



HEART OF  
**WORCESTERSHIRE  
COLLEGE**

## HIGHER EDUCATION ACCESS AGREEMENT 2018/19

### 1. Introduction

1.1 The Heart of Worcestershire College is a large general Further Education College based on campuses in Worcester, Bromsgrove, Redditch and Malvern with further delivery taking place at community venues and in the workplace. The College's major catchment areas are Worcester, Redditch and Bromsgrove with a small minority of learners travelling from Birmingham. The Bromsgrove Campus includes the Artrix Community Theatre and the Harley-Davidson Motor Cycle Centre. All Higher Education Provision is delivered through the Worcestershire Higher Education Institute.

1.2 The College provides courses in a wide range of subject areas, with substantial Level 3 provision in arts, computing, engineering, childcare, health and social care, sport, public services, hairdressing and beauty, business studies and the Access to Higher Education programme. In addition, the College has employment-based training in several areas including health, care, motor vehicle and engineering. Most of the College's work is government-funded.

The College offers a wide range of higher education programmes across eight subject areas, including programmes in Law, Social Work and Management; Foundation Degree or HND/C programmes in early years, media, engineering, computing, sport coaching, public services, law and business studies. Professional courses are offered in areas such as management and marketing.

1.3 The Heart of Worcestershire College has well established links with Staffordshire University, University of Wolverhampton, Birmingham City University and the University of Worcester. The College also has extensive collaboration to inform HE planning and curriculum from its work with third sector groups, Employers, Councils and other local/regional stakeholders.

- 1.4 Much of the College's higher education (HE) provision is delivered at the St Wulstans building in Worcester and Osprey House in Redditch. These buildings are dedicated to HE, Access and Professional courses and both provide a high quality "university" environment. Delivery of higher education vocational provision, such as arts, media, computing and engineering takes place in the College's high quality specialist facilities in Redditch, Bromsgrove and Worcester.
- 1.5 In September 2016, the College enrolled 134 new students on full-time provision and 440 on part-time courses, across a range of directly and indirectly funded provision. Learner demographics in 2016 are;
- **Gender** - Full-time - 33% Female, 67% Male.  
Part-time – 62% Female, 28% Male
  - **Ethnicity** - Black and other minority ethnic groups account for 9% of the FT population at the College and 9% of the PT student cohort, representative of local and regional demographics. This is close to the College's target set in previous agreements of 10% from ethnic minorities.
  - **LDD/Disability** - Students with listed disabilities and/or learning difficulty make up 41% of the full-time cohort and 16% of part-time learners. This compares favourably with national profiles for this cohort.
  - **Age** – 58% of Full-time students are under 21 and make –up 16% of all part-time learners.

## 2. The College's commitment to fair access to higher education

- 2.1 The College is committed to ensuring that its course fees are fair, represent value for money and are reviewed annually. The College also commits to continuing its outreach support, particularly in Redditch where there is a history of low aspiration and low progression to HE. There are four census wards in Redditch and 3 in Worcester where young participation is in POLAR 3 Quintile 1. The College also supports fair access to HE by providing potential learners with clear information about its fees and scholarships. The College is also looking to increase HE demand for part-time and mature students. A distance learning course that provides accreditation for Payroll and Pensions personnel, continues to grow and is a significant part of the College's PT population.
- 2.2 This document sets out the College's higher education course fees for the academic year 2018/19 and indicative information for subsequent years. In preparing this document, care has been taken to ensure that information from the Higher Education Funding Council for England (HEFCE) has been given due consideration.

- 2.3 This agreement applies to: Foundation Degree courses (FT and PT), HND/C Courses (FT and PT), the Degree course (FT and PT) and part-time students, where fees exceed the Basic Fee set by the Government of £6150 for FT courses and £4000 for part-time provision. .

