of contemporary people-based, commercial, and creative industry sectors. We fully understand the aims and aspirations of our students, and are determined to facilitate the highest level of student attainment and access to future career pathways. In July 2023, NESCOT's Corporation approved a new Strategic Plan that reflects the Local Skills Improvement Plan (LSIP), learnings and reflections from inspection and review, and places a greater focus on serving the local community and its skills needs. It also reflects the Strategic Development Fund (SDF) and Local Skills Improvement Fund (LSIF) collaborations around low carbon technology and digital technologies to enhance teaching and learning. In 2023/24 NESCOT opened its new Institute of technology (IoT) centre in partnership with Chichester College Group and the Universities of Sussex and Brighton.

Strategic Aim

NESCOT's strategic aim, the *NESCOT Strategic Vision 2025*, is to be "The College of Choice for Students, Staff and Employers". In order to achieve this, the strategic plan identifies six key priorities:

- 1.1. Delivering outstanding teaching, learning and assessment in an agile, innovative and safe environment.
- 1.2. Maintaining financial stability and supporting growth.
- 1.3. Building and extending student opportunities to develop skills, attitudes and qualifications for future success in life and employment.
- 1.4. Engaging with employers and other organisations to offer courses and qualifications that are innovative, relevant and in demand.
- 1.5. Developing strong relationships with schools and community groups to give clear information, advice and guidance.
- 1.6. Continuing to be an employer of choice

The Higher Education Sub-Strategy

This supports the *NESCOT Strategic Vision 2025*. It is structured to provide a link between national policy and NESCOT's vision for Higher Education with the following objectives:

- 3.1 Offer outstanding student experience in a safe environment.
- 3.2 Meet employer led demand based on extensive employer engagement and market intelligence.
- 3.3 Extend and widen the offer to provide clear progression routes into and within HE and to employment, to existing and new students.
- 3.4. Provide a bespoke approach to higher level and professional skills development.
- 3.5. Establish and grow flexible and inclusive modes of teaching, learning and assessment that meet student and employer demand.

NESCOT delivers access and opportunity to all. We are conducting deep research into our target groups and local communities, analysing their social and economic needs and identifying constraints and potential barriers to learning, including demographic and historical issues. We recognise the areas of our activity that have offered significant challenges and are responding to these through a targeted and focussed resetting and programming of inclusivity, access and participation initiatives based on/linked to our education-based initiatives and analysis. The organisation has responded positively to challenges in its delivery of higher education programmes in satellite centres and amended its offer accordingly. It is now focussing on delivering high quality, responsive and inclusive higher education predominantly to residents in the county of Surrey.

We have responded to student feedback both internal and National Student Survey (NSS) and will continue to design and deliver a range of bespoke curriculum models that will support inclusivity and students' progression, through an adaptive, agile and supportive model of close contact and engaging content. We will set our students realistic milestones and opportunities for the assessment and demonstration of learning and progress, through a systematic approach to the realisation of our Educational Gains policy. Our students study full-time, part-time and compressed delivery general/specialist professional courses alongside balancing life and work constraints, and our responses to development and delivery will fully address these positively. Coupled to this we will deliver on our strategic objectives in involving key stakeholders in our target demography to raise awareness of higher education's value in supporting their future. Through this we will target specific areas of underrepresented groups to ensure they are equipped with knowledge of their study options, possible social and career routes. We will also deliver on additional skillsets required to manage and prosper through the cycle of access, on-course and meaningful progression. This is further enhanced by the relevance of our Educational Gains to Progression and Employability initiatives, which are woven into the design, delivery and assessment of our programmes

NESCOT fully appreciates the demands facing students in 2023/24 and beyond; there are ever changing contexts as yet unseen that will challenge society, and students will need to respond proactively to these. We will stretch students to develop and extend their ideas, contributing positively to social and professional communities. Through the delivery of our higher education strategy and related actions, we will support our students to accept these

challenges, through continually assessing their needs and overcoming barriers to access: we will work with our students towards building successful and prosperous futures.

2. Risks to equality of opportunity

Risks to equality of opportunity are set out according to areas of the student journey; access, on-course and progression. The risks are identified by heading and sub-heading.

Risks to Access.

Risk 1: Knowledge and Skills – Application and participation.

1.1. Application rates. Applications to NESCOL have fallen in general over the last 2-year period, affected **in part** as a result of its decision to cease offering satellite-centre provision. This presents a challenge to both maintain and develop existing provision, and to engage with the wider areas of NESCOL's community whilst raising quality standards by providing accessible information on career routes and progression. Applications in 2022/23 were 385 and in 2023/24 were 370. Conversion to enrolment rates from applications vary by programme, and are affected by small numbers in some cohorts, at 47.66% overall in 2022/23, and 43.82% overall in 2023/24, implying some of the applications may be 'insurance' choices, and were 'back up' in nature. However, NESCOL's % enrolment onto first choice course application was 83.06% in 22/23, and 89.57% in 23/24, showing aspects of positive IAG.

1.2. Improving application and participation rates for young students. TUNDRA participation indicator values for young students choosing to study at NESCOL has remained essentially static overall between 2016-17 and 2021-22 but has dropped in 22/23 and 23/24. For TUNDRA quintile 1 (least likely to participate in higher education) after 2019-20, there is a lack of engagement with the concept of higher education study, and an area of risk that NESCOL will address through targeted action plans. Low application rates for young white males remains a risk. In 2022/23 applications 75 young students applied, with 35 enrolling to a programme linked to their application, a conversion of 44.7%. Intervention Strategy 1 (IS1) will investigate the reasons behind this, and implement actions to redress.

Risk 2: Information and Guidance

2.1. Improve knowledge of NESCOL's provision. Young students in particular have insufficient knowledge of NESCOL's programmes and offer, and may not consider the organisation as a viable alternative to university. We have captured information from stakeholder and student consultations, indicating a lack of regional awareness and low presence on social media/search engines. NESCOL's intake is predominantly mature students (21 and over) 88.3% in 2019-20, 89.4% in 2020-21, 85.7% in 2022-23 and 76.7% in 2023-24. This is reflected in the range of niche, specialist courses and part-time modes of study. NESCOL will address any potential shortfalls in student perception and knowledge of the skills required to apply and complete higher education successfully, through our Careers Insights Initiatives involving key schools and stakeholders. We will supplement this through new Marketing and School Liaison posts working to reinforce communication and foster

engagement through 'Challenge Workshops', NESOCOT hosted collaborative workshops and teacher/student-based events – on-site and visits out to schools and centres. Reputation and recommendation by word of mouth is still the largest factor in raising awareness of provision at HE level at NESOCOT, as evidenced from student consultations; students cite a relatively minimal on-line presence as being a factor in NESOCOT' higher education offer being overlooked.

2.2. Broadening ethnicity across the programmes. Ethnicity values show the majority of NESOCOT's 18-year-old students are indicated as White; In 2021-22 85.7% identified as White and 7.1% as Other; in 22/23, 80% identified as Any Other White Background, or English / Welsh / Scottish / Northern Irish / British, and 20% as Caribbean, Mixed Multiple Backgrounds, White and Asian, and White and Black African. In 23/24, 77.8% identified as Any Other White Background, or English / Welsh / Scottish / Northern Irish / British, and 22.2% as Caribbean, Mixed Multiple Backgrounds, White and Asian, and White and Black African. Student access as identified from Mixed ethnicities remained static at around 7% over a 5-year period to 22/23 (6.09% of new starters in 22/23). These figures broadly reflect the overall student population demographic at NESOCOT at all age groups, and the county as a whole: In 22/23, BAME new starters were identified as 77.66% White, 6.09% as Mixed/Multiple ethnic group, 5.08% as Asian/Asian British, 8.635 Black/African/Caribbean/Black British, and 2.54% as other ethnic group. Surrey's demographic as whole breaks down to 76.6% White British (including English, Welsh, Scottish and N. Irish), 8.9% White Other, 7.7% Asian, Asian British, Asian Welsh, 1.7% Black, Black British, Black Welsh, Black Caribbean and African, 3.4% Mixed or Multiple, and 1.7% Other.

Risk 3: Perception of higher education

3.1. Challenging perception of the validity of higher education. NESOCOT's intake was generally consistent across a 4-year period to 22/23, but has fluctuated in 23/24. Young students may not consider higher education study at NESOCOT to be as valid as a university experience, as evidenced by the ratio compared to mature students. In broad terms, more than three-quarters of NESOCOT's students are currently 21 and over, and over one third are from IMD quintile 5 and over a quarter from IMD quintile 4 in 23/24; 65.3% of NESOCOT's student population in 23/24 is from IMD quintiles 4 and 5. Numbers overall have dropped from 540 in 22/23 to 305 in 23/24. The largest proportion of NESOCOT's intake was from IMD quintile 2 (32.1% over 4-year period to 2022-23) though with a slight increase to 21/22 to 34.3%, with a subsequent fall from 24% in 22/23 and 11.8% in 23/24. NESOCOT's next largest quintile represented was IMD quintile 1, at 27.5% over the last 2 years, and little to no movement over 4 years to 21/22, but with two years fall of 14.4% in 22/23 and 5.6% in 23/24. IMD quintile 3 students have a slight increase in access in the last four years to 17.4%, though this is a slight fall from 18.5% in 22/23. Students from quintiles 4 and 5 had become slightly less likely to access NESOCOT decreasing 1% point to 11.6% and 1.5% points to 9.5% respectively in 21/22, but have increased to 20.7% and 22.4% in 22/23, and a further considerable increase to 27.9% and 37.4% respectively in 23/24. NESOCOT has broadened its offer to include Institute of Technology and Digital curriculum, developed to attract a wider demographic through contemporary programmes; these will feed into IS2.

3.2. Maintaining strong employer links in challenging economic environments.

NESCOT has good links with employer and local partners, and this is a risk if not maintained, as it feeds into the notion of validity for prospective students – the road to success. NESCOT must continue to build links with employers, through their involvement in curriculum advisory groups. These act as visible benefits and also input into the design and relevance as well as bringing related connections to programmes. The CRM and Business teams are developing programmes, and scoping out new possibilities and emerging markets, particularly PSRB or professionally linked, and integrating apprenticeships. These activities help validate the concept of fee-based study, addressing students' perceptions of negativity, and stresses the rewards versus costs of higher education study.

Risk 4: Application success rates

4.1. Ensuring the process of information, application and measuring of prior learning supports underrepresented groups. NESCOT's conversion rate from applications to places is generally consistent, and for first choice applications does not in itself constitute a risk, as in 23/24, 145 out of 165 students (88%) enrolled onto a course applied for, (in 22/23, this figure was 150 out of 185 – 81%). This conversion rates substantifies the hypothesis that students will take up their place once they have made formal contact with the college. Through our processes we ensure that all our students that meet the entry criteria are supported through any interview and induction process. Information gained from student feedback is positive about this aspect of NESCOT's provision. It is rather as a development for broadening participation that this risk links to Risks 2 and 3, in terms of appropriate and accessible IAG.

*Figures rounded to nearest multiple of 5

Risk 5: Limited choice of course type and delivery mode

5.1. Course offer includes niche subjects that may be a barrier to students from underrepresented groups. NESCOT offers a suite of niche specialist subject courses such as Osteopathy, Healthcare Play Specialists, Psychodynamic Counselling and level 6 Laboratory Technician apprenticeships. These courses may not be initially attractive or considered amongst students who have been given insufficient information and guidance in careers events, at IAG, and from partner schools. These students may not have sufficient knowledge of higher education options, and be less likely to explore subjects that sit beyond a more standardised approach, including Higher Apprenticeships, notably if their expectations are significantly lower due to familial, peer or school pressures.

5.2. Students require ever-evolving, agile delivery models. Ever increasing societal pressures and constraints on both young and mature students cause tensions that impact their ability to study effectively. NESCOT has a blend of full time, part-time and compressed study/external responsibilities courses that attract mature students, and will continue to evolve delivery models that are agile and responsive to the pressures students face, whilst also addressing local needs, LEP priorities, Local Skills Improvement Plan (LSIP) and the Local Authority Priorities (Surrey Skills Plan). Current provision is designed taking these into account, as in blended learning models implemented for early years, and BA business top

up. NESCOL will make any necessary adaptations to benefit specific student cohort requirements year on year.

Risks to success.

Risk 6: Insufficient academic support

6.1. Improve the students study toolkit. NESCOL enrolls with integrity yet still finds students may stumble in their studies and lack the resilience or associated toolkit of strategies and methodologies required to overcome difficulties. This is particular true for education returners who may not have been in formal education for some time. Academic support can aid this resilience in building confidence and techniques that can be applied by students across all pathways. Resilience will equal the ability to overcome initial difficulties and prosper when challenged, thus an important preparation for life in employment and the future. Students need to accelerate their awareness and development of the requisite skills at various points on their journey, i.e., pre-course applications, and self-reflection.

6.2. Students from a wide range of backgrounds and ages present a varied base level of abilities. Students from a wide range of backgrounds and ages present a varied base level of abilities. In this ever-changing context, targeting academic support requires a diagnostic process that goes well beyond an initial induction phase. This would benefit students and staff by allowing them to realign assignment and support tutorials with a rich analysis of students' academic support needs. There will be further integration into learning support alongside the tutorial and key programme staff by the roll out over the 2024/25 year of the college wide - trauma informed approach to allow for a more informed and consistent approach to behaviours and support by all members of staff. Students take part in induction and midyear surveys, as well as Student Council and SSCC. These consultations, alongside the other specific APP and EQRR consultations in 2023/24, have highlighted various areas where skill building can be addressed as part of course delivery, or as additionalities. These include Digital skills, using the LRC, orientation into studies/life/physical and mental college pictures, and onboarding English second language as a study skill – this links to academic languages and agility/coping/ and working. These points will be included alongside the Educational Gains interventions. Students respond positively to bespoke unit delivery and additional work, saying they appreciate areas such as generic business skills, understanding start-ups and the challenges of self-employment, as well as entrepreneurship skills. NESCOL will develop additionalities i.e., for paediatric first aid; these could be bespoke such as in allied health/acupuncture, so related short modules delivered alongside the core programme. NESCOL will deliver 'Developing Personal Skills' – a tailored suite of additional modular activities that supports student learning and progression as identified through ranges of different evidence and feedback. These to be supported using the VR technology allowing the practise of professional skills and behaviours in a safe environment.

Risk 7: Insufficient personal support

7.1. Build strategies to address intersections of characteristics affecting students' performance. Student feedback identifies positive aspects to support at NESCOL, and small group sizes can encourage a close level of personalised tutorial support is available.

However, students presenting with intersections of characteristics are less likely to understand how to take advantage of support when offered, or to reach out. Young students from IMD quintile 1 are less able to succeed; effective personal support would begin to address this, through detailed negotiated strategies, involving lecturing and support staff, and students. NESCOL will further develop and refine its reporting and use of data sets informed by ILR fields, to allow improved identification of gaps and analysis of interventions.

Risk 8: Mental health

8.1. Supporting mental health and resilience. Higher education is by its nature challenging, demanding a level of discipline and engagement that students must address. They need to be taught strategies and systems to employ as they manage their way through problems in a way that enables positive mental health, and builds resilience and an ability to accept challenge. NESCOL will deliver this in three stages - a) recognise, b) reflect and plan, and c) respond through making positive actions. NESCOL has implemented mental health support through coaching and mentees, promoting strategy for resilience whilst studying.

Risk 9: Ongoing impact of coronavirus

9.1. Challenging behaviours to foster development. The legacy of the pandemic continues to challenge students and their concept of structures needed for successful educational engagement, such as time management, processes and working through deadlines. Quote/research. Colleges and universities have to respond to the post-pandemic landscape as it evolves and settles, reintegrating demand and the teaching of higher-level skills through group-based delivery and debate, recognising and reacting to students adopted behaviours that have been in part defined by their periods of isolation.

Risk 10: Cost pressures

10.1. Students funding their studies are balancing a broad range of financial pressures. NESCOL's students are balancing financial pressures. Younger students may be supporting themselves in part, or be relying on family donations or part-time work income. Students who receive FSM are less likely to have support from family or siblings, and may struggle to balance life and study. The majority of NESCOL's students eligible for FSM do not normally apply to higher education courses (only 2.5% of the 9.3% of FSM eligible students at application point actually applied to higher education in 2022/23.) Mature students who are also in work may find the balancing of study and employment extremely challenging, in terms of time, stamina, concentration and maintaining consistency. Many of our students are parents/carers and juggle the financial responsibilities alongside study. All of these factors in different scenarios place stress on students and their ability to study effectively.

