



HEART OF
WORCESTERSHIRE
COLLEGE

HIGHER EDUCATION ACCESS AND PARTICIPATION PLAN 2019/20

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. 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.

1.3 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.

1.4 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 collaborations that inform planning and curriculum from its work with third sector groups, Employers, Councils and other local/regional stakeholders.

1.5 Much of the College's higher education (HE) provision is delivered at the St Wulstan's Building in Worcester and Osprey House in Redditch. These buildings are dedicated to Higher Education, as well as Access and Professional courses and both provide a high quality "university-type" environment. Delivery of higher education

vocational provision, such as sports media, computing and engineering takes place in the College's high quality specialist facilities in Redditch, Bromsgrove and Worcester.

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. 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 Office for Students has been given due consideration. The College also supports fair access to HE by providing potential learners with clear information about its fees and scholarships

2.2 This plan 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. .

2.3 This plan does not apply to:

- Non prescribed HE (HE funded by the Skills Funding Agency such as professional business courses)

2.4 Students have been directly consulted about the ethos in the College's Access Strategy, given the timing for this year's OfS registration they have not been directly involved in the content of this statement. 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. HE programmes have course representatives who ensure that students' views are shared with managers and actions followed up. HE Student Representatives are members of key College management committees such as the HE Academic Board and the Governing Body, where these matters are discussed in more detail.

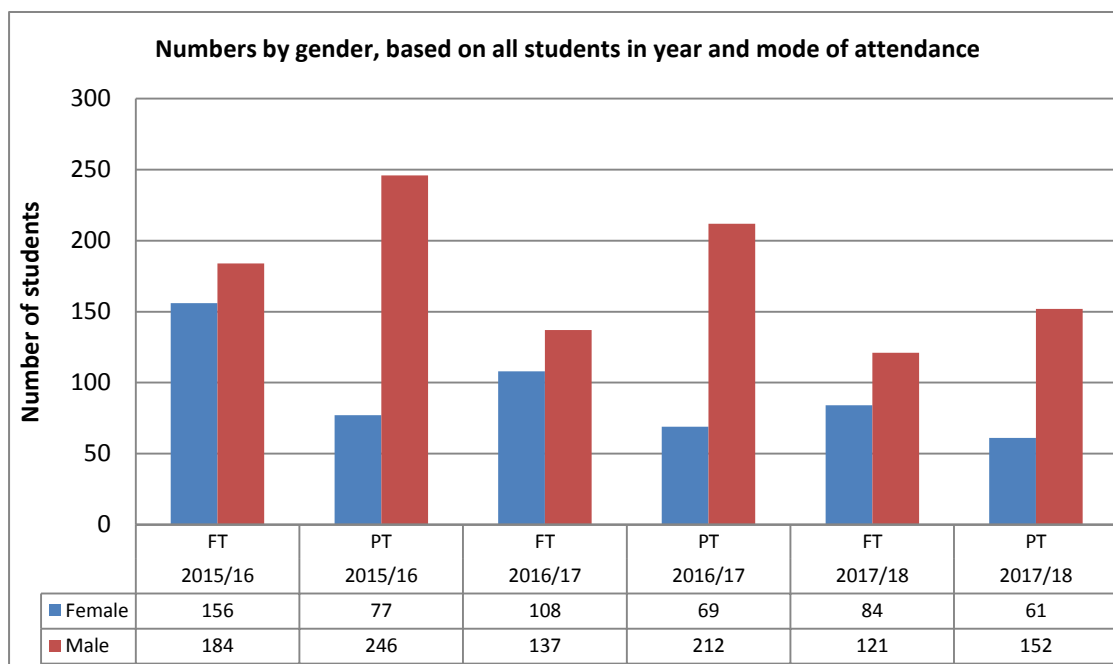
2.5 The College also undertakes local market research to ensure that its HE programmes are competitively priced in the local market place, as part of this we will work closely with the Worcestershire LEP as well as the Greater Birmingham and Solihull LEP.

2.6 The procedures for the admission of students onto HE programmes at the College is outlined in the HE Admissions Policy, available on the College website, 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.