This agreement does not apply to:

- Non prescribed HE (HE funded by the Skills Funding Agency such as professional business courses)
- 2.4 Although students have not been directly consulted about this Access agreement, the College collects and acts on student views at all stages of their learning, including accessibility of publicity materials, standards of teaching, academic support, accommodation and teaching resources. All HE programmes have course representatives who ensure that students' views are shared with managers and actions followed up. The HE Student Representative is a member of key College management committees such as the HE Academic Board and the Equality and Diversity Committee, where these matters are discussed.
- 2.5 The College also undertakes local market research to ensure that its HE programmes are competitively priced in the local market place, as part of this we will work closely with the Worcestershire LEP as well as the Greater Birmingham and Solihull LEP. The Principal sits on the Worcestershire and Greater Birmingham and Solihull LEP boards, which informs Higher Education planning.
- 2.6 Fees will rise where applicable in line with College and Government policy each year.
- 2.7 However, once students are enrolled on higher education courses at the College, they will have protection regarding fee changes when moving from one year of their programme to the next.
- 2.8 All UK and EU students are liable for the fees stated in this document. At the present time, the College has no overseas students and does not anticipate recruiting from overseas in the foreseeable future. However, overseas fees are given for each year in case this position changes.
- 2.9 The College anticipates that in 2018/19 it will spend 29% of the fee income above £6,150, around £97,000, on outreach, widening participation and improving success activity. This is a high level of allocation to this agreement when compared to other providers and is representative of the college's mission and values. Further institutional service costs from offering student support, equipment, enabling software, accessibility, monitoring and tracking of progression, will also support this initiative. The College continues to work with local schools pre-sixteen to build higher education ambitions which in turn will build future capacity and grow the applicant pool, in the 2018/19 academic year

these will be targeted in areas with lower participation rates, based on an impartial careers advice service model.

- 2.10 The college will continue to support the aims of activity previously established through the Student Opportunities' Fund.

### **3. Fee limits for new students in 2018**

- 3.1 In the 2018/19 academic year, the College will charge new entrant, full time undergraduate students (other than the Social Work Degree Course) a fee of approximately £8,000 per annum for all eligible courses.

- 3.2 The Degree in Social Work will be charged at £8,650 in 2018/19. This provision requires a higher level of validation, moderation and resource level, therefore leading to a higher cost base than the College's other undergraduate provision.

In general, Social Work students receive significant support from employers post qualification.

- 3.3 In 2018/19, overseas students will be charged a fee of £10,000 for a full-time course or £55 per taught hour for a part-time course. The College currently has no plans to enrol International Students.

### **4 Fees for continuing students in 2018/19**

- 4.1 In 2018/19, all full time and part time students who commenced their studies in **September 2016** will be subject to the fees set for 2017/18 and will pay the fee of:

- Full time Foundation Degree and HND £6760
- Social Work Degree 2<sup>nd</sup> year £8320
- Part time £3,250
- Social Work Degree 3rd year students will pay £8,000
- BA/ (Hons) Business Management (Top-up) £8000

### **5 Fees for new students in future years**

- 5.1 The College anticipates that students starting their HE studies at the College in 2019/20 onwards will pay fees that are in line with national trends and inflationary pressures, thus moving towards £8000 for HNDs and FDs.

### **6. Access, student success and progression measures**

The College has a strong historical and current record in raising achievement in targeted groups. Continuation and achievement rates are high and the positive impact of the work is recognised by its university partners and the students themselves through NSS results and published TEF metrics. Work, through the HE Engagement Officer, in supporting students with disabilities has been successful in reducing the achievement gap of this group against other cohorts. The College's focus on raising the ambition of learners to progress to higher education, have maintained college HE progression rates above local averages, whilst differences related to local population profiles remain. It is the College's aim to work with local schools that have been the greatest challenge. Access to student groups in these providers have not consistently enabled any long term project work to take hold thus limiting interventions to talks and presentations on HE; its benefits and potential pathways options.

The College's emphasis on raising participation amongst in own L3 cohort to improve the levels of participation in certain districts as indicated by the POLAR data, mentioned in 2.1, have had mixed results. HE progression rates remain high compared to local averages at over 35% at a whole College level, but there has been little significant impact on the POLAR areas. It is for this reasons that more targets have been set for more long term work with schools that young people from these areas attend. Some of this work will be done in collaboration with other providers through the local NCOP strategy.

The College has a relatively high percentage of students with LDD or a disability in its annual cohort. These students are often the most disadvantaged for a variety of reasons. These students have had the greatest emphasis for on programme support to raise success and importantly improve progression outcomes, this targeted support and mentoring model has been successful so the groups of learners supported through this measure has now been expanded to include those with a Looked After history, those with care responsibilities, and students who declare or develop mental health issues during their studies. These students, their success, continuation and progression are being more closely monitored for evaluation from the 2016/17 year. At the time of publication it was not possible to give confirmed outcomes for this group thus the success of this expanded model.