10.2. Younger students may question the validity of higher education's cost versus its reward. Students from IMD quintile 1 and 2 may be less likely to have been exposed to the notion of higher education as a positive and necessary step towards self-fulfilment and career goals. Students from IMD quintile 1 make up only 5.6% of NESCOL's intake in 23/24. Younger white males are less likely to apply to higher education at NESCOL (4% in 23/24). Within the college's local catchment demographic, the county of Surrey is ranked 150 out of

152 English counties with relation IMD 2019 statistics, where 152 is the least deprived and 1 would be the most. As such NESCOT's mission will be to engage underrepresented students within its communities to understand the validity and reward that higher education offers, and for its courses to stand as viable alternatives to higher education in an atypical university setting. To present and reinforce this, the new postholder in the marketing team will develop further case studies featuring alumni and higher education success stories.

Risk 11: Capacity issues

11.1. Relative size of provision can marginalise perception of higher education in an FE/HE context. NESCOT faces the challenge of perception and resourcing for higher education delivered within an FE/HE context. In students minds in its demographic this may mean they perceive it as less valid when compared to a typical university institution.

11.2. Pressures on resources. Adaptions and shifts in organisational direction and operations can put additional strains on higher education delivery. Staffing, rooming and support areas must be fully available for utilisation and not compromised through cross course or pathway sharing and dilution, or amalgamation for economies of scale rather than educational value. NESCOT's Strategic plan dictates specific growth over the next 5 years, supported by the Estate Strategy driven by the Chief Operating Officer.

Risks to progression.

Risk 12: Progression from higher education

12.1. Progression destinations and outcomes post NESCOT are not fully recognised, communicated or understood by its communities. NESCOT has positive employer engagement on its courses. 83% of completing students progressed to related employment in 22/23 (Purlos data). NESCOT works with 'Coast to Capital', the college's LEP (East Surrey and West Sussex) and with the Enterprise M3 LEP covering West Surrey and Hampshire. The LEPs have some overlapping priorities, in particular healthcare, education, business, creative, digital and ICT subjects. Coast to Capital LEP and Catalyst South is a consortium of 6 LEPs covering the South East of England. NESCOT also supports the Surrey (and Hampshire) LSIP and the Strategic Development Fund collaboration, the Surrey Skills Plan (led by Surrey County Council), and plans for a County Deal. NESCOT's progression is also informed and responsive to professional sectors, such as UK Education, Professional Studies, Health and Social Care sectors which are worth over £360bn a year and employ more than 10% of the total UK workforce. There remains the challenge of ensuring that this positivity is maintained alongside the evolving pressures on course type and delivery, and is as well communicated effectively to NESCOT's communities, partners and stakeholders. NESCOT also needs to ensure that the successes in progressing students are both celebrated and communicated effectively to its demographic, to raise its profile and to attract younger students for whom it may be a sound 'insurance' choice.

3. Objectives

NESCOT's objectives shown on the next page have been designed to address the risks identified through a holistic approach – although categorised individually, each risk is

interrelated and our objectives will gain further purchase and reach through connected methodology.

IS	Objective	Target/s	Risks
IS1	Conduct targeted and specific consultation and initiatives with current students, partner schools, employers and stakeholders to research and produce improved information and guidance for students, from underrepresented groups and IMD Q1 and 2.	<p>1.1 Improve application rates to NESCOT provision year on year to 2028/29 by 10% points, detailing improved engagement with students from IMD quintiles 1 and 2.</p> <p>1.2 Build employer and community stakeholder groups to develop exposure of courses with non-traditional entry routes for mature learners, particularly from IMD Q1 & Q2 areas by 10%.</p>	R1, R2, R3, R4, R5.
IS2	Engage with the demographic within the Surrey area through targeted activities to ensure our student cohort reflects the socio-economic mix and demographic of our catchment areas, specifically years 11, 12 and 13.	<p>2.1 Increase participation from unrepresented groups all age groups over the period to 2028/29 as follows: BAME to represent a total of 35% of the student population and young White males to 10.00%.</p> <p>2.2 Make IAG responsive to feedback from student council, schools links activities and teachers, to challenge students/parents' understanding of HE in underrepresented groups.</p> <p>2.3 Grow links with employers and programmes, to validate study and address students' perceptions of negativity/rewards versus costs of higher education.</p>	R1, R2, R4, R12.
IS3	Increase participation by developing adaptive delivery models based on student, employer and stakeholder feedback, reflecting a flexible approach to maintaining quality higher education that responds to pressures on student lives and performance.	3.1 Research, identify and address local needs, LEP priorities, Local Skills Improvement Plan (LSIP) Local Authority Priorities (Surrey Skills Plan) to develop new flexible and innovative progression pathways to higher level skills, improving continuation for young learners to levels above 90% within the next 5-year period.	R5, R6, R7, R10.
IS4	Design and deliver an effective programme of resilience-building workshops that support students from Black, Arab, Asian and Any Other Asian ethnicities to maintain consistent study and progression, and minimise achievement gaps by 2028/29.	4.1 Close continuation gap between BAME and white learners (0% by 2028/29)	R6, R7, R8, R9, R10.

IS5	Eliminate gaps in outcome and progression between students from socially and economically deprived backgrounds, and IMD Q1 and Q2 and IMD Q5.	5.1 By 2028/29, minimise gaps in continuation between IMD Q1 and Q5 to 5% points	R10, R11, R12.
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4. Intervention Strategies (IS) and expected outcomes.

IS 1 - Objective 1: Conduct targeted and specific consultation and initiatives with current students, partner schools, employers and stakeholders to research and produce improved information and guidance for students, from underrepresented groups and from IMD Q1 and 2.

Target 1.1. Improve application rates to NESCOT provision year on year to 2028/29 by 10%, detailing improved engagement with students from IMD quintiles 1 and 2.

Target 1.2. Build employer and community stakeholder groups to develop exposure of courses with non-traditional entry routes for mature learners, particularly from IMD Q1 & Q2 areas.

Activity	Inputs	Outcomes	Cross intervention	Method(s) of evaluation	Summary of publication plan
A1.1. Conduct internal and external research on factors influencing and affecting local-based underrepresented groups.	0.05 FTE Schools and Community Liaison Post (£3850), designed to provide schools-based research and relationship building/events, and support in specific communities, evening and weekend-based information workshops (incorporates all fractions as outlined below) Operational costs marketing and hospitality, travel, events, resources inc. below.	Increased awareness among underrepresented groups. Improved application rates, notably underrepresentation by ethnicity and access quintiles 1 and 2.	R1, R2, R3, R4, R5.	Type 1 – Schools liaison feedback and reporting. Feedback at collaborative meetings. Type 2 - Pre workshop questionnaires, post workshop questionnaires, internal surveys.	Key findings relating to activities, outcome and evaluation will form part of the agenda for internal E&D Committee on an annual basis, minutes of which are published internally on Sharepoint. Findings and evaluation will also be discussed as part of the HEON steering group and LSIP as a way of sharing best practice and developing strategies to address these factors on an

					annual basis, or more frequently as required.
A1.2. Research and produce better information and guidance for students on the requirements and benefits of higher education.	<p>0.2 FTE contribution of Schools Liaison Postholder (£15400) over academic year to collate research and facilitate IAG events and manage information production and effective presentation.</p> <p>Operational costs to bring in employer network £2500</p> <p>Operational costs to bring in schools and student groups, and visits to same. £2500</p> <p>Schools Liaison Post postholder led activities, working with HEON. £5000</p>	<p>Reported improvement and student feedback on IAG as key component to better prepare.</p> <p>Detailed guidance and information packs produced on what is required and potential reward and salaries.</p> <p>Portfolio building within arts subjects.</p> <p>Foundation year model of building this in Level 4 programme of study.</p> <p>Create a social media campaign hashtag HE for Me to promote interest and discussion.</p> <p>Research contribution to HEO 'Reimaging transitions'</p>	R1, R2, R3, R4, R5.	<p>Type 2 - Pre workshop questionnaires, post workshop questionnaires, internal surveys.</p> <p>Type 1 – Schools Liaison postholder feedback and reporting.</p> <p>Feedback on quality of IAG, internal and NSS surveys.</p> <p>Research project.</p>	<p>Outcomes and evaluation of the success of these projects will be considered as part of the HE Board annually, minutes of which are published internally on SharePoint and shared with external partners such as validating HEI's and PSRB's as part of regular reviews and audits.</p> <p>Outcomes will also be shared as part of the LSIP Collaborative workings groups annually.</p> <p>Nescot is taking part in research relating to HE transitions in conjunction with a validating partner and it is expected that the results will be widely published externally upon completion in academic journals.</p>

<p>A1.3. Deliver series of engagement workshops, events, offsite programme, summer schools including content on challenging perceptions of HE to Surrey based schools/groups, including employers, through 2 meetings per term.</p>	<p>0.2 FTE contribution of Schools liaison (£15400) over academic year to collate research to deliver workshops £6,000 budget for marketing. staffing, resources, hire, prizes.</p>	<p>Recorded feedback showing perception of and myth busting about higher education in a college context as well as the more traditional offer/view. Information workshops with parents as well as potential students in a variety of environments including schools' youth groups. Increased understanding by underrepresented groups of NESOCOT and HE. Increased applications from underrepresented groups over 5-year period at 5% per year increase. Engagement of unrepresented groups and IMD Q1 & Q2</p>	<p>R1, R2, R3, R4, R5.</p>	<p>Type 1 - Schools Liaison feedback and reporting. Type 2 - Detailed analysis of qualitative feedback/external surveys/post workshop questionnaires, internal surveys. Data on take up. Application numbers/rates.</p>	<p>Presentations to specific schools Heads/Careers and presentations to community groups to illustrate the effectiveness of the individual projects annually.</p>
<p>A1.4. 8 schools at KS 4 and 5 targeted for external visits, and NESOCOT hosted workshops.</p>	<p>50 hours Business team, school liaison and Director of Commercial Activities (£2000) over academic year to collate research to deliver workshops Facilitation costs – venue, travel, publication of printed and web materials, coaching follow ups £3000</p>	<p>Recorded from schools and teaching staff. Pupil engagement in workshops – skills based, contextual, conceptual.</p>	<p>R1, R2, R3, R4, R5.</p>	<p>Type 1 - Data on participation monitoring and evaluation to be collected by Schools Liaison postholder to provide feedback/report in conjunction with Business and Commercial teams. Type 2- Post workshop questionnaires and surveys. Qualitative feedback collected.</p>	<p>Reports on engagement data and survey feedback to be shared internally via College Management Team meetings (minutes for which are available on Sharepoint) at least annually. Outcomes will also be shared as part of the</p>

					LSIP Collaborative workings groups and HEON steering group framework (annually as a minimum)
A1.5. Deliver collaborative information gathering through mechanism of the LSIP partnership and priorities	60 hours (£2400) contribution of the Business team and Director of Commercial Activities over academic year to collate research to deliver workshops Facilitation costs – venue, travel, publication of printed and web materials. £1000	Reporting showing how information is sourced and gained and insights defining local Surrey community-based needs – educators, employers, students. Action planning to improve engagement through curriculum design and delivery adaptation	R1, R2, R3, R4, R5.	Type 1 – Business and Commercial team feedback and reporting Type 2- Post workshop questionnaires and surveys. Qualitative feedback collected/external surveys.	Findings highlighting the key community needs identified published as part of the college annual report on the Organisational website Evaluation on the success of the activities will be discussed LSIP Collaborative workings groups (annually as a minimum), minutes of which are available for individual meetings.
A1.6 Progression workshops and individual PDP sessions with current students to encourage FE-HE progression, particular with students from Q1	0.05 FTE Head of Curriculum and Programme Leads (5% of £745 500) £32,275	Reporting on progression numbers FE-HE	R1, R2, R3, R4, R5.	Type 1 – Reporting from HoC on application and enrolment for internal progressors Type 2 – SSCC feedback from progressors, workshop feedback surveys	Ongoing progress will be reviewed at termly Boards of Study, minutes of which are published internally on the NESOCOT SharePoint site

and Q2 backgrounds				
Total cost of evaluation and activities for IS1 over 4-year cycle				
<p>0.45 FTE contribution of Schools Liaison (£34650) + 110 hours Business and Commercial teams (£4400) plus facilitation costs £10000 (A1.2), £6000 (A1.3), £3000 (A1.4), £1000 (A1.5)</p> <p>Staffing costs TOTAL IS1 - £76325</p> <p>Facilitation costs TOTAL IS1 - £20000</p> <p>OVERALL TOTAL IS1 - £96325</p>				
Evidence base and rationale:				
<p>Our evidence base will be formed through an analysis of statements that build the contextual picture - socially, economic and culturally - that at least in part directly affects students' choices to study at higher education. We will measure the effectiveness of IAG as perceived at partner schools and stakeholders at KS 4 and 5. We understand preconception may be established earlier than KS4. Students in underrepresented groups may have limited comprehension of high education. They may have low self-estimation of their skills and intellectual capital, and a basic preconceived academic capital or awareness of HE, which his strategy is designed to challenge and improve.</p>				
Evaluation:				
<p>We will carry out evaluation in line with OfS Type 1 and Type 2 evaluative processes. Factors will be measured and results shared internally and externally, initially through our collaborative work with partner institutions in research projects with University of Greenwich, the LSIP and employers and published on our website. We will evaluate the effectiveness of our IAG, Schools Liaison and Community Activities, through student and stakeholder feedback, and data capture. We will collect empirical data and qualitative statements at survey points with participants in schools' workshops and where we may capture the feedback and users' perception of the effectiveness of the initiatives, as seen through users. We will cross refence this against our application data to establish patterns of engagement and to refine our systems and workshops to improve this. There will be elements of narrative</p>				

evidence, although this will form the basis of any methods used to refine details prior to questionnaires that measure the distance travelled through the initiatives and activities, and establish their value on a yearly basis. Evaluations will inform ongoing adaptations.

IS 2 - Objective 2: Engage with the demographic within the Surrey area through targeted activities to ensure our student cohort reflects the socio-economic mix and demographic of our catchment areas, specifically years 11, 12 and 13.

Target 2.1. Increase participation from unrepresented groups all age groups over the period to 2028/29 as follows: BAME to represent a total of 35% of the student population and young White males to 10.00%.

Target 2.2. Make IAG responsive to feedback from student council, schools links activities and teachers, to challenge students/parents' understanding of HE in underrepresented groups.

Target 2.3. Grow links with employers and programmes, to validate study and address students' perceptions of negativity/rewards versus costs of higher education.

Activity	Inputs	Outcomes	Cross intervention	Method(s) of evaluation	Summary of publication plan
A2.1. Build knowledge and understanding of NESCOT's offer as a viable alternative to schools' perceptions through 'NESCOT's People'.	0.2 FTE Schools liaison postholder (£15400). Specific research targeting inputs and actions to widen participation.	Improved measurable relationship with schools within Surrey demographic. Improved attendance at NESCOT hosted schools' participation events. Published research as part of the LSIP with collaborative partners. Targeted research that identified and addresses key communities within the Surrey demographic, undertaken as part of the LSIP collaboration.	R1, R2, R3, R4, R5.	Type 1 – Schools Liaison postholder feedback and reporting. Data and report of research.	Presentations to LSIP Collaborative workings groups with subsequent research published by the LSIP chair (annually).