3. Student Demographic and Enrolment Patterns

3.1 In September 2017, 205 students studied on full-time provision and 213 on part-time courses, (classroom-based), across a range of directly and indirectly funded provision. Learner demographics in 2016 are;

- **Gender**

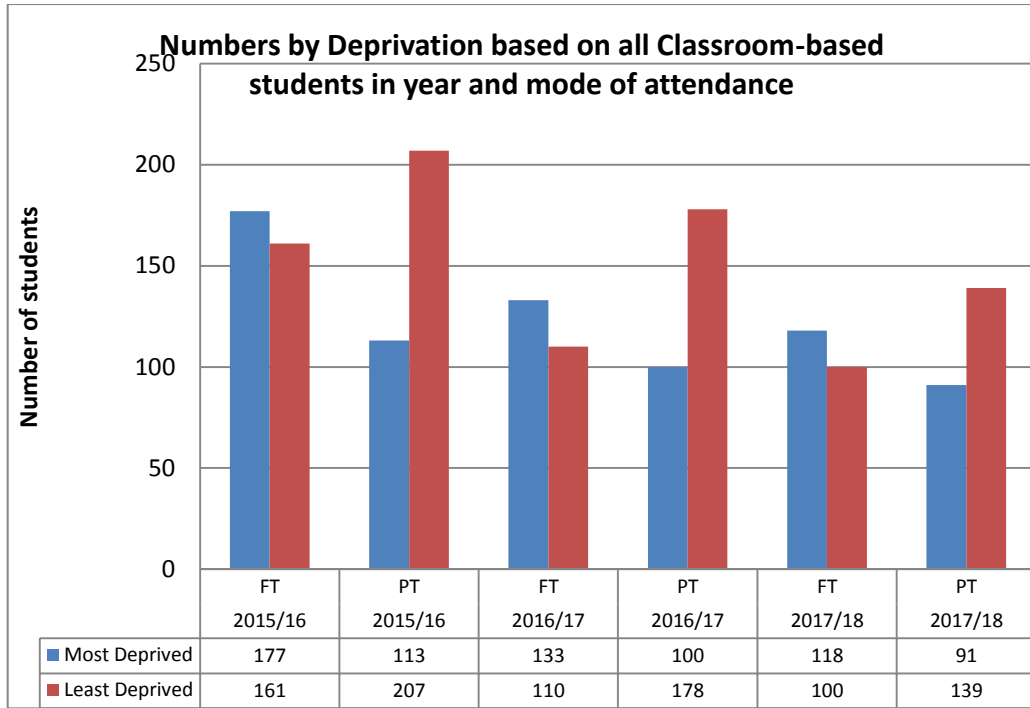


The College has maintained a generally consistent balance of 45/55% between females and males on FT provision and a 25/75% on part-time provision. This is a result of the larger numbers of part-time students on engineering courses which has high levels of employer engagement and thus is representative of the industry demographic. The College's Foundation Degrees in Payroll and Pensions Management have a 70% female profile which has remained pretty consistent over three years. This is reflective of the industry and employee profiles in this sector.