## 6.1 Access

### **Working with local schools and communities**

The college will increase its' access work with targeted groups within college and communities outside of the college.

Since 2014/15 it has become noticeably more restrictive for the College to talk directly to school audiences in the local area. This is in part due to a change in the way careers advice is provided in schools and reduced available time in schools to provide access to students. The College will continue its current information and targeted recruitment activities for potential higher education students. This will include marketing and promotional activities for current students and local people (in particular young people, particularly those pre-

sixteen) to raise aspirations and awareness of the benefits of participating in higher education.

### **Raising Attainment and Aspiration**

As part of a new initiative to raise attainment and aspiration in schools, the College has launched a new 1-2-1 mentoring model in partnership with a local school in Worcester. The school population is not comprised of those traditionally found in POLAR areas. The aim is to show the value of this work to other “targeted” schools in order to provide a similar service that will match against the set targets for OFFA-funded work. The college intends to target this project to three schools in 2017/18, with five schools being involved by 2019/20. The success of this venture will be based on qualitative feedback from the schools themselves on the impact of learner’s behaviour and motivations and if possible a measure of achievement against predicted grade at the start of the project. Some of this information is data protected and so will require the approval of the school and participant to report accurately and completely each year.

Using a focus on students at the Heart of Worcestershire the College will raise aspirations and achievement who reside in a HEFCE Quintile of 1,2 or 3 category. This means that we will focus on almost all of our Redditch resident populace and a large the majority of students from the Worcester area. This approach will avoid students feeling they have been singled out, thus reducing barriers to participation and enabling peer support and influence to integrate with that of the College careers teams.

In particular through an analysis of learner cohorts by course , the College will seek to encourage young men of all ethnic groups, as we have identified a widening gender gap in HE/ university applications of our own learner cohorts with this group being left behind.

This work will mainly involve tailored tutorials, with informed targeted interventions and offers for the above groups. The impact of this work on this specific cohort will be evaluated by the Careers Service.

Feedback from students has indicated that the areas they require a greater understanding and knowledge of are;

- Employability Skills – With specific commentary on how these enhanced through Higher Education and further study, thus the value of higher education.
- Higher Education Student Finance
- Improving skills in writing and reducing the fear of Personal Statements
- Evaluating higher education options – How to choose the best course and the right institution

These sessions are delivered by a specialist and trained team of Personal Tutors and Careers Advisers across all college campuses. They are followed up with offers of individual tutorials and on-going support service available to all.

Into its third year our 'National Careers Week' that focuses on careers and employability and 'Super Futures' campaign that focuses on higher education and raising aspiration for progression are making a clear impact on learners. Ofsted in March 2016 stated that;

*“Impartial information, advice and guidance help learners to stay on their programmes. Learners with high needs (those with disabilities or learning difficulties and vulnerable group) and those with very specific needs benefit from good and innovative specialist provision.”*

*“Learners receive good information about future career pathways and most are clear about their planned progression routes. High-needs learners receive careers advice in appropriate formats and from a number of sources to help them make their career choices.”*

*“Staff provide effective information and guidance services that learners value very highly. Most learners are clear about their career pathways and the steps they need to take to achieve their aspirations... Most learners progress to higher level qualifications, higher education or into employment.”*

These annual programmes play a key role in the very high percentage of learners with a declared disability that progress to HE and further study.

Part-time Numbers - Enrolment patterns from 2014 – 2016 show that excluding the FD Payroll and Pensions programme part-time learner numbers have fallen reflecting national participation rates. The college will use the enhanced student finance funding that will be available in 2018/19 to underpin a new campaign designed at re-igniting participation in part-time courses, particularly in engineering and business subject areas.

Examples of the type of outreach activities that the College expects to fund:

#### **Continuation of existing measures**

- The College continues to work with local schools pre-sixteen to build higher education ambitions which in turn will build future capacity and grow the applicant pool.
- An annual taster event takes place at the College which involves all local schools being brought to the College to participate in activities related to future FE and HE ambition. The new “HE Taster Events”, which involved work with students and parents have proved popular and so will be built upon further.