<p>A2.2. Build a portfolio of Student Success stories, particularly from alumni from IMD Q1 to highlight benefits of NESCOT HE</p>	<p>Build provision for Success profile video/blogs on the NESCOT website</p>	<p>Working strategically with schools/ Academies to improve presence and engagement or underrepresented groups.</p>	<p>R1, R2, R3, R4, R5.</p>	<p>Type 2 – Student engagement and feedback from participants and current students, and employers.</p>	<p>Review of project success to be considered as part of the HE Board at least once a year, minutes of which are published internally on SharePoint and shared with external partners such as validating HEI's and PSRB's as part of regular reviews and audits.</p>
<p>A2.3. Conduct extensive focus groups that confirms the perception of HE, asking significant and searching questions on motivators and market research.</p>	<p>0.2 FTE marketing post to lead on research as directed by HE curriculum managers (£15400)</p>	<p>Feedback collated and applied to inform curriculum design, monitoring and marketing/IAG processes.</p>	<p>R1, R2, R3, R4, R5.</p>	<p>Type 2 – Feedback from course teams/students, questionnaires</p>	<p>Questionnaire findings summary to be published to course teams for discussion as part of Boards of Study (at least annually)</p>

A2.4. Deliver 'NESCOT Employers' Forums'	£6000 annual budget for hospitality/venues/marketing.	Pilot consultation with Institute of Technology to inform curriculum delivery/design. Conduct employer focus groups (9 x Curriculum Advisory groups CAP) to inform the assessment and delivery Include on quality calendar Employ Business Centre team - and use of a CRM (currently limited detail and access)	R1, R2, R3, R4, R5.	Type 2 – Employer engagement and feedback from participants and current students, and employers.	Minutes from employer forums to be shared internally on SharePoint annually Presentations to employers' groups (CSA's) to ex-students/final year students, collaborative reporting via LSIP (annually).
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Total cost of evaluation and activities for IS2 over 4-year cycle

0.2 FTE Annual contract School liaison (£15400) + 0.2 FTE Annual contract marketing (£15400) + £6,000 facilitation costs for events (A2.4)

Staffing costs TOTAL IS2 - £30800

Facilitation costs TOTAL IS2 - £6000

OVERALL TOTAL IS2 - £36800

Evidence base and rationale:

Activities for IS2 will bring together research and information gathering and marry this to specific workshops, initiatives and action plans that will bring underrepresented groups into higher education at NESCOT. We will achieve this through establishing reasons for hesitancy or reluctance in applying, by stressing how higher education links to employment and by taking this message out directly to communities. We will target research that identifies and addresses key communities within the Surrey demographic, undertaken as part of the LSIP collaboration. We will develop a series of responsive initiatives informed by different evidence bases. We will identify current perceptions by consulting our existing students and compiling data on perception of HE, with questionnaires designed to interrogate initial hypothesis re perceptions. Furthermore, we will start up a range of supported incubator roles where recently graduated students from underrepresented groups have regular on-line blog/vlog where they explain the relevance of their studies/opportunities/progress. These will in turn be informed by our use of employment forums and contacts that identifies the range of Surrey employers and their specific needs, on a 6 monthly and responsive basis, to input into curriculum design and delivery.

Evaluation:

We will evaluate the specific activities using manager feedback and reporting as Type 1 OfS evidence as measured against the intended outcomes. Each activity will generate type 2 evidence, which will be evaluated through on-the-spot surveys and focus groups, as well as internal and external questionnaires. We will publish our findings on the organisational website and through our HE boards. We will also work with the Student Council to disseminate the findings, and to gauge how effectively these reflect and address students' concerns and meet their needs. We will provide budgets to facilitate information capturing events – not purely as a focus to sell the college's courses, but rather to ascertain what exactly drives students to apply and what factors they perceive as barriers. As NESCOL works collaboratively it will share these findings through stakeholders.

IS 3 - Objective 3: Increase participation by developing adaptive delivery models based on student, employer and stakeholder feedback, reflecting a flexible approach to maintaining quality higher education that responds to pressures on student lives and performance.

Target 3.1. Research, identify and address local needs, LEP priorities, Local Skills Improvement Plan (LSIP) Local Authority Priorities (Surrey Skills Plan) to develop development of new flexible and innovative progression pathways to higher level skills, improving continuation for young learnersto levels above 90% within the next 5-year period.

Activity	Inputs	Outcomes	Cross intervention	Method(s) of evaluation	Summary of publication plan
A3.1. Incorporate curriculum content into Employer Forums – linking Surrey LEP, LSIP, SSP priorities and harmonise these with students' feedback and research carried out in school's links programmes. 'Teach it'	Head of Academic Standards and Commercial Director to ensure alignment of agenda items for all forums to allow for discussion of student feedback and where possible, student representation.	Collated information and targeted surveys. Employer needs and ideals captured. Links made with Schools links and Community engagement, NESCOL as key local player in employment related education. Consultations on local employer needs in resources, skills audits, technology, soft skills, communication.	R1, R2, R3, R4, R5, R6.	Type 1 –You Said, We Did feedback and reporting Type 2 – Feedback from LSIP, Surrey LEP participants and current students, and employers.	Minutes of Employer Forums (with resulting actions and follow up) to be shared externally with participants. Report, and summary of success of collaborations to organisational website (annually) Presentation of findings to LSIP, LEP during regular events, including annual presentation of reports

<p>A3.2. Investigate and develop delivery models that can support study across employment modes and external pressures, to support engagement.</p>	<p>Use employer forums and prospective and current student focus groups to investigate challenges and potential changes to delivery models.</p>	<p>Working practices - formal research into student employment constraints Student needs audit in managing employment. Responsive model design Varying modes of delivery to support engagement</p>	<p>R1, R2, R3, R4, R5, R6.</p>	<p>Type 1 – Head of Academic Standards for Higher Education feedback and reporting. Type 2 – Feedback from current students, and employers, internal surveys, NSS data.</p>	<p>Report of findings and evaluation of process to be presented internally as part of HE Board bi-annually.</p> <p>Interim findings to be discussed annually in curriculum employer forums, minutes of which are shared with internal and external participants and published internally on SharePoint.</p>
<p>A3.3. 'Schools Link – Study Skills for HE'</p>	<p>0.2 FTE Schools liaison linked role term-time only (£15400).</p>	<p>Skills audit of existing schools, assessed against requirements for HE study and employer needs. Skills required - action plan toolkit. Future planning for skills for study and for employment</p>	<p>R1, R2, R3, R4, R5, R6.</p>	<p>Type 1 - Schools' liaison reporting. Type 2 – Feedback schools, teachers, applicants.</p>	<p>Report, and summary to organisational website at completion of initial review (end of 2025). Subsequent annual progress reports to be reviewed internally at HE Board, minutes of which are published internally on SharePoint and shared with external partners such as validating HEI's and PSRB's as part of regular reviews and audits.</p> <p>Summative evaluative report on progress to be published on Nescot website at end of APP life-cycle (Summer 2029)</p>

					Pilot presentations to specific schools Heads/Careers and employers
A3.4. Share knowledge amongst schools for students' behalf – the 'Study Skills Toolkit for HE'	0.1 FTE of Schools Liaison role (£7700)	Skills audits and toolkit developed, and published. Shared amongst feeder schools and FE colleges, used at open events, parents and stakeholders' events, preparation for study, induction.	R1, R2, R3, R4, R5, R6.	Type 1 - Schools' liaison reporting feedback and reporting/Schools' liaison reporting. Type 2 – Feedback from LSIP, Surrey LEP participants current students, employers.	Reports (as outlined above in A3.3) to be distributed amongst local feeder schools and FE Colleges as part of schools liaison activity to consider further plans for development
A3.5. Collate information on students from a wide range of backgrounds and ages to identify and target academic support needs.	50 hrs HE Academic Support Mentor (£1800) to record and evaluate trends in support needs across the College and develop support strategies in line with requirements	Research capturing needs analysis. Academic support programme Augmented softer modular inputs accessible to all students, regardless of programme, informed by skills audit, student and employer feedback.	R1, R2, R3, R4, R5, R6.	Type 1 - Higher Education Academic Support Mentor reporting. Type 2 – Feedback from LSIP, Surrey LEP participants current students, employers.	Trends data to be published internally on SharePoint and considered as part of the HE Board and Teaching and Learning Group at least annually (all activity minuted and published internally on SharePoint)
Total cost of evaluation and activities for IS3 over 4-year cycle					
0.3 FTE of Schools Liaison (£23100) + 30 hours Head of Academic Standards (£3000)					
Staffing costs IS3 - £26100					
OVERALL TOTAL IS3 - £26100					
Evidence base and rationale:					

We will develop programmes that enable students to study effectively in an employment relevant context – study can be managed alongside employment ‘Study Skills Toolkit for HE’. This will also cement the validity of higher education study and challenge students’ perceptions of this, especially in areas of underrepresentation, where a viable end employment destination is desired. We will address local needs, LEP priorities, Local Skills Improvement Plan (LSIP) Local Authority Priorities (Surrey Skills Plan) to develop development of new flexible and innovative progression pathways to higher level skills, working with employer input. As part of our relationship building and support for schools, we will promote support for applicants via a designated school’s links programme that prepares students for HE studies generally, and include NESOCOT as a viable option - the characteristics required to succeed academically. This will enable future students to understand how HE actually is, to avoid shock syndrome and attrition, notably post Covid, but also generally; a toolkit of practical mechanisms to manage the process of study. Our student base represents a variable level of abilities. In this ever-changing context, targeting academic support requires a diagnostic process that goes well beyond an initial induction phase would benefit students and staff by allowing them to realign assignment and support tutorials with a rich analysis of student academic support needs.

Evaluation:

Evaluation will be gained from a range of sources, as this involves work with collaborative partners and as such will use vehicles for survey and engagement that are shared between NESOCOT and the LSIP. Type 1 reporting will be used to provide the narratives against each activity, with type 2 evaluated through surveys, focus group, schools-based feedback, and teacher commentaries being used to measure the effectiveness of the initiatives. The development of a meaningful and viable Schools Link programme will enable NESOCOT’s to gauge the success of the programmes it is devising - ‘Study Skills Toolkit for HE’, Research based with Greenwich University will be published and results shared, supporting the transition from levels 2 and 3 to HE. We will publish the results of our research on our website and internally, and share these results across the LSIP at collaborative meetings, to gain additional feedback. The Higher Education manager and schools’ liaison postholder will provide type 1 information that feedback information on students’ skills audits and how NESOCOT will devise responses, in order to improve transition years and applications.

IS 4 - Objective 4: Design and deliver an effective programme of resilience-building workshops that support students from Black, Arab, Asian and Any Oth/er Asian ethnicities to maintain consistent study and progression, and minimise achievement gaps by 2028/29.

Target 4.1. Close continuation gap between BAME and white learners (0% gap by 2028/29)

Activity	Inputs	Outcomes	Cross intervent	Method(s) of evaluation	Summary of publication plan
A4.1. Further develop onboarding support programme	30hrs Head of Academic Standards for HE (£1800) to review and update	Series of specific and staged activities that support onboarding. Timetabled onboarding support programme with specific	R6, R7, R8, R9, R10, R11	Type 1 - Higher Education Manager feedback and reporting.	Take up data to be published internally on SharePoint and considered as part of the HE Board and Teaching and

	<p>current onboarding materials to provide enhanced support</p> <p>£3500 materials costs</p>	<p>milestones, feedback opportunities, catch ups and open-door sessions.</p> <p>Improved retention rates.</p>		<p>Schools' liaison reporting (Induction feedback)</p> <p>Type 2 – Student questionnaire response, student council feedback, NSS surveys.</p>	<p>Learning Group at least annually (all activity minuted and published internally on SharePoint)</p> <p>Presentations to student forums and reps in student council meetings annually (approx. Jan-Feb)</p>
<p>A4.2. 'Transition Support' programme.</p>	<p>0.2 FTE HE Academic Support Mentor (£15400)</p>	<p>Improved attrition rates.</p> <p>Design a programme of drop-in activities for new learners to support transition and study skills</p> <p>Specific activities and module support materials, student pastoral support.</p>	<p>R6, R7, R8, R9, R10, R11</p>	<p>Type 1 - Higher Education Academic Support Mentor reporting.</p> <p>Type 2 – Student questionnaire response, student council feedback, NSS surveys.</p>	<p>Data to be published internally on SharePoint and considered as part of the HE Board and Teaching and Learning Group at least annually (all activity minuted and published internally on SharePoint)</p> <p>Presentations to student forums and reps in student council meetings annually (approx. Jan-Feb)</p>
<p>A4.3. 'Professional Skills Development Programme'</p>	<p>Programme Leads to build portfolios development into curriculum where possible</p>	<p>Academic skills support programme</p> <p>Augmented modular inputs accessible to all students, regardless of programme, informed by skills audit, student and employer feedback.</p>	<p>R6, R7, R8, R9, R10, R11</p>	<p>Type 1 – Programme Lead feedback and reporting.</p> <p>Type 2 – Student questionnaire response, student</p>	<p>Ongoing agenda item in the HE Teaching & Learning Group with regular progress targets discussed and minuted for internal circulation through SharePoint.</p>

		Educational Gains portfolio using tools developed from pilot scheme in Early Years		council feedback, NSS surveys.	<p>Report to be produced annually on the progress of educational gains which includes professional skills development and published on the Nescot website. This will also be shared with validating partners.</p> <p>Progress reports will be presented annually to student forums and reps, through student council and externally with LSIP (minimum once per academic year)</p>
A4.4. Financial support available;	1 x annual £1250 bursary for excellence for underrepresented students. This is to be paid as a one-off payment at the commencement of the next year of study to support continuation for learners. Recipients will be determined at the final HE Board of each academic year (approx. May).	Bursary for excellence for underrepresented groups Student feedback Visibility	R6, R7, R8, R9, R10, R11	Type 1 - OfS financial toolkit criteria for analysis. Type 2 – Student questionnaire response, student council feedback, NSS surveys.	<p>Details of bursary eligibility to be promoted to students through the Nescot website, internal HE Student Support Hub and through promotional materials around College.</p> <p>Annual evaluative discussions on the success of this activity to be included in HE Board from 27/28 to allow sufficient time to implement</p>

A4.5. Building Resilience Programme.	0.2 FTE Teaching and Learning Coach – research and design programme with focus on BAME challenges (£19240)	Programme of resilience building strategies. Improved student feedback. Lower attrition rates. Stronger year to year progression rates.	R6, R7, R8, R9, R10, R11	Type 1. Student data and questionnaires.	Ongoing agenda item in the HE Teaching & Learning Group with regular progress targets discussed and minuted for internal circulation through SharePoint.

Total cost of evaluation and activities for IS4 over 4-year cycle

30 hours Head of Academic Standards (£1800) + £3500 materials costs + 0.2 FTE HE Academic Mentor (£15400) + (£1,250 x 4) bursaries for excellence + 0.2 FTE Teaching and Learning Coach (£19240)

Staffing costs IS4 TOTAL £36440

Facilitation costs – IS4 TOTAL £8500

OVERALL TOTAL IS4- £44940

Evidence base and rationale:

Develop onboarding support programme. – need to integrate students into pathways and study, often alongside work – the data here, how many leave within first term etc. We will also develop and deliver an improved transition support programme, including better support for the transition year, bridging workshops, better signposting for support services. These will feature a dedicated series of supporting activities that are woven directly into the programmes, and studied as part of the core content, as these will not work if seen as a bolt-on or addition. We will deliver ‘Professional Skills development’ in areas such as self-employment skills, business protocols, closely related to core content but keeping essence the same – contextualised skills and resilience building. We will build these into the Educational Gains Portfolio using tools developed from our pilot scheme in Early Years. We will also research intersection of characteristics mature/BAME/LLDD or disclosed conditions and how this affects all aspects of higher education study, and what support is needed to overcome barriers. We understand our students will need resilience to cope with their studies and subsequent journey in life and will develop a viable and visible programme of strategic activities that can be applied to enable this, alongside financial

support and championing excellence and opportunity for underrepresented groups. The bursary for excellence in under-represented groups will help to support continuation. Nominations for this bursary will be available for students who meet one or more of the following criteria:

- BAME ethnicity
- IMD quintiles 1 or 2 classification (provide guidance document – socially deprived demographic regions)
- Males under 21

Eligible student population datasets will be shared with staff at the commencement of term 2, with details of the bursary, eligibility criteria and selection criteria shared with students via the college website, internal HE Student Support Hub and through promotional posters on site. Nominations should be provided by programme leads with supporting evidence provided for consideration at the final HE Board of the academic year (approx. May). Bursary payments will be applied at the commencement of the following academic year, following a positive mark of attendance.

Selection of the recipient will be based upon academic achievement, educational gains and extracurricular activities that support the development of the learner in their aspirations and nominations should detail how the nominee meets these selection criteria. The final decision will be based on ranking of these individual elements (with equal weighting) to ensure fair selection, with the nominee with the highest overall score receiving the bursary. This will be decided collectively by the HE Board membership.

Evaluation:

We will evaluate the effectiveness of the programmes in use, in supporting onboarding and transition year students. NESOT will use internal survey data and NSS results to feed into information gained on focus groups and simple systems of information capture such as asking 'how much has your confidence in managing your studies improved?' and 'did you know you can get support from...?', and so on. We will explore the links between the students' feedback and data from applications, enrolments and progression from year to year. This will include an iterative cycle of repeated investigation and information capture that informs refinements to the support and professional skills development programmes. Student feedback on bursary and financial supports will also be considered as part of our published reports, and our programmes will be added to existing module delivery to support specific areas as well as being available for stand-alone tutorial support. We will also evaluate the success of our employment-based initiatives such as business skills, running a limited company, managing the language of delivery – these will be part of our 'Educational Gains' additionalities, as requested by students and employers-led skills audits.

