

## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by Spurgeon's College against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

#### 1. Ambition and strategy

Spurgeon's College's ambition and strategy as detailed in the 2019-20 access and participation plan:

(Taken from the 2019-2020 approved APP)

Spurgeon's College is a confessional Higher Education Institution whose core activity is training men and women for Christian mission, ministry and leadership in the contemporary world. This involves training candidates for ordination to the Baptist ministry within the Baptist Union of Great Britain as well as Pastors in churches of other denominations.

Our 2019/20 access and participation plan is supported by a careful evaluation and monitoring process, enhanced by increased collaborative working and aligned with our wider policies. It is based on available data from internal and external sources, national data and data within our own context and is evidence-led.

Our institutional goal is continuous improvement. This will be seen in terms of the contribution we make to social mobility, seeking to ensure that under-represented groups (URGs) can access and succeed in higher education and achieve improved outcomes in relation to progression from higher education. An evaluation of our performance resulted in the following focused targets to support underrepresented groups:

- BAME students- Lifecycle stage: Success/ target reference: T16a\_01
- Young white male students from ALP- Lifecycle stage: Access/ target reference: T16a\_03
- Disabled students- Lifecycle stage: Access/target reference: T16a\_04
- Students from low household income/low socio-economic (LS-E)- Lifecycle stage: Progress/ target reference:T16b\_01
- Refugees- Lifecycle stage: Access/ target reference: T16a\_02

Our financial support packages were designed to increase the provision of targeted bursaries and scholarships for under-represented groups. We understand that financial incentives can help to attract students from URG's and motivate them towards continued success leading to future progression.

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by Spurgeon's College of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Spurgeon's College's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

### Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Success)	We will track the degree classifications of students, defined by ethnicity to monitor this target. In 2016/17, 17% (1/6) students from BAME obtained a First or 2:1 in comparison to 100% (12/12) white students. We want to see the percentage of BAME students obtaining a First or 2:1 increase across the yearly milestones.	2016-17	17%	0	35%	Percentage	2019-20	50	Expected progress
T16a_02 (Access)	We will collect data on the number of students who hold refugee status.	2016-17	1	0	2	Headcount	2019-20	0	No progress
T16a_03 (Access)	We will use socio-economic, age and ethnicity data to monitor this target. The main target group is young white male students from areas of low areas of participation. 12 out of 214 UK domiciled students were not yet 21 when they enrolled. 11 of these were male; 8 classed themselves as white; 0 came from ALP.	2016-17	0	0	1%	Headcount	2019-20	0	No progress
T16a_04 (Access)	We will use disability data to monitor this target. In 2016-2017 4.2% of those accessing higher education identified themselves as disabled, therefore our main target type is disabled students.	2016-17	4.2%	0	6%	Headcount	2019-20	3	No progress



Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Progression)	We will use socio-economic and graduate outcomes data to monitor this target. We are targeting graduates from LS-E.	2016-17	29%	0	35%	Percentage	2018-19	67	Expected progress
T16b_02 (Success)	We will record how many research projects we run each year	2016-17	0	0	1 research project	Other	2019-20	1	Expected progress
T16b_03 (Access)	The main target type is military families and we will measure the number of people from military families accessing higher education.	2016-17	2	0	3	Headcount	2019-20	3	Expected progress
T16b_04 (Success)	We intend to proactively increase the numbers of external representatives on committees who have experience (either personal or professional) or being a care leaver	2016-17	0	0	1	Headcount	2019-20	0	No progress

### 3. Investment commitments

#### 3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£8,016.00	£0.00	-100%
Financial Support	£16,000.00	£0.00	-100%

### 4. Action plan

Where progress was less than expected Spurgeon's College has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_02	The Vice Principal, Ministerial continues this important work with Peaceful Borders and HopeTowns to support refugees that are new arrivals in the UK. A significant component of this work is signposting refugees to English classes, legal advice and conversing with them about the educational landscape in the UK. Before the Covid-19 restrictions came into force, HopeTowns were preparing to support refugees with a good level of English speaking skills to explore higher education possibilities. Unfortunately, this has not been possible due to the restrictions that were put in place because of the pandemic but it is anticipated that it will resume once the current restrictions have been lifted.
T16a_03	The College does not have an identifiable population of this particular URG that would allow it to produce significant and reportable statistics. This target, therefore has not been retained in the 2021-2025 APP.
T16a_04	The College is also engaged in a major development project that will see a substantial increase in new academic facilities which will be DDA compliant. This may see an increase in the number of disabled students wishing to study at Spurgeon's.