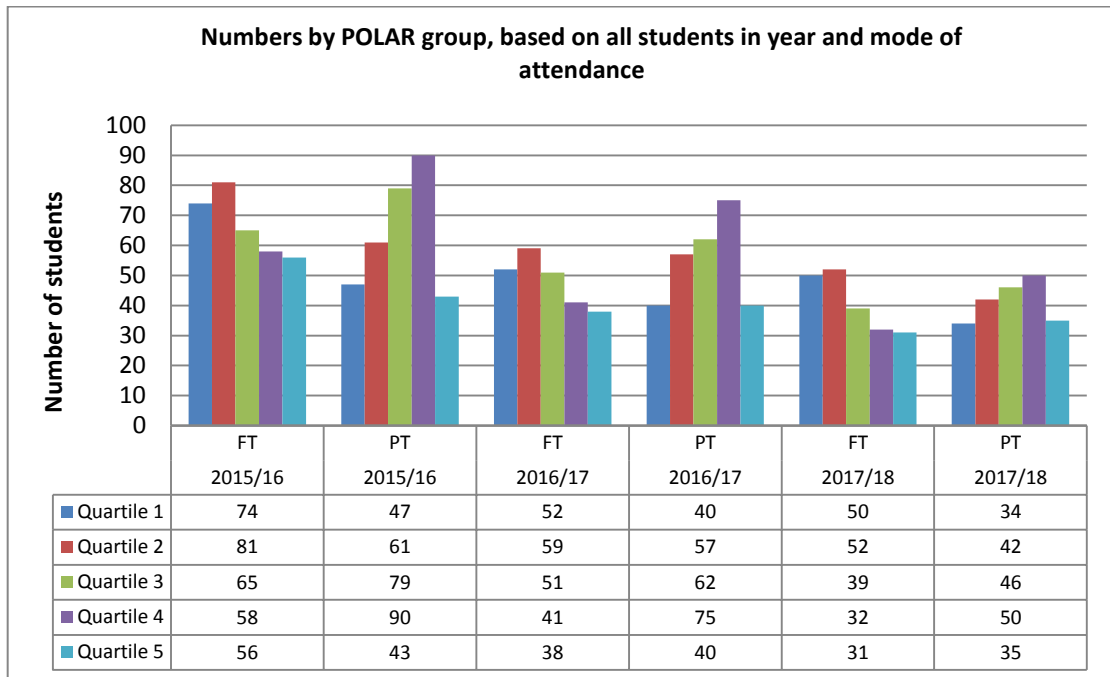
- **Ethnicity** - Black and other minority ethnic groups account for around 11%, (a 2% increase over three years) of the FT population at the College and 6% of the PT student cohort, that study on campus grounds, again this is representative of local and regional demographics. There is a 7.6% BME rate in Worcestershire, in the latest Census Report. - www.worcestershire.gov.uk/download/downloads
- **LDD/Disability** – The percentage of students with declared disabilities and/or learning difficulty make up 24% of the full-time cohort in 2017/18, an increase of 7% from 2015/16 and 14% of part-time learners, 14% increase on 15/16. This compares very favourably with national profiles for this cohort. The increases are as a direct result of increased support for this

group. 14% of disabled people in the UK, hold a degree level qualification. <https://www.gov.uk/government/publications/disability-facts-and-figures/disability-facts-and-figures#fn:9>. HESA data shows that 12% of HE students had a known disability in 2016 - <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

- **Age** – In relation to Access issues - there is an equitable balance of age groups under and over 21 in the FT cohort with around 70% of part-time students being over 21 and 30% under. Again this reflects trends nationally and reflects the higher percentage of part-time students who prefer part-time courses for work/life balances. 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. This is relatively reflective of the national picture. HESA data shows that around 41% were under 21 and 59% over, in 2016. The College is therefore performing well against the OfS ambition to raise the percentage of mature students in higher education. Mature students perform well at the college. TEF results show that Mature students perform in line with national benchmarks for this group. This performance aids progression as well, where Mature students perform well against younger counterparts and the national picture for both Full and part-time groups. The Governments review of destination data measures will help to show the impact college provision has on the level of earned income for these groups.
- **Deprivation** - The College has a strong record of success from its outreach support and work with FE students, particularly in Redditch where there is a history of low aspiration and low progression to HE. As can be seen in the graph below the College has high numbers of students from the most deprived areas, on both Full and part-time provision. This is a reflection of the Further Education cohorts it supports and its ability to raise aspiration in this group that has traditionally lower levels of participation in Higher Education.



There are four census wards in Redditch and 3 in Worcester where young participation is in POLAR 3 Quintile 1. As may be expected from the above enrolment pattern, the College has high percentage of students from POLAR 3 Quintiles 1-3.



4. Fee Strategy

4.1 Fees will rise where applicable in line with market fluctuations, College and Government policy each year. In the 2018/19 academic year FT fees were £8000 for the majority of provision, (excl. BA Social Work)

4.2 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.

4.3 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.

4.2 The College anticipates that in 2019/20 it will spend 27% of the higher fee income above £6,150, £290,000, around £80,000, on outreach, widening participation and improving success activity. This is 12% more than the suggested rate put forward in the guidance.

This is a high level of allocation 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 2019/20 academic year these will be targeted in areas with lower participation rates, based on an impartial careers advice service model. Evidence during the 2017/18 academic year shows that it remains challenging to gain access to local providers to talk about local offers of higher education, but the college will continue to set a target to this end, but work in collaboration with the local external partnerships in achieving this ambition.