- Target marketing and other engagement activities, such as “Festival of Learning” in Adult Learners Week, to under-represented groups including part-time and mature students.
- Supporting Level 3 students at the College to attend the annual Worcestershire Careers Fair; the College funds travel for around 300 Level 3 students a year to attend this event.
- Providing advice and guidance evenings for Level 3 students and their parents to de-mystify the application process for HE and explain how students can access loans and scholarships to support them in their studies.
- The College is extending its outreach by providing an information event on Higher Education for school teachers and career advisers from local schools and colleges. This event raises awareness of higher education opportunities amongst school staff and recognises their role in influencing young people at an early age
- If the initiatives launched in 2017, focusing on raising aspiration towards Higher Education for children in primary and secondary schools, have proved successful this will continue will be trialled.
- Expand and secure models for new Higher and Degree Apprenticeships pathways, some in collaboration with existing University partners and others routes through HND/FD pathways. It is anticipated that this will increase the percentage of adult and part-time learners. In 2016/17 Adult learners comprised around 50% of new enrolments, this figure is comparable to the last two years.

### **New measures from September 2018**

- Increased promotion of pre-access and access to HE programmes has led to increased learner demand of these programmes at the College, which in turn will lead to an increased HE population through progression, particularly in under-represented groups. The college will seek to ameliorate any impact on progression of the removal of bursary funding for those students undertaking health and social programmes, including Nursing, by highlighting other HE pathways in this sectors, such as Degree Apprenticeships. The College will also add new “Access to ...” routes for Business and Teaching to encourage new applicants who will study at HE level here or elsewhere.
- Work is being undertaken with the University of Worcester to identify opportunities to work in partnership and collaboration in information, advice



and guidance for the betterment of local communities. This may form part of a new network of collaborative outreach.

- It is anticipated that around £25,000 will be spent on this targeted outreach work in 2017/18
- The college will not be investigating sponsoring a school, although it will continue to work collaboratively with a host of groups and institutions across the County. There is little demand or interest in this aspect locally at this time.

## **6.2 Student success and progression.**

The admission of students onto HE programmes at the College is outlined in the HE Admissions policy which is underpinned by the principles outlined in the QAA Quality Code (Part B, Chapter 2). Where relevant programmes also adhere to subject specific guidance e.g. in Social Work, the Health and Care Professions Council's Standards of Education and Training and the College of Social Work's requirements.

Retention and achievement is monitored by course teams through tutorial schemes and in course committee meetings vulnerable students are identified and actions identified to support them. Exam Boards provide an opportunity for independent scrutiny through external examiners who question any areas of concern regarding achievement. This information is captured through annual monitoring reports and considered at College level through the Academic Board.

Where appropriate programmes have worked with HEIs to develop progression where students wish to obtain top up to degree status and have developed links with organisations to promote employability. Tracking students who have completed courses is a challenging task and new approaches are being trialled to improve our data on destinations of students, e.g. in some areas Facebook is being used to try and keep in touch with students more effectively to improve our understanding of progress longer term.

The College employs i-Graduate since 2016/17 to capture the destinations of students. Results gathered by The Careers Group, that collected information on the destination of leavers in 2014/15 shows that 97% of students contacted were in positive destinations. These results show that there is good progression from college higher education provision.

In 2016/17, a new HE Support Officer post has been funded from income raised by fees over £6,000 and other College funds to support learners from disadvantaged and vulnerable groups, including Looked After and Care Leavers, students with disabilities and those from targeted postcodes. In 18/19 this post

will broaden available learning support, to include support in class and study support for students who self-declare mental health concerns prior to or during their studies. Evaluation of the success of this service in 2016/17 shows that working directly with course leaders and running tutorials has widened the number and range of students receiving on-programme support, help with transition and help with progression. Future evaluations will seek to examine how students feel it has influenced their personal development such as self-confidence and academic prowess. Statistical analysis will seek to find correlations between supported and non-supported groups in relation to continuation in study, progression and grade profiles. It is anticipated that around £60,000 will be directed to support this post and service.

This means that whilst funding attached directly to progression activity will reduce overall spending on supporting students towards success that will then underpin their ambitions to progress and their ability to do so in a sustained manner will increase. The college will utilise the existing resources in the college careers service to also support progression., These costs are met through the college central budget and are not predicated on any higher fee funding.

### **6.3 Financial support for students**

The College fully recognises the challenges faced by local prospective students and has a strong record of attracting local people into further and higher education from widening participation backgrounds.

Many HE students at the College have progressed internally from FE courses and have built up confidence in the College and its staff, enabling them to overcome barriers to progression to HE such as, low confidence and low aspirations whilst avoiding the costs of living away from home that would be incurred if they studied elsewhere.

