

Annex A - 2019-20 access and participation plan provider template

Preston College

2019-20 access and participation plan

Assessment of current performance

Currently, the College Higher Education (HE) provision is largely employer/employee focused with a strong aspect of the provision being focussed on career development. The current mix of students at the College studying level 3 and below, reflect closely the diverse community that we serve with 43% of students from disadvantaged areas and 25% of learners from an ethnic minority. There are currently limited progression opportunities to HE for students studying at the College at level 3 and below, with the resulting impact of the college having underrepresented learners within its HE cohort. This can be seen from the trend analysis over 3 years.

The college has a 3 year trend of the majority of its students coming from English / Welsh / Scottish / Northern Irish / British backgrounds. As such students from a variety of ethnic backgrounds are underrepresented within the HE provision. The second largest cohort is Pakistani closely followed by Indian. In recent years there has been a declining trend in enrolments from this group as indicated by the table below;

Year	English / Welsh / Scottish / Northern Irish / British	Pakistani / Indian
14/15	81%	14%
15/16	83%	10%
16/17	83%	9%
17/18	85%	4%

The college is a College of Sanctuary and runs a significant and successful ESOL provision, but the progression to HE has not occurred for these groups of learners to date.

The college has positively impacted on the of enrolment of mature learners with only 35% enrolled on HE programmes in 14/15 compared to 66% of the cohort now enrolled on existing HE programmes.

Currently, the college does not attract a large cohort of learners from areas of low higher education participation which is in contrast to its FE student cohort. Enrolments on HE courses for those students from a deprived area has decreased over 4 years from 38% to 26% in 17/18.

The data from the TEF identifies that those learners from the areas of low higher education participation rates (quintile 1-2) are studying on full-time programmes. These learners account for 36% of learners across the 3 year period as demonstrated in the table below;

POLAR	1	25	16%
	2	30	19%
	3	35	22%
	4	40	25%
	5	30	18%

The withdrawal rates from those students who live in areas of low higher education participation has now closed with no gaps identified. There are gaps in achievement rates with learners from deprived areas not achieving as well as those learners from non-deprived areas. This is demonstrated through a 52% gap of those achieving the top grades - 1st equivalents. The cross-section of data is limited due to the low participation rates of those from an ethnic background, or those from the protected characteristics. Mature learners perform better than the young graduates at the college with 68% of mature students achieving high grades in 16/17. This is reflected across the country where benchmark data which has been published identify 67% of mature graduates achieving first or upper second class degree.

Progression to employment and further study is a key area to promote for the college to its cohort. Analysis of the TEF data identified that there has been a decrease in BME students going onto employment or further study from 95.7% to 85.7% which is not the same for those students from a white background which has remained static. This is reflected in the drop in this cohort which is where the access and progression investment will be targeted. Those students who have declared a disability have not been included within the metrics due to the response rate being too low.

The college has not collected all the data required for all categories and this will be addressed this year, due to us not previously completing OFFA agreements.

Learners who had declared disabilities from 2014 have completed and have achieved better than those who have not declared. The college does have learners who do not declare that have not continued with their studies.

The college has updated its quality framework to incorporate the strategic approach of continuous improvement and this is now described as the 'Preston's Approach to continuous improvement'. The access and participation plan will form part of the cycle of quality meetings where the targets and milestones will be reviewed continuously to ensure that the activities put in place has a measureable impact.

Through the review process the college will ensure that gaps are reduced across the student lifecycle and where these are not reducing practice will be improved. Key stakeholders will form part of the review process through the engagement of students and employers. An annual review will ensure that investment is prioritised to the areas with greater inequality which may change annually based on the live data of the college.

The college will develop its data set to ensure that it has the ability to analyse the intersections of characteristics across groups and will draw further on sector based data and research.

The college has adopted a theory of change model to its access and participation plan in that it has considered the gaps, analysed what needs to be changed and identified key steps to bring about this change. The ultimate goal is to ensure that the college reflects its community within its HE provision and to achieve access and participation for all.

The results from the ongoing evaluation will be communicated at the HE and Skills Sub-Committee of Quality and Standards Board meeting alongside the monthly college management meetings. Findings will come from application, enrolment and achievement data which gives the college the quantitative information to evaluate the impact of key activities. In addition qualitative information will be gained through student voice to assess the progression and success impact measures. Focus groups will be held within the community and through schools liaison to ascertain the impact of access activities.