4.1 1 Fee limits for new students in 2019

In the 2019/20 academic year, the College will not change its fees for new full time undergraduate students (other than the Social Work Degree Course), maintaining fees at approximately £8,000 per annum for all eligible courses.

The Degree in Social Work will be charged at £8,650. 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 2019/20, overseas students, with a right to remain will be charged a fee of £12,000 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.

4.1.2 Fees for continuing students in 2019/20

In 2019/20, all full time and part time students who commenced their studies in previous years will be subject to the fees set for their starting year and will pay the fee of:

Full time Foundation Degree and HND £8000
 Social Work Degree 1st and 2nd year £8650
 Part time £3,250
 Social Work Degree 3rd year students will pay £8,320
 BA (Hons) Business Management (Top-up) £8000

5. Investment in 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.

The college's commitment to this work is reflected in the fact that the college predicts it will spend around 27% of 2019/20 higher fee income on measures that improve access, support and progression.

Investment in Access, Success and Progression Table

Student Lifecycle Stage	Total Investment	College Investment	High Fee Income Investment	% of Higher Fee Income
Access	£80,000	£70,000	£10,000	2.9%
Success	£150,000	£120,000	£30,000	8.8%
Progression	£60,000	£56,000	£4,000	1.2%
Financial Support	£50,000		£50,000	14.6%
Total	£338,000	£246,000	£94,000	27.4%

As can be seen from participation rates profiles in the previous sections, the college has good and in many cases higher than national profiles rates of participation, by students with disabilities, age, a balanced gender cohort and relatively high numbers of students from POLAR regions and low socio-economic groups.

As a result, the college has adapted previous plans to focus support in areas that will lead to greater success and progression rates for all learners but with a focus on the cohort targets set out in the latter sections of this plan. Thus the college has reduced planned Access expenditure not just in costs terms, but also as a percentage of overall funding, as a reflection of the existing strengths the college feels it has in the Access aspect. Positions like the HE Engagement Officer, now provide substantial support in the Access phase and so attention has been concentrated on success both in terms of continuation but also grade profiles.

5.1 Access

The College's focus on raising the ambition of learners to progress to higher education, as evidenced above, has maintained college HE progression rates above local averages.

The College's 3 year emphasis on raising participation amongst its own L3 cohort to improve the levels of participation in certain districts as indicated by the POLAR data, mentioned above, show signs of success. HE progression rates remain high compared to local averages at over 35% at a whole College level, with some impact on the POLAR and deprivation areas. This will remain a target for work with schools that young people from these areas attend, as well as Heart of Worcestershire College students. Some of this work will be done in collaboration with other providers through the local NCOP strategy.

Ofsted in January 2018 noted that

- *"A high proportion of learners on level 3 programmes go on to higher education"* and listed this as a key strength.
- They found that a key reasons was that *"Tutors provide a broad range of advice and guidance that helps learners to evaluate their future options, both for employment or further study. The vast majority of learners progress on to a range of positive educational and employment destinations"*
- *"The very large majority of learners aged 16 to 19 progress on to a range of positive education, employment or training destinations and around two thirds of learners who were studying at level 3 subsequently progress on to higher education. On adult learning programmes, learners make good progress into further levels of study."*

Whilst these students progress to a number of different institutions regionally, a high proportion undertake higher study at the College.

5.1.1 Working with local schools and communities

The College will continue to promote its' access work with targeted groups within College and communities outside of the College. It is the 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.

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 their pupils.

In response, the College will continue its targeted recruitment activities for potential higher education students, but increase the number of community-based events and those that are directly marketed at parents who may have less knowledge of the variety of pathways available in the higher education sector. 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.

5.1.2 Raising Attainment and Aspiration

In 2016/17 the College piloted a new initiative to raise attainment and aspiration in schools, through a 1-2-1 mentoring model in partnership with a local school in Worcester. The aim was 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 APP-funded work. The success of this venture was used as the basis for a NCOP funded project launched in 2017/18 that works with students from POLAR regions in a similar targeted fashion. It is anticipated that this work will continue in 2019/20 although the focus and type of activity may change based on evidence-based outcomes. At the time of publication the NCOP Partnership is working on establishing key metrics to evaluate the impact of this work in the short, medium and long term.