The College recognises that the national increase in higher education fees is having a significant impact on local people who are considering higher education, particularly those in Redditch area where there is a history of low participation in higher education.

In 2016/17 the College has created a “BOOST” financial bursary scheme, to raise participation and to impact upon student support. In April 2017, overall College retention rates were at 98%. A significant part of this achievement is related to the 89% retention rate of students who receive financial support continuing in their studies, which indicates a positive beneficial outcome of the “BOOST” scheme. The College will increase in evaluation of financial support schemes to examine their impact on retention, success and the impact on participation from non-traditional backgrounds. In 2018/19 the College will market this scheme in a more targeted fashion to create a financial bursary scheme, that will be for specific targeted groups; Looked After/Care Leavers, Carers, financially disadvantaged and those from low participation neighbourhoods. These will act

as both a draw for participation and a measure to support those who struggle with the financial realities of living independently often for the first time.

6.4 For new and existing students starting in September 2018 the College will offer bursary support; maximum allocations of £2,000 for up to 30 students. This cohort will be monitored and measured for differences in success and continuation, against other control groups.

6.5 Students will be asked to demonstrate their level of need against set criteria. A panel of senior staff from the College will evaluate the applications and allocate the bursaries according to need. It will be made clear to students that this is a one-off payment and there is no guarantee that a student who receives a bursary in 2018-19 will be allocated a bursary in future years.

6.6 The College's eligibility criteria for a scholarship are:

- Normally resident in England
- Have a household income of less than £25,000 (assessed via the student finance application)
- Self funding, not sponsored by an employer, or the NHS or the Training and Development Agency for Schools.
- Looked After/Care Leaver
- Applicants with disabilities
- Applications from other target groups, ie, mature learners
- Resident of low HE participation neighbourhood, based on POLAR 3 data.

-

[http://www.hefce.ac.uk/analysis/yp/POLAR/Map\\_of\\_young\\_participation\\_areas/](http://www.hefce.ac.uk/analysis/yp/POLAR/Map_of_young_participation_areas/)

6.7 The bursaries will be advertised as an integral part of the application and admissions process; information for potential students will be available on the College's website and through induction.

6.9 The College also has financial assistance schemes for all students to assist in cases of severe hardship. Around £45,000 will be available to students requiring financial support.

## **7 Targets and milestones**

7.1 The College will aim to maintain the current completion rate and increase participation in higher education by underrepresented groups. These ambitions will cut across all of our provision both directly and indirectly funded, future

evaluation of the success of these measures will both evaluate the impact across the whole of the HE portfolio as well as that for directly funded provision in isolation.

- 7.2 College Higher Education populations continue to reflect the local community and national trends. It is of particular note that a very high proportion of disabled students and those with learning difficulties attend college provision, this is reflection of the College's mission and values. College will continue to maintain this rich and diverse student population, which is in part, a result of the breadth of its portfolio and study patterns.

- **Mode of Study**

The target for 2017/18 was to increase new entrants on part-time courses by 20 from 2015/16 levels. In 2016/17 this has dropped by 16, although participation in the online FD Payroll programme had increased by around 10%, there were significant decrease in students on IT and engineering part-time courses. For 2018/19, it anticipated that changes to part-time financial support will have had an impact and College will increase part-time numbers by around 5% based on 2016/17 figures. This work will pre-dominantly target improving access but it likely to impact upon progression.

- **Gender**

We with partners from further education and higher education providers through the National Collaborative Outreach Programme for the West Midlands to target school, and populations from low participation neighbourhoods. This will include working more closely through 5 new school-focused projects. Whilst cohorts will be based upon groups identified by the schools, the aim will be to focus on young males, (around 20 – 30 each year for three years), raising attainment at school and ambitions towards higher education. Evaluations measures will include increasing Progress 8 measures for these groups, against predicted results, at the start of the programme. More detailed targets cannot be provided at this early stage of discussions through the NCOP group. This work will pre-dominantly target improving access and progression.

- **Ethnicity**

Black and other minority ethnic groups account for 9% of new entrants to the 2016/17 FT and PT population at the college which is reflective of local demographics. College has previously set targets of 10% of the HE cohort to be from ethnic minority groups. College performance in 16/17 in this area against a back drop of decreasing enrolments, compares well against this target.

The NCOP project listed above will also make an impact on this group. It is not possible at this stage to provide more detailed targets in this realm. Once first year evaluations of the NCOP work have been undertaken, more refined intervention work and resulting targets will be include in future access agreements.