IS 5 - Objective 5: Eliminate gaps in outcome and progression between students from socially and economically deprived backgrounds, and IMD Q1 and Q2 and IMD Q5.

Target 5.1. By 2028/29, minimise gaps in continuation between IMD Q1 and Q5 to 5% points

Activity	Inputs	Outcomes	Cross intervention	Method(s) of evaluation	Summary of publication plan
A5.1. Broaden HE offer developing and offering new pathways. i.e., Higher Technical Qualifications and Higher Apprenticeships.	0.1 FTE from existing curriculum staff (x3) to course design and planning. (£28860) £3000 to pedagogic staff development fund for new courses Equipment and resources funding, sliding scale over 5 years, from Institute of Technology and LSIF, Immersive Technologies in place for 2024/25	Broader curriculum offer. Higher technical qualification data showing improved progression Student feedback NSS and internal Employer feedback.	R1, R10, R11, R12.	Type 1 – Head of Academic Standards (HE) feedback and reporting Schools/Community liaison reporting (community-based feedback) – course team feedback Type 2 – Student questionnaire response, student council feedback, NSS surveys. OfS data on Provider Shape	Initial design and ongoing QA of qualifications forms part of cyclical monitoring by validating partners (annual course evaluations, 5 yearly validation/re-validation events) All newly validated programmes advertised on the Nescot website and promoted heavily in schools liaison presentations.
A5.2. Upskill staff in new technologies.	£3000 above for specific staff development in technologies to support LLDD learners	Staff expertise and CV Delivery models, materials and student experience	R1, R10, R11, R12.	Type 1 – Head of Curriculum (for relevant staff) feedback and reporting Type 2 – Student questionnaire response, student council feedback, NSS surveys. OfS data on Provider Shape	Records and evaluation of staff CPD events and published by the Quality Team on the Nescot SharePoint site (termly) and shared with validating partners annually as part of cyclical QA activity. External promotion of immersive technologies to prospective students on

					<p>the Nescot website (general and course specific detail in written content and vlogs) as an ongoing activity.</p> <p>Presentations to schools and communities on an ad-hoc basis to align with promotional activity (eg Summer Fair/open days)</p>
A5.3. Work with employers to build progression routes	£3000 above for specific staff development in industry links	Employer feedback. Student progression data from students in IMD Q1 and Q5	R1, R10, R11, R12.	Type 1 - Higher Education Manager feedback and reporting Type 2 – Employer feedback Progression data	<p>Minutes from employer forums to be shared internally on SharePoint annually</p> <p>Presentations summarising outcomes of employer forums to be shared with schools, community groups and employers as part of ongoing networking meetings and school visits.</p>
Total cost of evaluation and activities for IS5 over 4-year cycle					
<p>0.1 FTE existing curriculum staff to course design and planning (£28860). + £3000 to pedagogic staff development fund for new courses + £3000 above for specific staff development in technologies + £3000 above for specific staff development in industry links -</p> <p>Staffing costs IS5 TOTAL - £28860</p>					

Facilitation costs IS5 TOTAL - £9000

OVERALL TOTAL IS5 - £37860

Evidence base and rationale:

NESCOT will consider a more diverse/appropriate HE offer i.e., Higher Technical Qualifications and Higher Apprenticeships, as opposed to so called traditional routes, to encourage students to apply and subsequently progress this offers a 'different' way of studying - links to notion of validity - application and progression, opposite ends of the same learning journey. We will account for the differences between the applications and enrolments from IMD Q1 and Q5 and develop a range of alternative provision in line with employers that narrows this gap to within 5% points.

Evaluation:

Evaluation will be based on narrative type 1 evidence, where Curriculum managers and employer feedback on course context, delivery and skills and record this in reporting formats. We have identified a range of skills required by employers and will evaluate our delivery of these through assessment of our delivery models, investigation into outcomes and progression destinations linked to course subject, NSS data and employer surveys. Examiner reports will be used to assist the evaluation of the industrial and commercial developments in subject areas and how these are being incorporated into programme design and delivery. NESCOT will evaluate how effective these are in widening participation through data on enrolments and progressions.

Summative evaluations:

In addition to publishing findings in relation to individual objectives, the College sets to publish a synopsis of findings and evaluation relating to the Access and Participation objectives in their entirety on an annual basis. These will be summarised in an annual report, which will be presented at the Equality & Diversity group, HE Board and Governors' Quality and Curriculum Committees each academic year. These will also be more widely shared, along with any publishable research arising from the above activities, at sector events including the Association of Colleges, Mixed Economy Group and Collaboration of Surrey Colleges meetings where appropriate. These documents will also be published on the dedicated Access and Participation page on the Nescot website.

5. Whole provider approach

NESCOT is working to create a wider reach across its Surrey based demographic. Its appeal is in its delivery of niche subjects in a variety of flexible delivery models. It has been traditionally preferred by predominately mature students, as in some cases younger students prefer a university-based experience. NESCOT is responding to this challenge through a set of targeted initiatives that aim to engage sixth form level students.

Work has been developed to support bridging and transition programmes, through a designated Peer Mentoring programme. This supports students to progress as well allowing the mentors the opportunity to experience coaching and communicating roles, vital to their future career goals. Alongside Peer Mentoring, NESCOT is trialing a Peer Evaluation system to encourage group and individual self-reflection on progress, and to identify areas for development in safe and caring environments. This is being rolled out in Osteopathy. Students have commented positively on this process in internal feedback and at Student Council meetings. NESCOT will further develop a range of evaluation methods to enable the culture of shared reflection and response. Our students respond positively to round-table discussions, instant polls, focus groups and individualised surveys, alongside NSS. Academic Mentors also offer specific study skills support, through the LRC and drop-in sessions. We are also using-learning facilitators to support students in their management of digital learning environments. Our middle managers use boards of study and student/employer feedback to develop responses that address student needs, and are exploring working to develop accredited courses in response.

NESCOT's approach to access and participation is to be the local College of choice that enables every student to achieve their goals, by placing them at the heart of everything we do, and serving our local Community. The college is also working collaboratively to make education based in Surrey and further afield accessible to as wide an audience as possible, and developing initiatives that will aid progression to employment. NESCOT's Strategic Plan and Accountability Statement reflects the Local Skills Improvement Plan (LSIP), learnings and reflections from inspection and audit, and places a greater focus on serving the local community and its skills needs. It also reflects the Strategic Development Fund (SDF) and Local Skills Improvement Fund (LSIF) collaborations with Surrey and Hampshire colleges around low carbon technology and digital technologies to enhance teaching and learning. NESCOT has opened its new Institute of Technology (IoT) centre in partnership with Chichester College Group and the Universities of Sussex and Brighton, again demonstrating its commitment to collaborative working.

Our organisational values are at the core of our new plan - which drive and underpin our mission, behaviours and actions. Over the next five years we aim to further embed NESCOT at the core of the skills ecosystem in the local area - driving new collaborations and partnerships based on serving our community. Our people are our greatest asset alongside exceptional facilities, unrivalled support for students and businesses, and brilliant progression routes. This Strategic Plan is our roadmap for continuous improvement; it will guide the Governors, Leadership Team and all of NESCOT's staff – it will also inform our

investments, collaborations and innovation to ensure we are the college of choice for our community.

Local Needs Duty

NESCOT continues to play an active role in the grouping of Surrey and Hampshire Colleges looking at the Duty on a regional basis and seeking opportunities for collaboration and widening participation for our community of students, as part of the LSIP consortium that includes Chambers of Commerce, County Council representatives, the Local Enterprise Partnership, governors and senior leadership representation from all colleges in central Hampshire, North Hampshire and Surrey. The consortium analyses demographic trends and skills needs across the region, reviewing the initiative's progress with the SDF and LSIP, including the future collaborative approaches to jointly reviewing skills provision within the region. Its work includes reviewing draft regional priority sectors and their strategic importance, local accountability statements, implementing the LSIP priorities and future collaboration opportunities, including joint procurement of learning materials. The Surrey & Hampshire LSIP have also been commissioned to carry out a collective review of its college's Accountability Statements within the context of meeting the wider local Needs Duty.

NESCOT works closely in partnership with key stakeholders to ensure that it meets the economic, skills and social needs of its communities. This predominantly covers the Surrey districts and boroughs of Epsom & Ewell, Mole Valley, Reigate & Banstead and Elmbridge as well as a number of South London Boroughs including Merton, Sutton and Kingston. The Gatwick Diamond geography covering the north of West Sussex is also important as a functioning economic area.

Meeting the Skills Needs – Skills Framework

NESCOT is committed to ensuring it contributes effectively to meeting the education and skills needs of employers in the local, regional and national economy through the range of programmes we teach, the content and planning of our curriculum and our engagement and collaboration with employers, the community and stakeholders – including civic and education partners. This commitment is built into the College's Strategic Plan aligned with our Vision, Mission and Values. This sets out to further embed NESCOT at the core of the skills ecosystem in the local area - driving new collaborations and partnerships based on serving our community. Over the past 6 months, extensive work has taken place to develop action plans and key performance indicators for each strategic priority. These have been further informed by the publishing and approval of the LSIP alongside driving curriculum planning and development.

NESCOT's offer is designed to build on its strengths through addressing the niche subjects currently on offer such as BSc Osteopathy, as well as research broader based Technical Highers and other degrees through collaborative partners that address both national and local skills needs. We respond to the needs of students at all stages of their progress through the college, be it pre-programme and on-programme. There is more to do as part of the area skills hub to match and include employers in our structural functionality, as this will widen opportunities for students, new and existing. NESCOT monitors and reports on HE

student progress through its systems and from course team level up. There is a risk register that details students who may be at risk: the reasons for risks are also fed into the design and subjects within the APP.

The risks and NESCOL's responses.

NESCOT is proactive in responding to pressures on provision, and will take action to improve or rationalise programmes where the student experience requires improvement. HE in FE presents its own set of constraints that require skilful negotiation. The college has replaced courses where student success has been compromised as in external outreach partnerships, and is focused on developing robust programmes that build on the 91.7% pass rate in 22/23 for Surrey-based students and widen participation opportunities. NESCOL recognises it needs to:

- Conduct internal research on factors influencing and affecting local-based underrepresented groups.
- Work with school links programmes, summer schools, on-site and outreach projects to build trust and knowledge of the benefits of HE studies to students at KS3 and 4.
- Work with local schools to build understanding and direct curriculum links with teaching staff.
- Build specialist curriculum models that take into account students' ways of studying as part-time adults in work
- Build resilience methodologies into core studies as part of the programmes as they are delivered.
- Investigate factors of failing – what are the factors that now adversely affect student progress and maintaining their vision on the end goal – resilience= survival = eventual prosperity.
- Investigate and respond to the potential fundamental crisis of belief in the post covid generation that may be affecting their ability to engage fully with the notion of study.
- Respond to current financial factors by developing the NESCOL bursary award for underrepresented groups to recognise excellence in students

Our APP addresses the specific risks in NESCOL's contextual framework, and the subsequent Intervention Strategies developed are realistic, and student access and success focused.

6. Student consultation

Students were consulted in a variety of ways in the collation of data and evidence for the APP. These included structured meetings at Student Council, course team meetings, NSS, partner research and through representation and focus groups between higher education director, course staff, and student council members. NESCOL has a strong working methodology of incorporating the student voice in its programme delivery and monitoring, as evidenced by examiner feedback and internal/external survey responses. For IS1 we are consulting existing students as to their perception of HE, and HE at NESCOL in particular. In IS4 we are working with students to develop their resilience, through initiatives such as developing and delivering a level 5 module that supports and enables students to become representatives. We are consulting students and employers for IS3 to enable us to better

deliver HE in a supportive framework for mature students currently employed, as they presently take up much of our cohort.

In developing our activities as a response to the strategies, students were consulted for quantitative and qualitative data via focus groups and an internally designed questionnaire that reflected the layout and methodology of that used in NSS ([questionnaire shown on page 47](#)). Results were collated and used to inform the development of specific activities in the intervention strategies. The risks outlined in the risk matrix were used to frame the line of questioning, using the four-part scale used in NSS.

Student reps regularly report to the HE Boards and join the meetings, being provided with a platform from which to voice concerns as well as raise areas of successes. NESCOLT employs an HE Academic Mentor, and is also piloting a Peer Mentor scheme in Animal Management, designed to promote support and also work with the Student Council to capture and record data and commentaries on the student experience. We have more work to do with students understanding and accessing support services for their well-being raised in HE Board minutes (October 2023) and this has also informed aspects of our APP content and direction. We have developed a strong Student Council Body as part of our HE Student Charter, embodying both our commitment to HE students and our expectation of their commitment to their studies. Regular communication with students is a central part of NESCOLT's HE strategy, and we consult with students in all five parts of the student lifestyle stages, access, continuation, completion, attainment and progression.

7. Evaluation of the plan

NESCOLT will evaluate the plan through a series of type 1 and type 2 evidence data collection and feedback methodologies. These will involve narratives and reporting that are validated and shared via its own and stakeholders' websites, and triangulated by student/employer feedback and any empirical data. We have based our impact evaluation strategies on the OfS Evaluation Toolkit - [Standards of evidence and evaluation self-assessment tool - Office for Students](#). We will include students both present and potentially those to be as part of our evaluative process, through our many forms of student consultation and schools' engagement activities as identified in IS1 and IS2.

We will collaboratively with the partners in the LSIP. Our research and work alongside them will be included in both our and their reporting of progress made against targets. We will also publish our results on our website, and work with local stakeholder schools to widen the perception of possibilities in studying at NESCOLT, to increase the percentage of younger students studying with us IS. We will access [Impact evaluation with small cohorts - TASO](#) as many of our group sizes are small, and this presents challenges in addressing patterns of direction. Smaller details become amplified and lose context.

The plan will be refined through its various stages as a result of evaluation in progress. Where results are favourable and data supports innovations, these will be adopted. We will share all results with partner institutions, as part of the Surrey based collective driving up

student engagement and employment in the area. [Link to LSIP mission here.](#) We will monitor the effectiveness of activities and share this across college and partners via the Risk Matrix (an overview of the interrelationships between the EORR and IS, and subsequent targets and activities, [shown on page 60](#)) and subsequent targets and progress against activities, summarised in an accessible dashboard).

8. Provision of information to students

NESCOT publishes its fees and HE financial information in line with the [Annual fee information collection guidance - Office for Students](#). We produce literature and online information that details the course fees and associate costs, and this information can be discussed at interviews as well as open events, UCAS fairs and stakeholder school events. Potential students are also advised where there may be any additional course costs that are substantial, such as specific equipment required on placement, or overseas or cultural visits.

Our IAG team will provide consistent information to all enquirers. There is also advice on fees and bursaries, and financial support application processes on our website and again through personal enquiry. We will offer an annual £1250 bursary for one student each year from an underrepresented group, offered as a one of payment at the commencement of their second year of study as part of IS 4, and also offer materials bursaries on a case-by-case basis.

Information about financial hardship funds will continue to be available on both the College website and the HE Student Support Hub. Information about the excellence bursary, including detail about eligibility, the selection process and criteria and payment information will also be publicised on the [University-level student information](#) page of the Nescot website.

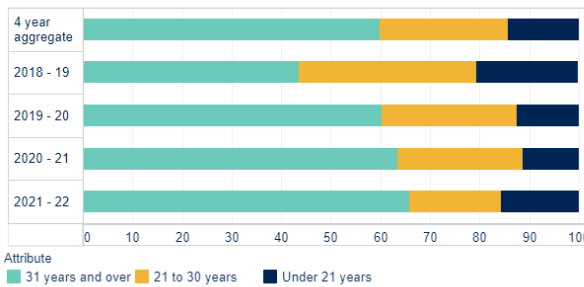
Students will also be supported through the Peer Mentors, and Mental Health First Aiders if support is required to negotiate financial and general information in the induction and course transition stages. Information on additionalities and modular options will also be supported through the mentoring and staffing, and Head of Academic Standards roles.

Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

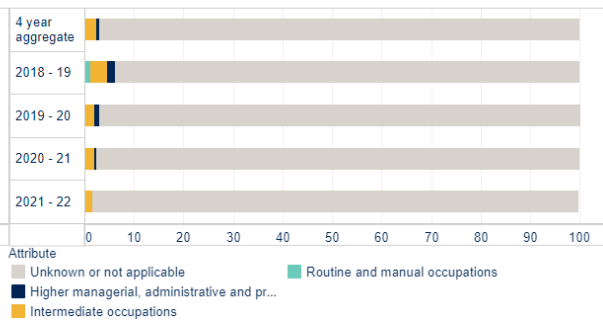
NESCOT has identified the nature of specific risks in relation to recent activities and planned future direction. To assess performance, we have used the OfS Access and participation data dashboard, alongside our internal data ILR records, records of graduate outcomes and progressions, and NSS/survey data. We have also included measurements where these are likely to impact future developments as part of the LSIP community of collaborative partners. The data has been influenced by the reduction of the use of satellite centres to offer higher education. Some of the data sets in our cohorts are small in number and can represent limitations in interpretation, and statistical gaps or exaggerations. We have tempered our use of data over aggregate years to create a more holistic view of access and participation.