A similar focus will be taken to students at the Heart of Worcestershire College to raise aspirations and achievement of those 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 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.

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 College Careers Service.

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 higher education, raises aspiration for progression.

The above strategies are all focused on improving the gender and socio-economic participation rate target set out below in section 7.2

These annual programmes also play a key role in the very high percentage of learners with a declared disability that progress to HE and further study. Although it is also recognised that the support provided in this area probably has as significant an impact.

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 seek to trial new part-time and fast track models in business and engineering to attract more students in these areas.

5.1.3 Continuation of existing measures to increase access from under-represented groups

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.

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.

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.

This engagement work is focused on improving the socio-economic participation rate target set out below in section 7.5

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.

Expand the successful trial of Pre-access and Access to HE specialist route programmes that has led to increased enrolments, which in turn will lead to an increased HE population through progression, particularly in under-represented groups. The College has already added new “Access to ...” routes for business and law, with Access to Teaching planned for this year.

5.1.4 New measures from September 2019

- A Pathways to Progression event targeted at parents and employers. This event will provide information on apprenticeships routes and professional courses that lead into higher education, as well as traditional vocational and technical education routes.
- It is anticipated that around £80,000 will be spent on outreach work in 2019/20. £10,000 of this is APP accountable funding, 2.9% of HFI income.

5.2 Student success and progression

Analysis of Performance and Trends

Overall continuation rates as listed in the TEF Core Metrics for the College, show a positive flag. College rates are at 85% against the national benchmark of 84% for full-time learners. This positive difference is even greater for part-time students where college rates outperform national benchmarks by 20%. TEF split metrics show that this has a positive impact on disabled students in particular.

Completion and achievement of all students 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 course and whole College level through the Academic Board.

Completion rates are equitable between males and females. Female part-time completion rates do have a historical trend of lower achievement over a three year period of around 5% annually, although it is also important to note the significant difference in the female/male ratio of approx. 1/3. Conversely, part-time females have higher achievement rates than their male counterparts, this trend is not found in FT student groups.

Over the last three years completion rates for students with LDD have been higher than those students without a declared disability on FT courses. On PT courses where there are smaller cohorts, there has been a slight decrease. It is important to note that this is not students claiming Disability Support Allowance but any students who declare a disability. Both FT and PT LDD students have increased achievement over their Non-LDD counterparts, thus the belief that College strategy has been successful in reducing the achievement gap of this group against other cohorts.

In examining trends based on ethnic groupings, the relatively low, but geographically representative, enrolments make a significant impact on statistical measures. However, even in this context completion and achievement rates remain comparable between BME groups and White cohorts.

Students from POLAR Quintiles 1-3 show that these students perform as well as other quintile groups, with no trends over a two year period. The College is proud to aid this nationally disadvantaged group achieve at levels similar to counterparts from more advantaged areas. College completion and achievement rates at 90% are high for the higher education sector, which is further evidenced by the college TEF Silver rating.

The TEF metrics suggest that the college has lower levels than expected of students progressing into highly skilled employment. This is due to the impact of the large number of FD payroll students who go onto to become payroll managers as they wish but this is not classed as a SOC 1-3, See Heart of Worcestershire College, TEF submission for more details.

5.2.1 Continuation of existing measures to increase the impact of support on under-represented and vulnerable groups

The HE Engagement Officer post, created three years ago, has been immensely successful in raising students with disabilities continuation and achievement rates.

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 placed upon them for on

programme support to raise success and importantly improve progression outcomes. The success seen above has become the foundation for expanding this model to other potentially vulnerable groups. Mid-year measures in the 2017/18 year, (The time of publication of this APP) indicate that there has been a similar impact on other vulnerable groups, including those with a Looked-after Care History, those with care responsibilities, and students who declare or develop mental health issues during their studies. These students; and their success in continuation and progression, are being continually monitored and evaluation to adapt interventions and build on good practice.