- **Disability**

The Colleges initiatives, (in particular the role of the HE Engagement Officer), in supporting and encouraging students with learning difficulties or learning disabilities has a significant impact on the progression of further education students and the direct entrance of students with disabilities. As listed above in 2016/17, 41% of new entrants on full-time courses and 17% on part-time courses declared a learning difficulty. Whilst evaluations in relation to student success and outcomes are at an early stage, mid-year profiles suggest that this work will also positively impact upon student success, and progression. The target for 2018/19 is for 30 students to be in receipt of this support. Once evaluations of the new service launched in 2016/17 are undertaken, baseline success and achievement rates will be set for new targets to be established.

- **Low Participation Neighbourhoods**

The College will combine the work undertaken through the NCOP project and that achieved through its own partnerships with local schools to target 5 schools that draw students from low participation neighbourhoods to provide mentoring and careers guidance. This work will seek to raise achievement in set groups as identified by the school and in line with the targets set in the OFFA plan. The target is to provide this support to 20-30 students through this schools collaborative project work.

- **Socio-Economic Classes 4-7**

The College will identify, through post-code analysis and the allocation of financial support, full and part-time students from areas and families lower socio-economic status backgrounds, principally NS-SEC 4-7. The target is to work with 70 students from this group in 2018/19. Work in determining how best to identify these groups for support and the most optimal strategies to maximise participation and success are currently in review. Plans for 2018/19 will combine financial support with mentoring, study skills support and interventions that raise ambitions and subsequently positively impact on attainment and progression.

## **8 Institutional monitoring and evaluation arrangements**

- 8.1 The Heart of Worcestershire College has created a clear structure and framework for the evaluation, management and development of the Colleges' HE provision, including its OFFA-funded projects. Arrangements are in place to monitor and evaluate the impact of this agreement and HE provision and to report these annually to the College's Academic board (chaired by the Vice Principal (Curriculum), the Senior Leadership Team and the College's Governing Body.

A whole institution level self-evaluation document is produced annually, which is built upon evaluations at course and subject area level. Existing College

monitoring systems ensuring full equality and diversity of provision will continue under the guidance of the College's Equality and Diversity Committee.

- 8.2 This agreement and the impact of the projects against set targets are subject to a yearly report on effectiveness and monitoring to OFFA. The OFFA Management group is comprised of representatives from financial support services, careers and welfare services, the HE Engagement Officer, the Assistant Principal – Higher Education and Standards and Assistant Principals with responsibility for student experience and college services.
- 8.3 In December each year, the College reviews the impact of its HE fee policy on the recruitment of HE students and reports its findings to HEFCE.

## **9 Information for prospective students**

- 9.1 Clear and accessible admissions information is provided on the College web site. On application a letter will be sent to each student explaining the level of fees, how payments are made, payment systems, the level of fees to be paid each year and financial assistance schemes.
- 9.2 All students are advised of the support available through course inductions and through sessions delivered by the HE Engagement Officer. Marketing campaigns also run across the college.
- 9.3 A Higher Education prospectus is published annually and distributed to local schools and throughout the locality/region and target areas.
- 9.4 HE open evenings and events to encourage and promote the benefits of Higher Education and the full range of support available through the OFFA agreement.
- 9.5 All prospective HE students are given support, guidance and advice in choosing their HE institution and completion of the UCAS application
- 9.6 The College is committed to sharing timely information with UCAS and the SLC regarding fees and financial support.

## **10 Equality and Diversity statement**

- 10.1 The College has considered the impact of this Access Statement in line with the requirements of the Equality Act 2010 and has concluded that there is no adverse impact on any group of people who share a protected characteristic (as defined by the Act). The College will continue to monitor the impact of this Access Statement.

10.2 The evaluation of the success of the above measures will be examined by the college's Equality Group, and included in the Equality Action Plan. These matters are reported to and monitored by college senior staff and Governors.

## **11 Student Consultation**

11.1 Student representatives are met termly at a whole institution level as well as separately at course level. Student representative are also present at the HE Academic Board, where OFFA Agreements and other aspects of the HE quality improvement framework are discussed and approved.

11.2 Students will be consulted about the further implementation of the above agreement and included in analysis of the evaluations of in year success measures so that they can contribute to the further development of the scheme.

**April 2017**