Provider shape

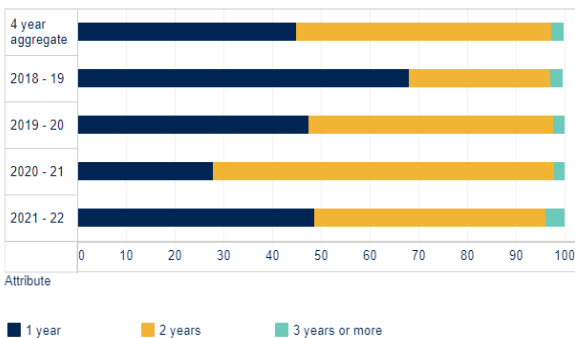
Age on entry



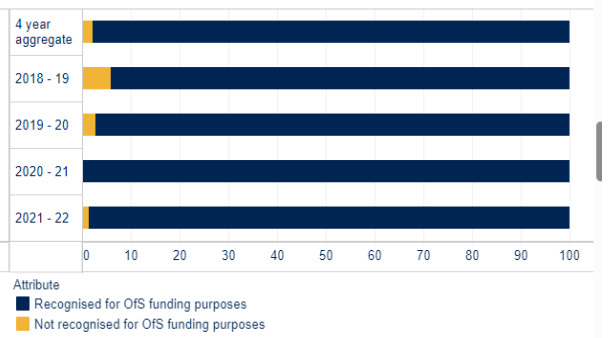
Socio-economic background



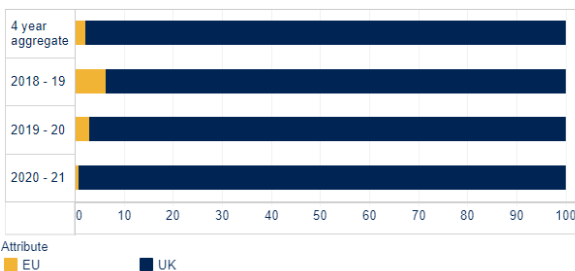
Course length



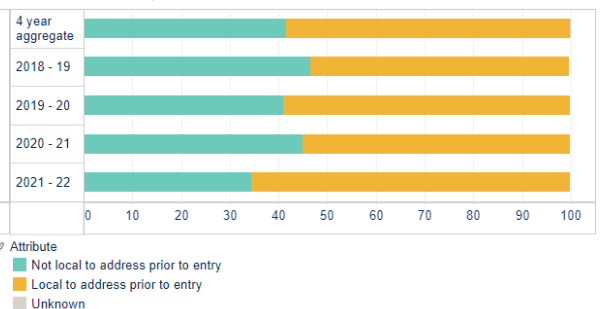
OfS funding status



Domicile



Location of study



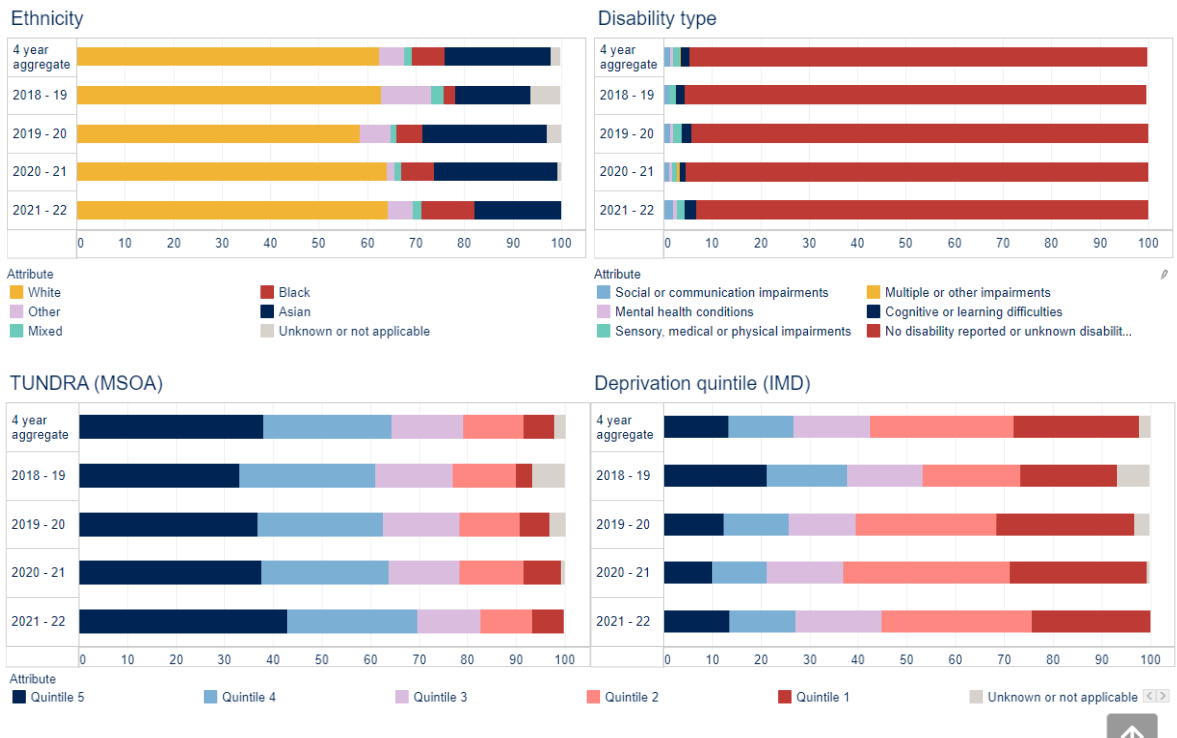


Table 1: Provider Shape

Intersection of characteristic sets student data young students 18-19.

Tundra

The TUNDRA gap for young (under 21) students shows a gap of 35.1 pp between quintile 1 and 5 in up to 22/23. NESCOL's catchment within county is significantly in IMD quintile 5, with some areas in a minority in IMD quintiles 1 and 2. NESCOL's students can therefore be considered as generally living within an area where there is an expectation that higher education study is a key component of future career progression, alongside some smaller pockets of deprivation where this may not be as uniform. These students will evaluate and research higher education at a range of different institutions, and NESCOL's challenge is to design and deliver viable, accurate and engaging education that attracts these discerning applicants, through areas such as niche specialist courses, as well as excellence in delivery and student outcome. This must be considered in the context of NESCOL's demographic, where Epsom and Ewell have 2.1% of postcodes in POLAR4 quintile 1 (55 out of 2581 postcodes).

Free School Meals

Nationally, two-thirds of all students who apply to higher education who are eligible for FSM do so from access quintile 1, potentially through a desire to improve their prospects. White British students eligible for FSM from access quintile 1 are highly likely to access higher

education nationally (99%), where Black Caribbean from the same quintile and eligibility ranking drops to just 12%. 96% of White British males eligible for FSM from quintile 1 apply to higher education nationally. No Bangladeshi, Indian or other Asian students from access quintiles 1 or 2 who receive FSM apply to higher education. No Pakistani students from access quintile 1 apply, and only 1% apply from quintile 2. This may indicate other preoccupations and career options are foremost, as opposed to studies, thus these ethnicities from underrepresented groups.

Ethnicities.

Only those female Pakistani students most likely to apply to higher education from access quintiles 4 and 5 actually do so, forming 99% nationally. Male Pakistani students apply predominantly from access quintile 3, indicating some engagement with the notion of the benefits of higher education. Some of the issues affecting access to education can be tackled through outreach work with stakeholders to raise awareness within communities least likely to study.

Black male Caribbean students apply predominantly from access quintiles 1 and 2 (99% nationally). Black female Caribbean students apply from access quintiles 3 and 4. Black African females only apply nationally from access quintile 5, indicating a lack of movement and possible under-appreciation of the potential of higher education. The college’s intake reflects the demographic of Surrey when seen as a whole (see figure 2)

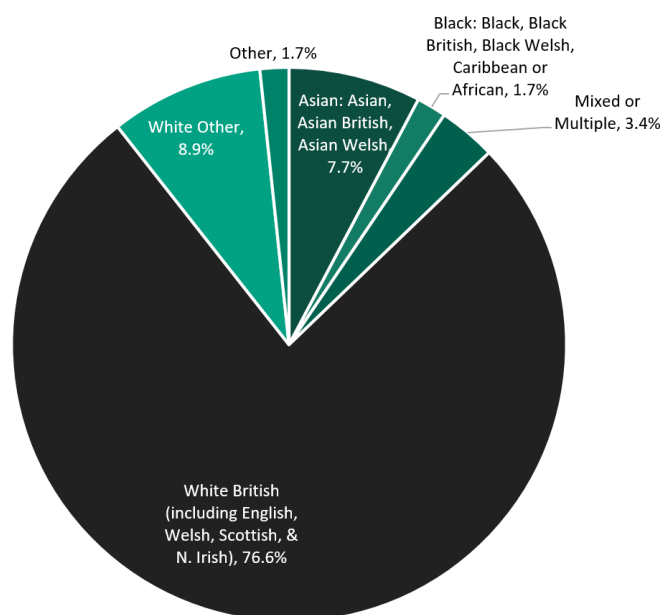


Figure 2: Surrey residents by ethnic group, 2021 [Census 2021: Ethnic Group | Surrey-i \(surreyi.gov.uk\)](https://www.surreyi.gov.uk)

Academic Year	Ethnicity Description	18-Year-Old Students	% Of Students
	English / Welsh / Scottish / Northern Irish / British	15	75%
	Other	5	25%
	All	20	100.0%
Academic year	Ethnicity description	18-year-old students	% of students
	English / Welsh / Scottish / Northern Irish / British	15	60%
	Other	10	40%
	All	25	100.0%

Table 3: NEScot young/18-Year-old student applications by ethnicity 22/23 and 23/24.

*Figures rounded to nearest multiple of 5

Academic Year	Ethnicity Description	18-Year-Old Students	% Of Students
	BAME	65	21.5%
	Any Other White background	25	8.2%
	English / Welsh / Scottish / Northern Irish / British	215	70.4%
	All	305	100.0%
Academic year	Ethnicity description	18-year-old students	% of students
22/23	African	20	3.7%
	Caribbean	15	2.7%
	Any other Black / African / Caribbean background	5	0.9%
	English / Welsh / Scottish / Northern Irish / British	255	46.8%
	Any Other White background	135	24.8%
	Bangladeshi	30	5.5%
	Indian	5	0.9%
	Pakistani	15	2.7%
	Any other Asian background	10	1.8%
	Any other ethnic group	35	6.4%
	Other Mixed / multiple ethnic background	20	3.7%
	All	545	100.0%

Table 4: total student population by ethnicity 22/23 and 23/24 full breakdown by all groups

*Figures rounded to nearest multiple of 5

Not eligible for FSM.

There are significant differences nationally. For instance, White British students who do not receive FSM are spread relatively evenly across all 5 access quintiles, with the smallest percentage being from access quintile 1 at 6%, and 15% applying from access quintile 5. White Irish students essentially apply from access quintiles 4 and 5 (27% and 61% respectively – 88% total) with no applicants from access quintile 1. Indian students not eligible for FSAM apply mainly from access quintile 5 (99%) indicating patterns of expectation and established protocols that drive applications from these groups.

Overall, nationally, we see patterns where students who are expected to apply based on pre-existing factors continue to do so, and those who do not fail to make applications, apart from those eligible for FSM who may be seeking improvement and self-determination towards a better career. NESCOL's has a small number of students eligible for FSM, most of which are studying at level 3. Few make applications to level 4 and above. Working with small data sets in this instance will make setting any pattern in place difficult. As the college works on a 'small cohort can equal very personal attention given' ethos, students will be supported to apply and engage in an effective manner. A key issue for NESCOL is the falling off of applications from students in IMD quintiles 1 and 2, from a county ranked 150 out of 152 in terms of relative prosperity. Smaller numbers of students are applying from less likely backgrounds in an extremely prosperous county. Therefore, NESCOL's aim of engaging the students in these areas makes significant sense, in order to communicate the potential of higher education and also to support them through to progression. Simply put, this places the college in a position where it can literally change peoples' lives through offering them the chance to study, where they had not fully considered this before.

Applications.

NESCOL's higher education intake has reduced over the last two years. This is partly as a result of running out the satellite programmes at outreach centres, and the decisions made to withdraw or repurpose poorly performing provision in business and computing.

NESCOL enrolled 540 students in 22/23, and in 23/24 this dropped to 305. The conversion rate from application to enrolment indicate many applications are made as insurance, with conversion being 47.66% and 43.82% respectively. Considering the demographic of Surrey as a whole (table cc) the college is working within the context where its student population reflects that of the county.

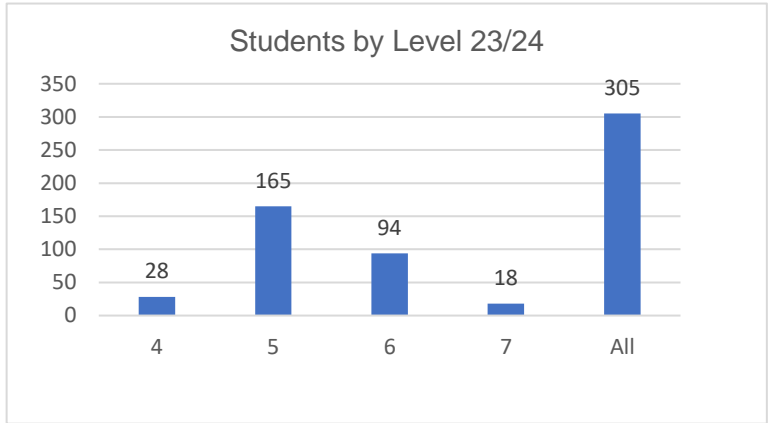


Table 5: Students by level 23/24

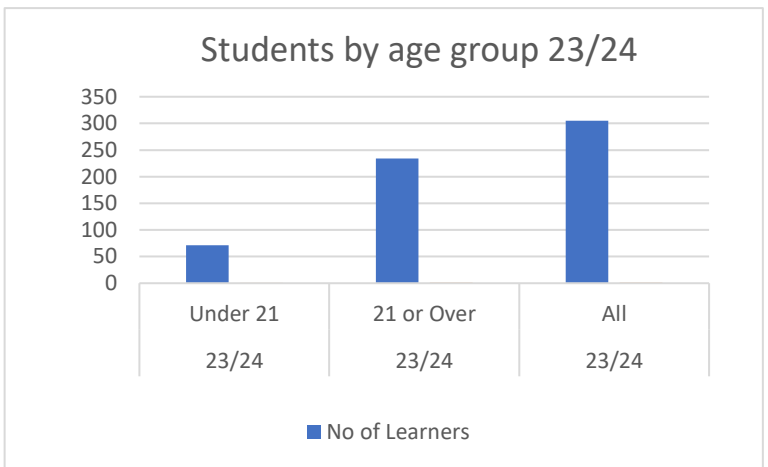


Table 6: Students by age group 23/24

Academic Year	IMD Quintile	No of Students	% Of Students
23/24	1	15	5.6%
23/24	2	35	11.8%
23/24	3	55	17.4%
23/24	4	85	27.9%
23/24	5	115	37.4%
23/24	All	305	100.0%
22/23	1	80	14.4%
22/23	2	130	24.0%
22/23	3	100	18.5%
22/23	4	110	20.7%
22/23	5	120	22.4%
22/23	All	540	100.0%

Table 7: Students by IMD quintiles 1-5, 22/23 and 23/24, number and %

*Raw data figures rounded to nearest multiple of 5 (does not apply to percentages)

Enrolment rates for quintile 1 students have dropped significantly in the last two years. Much of the data changes can be contributed to the removal of satellite provision from outreach and regional centres. This action will have previously increased both numbers overall and ethnicities and representation from quintiles 1 and 2. The picture painted is therefore affected by this removal to the point where the college has reset its higher education delivery models and data will now give a more localised view. NESCOL was certain in its intention to remove underperforming provision, and to concentrate on the delivery of quality specialist provision that serves its communities. Table 7 shows a more accurate Surrey based student demographic, and informs the college's risk strategies and activities. Engagement at quintile 1 may be limited due to the demographic make up of Surrey as a whole. However, this needs to be addressed alongside the perception of the college as a non-university option if application to university study fails – a common challenge when delivering HE in an FE context. Staff and teams must work extremely hard and with great focus to compete against the established and higher profile institutions who may be vying for the same students.