5.2.2 New measures from September 2019

- Focused support from enrolment for students on FT courses who declare their ethnic status in a BME category, to examine if there are features of their experience or support that could be improved to impact on achievement and completion rates.
- Identification of females on PT provision who may be at significant risk of withdrawal or no-completion and to proffer support in their academic studies or financial support, based upon an assessment of need.
- It is anticipated that around £150,000 will be spent on measures to raise achievement rates. £30,000 of this is APP accountable funding, 8.8% of HFI income.

5.3 Progression

Where appropriate programmes have worked with HEIs to develop progression routes for students who wish to top up to degree status.

The College annually employs i-Graduate to capture the destinations of students, through the Destination of Leavers of Higher Education Survey. Results from the latest survey, that collected information on the destination of leavers in 2015/16 shows that 94% of students contacted were in positive destinations. 76% were in employment with a median salary of £25,250. These results show that there is good progression from college higher education provision.

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.

5.3.1 New measures from September 2019

- The College will launch its new Careers Strategy in 2018/19 which will include making specific offers of support and advice for higher education students. Students have feedback that they would welcome support with interview skills and further insight into improving their CVs. These along with other guidance will form the main part of the College's improved offer. This work will be particularly focused on ensuring students with disabilities have a better understanding of potential progression pathways, as set out in Target 7.4.
- It is anticipated that around £60,000 will be spent on progression. £4,000 of this is APP accountable funding, 1.2% of HFI income.

6. Financial support for students

6.1 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.

The College has created a "BOOST" financial bursary scheme, to raise participation and to impact upon student support. On average, over three years, 89% of students who receive financial support continue in their studies, which indicates a positive beneficial outcome of the "BOOST" scheme. Qualitative feedback shows that students value the support and the termly payments. In order to build on this success, it is anticipated that the BOOST scheme will continue in 2019/20, but the exact nature of the scheme will be based on analysis of success in the 18/19 year.

6.2 The College now evaluates the impact of financial support schemes on retention, success and the impact on participation from non-traditional backgrounds, for future years. At this time, analysis of retention shows that students who receive financial support have achievement rates around 3-5% higher, than those that don't. The College will continue to provide access to hardship funds in a more targeted fashion for specific 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. Financial support will also be analysed by the POLAR region students come from and the graded outcomes they achieve.

A panel 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 one year will be allocated a bursary in future years.

6.3 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, i.e., 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/>

6.4 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, marketing and at induction.

6.5 The College also has financial assistance schemes for all students to assist in cases of severe hardship. Around £50,000 will be available to students requiring financial support. This equates to 14.6% of HFI income.

7. Targets and Milestones

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.

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. The 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.

7.1 Mode of Study

The College target to increase part-time numbers has been achieved over the life of previous Access and Participation Plans. No new targets will be set for 2019/20 until a fuller review of the curriculum takes place and new programmes are in place. Once these are established, enrolment patterns will be examined to see how marketing can be targeted effectively.

7.2 Gender

We, with partners from further education and higher education providers will continue to target schools, 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, raising attainment at school and ambitions towards higher education. More detailed targets cannot be provided at this early stage, as the focus of the future of the local NCOP group, has not been determined. This work will pre-dominantly target improving access and progression.

7.3 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 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 plans.

7.4 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. All students in receipt of DSA now engage with this support, in addition to that provided by their DSA allocation, regularly.

In accord with the new College Careers Strategy, work to ensure all students are aware of this offer. Until data from the DLHE survey becomes more refined and links against students' disability status, localised college-based arrangements for tracing predicted student destinations from this cohort will be implemented by the HE Engagement Officer.

7.5 Low Participation Neighbourhoods

The College will combine findings from 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. This work will seek to raise achievement in set groups as identified by the school and in line with the targets set in the APP plan. The target is to provide this support up to 20-30 students through this schools collaborative project work.

7.6 Socio-Economic Classes 4-7 – Deprivation Category Cohorts

After analysis by deprivation; through post codes, against national benchmarks, the College has established that it has a strong impact in access and success for these students. The next stage would be to examine the progression of these students into employment or further study. The DLHE survey is likely to be part of a government-funded initiative in this year and so this will provide benchmarks for this group to build an intervention strategy around.

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 Access and Participation Plan projects. Arrangements are in place to monitor and evaluate the impact of this plan 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.

8.2 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.

