



## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by The Royal Veterinary 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

ambition and strategy as detailed in the 2019-20 access and participation plan:

Our 2019-20 Access and Participation Plan stated the following key points:

The RVC has a pivotal role to play in the forward march of social mobility within the veterinary profession and bioscience sectors, while maintaining the standards set by professional and scientific bodies. Having set very challenging benchmarks, milestones and targets of enrolments of target groups, we continue to provide a full programme of widening participation activity and develop new initiatives. Priority groups in terms of widening participation are state school students (and under that overarching cohort students from BAME backgrounds, and white males from disadvantaged backgrounds), mature students and in care students. We make reasonable adjustments to support all students with physical and non-physical disabilities. Our aim and long-term ambition was to increase the percentage of students from these cohorts by 25% over a five year period.

We shall focus widening participation activity across strategic themes:

**Contextual entry:** We aim to achieve a percentage of > 88% state school applicants within a five year period, and to increase the numbers of successful applicants with Diploma/BTEC qualifications e.g. through establishing progression agreements with FE Colleges. In assessing eligible students for our Gateway Programme we scrutinise school performance and make allowances for candidates who fulfil non-academic criteria e.g. in care applicants and those with disabilities.

**Collaboration:** We shall continue to work with regional and national networks, schools, individual HEIs and other third sector organisations e.g. AccessHE, NCOP regions, NEON and the Sutton Trust. This allows us to reach areas that are geographically beyond our own resource, participate in multidisciplinary projects, and to adapt good practice. Work with these networks includes projects targeting students from BAME backgrounds, carers, disabled and mature students.

**Attainment:** We will continue to co-operate with local and national state schools to contribute to the raising of their attainment at GCSE, A Level or BTEC. We reduced our programmes for primary schools to concentrate more on Secondary pupils, and initiated our Junior and Teen Vet Clubs to engage pupils at whichever age they become interested in

Association Homework Club, and build on existing partnerships with schools/FECs to contribute to an increase in cohort attainment. Contingent on this relationship would be a commitment from the schools to provide RVC with performance data and tracking/destination data.

**Success:** We provide support at both academic and pastoral level, including for students who need to either re-sit examinations or take a year out of study, and a tutorial system enabling students to build up an important academic relationship with staff. Retention on all courses is good, though for Veterinary Nursing we will be monitoring retention further. We will concentrate our existing funding, apart from bursary support, on learning support and career guidance. This includes ensuring teaching is transmitted in an inclusive manner, 1-2-1 support, 24 hour access to independent study environments, and availability of e-learning modes. More than 10% of RVC students have a form of learning difference, and we address these challenges with both pastoral and academic support. We work with former BTEC students on examination technique and support all students in developing research and statistical skills. The overall level of failure rate is low.

parents, community support workers and teachers. We evaluate our bursary provision through focus groups and large scale surveys, researching the challenges facing target groups and how best to support them financially.

Monitoring and delivery of the plan: We report regularly to the Director of Access (a senior manager and a member of the College Executive Committee), and the Academic Board. Our Monitoring Group receives data updates on retention and success, and reports to the Student Development Committee and Learning and Teaching Committee. The Access Plan will become a standing item on the Equality and Diversity Committee agenda.

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by The Royal Veterinary 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** -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
	We aim to increase our state school student percentage, focussing on RVC Contextual schools <a href="https://www.rvc.ac.uk/study/undergraduate/veterinary-gateway/contextual-schools">https://www.rvc.ac.uk/study/undergraduate/veterinary-gateway/contextual-schools</a> as our targets for a range of long term activities to increase attainment and engage teachers and parents in pupil progress.	2017-18	80.43%	81%	81.5%	Percentage	2019-20	81.8	Expected progress

T16a\_02  
(Access)

We aim to increase our NS-SEC 4-7 cohort. Within this cohort we will focus on males from a range of under-represented and disadhsos.02 353(h9o236 477.!

T16a_06 (Access)	Working with designated groups of pupils at partner institutions we shall contribute to the raising of GCSE and A Level performance for groups of students whose attainment performance is borderline on meeting RVC entry criteria	Other (please give details in Description column)	None	10	15	Headcount	2019-20	0	Limited progress
T16a_07 (Access)	We aim to work with Teachers from RVC contextual schools, to join our Teacher Panel. Through being part of our consultation network we will be informed about their attainment priorities to shape our curriculum offer, and they will be more aware of our long term opportunities for their students for academic and social mobility.	2014-15	26	40	40	Headcount	2019-20	59	Expected progress
T16a_08 (Success)	Develop learning support and methods of learning to improve retention rates in VN/FD First Year	2014-15	61%	80%	82%	Percentage	2019-20	91.04	Expected progress



T16b_08 (Success)	We are establishing a Sutton Trust student voice panel	2018-19	18	18	20	Headcount	2019-20	25	Expected progress
T16b_09 (Multiple)	We are launching a new Work experience project	2018-19	3	3	5	Headcount	2019-20	12	Expected 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.





## 5. Confirmation

The Royal Veterinary College confirms that:

Student engagement

## Annex A: Commentary on progress against targets

expected.

<b>Target reference number: T16a_02</b>
How have you met the commitments in your plan related to this target?
The RVC bursary of £1000/year was distributed to 501 students in 2019-20, and promoted through the prospectus, website and materials sent to offer holders. Alongside the RVC Hardship fund, and bursaries specifically for extra-mural studies placements, these aim to mitigate the barrier of cost of study. The Veterinary Gateway programme continues to attract a high proportion of young people from lower socio-economic groups, providing an accessible path to qualification in Veterinary Medicine. We use NS-SEC group as a criteria for selecting to our intensive Summer School programmes.

<b>Target reference number: T16a_06</b>
How have you met the commitments in your plan related to this target?
In 2018-19 we ran five Biology and Chemistry Masterclass sessions for school groups, learning from our world-class researchers. These sessions worked to support the attainment of pupils in topics that teachers identified as struggling to deliver in an engaging way, and directly linked study of these topics to future careers. We had a further five sessions booked in for 2019-20, all of which were cancelled either by the school or due to COVID-19. We continued to collaborate on attainment in our local community as planned in 2019-20 with
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Limited impact on attainment can be made without investing into long-term, in-depth collaborative programmes with schools, which did not represent best use of our limited resources in 2019-20. This target was deprioritised as it has not been identified as a priority in our APP for 2020-21 onwards.

<b>Target reference number: T16b_05</b>
How have you met the commitments in your plan related to this target?
We analysed the data of Access to Science route mature students and found evidence of poor success rates within the course, so did not further explore this route for recruitment.

## Annex B: Optional commentary on targets

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[Section 2.](#)

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	NB performance has been calculated using current POLAR4 data, rather than the previous POLAR3 version specified in the target description. This data is the overall POLAR4 Q1+2 % of UK Domiciled FT Students, across all ages and years.
T16a_04	
T16a_05	NB performance has been calculated using current POLAR4 data, rather than the previous POLAR3 version specified in the target description.
T16a_06	

	We hosted four visits to our Hawkshead campus by local Primary schools, including activities on our nature trail, farm, and planting trees.
T16b_07	Homework Club on a weekly basis. 19 sessions were attended before lockdown in March 2020.
T16b_08	Fourteen students attended our Sutton Trust alumni focus group in October 2019, to discuss their lived experience of barriers to making an application. We engaged a further eleven WP students and alumni in contributing to and consulting on the development of our online resources: RVCforAll (website of student stories and tips) and Animal Academy (resources & events for WP young people).
T16b_09	Many more work experience placements were planned for Summer 2020 but cancelled due to the pandemic.