Continuation data shows that students from IMD quintiles 4 and 5 are most likely to continue their studies, and these values have remained static in OfS data over the last four years (quintile 5 at 81.2%, and quintile 4 at 83.5%). White and Other students continue strongest over the 4-year period, at 83.0% and 93.3% respectively. Asian and Black students' continuation is lowest, 66.5% and 67.7% respectively – see table 8. Where satellite centres have been withdrawn, data will show a decline in the numbers of students studying. The relatively low numbers of disabled students and those eligible for free school meals means there is no significant differences in continuation between these characteristics. ABCS quintile 1 is confirmed as least likely to continue. There are no significant differences between young and mature student continuation, though percentages are based on widely different population numbers in each grouping. 81.1% of young students were retained on course in 22/23. In the same period 74.2% of mature students were retained. Currently in 23/24, 82.1% of mature students are retained on course.



Table 8: OfS data student lifecycle continuation 2- and 4-year aggregates

Completion and attainment OfS data (table 9 on next page) shows that unsurprisingly students from IMD quintile 5 are most likely to complete their studies over both 2- and 4-year aggregates, and students from IMD quintile 1 are least likely to complete their studies. This relates to the supporting work NESCOT is building into our strategies for IS that address specific areas of weakness that can impair students' management of the

expectations of higher education. We will deliver those very specific support workshops that will enable all students to build resilience and better manage the full duration of their studies. White and Mixed students are still most likely to complete their course, both at 82.9% over the 4-year period. Mature students are most likely to attain a degree at 2.1 or above (75% mature as compared to 50% of young). IMD quintile 5 students are most likely to attain a 2.1 classification, at 84.4% over the period, where 55.6% of quintile 2 students attained the same grade. There was insufficient data available to draw conclusions on ethnicity

Table 9: OfS data student lifecycle completion/attainment, 2- and 4-year aggregates (next page)

See more data → Help guide

Select a provider
North East Surrey College of Technology (NESCO)

This is the indicators aggregates view

Indicators	Gaps
Time series	Aggregates

Current mode and level:
Full-time
All undergraduates

Click a yellow cell below to change the mode and level of study

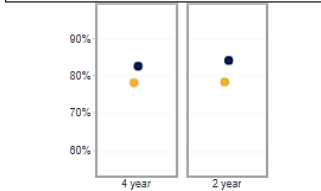
Level of study	Mode of study	
	Full-time	Part-time
All undergraduates	83%	16%

Level of study	Mode of study	
	Full-time	Part-time
All undergraduates	83%	16%
Other undergraduate	76%	12%
First degree	6%	3%
Undergraduate with postgraduate components	1%	0%

Please use the dropdowns above each chart to display the statistical uncertainty associated with different split indicators.

Disability reported: Completion indicator values

Choose a split to show statistical uncertainty

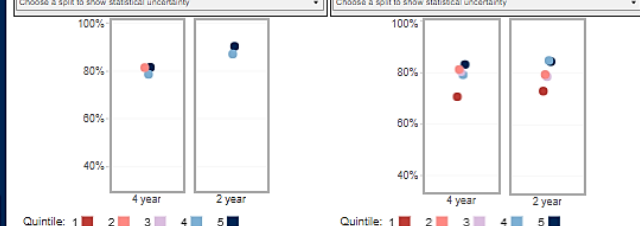


Disability reported
No disability reported

Student lifecycle stage
Access Continuation Completion **Attainment** Progression

TUNDRA: Completion indicator values for young (under 21) students

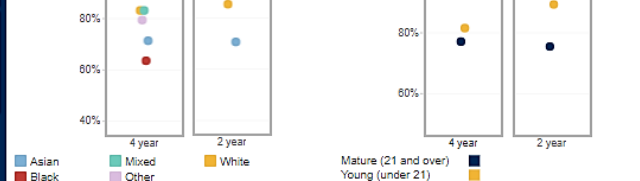
Choose a split to show statistical uncertainty



Quintile: 1 2 3 4 5

Ethnicity: Completion indicator values

Choose a split to show statistical uncertainty



Mature (21 and over)
Young (under 21)

ABCs quintile: Completion indicator values

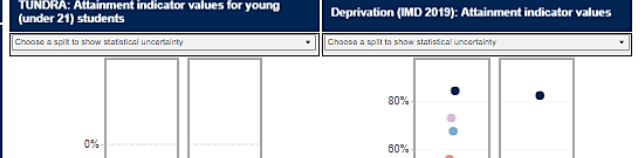
Choose a split to show statistical uncertainty



Quintile: 1 2 3 4 5

Eligibility for free school meals: Completion indicator values

Choose a split to show statistical uncertainty



Eligible
Not eligible

See more data → Help guide

Select a provider
North East Surrey College of Technology (NESCO)

This is the indicators aggregates view

Indicators	Gaps
Time series	Aggregates

Current mode and level:
Full-time
All undergraduates

Click a yellow cell below to change the mode and level of study

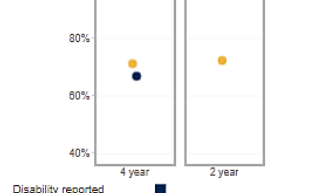
Level of study	Mode of study	
	Full-time	Part-time
All undergraduates	98%	2%

Level of study	Mode of study	
	Full-time	Part-time
All undergraduates	98%	2%
First degree	92%	1%
Undergraduates with postgraduate components	6%	1%

Please use the dropdowns above each chart to display the statistical uncertainty associated with different split indicators.

Disability reported: Attainment indicator values

Choose a split to show statistical uncertainty

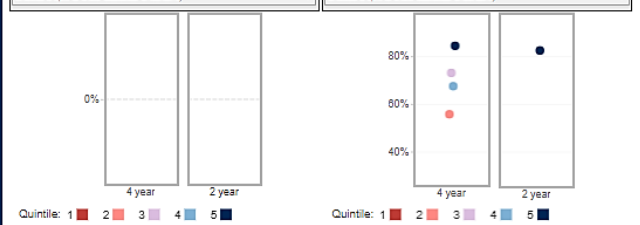


Disability reported
No disability reported

Student lifecycle stage
Access Continuation Completion **Attainment** Progression

TUNDRA: Attainment indicator values for young (under 21) students

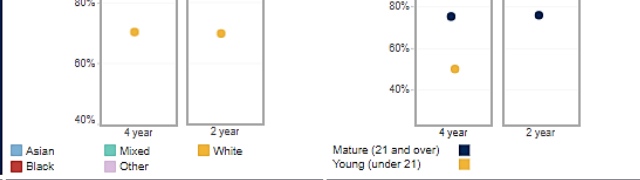
Choose a split to show statistical uncertainty



Quintile: 1 2 3 4 5

Ethnicity: Attainment indicator values

Choose a split to show statistical uncertainty



Mature (21 and over)
Young (under 21)

ABCs quintile: N/A

Choose a split to show statistical uncertainty



Eligible
Not eligible

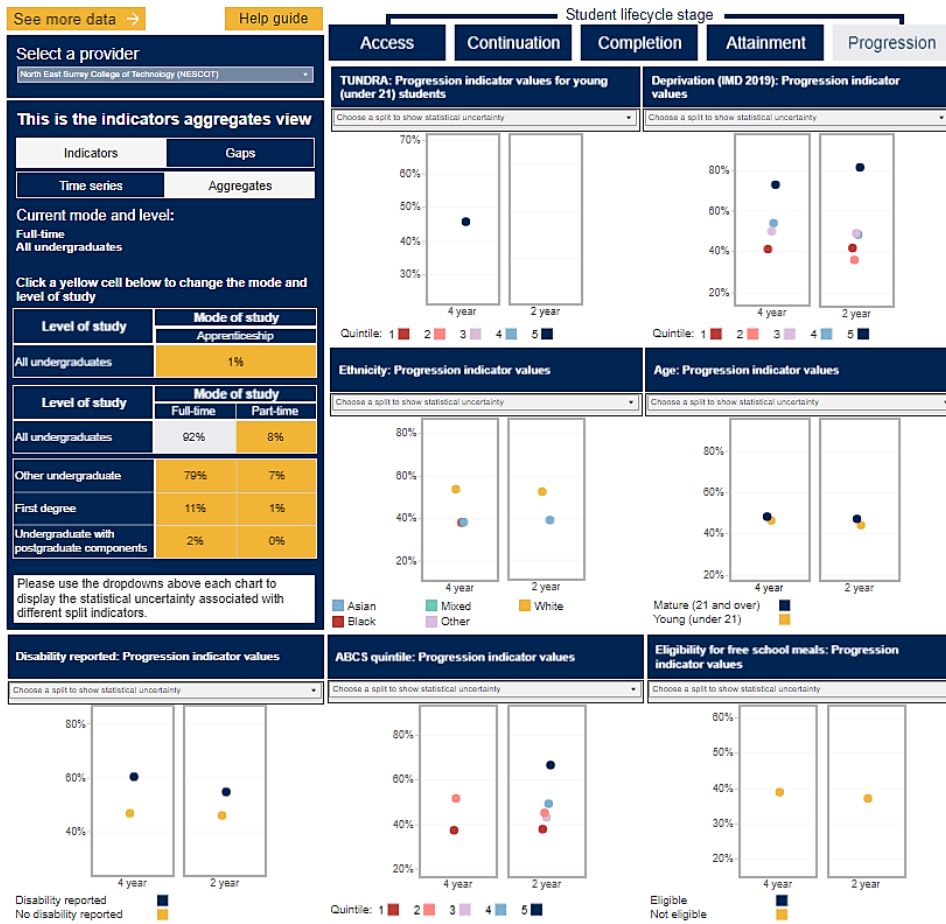


Table 10: OfS data student lifecycle progression, 2- and 4-year aggregates.

Progression data shown above reports that students from IMD quintiles 5 gain positive outcomes, at 72.8%. This figure can and should be improved on, as it reflects one quarter of students are not necessarily fulfilling their potential post studies. In line with national trends, students from IMD quintile 1 are least likely to achieve a positive outcome. Both mature and young students achieve near to the same positive outcomes, at 48.2 and 46.4% respectively. White students show 53% positive progression, whilst Asian and Black students show at 38.0% and 38.8% respectively. In 21/22, 77.7% of female students were retained and 70.4% gained their degree; in the same period, 65.3% of male students were retained, with 64.6% gaining their qualification. For 22/23, BAME student performance is shown below, in table 11.

22/23 - Ethnicity Group	Ach %	Ret %	Pass %	Starter
White	68.5 %	74.2 %	92.4 %	155
Mixed / Multiple ethnic group	60.0 %	60.0 %	100.0 %	10
Asian / Asian British	66.7 %	66.7 %	100.0 %	10
Black / African / Caribbean / Black British	69.2 %	69.2 %	100.0 %	15
Other ethnic group	100.0 %	100.0 %	100.0 %	5
	68.3 %	72.5 %	94.3 %	195

Table 11: Learner outcomes by ethnicity

*Figures rounded to nearest multiple of 5

Whole Annex B: Evidence base and rationale for intervention strategies

Risks to Access.

Data shows that **applications to NESCOT** have fallen over the last 2-year period, predominantly as a result of its decision to cease offering satellite-centre provision with sub-contractors, with applications by young students an ongoing risk. Students at KS3 and 4 have good opportunities to study in Surrey, and it has a low level of deprivation, ranked at 150 out of 152, where 152 is the least deprived county. TUNDRA indicator values for young students choosing to study at NESCOT has remained essentially static overall between 2016-17 and 2021-22. Young students in quintile 5 (most participation) dipped in numbers in 2020-21, but recovered in 2021-22 to 42.5% of young enrolments, and are currently at (23/1%) indicating NESCOT's appeal to young students for whom study at university level is considered as a positive and viable personal move is limited to students from more affluent quintiles.

Improving participation rates for young students from TUNDRA quintile 1. For this quintile 1 (least likely to participate in higher education) after 2019-20, there is a lack of engagement with the concept of higher education study, and an area of risk that NESCOT will address through targeted action plans shown in (px). Young students in quintile 3 have remained static at 15% of starts, whilst those in quintile 2 have dipped in 2021-22 to 8%.

Academic Year	Gender	Age Band	IMD Quintile	No of Students	% Of Students
23/24	Male	1_Under 21	1	(low)	(low)
23/24	Male	1_Under 21	2	(low)	(low)
23/24	Male	1_Under 21	3	5	6.25%
23/24	Male	1_Under 21	4	10	12.5%
23/24	Male	1_Under 21	5	10	12.5%
23/24	Male	2_21 or over	1	5	6.25%
23/24	Male	2_21 or over	2	10	12.5%
23/24	Male	2_21 or over	3	5	6.25%
23/24	Male	2_21 or over	4	15	18.75%
23/24	Male	2_21 or over	5	20	25%
23/24	Male	All	All	80	100.0%

Table 12: Male students young and mature by IMD Quintile 23/24

*Figures rounded to nearest multiple of 5

Young students have **insufficient knowledge of NESCOT's programmes and offer**, and do not consider the organisation above other universities. NESCOT's intake is predominantly mature students (21 and over) 88.3% in 2019-20, 89.4% in 2020-21, 85.7% in 2022-23 and 76/7% in 2023-24. This is reflected in the range of niche, specialist courses and part-time modes of study. NESCOT supports its Surrey based mature students through these courses to engage with meaningful career upskilling and new directions or personal growth. There is

the potential to engage with young (under 21) students in these established niche subjects, through promoting a schools' link and stakeholder engagement process and programme, alongside working with the LSIP. NESOCOT will address any potential shortfalls in student perception and knowledge of the skills required to apply and complete higher education successfully, through a series of initiatives called Jobscast and supporting workshops/mentoring programmes. NESOCOT is also working with Greenwich University endorsing "Reimagining transitions from secondary to further education in a post-pandemic world". NESOCOT will contribute to a research process and project currently at ESRC responsive mode, research grants round two, which NESOCOT is supporting. The project asks three key questions which will inform its own research base of activities that address the role of HE in FE.

- How can transitions from secondary to FE be reimagined to capture the complexity of Young People's experiences and those supporting them?
- What are the key issues and challenges in supporting the effective transition of YP from secondary to FE in the post-pandemic world?
- How are teaching and learning experienced by staff and students during school to FE transitions?

Submission of application planned for 2024/25 on:

- Participatory, mixed methods research project involving 6 local colleges, 12 feeder schools and other stakeholders, leading directly to improvements in education policy and practice across colleges and schools.
- Gap in knowledge about Young People's entry into FE and their experiences of transition from schools.

Young Peoples Entry into HE links to risks 1, 2 and 3 and will address the gaps in knowledge about secondary to FE transitions and use this knowledge to inform a holistic reconceptualization of transitions to shape future policies and practices. NESOCOT and its collaborative partners will work closely with Young People and their parents/guardians, staff across colleges, school liaison staff and the AoC & other key stakeholders

OfS data shows students from the ABCS quintile 1 have improved their access to higher education in 2021-22 and 2021-22. Data sets may be adversely affected by pandemic-related factors in 2020-21. Students from ABCS quintile 4 are showing a decline in access and engagement with higher education between 2018-19 to 2022-23.

Ethnicity values on OfS dashboard show the majority of NESOCOT's 18-year-old students are indicated as White (2021-22 showing 85.7% as White and 7.1% as Other. In 22/23, 80% identified as Any Other White Background, or English / Welsh / Scottish / Northern Irish / British, and 20% as Caribbean, Mixed Multiple Backgrounds, White and Asian, and White and Black African. In 23/24, 77.8% identified as Any Other White Background, or English / Welsh / Scottish / Northern Irish / British, and 22.2% as Caribbean, Mixed Multiple Backgrounds, White and Asian, and White and Black African. This broadly reflects the Surrey County demographic as a whole. Student access from Mixed ethnicities has remained static at just over 7% over a 4-year period. Due to very small cohort numbers,

there is insufficient data to draw full conclusions concerning Black or Asian student intake; this is identified in risks 1 o 4. Disabled students make up 8% of NESCOT's intake.