8.3 This plan and the impact of the projects against set targets are subject to a yearly report on effectiveness and monitoring to the OfS. The College APP 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.

9. Information for prospective students

9.1 Clear and accessible admissions information is provided on the College website. 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. The published version of the Access and Participation Plan will be made available in accessible formats on the college website.

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 Access and Participation Plan.

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 regularly at a whole institution level as well as separately at campus level. Student representative are also present at the HE Academic Board, where the APP 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 plan 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 2018

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

The college does not currently intend to raise fees beyond the levels stated in this Resource Plan for the 19/20.

Full-time course type:	Additional information:	Course fee:
First degree	BA Social Work - (18/19 Onwards - High Fee)	£8,650
First degree	BA (Hons) Business Management (Top-up)	£8,000
Foundation degree		£8,000
Foundation year / Year 0		*
HNC / HND		£8,000
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree	- BA (Hons) Business Management Top-up	£4,000
Foundation degree		£4,000
Foundation degree	- Payroll/Pensions Management - Distance Learning	£3,234
Foundation year / Year 0		*
HNC / HND		£4,000
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Part-time	Other statistic - Part-time (please give details in the next column)	Since 2012 fee increases the number of part time students entering HE has fallen dramatically across the UK. It is our intention to regrow part time numbers at a compound growth rate of 5% per annum throughout the period.	No	2015-16	969	1125	1180	1180	1180	NA	No. of part time students - Target to have been achieved by 2022/23
T16a_02	Student success	Other (please give details in Description column)	HESA T1c - Low participation neighbourhoods (POLAR3) (Young, full-time, other undergraduate entrants)	The College has successfully run a personal tutor system for disadvantaged FE students over the last two years and this has dramatically improved student success amongst disadvantaged students. From 2015 -16 this system will be extended to include progressors and new entrants to our HE programmes.	No	2015-16	30	70	80	85	85		No. of disadvantaged students supported throughout their studies by a personal tutor - Target to have been achieved by 2022/23, with system part of college support environment
T16a_03	Student success	Disabled	HESA T7 - Students in receipt of DSA (full-time, first degree entrants)	Direct on-programme support for all students who indicate they have a disability and particularly those receiving DSA.	No	2015-16	4	30	30	30	30		Target to have been achieved by 2022/23, with system part of college support environment
T16a_04	Access	Low participation neighbourhoods (LPN)	HESA T1c - Low participation neighbourhoods (POLAR3) (Young, full-time, other undergraduate entrants)	We will work with targetted learners who LP postcodes, mainly but not solely in the Redditch region, where HE participation is at it's lowest. This work will be with learners in the institution.	Yes	2015-16	0	20	25	30	30	30	Work in collaboration with local NCOP programme, targets beyond 2020 will continue to be reviewed and updated
T16a_05	Access	Gender	HESA T1c - Low participation neighbourhoods (POLAR3) (Young, full-time, other undergraduate entrants)	Given the national reduction in males in HE, we will be targeting males students from Level 2 and 1st Year L3 groups to ensure they have clear progression pathways in mind.	Yes	2015-16	0	20	25	30	30	30	Work in collaboration with local NCOP programme, targets beyond 2020 will continue to be reviewed and updated
T16a_06	Progression	Disabled	HESA T7 - Students in receipt of DSA (full-time, first degree entrants)	Targetted Careers Work to provide every student with a Careers interview that creates an entrance to work or further study pathway	No	2016-17	0	10	15	15	15	15	The DLHE survey data will be used to analyse the progression rate of disabled students into work and study pathways. The ability to assess impact of the work can not be assessed until 2019-20

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	Work with schools and other organisations, wherever possible in POLAR regions, to raise aspiration towards HE. This may include work with Primary and Secondary schools, which will be difficult to measure direct impact on access to HE. Some of this work will be through the local NCOP group.	Yes	2015-16	0	3	5	6	7	7	Targets reflect the number of organisations where events have taken place or where closer partnerships work will occur. Wherever possible targets will focus on increasing the aspiration of participants towards HE. To raise final attainment against the attainment predicted at the start of the project. At the end of 2017/18 we will begin to assess the impact and focus of the schools work , in order to draw up more quantitative targets such as improved grade average, percentage progression to next level of study, etc