T16b_04	<p>Every student completing a course at Spurgeon's College receives a supportive and inclusive approach to admissions. When a student is identified or self-identifies as a care leaver during the admissions stage, the College ensures that the student is supported in the unique challenges they may face. The College actions the recommendations stated in the Pathways Report in a bespoke manner to the student. A named contact is identified for a care leaver and the Learning Support Committee and Learning Resource Committee will provide students with an individually tailored support package, as appropriate, throughout the duration of their studies.</p>
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## 5. Confirmation

Spurgeon's College confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
Spurgeon's College has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Philip McCormack
Position	Principal

## Annex A: Commentary on progress against targets

Spurgeon's College's commentary where progress against targets was less than expected.

<b>Target reference number: T16a_02</b>
How have you met the commitments in your plan related to this target?
<p>In the 2019/20 APP we planned to work in collaboration with refugee organizations such as HopeTowns and Peaceful Borders to develop an access programme for refugees, with leave to remain in the UK. One of the College's senior executives (Vice Principal, Ministerial) proactively worked with HopeTowns and Peaceful Borders, as anticipated in the 2019-20 APP. This work was primarily through the use of video conferencing as travel was restricted during the majority of the second semester in 2019-20. Although the focus of this work is not on higher education, our Vice Principal has helped one refugee to gain access to a degree course in management in a UK University. The student is one year into his course and is progressing well. Without the support of our Vice Principal and the support of the volunteers at HopeTowns, it is unlikely that the student would be on this degree course.</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>The College continues to actively engage with refugees, for example from sub-Saharan Africa, who express an interest in studying for Christian ministry. Admission to designated courses, however, is governed by our Admissions Policy and students must have the necessary permissions to study in the UK.</p> <p>The College continues to work with its mission-hub at Amott Road, South London in partnership with HopeTowns. The purpose is to offer a welcoming space for refugees to build friendships and connections in the local community and receive administrative support. Refugees were also signposted to organizations that could offer legal advice and English language courses.</p>

<b>Target reference number: T16a_03</b>
How have you met the commitments in your plan related to this target?
<p>The College trains women and men for Christian ministry and as such the median age of its students (42.5) reflects the demographic consistent across every major Christian denomination. As a theological College training people preparing for ordination, it is unlikely that many 18–20-year-olds will have the denominational recommendations necessary for ministerial training. Therefore, in relation to this target the College does not have any reportable data.</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>The College has applied for Degree Awarding Powers and if it is successful, it will seek to expand its portfolio of courses offered. This may see a substantial change in the demographic of students wishing to study, non-theological programmes, at Spurgeon's College.</p>



<b>Target reference number: T16a_04</b>
How have you met the commitments in your plan related to this target?
Our Learning Support Department, Special Cases Committee, Registry and Academic Tutors actively interact to ensure that appropriate provision has been made for disabled students and an institutional wide approach is adopted and is consistently applied. As the College has a low number of disabled students, we do not have any reportable data in relation to this target.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The College has invested heavily in its IT and digital provision. This includes the introduction of Panopto which has enabled the College to enhance its offer to existing and potential students. It is possible that this approach may attract some disabled students.

<b>Target reference number: T16b_04</b>
How have you met the commitments in your plan related to this target?
The College did a statistical analysis of its student body focusing specifically on this group of underrepresented students in the academic year 2019-2020. The results revealed that the College does not have any reportable data in relation to this target. The College does not have a cohort of students from this underrepresented group. This is not surprising given the median age of the student body is 42.5. Improving employment prospects for care leavers is a noble intension but not deliverable when there is not a cohort of students from this underrepresented group.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The College engaged with the Baptist Union of Great Britain (BUGB) about the numbers of care leavers entering Baptist accredited / ordained ministry. Unfortunately, the Ministries Team at BUGB do not record this information because it is not considered relevant to suitability for accredited / ordained ministry.

## Annex B: Optional commentary on targets

Spurgeon's College's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	
T16a_02	The number of new entrants to designated First Degrees dropped in 2019/20. T16a_02 undertook to increase the number (not the percentage) of those with refugee status.
T16a_03	The number of new entrants to designated First Degrees dropped in 2019/20. T16_03 undertook to increase the number (not the percentage) of young, white, males drawn from Q1.
T16a_04	The number of new entrants to designated First Degrees dropped in 2019/20. T16a_04 undertook to increase the number (not the percentage) of those reporting disability.
T16b_01	Percentage from Low Income Area (Q1) progressing to NAM academic year after completing First Degree.
T16b_02	Confirmed that increasing the percentage of Upper Class degrees awarded to Black graduates will also increase the percentage of Upper Class degrees awarded to graduates from Q1 of Index of Multiple Deprivation (see Section 5.2 of Monitoring Return).
T16b_03	
T16b_04	The College's staff and Governing Body have a diverse and wide-ranging set of skills and experience base. The College is confident that it can actively support any student that identifies as a care leaver.