NESCOT is building its responses to address the risk factors across the 3 aspects of the student journey – **access, on course and progression**. In terms of access, it is working to address the perception of it as a second-choice higher education provider amongst younger students. Marketing and schools-based communication will be focused on the benefits of higher education and those courses offered at NESCOT. This includes showcasing facilities, student case studies, and short burst video captures. Students in creative subjects are involved in marketing and communication projects that can be shared on social media. Areas can be celebrated, i.e., NESCOT has a well-placed reputation in the osteopathic landscape. A post has been created for a content creator, and a level 4 productions media group to continue to develop the college's profile and engage a wider audience.

NESCOT must challenge its **stakeholders' perception of the validity of higher education**. NESCOT's has restructured its provision and undertaken periodic review. It is refining its higher education programmes to address changes to delivery and locations. Students are not applying from IMD quintiles 1 to study at NESCOT. The college will carry out research to provide the basis for actions and planning to address this. It has already begun to implement plans to engage the LSIP group, with a view to encourage collaborative work to widen the access and the participation of students. As part of this group, NESCOT will be working to reshape the way education in Surrey addresses the needs of students and employers in ensuring the required skills for employment are delivered alongside core subjects.

Risks to Success.

NESCOT will target schools at KS3/4 and above to encourage awareness and develop a better perception of higher education options for students in Surrey if they decide to study locally. It is acknowledged that 'NESCOT, despite many applications, is more of a second choice as the post A level students prefer the university style experience. Their market is more for the mature student and those who live local.' NESCOT Annual Review Board 2023.

Providing opportunity to all through **challenging perception of higher education**. NESCOT's overall engagement with Deprivation has included work with sub-contractors in outreach centres. Due to challenges in maintaining the quality of student experience this delivery model has been redefined to focus to provide Surrey-based students the best opportunities for quality higher education studies. Students from IMD quintile 5 (least deprived) formed a smaller proportion of the overall cohorts than students from IMD quintiles 2 and 1 respectively. However, in 22/23 and 23/24 these percentages changed and in this current cohort students from IMD quintile 5 form the largest group at 37.4%, more than those from quintile 1 (5.6%) and quintile 2 (11.8%) combined.). NESCOT will address the factors in risks 2 and 3 in students' knowledge and perception of higher education to improve access opportunities for students at sixth form levels through information workshops, summer schools. The majority of NESCOT's students are not eligible for free school meals, 75% in 2021-22 and 78 in 2023-24.

NESCOT, despite many applications, is more of a second choice as the post A level students prefer the university style experience. The college's market is more for the mature student and those who live local. The college operates on a conditional offer basis in its application process. As a result of its recent institutional review, a new post for Director of Commercial services has been created. This and the presence on LSBU website will enable stronger focus on marketing for NESCOT. The college will trial removing some interview processes for one of the large bodies, through a one year's pilot where interviews for diagnostic radiography are not required, and decisions will be based on students UCAS personal statements.

Below - Table 13: NESCOT's, HE Targets from 2023/24 progress to date, to be carried through the plan.

Area	Development	Priority areas	Partners	Progress
Health & Social Care	Launch of new Associate Nursing apprenticeship Level 6.	Government Priority Responsive Curriculum Dynamic relationship between business & providers	University of Chichester - NHS	initial planning for validation with Chichester University - 2-year start date plan is being developed.
Health/Animal Health	Build on Level 6 Laboratory Scientist Apprenticeship Work in collaboration with the APHA to recruit an additional 15 new starts in 2023/24 Look to diversify into Life Science	STEM Priority - Regional specialism – Surrey cluster around APHA, Pirbright Institute & University of Surrey Responsive Curriculum Dynamic relationship between business & providers Networks & Collaboration Information, Advice & Guidance	APHA DEFRA Open University Schools as progression pathway	Delivery of second cohort underway New starts in year so far with APHA are 4 with a pipeline of 7 Opportunity to open to wider employer network is being established.
IT	Cybersecurity - Level 3 / 4 apprenticeships in cybersecurity. Validation and launch of new foundation degree in Internet of Things	Launch of Institute of Technology (IoT)	IoT Open University	First cohort groups (September 2023) Cyber apprentice with Gatwick Airport has started and employer forum to review/improve employer needs Validation complete and successful Programme now available for promotion and applications. Expected cohort start of 24/25

We are consulting our students to better understand the reason for their engagement, and the problems they may face in maintaining this in a complex working environment. Some of these issues relate to perception, some to access, some to expectations. We developed an internal questionnaire to capture information from current students, that references the risks as identified in the plan, and is designed to capture important information to feed into activities and their focus:

Risk 1: Knowledge and Skills, Risk 2: Information and Guidance	Four Point Scale	Optional comments
1. How aware were you about higher education courses at NESCOL before you applied?	Very aware Aware Not very aware Not at all aware This does not apply to me	
2. How detailed is the information you received on higher education courses at NESCOL?	Very detailed Detailed Not very detailed It has no detail This does not apply to me	
3. How helpful was the information NESCOL provided in guiding you to choose the right higher education course?	Very helpful Helpful Not very detailed No help at all This does not apply to me	
4. How well did you understand what you would be studying?	Very well Well Not very well Not at all well This does not apply to me	
Risk 3: Perception of higher education, Risk 12: Progression	Four Point Scale	Optional comments
5. How well were the benefits of higher education explained to you at an Open event?	Very well Well Not very well Not at all This does not apply to me	

6. How well do you know how your choice of course leads to specific job roles or employment?	Very well Well Not very well Not at all This does not apply to me	
7. How much careers advice at your school/employer had you received before making your application to study at NESCOL?	A lot A little Hardly any None at all This does not apply to me	
8. How confident are you that study at higher education will improve your job and employment prospects?	Very confident Confident Not very confident Not confident at all This does not apply to me	
Risk 5: Choice of course type and delivery mode	Four Point Scale	Optional comments
9. How well does your NESCOL courses fit in with your life pressures, such as work and family commitments?	Very well Well Not very well Not at all This does not apply to me	
10. How happy are you with studying your course in your current mode of study i.e., part time, or full-time?	Very happy	

Table 14: Internal questionnaire

Risks to Progression.

Students' progression demonstrates the effectiveness of higher education study. Our work focuses on preparedness for employment through our close associations with collaborative partners, industry, commerce and professional bodies, both in Surrey and wide afield. We are working to develop the areas of our provision that link directly with employers such as osteopathy and radiography. We will carry this working process across to other study areas. Our focus is working locally in the first instance in order to serve the local communities, and we are developing key working partnerships that involve consultation, communication, shared visions and intentions, and will provide opportunities for students to progress through

to employment. We continue to build key relationships in the region and proactively engage to positively impact on outcomes for our students. Our major partners and stakeholders shown below are informing our strategies and delivery. This work is key to ensuring NESOCOT meets the skills needs of the locality through its higher education offer and delivery:

Local Skills Improvement Plan (LSIP): Surrey & Hampshire

The College is actively engaged in the Surrey and Hampshire LSIP led by Surrey Chamber of Commerce and local business groups. The College Principal & CEO is a member of the LSIP Steering Group. As a key pillar of the Skills White Paper, LSIP's aim to:

- Set out key priorities and changes needed in the local area to make post-technical education or training more responsive and aligned to local needs.
- Provide a representative and coherent employer view of the skills most needed to support local economic growth and boost productivity.
- Set out actionable priorities to better meet the employers, providers and stakeholders' skills needs to widen participation that supports career employment.
- Be drawn up for a period of three years and be reviewed and updated as appropriate during this time to ensure it remains relevant and reflects the skills needs of the specified area.
- Describe how skills, capabilities and expertise required in relation to jobs that directly contribute to or indirectly support Net Zero targets, adaptation to Climate Change or meet other environmental goals have been considered.

The Surrey and Hampshire LSIP has established a core evidence base through existing strategies and Labour Market Intelligence (LMI) alongside commissioning new research, workshops/events and employer surveys. The evidence base includes:

- The Construction Industry Training Board (CITB): Driving construction skills, growth, and jobs through Local Skills Improvement Plans (LSIPs)
- LEP's Economy/Labour Market Reports – Enterprise M3 and Coast to Capital
- Gatwick 360 Skills Strategy
- Surrey Skills Plan

The Surrey & Hampshire LSIP:

Sets out a clear articulation of employers' skills needs, and the priority changes required in a local area so that skills provision is more responsive and flexible.

- Embeds a stronger and more dynamic relationship between employers and providers within local skills systems.
- Supports greater employer engagement in enabling and being part of effective solutions.

[Future Skills Hub - Surrey Chambers \(surrey-chambers.co.uk\)](https://www.surrey-chambers.co.uk)

The College continues to ensure work is informed by the London and Sussex LSIPs recognising our wider geography and travel to learn times. Collaboration with the Sussex LSIP is underpinned by the College’s collaborative relationship with Chichester College Group to deliver the Institute of Technology for the region. Collaboration with London is driven by links with the Greater London Authority and the London Economic Action Partnership which was replaced by the London Partnership Board in 2023.

Priority Themes (LSIP)

- Awareness of key sectors and occupations that are driving demand for skills – working with schools, FE/HE providers and businesses. Focus on career/skills pathways available to showcase jobs and improve recruitment into certain sectors.
- Support for businesses in understanding the education landscape - clear and easy to use place for businesses to access the information they need about local training and skills opportunities (inc. specialisms of different colleges and providers)
- Improved brokerage to match supply of skills with demand – better engagement with businesses, as well as FE/HE providers.
- Capacity within education and skills system to recruit teachers and trainers – cost-of-living crisis making this more challenging.
- Improve diversity and inclusion in certain sectors/skills and support to identify “hidden pools” of talent – for example females in construction and engineering, more males in social care, and neurodiverse people in IT

Crosscutting Skills (Identified by Employers)

Employability Skills	Digital Skills	Professional Skills
- Communication	- Basic Microsoft	- Sales/business development
- Customer Service	- Basic Excel	- Marketing
- Numeracy	- Data Analysis	- Procurement
- Teamwork	- Online communication	- Project Management
- Punctuality	- Hybrid/virtual working	- Product Development
- Motivation/Attitude	- Cyber safety & security	- Leadership & Management
- Self-management	- Online transactions	- Public Speaking
- Leadership		
- Emotional Intelligence		

Table 15: Cross cutting skills

Priority Sectors

In its collaborative working, the college has identified the following key/priority sectors (updated from the draft version in the 2023 Accountability Statement):

- Advanced manufacturing & engineering
- Aerospace, space & satellite
- Construction

- Creative
- Health & Social Care
- Hospitality & Tourism
- IT
- Land based (including Animal health & life welfare)
- Professional Services
- Green Economy

Priorities for action

1. Coordinate Networks & Collaboration
 - 1.1 Enhanced network approach and collaboration between FE providers at multiple levels across the LSIP area
 - 1.2 Utilise existing employer networks and clusters, support them, and encourage the development of more.

- 2 Facilitate Responsive and Inclusive Curricula
 - 2.1 Understand and consider the specific challenges and skills needs of key local sectors and the green economy
 - 2.2 Develop clear and consistent approaches for the ways businesses can support and input on course delivery
 - 2.3 Embed cross-cutting skills development and interdisciplinary working into curriculums

3. Build Dynamic Relationships Between Businesses & Providers
 - 3.1 Identify opportunities to enhance the “connective tissue” between businesses and the FE sector
 - 3.2 Proactive engagement with larger “anchor” businesses to identify innovative solutions

4. Improve Information, Advice & Guidance
 - 4.1 Accessibility of information and support available to businesses
 - 4.2 Improved brokerage solutions to match the supply of skills with employer demand
 - 4.3 Support businesses to access “hidden” local talent.

Strategic Development Fund (SDF)

In 2022/3, NESOCOT benefitted from its engagement with the consortium working on the SDF project for Surrey and Hampshire. The SDF project is provided vital investment in green and digital technologies, supporting staff recruitment and retention along with curriculum innovation designed with input from employers. The funding also enabled the College to acquire electric and hybrid vehicles and diagnostic/service equipment to ensure its motor vehicle department could support low carbon vehicles and associated technologies.

The project directly supported LSIP priorities around skills and training needed for a future green economy and for jobs related to carbon reduction along with the aim of supporting small business growth. The project had the support of Surrey and Hampshire Chambers of

Commerce, the Federation of Small Businesses, Gatwick Diamond Business and Business South.

NESCOT is an active member of the consortium delivering the £2.6 million project, with Enterprise M3 LEP providing project management and administrative support. NESCOT is Surrey College's lead and strand lead on green transport skills. The project focused on:

- Green land-based skills, to help combat climate change whilst making the best use of natural resources and assets – led by Sparsholt College Group.
- Green construction skills to support retrofitting activity to decarbonise homes and buildings – led by Basingstoke College of Technology.
- Green transport skills to help ensure motoring is a long-term environmentally sustainable and affordable mode of transport – led by NESCOT.
- Professional skills to support domestic and international growth in the sales of the area's innovative products and services – led by Activate Learning.
- An online Carbon Literacy course to make individuals better informed about the costs of climate change activities and empower them to make positive, behavioural changes to reduce carbon emissions.

Local Skills Improvement Fund (LSIF)

In December 2023, the same consortium of Surrey and Sussex Colleges secured £6m of funding to continue to respond to meeting skills needs in the region as set out in the LSIP, and this work will continue throughout the timescale of this plan. Building on previous collaborative activity, the project will help provide investment in equipment and skills training needed in key sectors and in response to urgent calls from business for skills that are vital across the regional economy.

The project is being carried out with the full support of Surrey and Hampshire Chambers of Commerce, alongside Surrey and Hampshire County Councils and other business networks and membership groups, to help ensure local residents and businesses can access high-quality, technical education and training that meets local future skills needs.

The project focuses on:

- **Creative Technology:** Investments in two new, state-of-the-art media production spaces to help respond to skills needs following recent growth in the gaming & immersive technologies and film & television sectors. Funding will create **3D immersive spaces** at NESCOT, East Surrey and Andover Colleges that will enable whole classes to enter real life learning environments.
- **Advanced manufacturing, engineering and construction:** High value jobs in these sectors help us journey towards a low carbon economy. New facilities such as a Passive Low Carbon Technologies Centre, Welding and an Electronics workshops will help deliver the skills for these crucial jobs.
- **Digital:** Recent reports have highlighted the seriousness of cyber security, the strengths of the local Space & Satellite sector, the opportunities of artificial intelligence (AI) and the impact of agritech on food security. Investments in this workstream will build on the

successes of local digital clusters to capitalise on tech skills needed for a strong, low carbon, digital economy.

- **Employability and Professional skills:** Feedback from employers cites gaps in employability and professional skills, all fundamental to onboarding new employees and supporting their onward and future development. New courses will help plug these gaps. Funding will help development of an **Interactive Careers Map** for Sparsholt College, Andover College and Basingstoke College of Technology, that will allow students to explore many career possibilities in an immersive environment, this will show what study is like, experience working with employers and where potential future careers choices may take them

NESCOT will use around £800k of funding to develop two new immersive classrooms at the core of its Skills Park. These will be used cross curriculum to showcase and teach advances in AI. The facilities will also be made available to local schools and businesses. These new facilities will support the professional, scientific & technical and ICT employment priorities identified in the LSIP with further opportunities to enhance CreaTech.

Local Enterprise Partnership (LEP): Coast to Capital

In March 2024, the economic development functions of LEPs devolved to Upper Tier Local Authorities. The importance of the work done by Coast to Capital LEP on skills should, however, not be forgotten as it has informed and enhanced the College's work meeting regional skills needs. This includes the College's leading work on the Careers Hub working with the Careers & Enterprise Company – a key part of our CEIAG Strategy. This work has now transitioned to Surrey County Council and continues to be invaluable in inspiring and raising career aspirations among our young people and to increase their exposure to the world of work.

The Skills 360 Strategy and Action Plan (2020-2025) produced by the LEP continues to be relevant through its two overarching priorities to support the economy.

Priority 1: People

- 1a. Finding out about work
- 1b. Starting out in work
- 1c. Staying in Work
- 1d. Getting Back into Work

Priority 2: Business

- 2a. Growing, Retaining and Training the Workforce
- 2b. Working Together
- 2c. Making the Most of Digital

Much of the work on 'Priority 2' has now successfully transitioned to the LSIP.

Surrey County Council

The College plays a central role working with Surrey County Council on Skills and also wider economic development and social issues. The College is represented on the Surrey Forum. This is a multi-agency partnership set up to provide strong and visible leadership for Surrey and realise the full economic, social, and environmental potential of the county. The forum brings together partners from Surrey County Council, district and borough councils, local authorities, the business community, higher and further education, and the voluntary community and faith sector (VCFS). It enables partners to better co-ordinate, align and collaborate. The Forum's responsibilities include:

- Ensure that residents' priorities, needs and aspirations are the primary drivers with associated decision making.
- Promote and drive the delivery of the Community Vision for Surrey 2030 and in due course refreshing and revising the Vision to a 2050 timeframe.
- Provide direction to, oversight of, and assurance for other strategic partnerships and ensure collective focus on cross cutting risks and issues.
- Ensure that, as far as is possible, the strategic objectives, plans and resources are aligned with the priorities and desired outcomes of the Community Vision for Surrey 2030.
- Explore and adopt new ways of working across the county to deliver the best outcomes that are financially sustainable.
- Bring together intelligence, expertise, information, data and best practice to maximise beneficial economic, social and environmental opportunities
- Guide work with Government departments, agencies and bodies beyond Surrey to achieve shared economic, social and environmental objectives.
- Individually and collectively undertake an ambassadorial role for the County and actively promote Surrey outside its boundaries.

The College is also a member of the One Surrey Growth Board which leads, oversees and coordinates Surrey's economic growth agenda. Through this strategic engagement with the CEO, Directors, Leader and Cabinet/Portfolio Members, we are also aligned with the plans for devolution and a County Deal and are able to influence and engage in discussions on skills within devolution plans. The Careers Hub transition from the LEP to Surrey County Council has been seamless and strong collaborative working continues. It is anticipated that this will also be the case with the pending transition of Growth Hubs.

Epsom & Ewell Borough Council

The College also has a strong relationship with the Borough Council supporting the delivery of their Four-Year Plan and Economic Development Strategy. The College also recently participated in the Council's Corporate Peer Challenge Stakeholder Focus Group working with the Local Government Association and looking at service improvement and local priorities. The College has regular meetings with senior officers and members to drive new collaboration and innovation. The College is a key partner in the Epsom and Ewell Youth Hub. The hub supports people aged 16-24, who are unemployed and in receipt of Universal Credit, into employment. The hub has given more than 200 people access to training, apprenticeships and jobs.

A number of community projects are also supported jointly – in particular the Mayor's Charities and making the College site/assets available for polling stations and public health requirements including a Covid vaccine centre and holding bay for ambulances awaiting commission. The NESCOL Principal and CEO is also a Director of the Epsom Town Centre Business Improvement District (Go Epsom) – supporting the needs of the local economy and its businesses.

Other Partners and Stakeholders

Alongside the partners listed above, the College has a wide range of partners and stakeholders who are a key part of our community and development. These include:

- Employer Partners
 - Large Businesses
 - SMEs and micro businesses
 - Business Representative Groups – Chambers, IoD, FSB, Gatwick Diamond Business etc.
- Other Civic Partners
 - Other Local Authorities
 - NHS
 - Police and blue light services
- Community Groups
 - Voluntary & Community Sector
 - Charities
 - Local Clubs
 - Sharing assets/facilities with the community
- Education Partners
 - Schools
 - Other Colleges
 - Universities
 - Private Training Providers
 - Sussex & Surrey Institute of Technology Consortium

Curriculum Planning Process

NESCOL's higher education curriculum planning is informed and driven by economic intelligence and data. Each curriculum area has an Employer Engagement Panel who also provide insights, support and challenge to curriculum managers and senior staff.

Along with presenting the shape of the provision, student numbers and the financial income and viability, managers also need to provide justification for their curriculum (curriculum intent) using destination and progression data, alignment to LSIP/Local Authority priority areas and local market intelligence on job market growth. Managers are also questioned on innovation, curriculum efficiency, employability and occupational transferable skills development.

Planning is data-led and evidenced based. Curriculum managers have access to a dedicated curriculum planning site with a rich source of data and resources, including datasets sourced from the LSIP, local providers' offer, strategic papers published by DfE, Local Authorities and GLA, skills publications, college destination and progressions data, application data, student number trends and local market intelligence using the RCU VECTOR software.

Fulfilling the Local Needs Duty

NESCOT continues to ensure it fulfils the Local Needs Duty through its work with other providers including other colleges, universities, schools and independent training providers (through its active engagement with ALPs (Association of Learning Providers – Surrey)). We are also active members of the 'Post 16 Phase Council' chaired by Surrey County Council which brings together all providers working in post 16 education in the county.

Work that is planned in the year ahead includes:

- Surrey conference on Teaching & Learning and Behaviours & Attitudes
- Convening of marketing leads which will include looking at engagement and widening participation
- Work with the Sussex & Surrey IoT focused on widening participation amongst women and ethnic minorities in the target sector areas. This includes looking at best practice from the HE sector.
- Work with Surrey County Council looking at mapping provision across the pathway and a portal/website of central information and progression pathways
- It should be noted that there is little/no duplication of provision because of travel to learn times and transport//accessibility challenges in county.
- NESCOT's Principal & CEO is on the Steering & Strategy Group for the Artificial Intelligence in Education Group in partnership with Bourne Education Trust and Epsom College
- Workshops with Heads of local schools in the catchment area

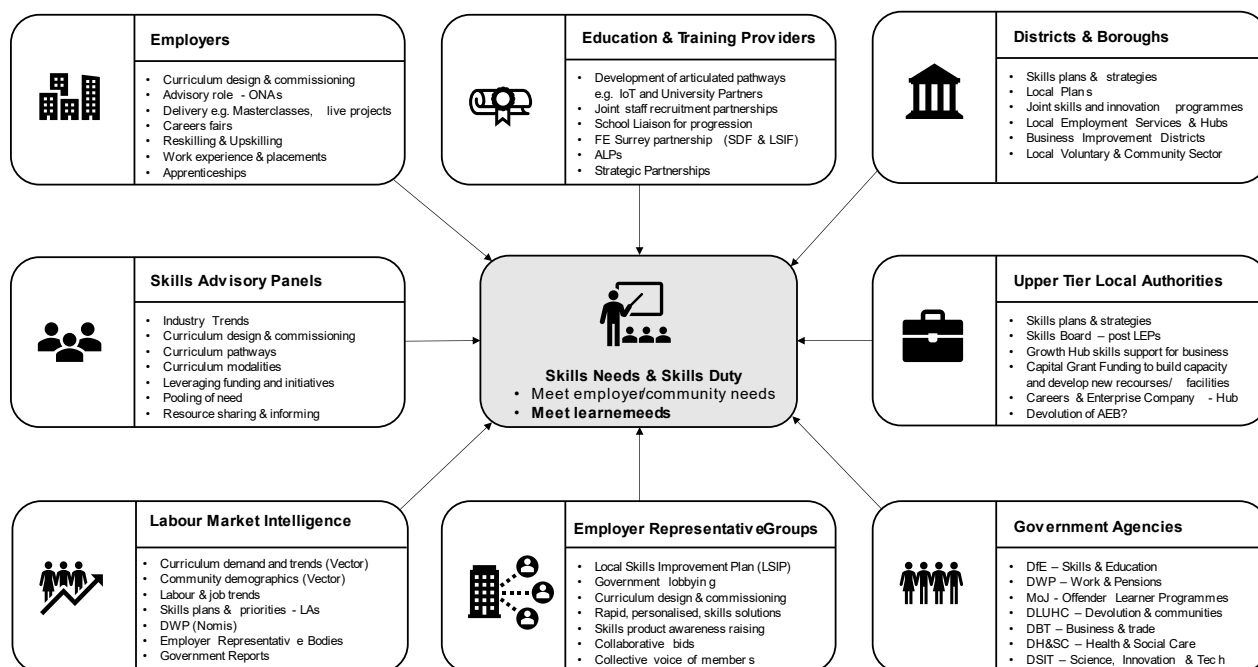
In order to fulfil the Local Needs Duty, NESCOT will demonstrate how it has fulfilled the requirement to collaborate with other local providers in the area when reviewing provision and identify any collective actions planned to better meet local needs. This might include scope for greater curriculum collaboration that:

- helps to align provision to local needs
- addresses barriers to participation
- reduces unhelpful duplication
- promotes clearer progression pathways

Collaboration should include engagement with relevant education providers outside of the statutory sector, such as Independent Training Providers, schools and/or other higher education institutions.

Table 16: Summary of how NESCOL meets Local Needs Duty

Nescot Skills Ecosystem



Scrutiny and Review

This [Accountability Statement](#) has been refreshed and updated from the version published in May 2023. It has been written with input from:

- NESCOL Leadership & Management Teams
- Surrey & Hampshire LSIP
- Coast to Capital LEP and Catalyst South
- LSIF and FE Surrey
- Feedback from the Skills Inspector at the January 2023 Ofsted Inspection
- Peer review from other colleges – Hopwood Hall College and East Sussex College Group

The Statement was reviewed and approved by NESCOL's College Leadership Team. The Statement has also been reviewed and scrutinised and approved by NESCOL's Governing Body. **The Corporation is confident that the Statement meets the DfE requirements alongside the local skills needs and local needs duty.** Now the LSIP and NESCOL's Strategic Plan are both published, the College's Governing Body will undertake a full review of how well our provision meets local needs, in particular needs relating to local employment. An initial review of the 2023 Accountability Statement was held at a corporation meeting in

December 2024 with a further review and sign off of this document for 2024 planned for the late Spring. Details of these reviews will be published under the Governance and Policies sections of the College's website. Review against the Strategic Plan objectives (which includes the three priorities for meeting skills needs) will be reviewed through a KPI dashboard and through the College's Committee structure and formal reporting.

We continue to collaborate with other Governing Bodies through both the SDF/LSIF project and network of colleges and in particular through FE Surrey. Alongside this, our work on skills and impact will be continually reviewed and develop through a number of channels:

- External audit and the Skills Sub Judgement (reasonable)
- The College's SAR and QIP
- Governing Body Meetings and Committee Meetings
- Engagement with the LSIP and SDF/LSIF
- Engagement with Local Authorities
- Development of a Community Charter
- Feedback from our customers

Place/Geography and Data Sources. Priority/key sectors have been identified using the LSIP report and data from Surrey County Council. Wider data sets have also been used and referenced recognising the 'place' NESCOT occupies within:

- East Surrey
- The Gatwick Diamond
- Adjacent to London Boroughs (and prime 'commuter' belt)
- And within the wider South East economy based on travel to learn times and travel routes.

Other key strategies and associated LMI/data which have informed this statement include:

- Surrey County Council (and on a micro level Districts and Boroughs) – Skills Plan for Surrey [Cabinet Report - A Skills Plan for Surrey.pdf \(surreycc.gov.uk\)](https://www.surreycc.gov.uk/cabinet-reports/cabinet-report-a-skills-plan-for-surrey)
- Emerging work of the Surrey LSIP - [Future Skills Hub - Surrey Chambers \(surrey-chambers.co.uk\)](https://www.surreychambers.co.uk/future-skills-hub)
- Coast to Capital LEP – Strategic Plan [build back stronger smarter and greener-1600419204.pdf \(coast2capital.org.uk\)](https://www.coast2capital.org.uk/build-back-stronger-smarter-and-greener-1600419204.pdf) and Skills 360 Strategy [Coast to Capital Skills Strategy and Action Plan 2020 2025.pdf \(sussexlearningnetwork.org.uk\)](https://www.sussexlearningnetwork.org.uk/coast-to-capital-skills-strategy-and-action-plan-2020-2025.pdf) and Local Industrial Strategy Evidence Base [Coast to Capital Draft LIS Economic Profile \(coast2capital.org.uk\)](https://www.coast2capital.org.uk/coast-to-capital-draft-lis-economic-profile)
- Enterprise M3 LEP – Local Industrial Strategy Evidence Base [Local Industrial Strategy | EM3 \(enterprisem3.org.uk\)](https://www.enterprisem3.org.uk/local-industrial-strategy-em3)
- Emerging work of the London LSIP and LEAP (London LEP) - [Our projects and priorities | The Local Enterprise Partnership for London \(lep.london\)](https://www.lep.london/our-projects-and-priorities)
- Gatwick Diamond Initiative and Business - [Our key sectors - Gatwick Diamond \(investgatwickdiamond.co.uk\)](https://www.investgatwickdiamond.co.uk/our-key-sectors-gatwick-diamond)
- Epsom & Ewell Borough Council - [Economic Development Strategy | Epsom and Ewell Borough Council \(epsom-ewell.gov.uk\)](https://www.epsom-ewell.gov.uk/economic-development-strategy)

NESCOT keeps abreast of the above through close strategic and operational/delivery relationships. These are spread across the organisation but include:

Stakeholder	Engagement
Surrey County Council	<p>Member of Surrey Forum: NESCOT CEO/Principal</p> <p>Individual Team/Departmental links – notably with Education Team – NESCOT Director of Foundation Learning & Learning Support</p>
Surrey (and Hampshire LSIP)	Member of Steering Group: NESCOT CEO/Principal
Surrey SDF and LSIF	<p>Steering Group member: NESCOT Deputy Principal</p> <p>SDF Delivery Lead for Automotive: NESCOT Director of Faculty</p>
Coast to Capital LEP (until April 2024)	Chair: NESCOT CEO/Principal
Surrounding SE LEPs including EM3 (Catalyst South)	Chair: NESCOT CEO/Principal
Gatwick Diamond Initiative and Gatwick Diamond Business	Executive Council Member: NESCOT CEO/Principal
Epsom & Ewell Borough Council	<p>Regular meetings between CEOs</p> <p>Operational Lead with Head of Careers</p>
Epsom Business Improvement District (BID) – GoEpsom	Director: NESCOT CEO/Principal
Sussex and Surrey Institute of Technology	Curriculum Lead: NESCOT Director of Professional and Service Industries and Deputy Principal

Table 17: Stakeholder engagement

	IS 1	IS 2	IS 3	IS 4	IS 5
RISK 1	Objective	Cross-intervention	Cross-intervention		Cross-intervention
RISK 2	Cross-intervention	Objective	Cross-intervention		
RISK 3	Cross-intervention	Objective	Cross-intervention		
RISK 4	Cross-intervention	Objective	Cross-intervention		
RISK 5	Cross-intervention	Cross-intervention	Objective		
RISK 6			Objective	Cross-intervention	
RISK 7				Objective	Cross-intervention
RISK 8				Objective	Cross-intervention
RISK 9				Objective	Cross-intervention
RISK 10				Objective	Cross-intervention
RISK 11				Objective	Cross-intervention
RISK 12					Objective

Table 18: Risk and IS mapping

Fees, investments and targets

2025-26 to 2028-29

Provider name: North East Surrey College of Technology (NESCOT)

Provider UKPRN: 10004686

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Animal Management (Top Up), Business (Top Up)	N/A	8600
First degree	Counselling (Top Up)	N/A	8400
First degree	Education Studies (Top Up)	N/A	8200
First degree	Osteopathic Medicine	N/A	9250
First degree	Professional Practice (Top Up)	N/A	7900
Foundation degree	Animal Management, Computing, Counselling	N/A	8200
Foundation degree	Early Years	N/A	7000
Foundation degree	Healthcare Play Specialism	N/A	7700
Foundation degree	Supporting Teaching and Learning	N/A	7200
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	Professional Graduate Certificate in Education & Training	N/A	7900
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

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

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Osteopathic Medicine, Applied Science	N/A	6935
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	Professional Graduate Certificate in Education & Training	N/A	3900
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

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

Fees, investments and targets

2025-26 to 2028-29

Provider name: North East Surrey College of Technology (NESCOT)

Provider UKPRN: 10004686

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

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.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OIS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£145,000	£150,000	£154,000	£157,000
Financial support (£)	NA	£16,000	£16,000	£17,000	£17,000
Research and evaluation (£)	NA	£22,000	£23,000	£24,000	£24,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£122,000	£126,000	£130,000	£133,000
Access activity investment	Post-16 access activities (£)	£6,000	£6,000	£6,000	£6,000
Access activity investment	Other access activities (£)	£17,000	£18,000	£18,000	£18,000
Access activity investment	Total access investment (£)	£145,000	£150,000	£154,000	£157,000
Access activity investment	Total access investment (as % of HFI)	40.2%	38.5%	37.7%	36.7%
Access activity investment	Total access investment funded from HFI (£)	£145,000	£150,000	£154,000	£157,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£5,000	£5,000	£5,000	£5,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£11,000	£11,000	£12,000	£12,000
Financial support investment	Total financial support investment (£)	£16,000	£16,000	£17,000	£17,000
Financial support investment	Total financial support investment (as % of HFI)	4.4%	4.1%	4.2%	4.0%
Research and evaluation investment	Research and evaluation investment (£)	£22,000	£23,000	£24,000	£24,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	6.1%	5.9%	5.9%	5.6%