Ambition and strategy

Preston College is firmly grounded in its community and plays a significant role in supporting young people and adults in developing their knowledge, skills and education in preparation for employment, career advancement or further study. Preston College provides the culture, environment, facilities, resources and services to enable learners at all career stages, to make effective progress and contribute to a thriving local economy. Preston College does and will continue to play a critical role in the place making and regeneration of Preston City and the Central Lancashire City Deal area. The college is committed to widening participation, providing opportunities for all learners to achieve and progress.

Preston's College is proud of the inclusive nature of its intake, which reflects the town's growing diversity and population change. We have recently reviewed our Equality Policy in line with the general and specific duties outlined in the Equality Act 2010. We have Corporate Equality Objectives which are set for 4 years and reviewed annually by the Corporation Board. The measures outlined within this plan will complement the college Equality and Diversity Strategy Group and the measures will support the achievement of the Equality objectives. The college has ensured that the plan is underpinned by the Equality Act so that no one is directly or indirectly discriminated against.

Preston College has a clear mission and vision, and is clear in its strategic positioning both within the education and training sector and geographically, in its accountability to its City and region.

The College has 3 main area of business:

- Community provision
- Technical professional and higher level skills
- Apprenticeships and employer based training.

Our Mission is 'Creating THE most employable learners':

In working to deliver to our key strategic objectives, we have very much aligned our curriculum offer to regional and local economic needs. Significant focus is placed on developing practice in Teaching, Learning and Assessment in recognition that this is at the core of our provision, and the recently published 'Preston's Approach' to Teaching, Learning and Assessment reinforces our commitment to continuous improvement and development in this area. Our provision not only supports learners to achieve formal qualifications, but to also develop the skills and personal qualities that employers need and want. Maths and English development is prominent across all areas of the college curriculum and we recognise the importance of these subjects in relation to qualification success, but also in supporting and enhancing the employability of our learners.

In-line with our mission, we continue to deliver:

- A high quality overall learning experience.
- Quality teaching, learning and assessment at the core of our activities.
- Exposure to the world of work, professional CPD and enhancing employability skills for our learners, all focussed on clear career pathways.
- A critical role in the regeneration and forward planning of Preston City and its surrounding areas and the region.
- A sustainable, effective and financially sound business.
- A highly responsive approach to markets; where appropriate by operating through focused, separately branded operations, including the creation of effective partnerships.

The Preston College curriculum portfolio focusses predominantly on Technical Curriculum Pathways which range from levels one to seven across both college-based provision and apprenticeships. We actively engage employers and sector bodies in supporting curriculum content, design and delivery and in-line with our college mission, we place great emphasis on learner progression, whether that be into further study or directly into employment. The college currently delivers a significant provision at level three, including full-time technical qualifications, apprenticeships and a number of Access to Higher Education programmes in key priority areas including Health and Science, and we are working alongside the University of Derby to validate a range of Degree programmes in order to better promote and support effective progression from across our learner cohorts.

The University of Derby is recognised for its strength in the delivery of applied learning. This key partner was recently awarded TEF Gold for the quality of provision offered and the alignment of learning to employers and employment. The college curriculum and approach to delivery and engagement very much aligns with that of the University, and our combined aspiration to promote growth and support the widening participation agenda has supported this effective collaboration.

Significant work has been carried out to align the college curriculum to regional demand and key LEP priorities, and sector body and employer engagement has supported significant improvements in terms of curriculum design, content, delivery and assessment. This enables the college to maximise opportunities for our learners, and support and often facilitate, progression into employment.

Currently, the College HE provision is largely employer/employee focused with a strong element of 'in career' development. Whilst this is important and will continue to be a strong part of our offer, it is also essential that we extend our broader HE programmes in recognition of the fact our current learner profile does not match that of the overall college cohort or importantly, that of the communities we serve.

The college recognises and understands its key learner groups and will ensure our strategic approaches to growth and development of HE provision is reflective of this. These key learner groups can be summarised as follows;

- 16-19 learners progressing from full-time level three studies
- Adult learners who have returned to study and undertaken an Access or HE (or equivalent) qualification.
- Adults in Employment who are wishing to upskill
- Apprentices looking to progress on to Higher or Degree Apprenticeship programmes.

Facilitating access for these groups is a key focus and we will continue to work closely with employers and our learning community to raise awareness of the impact of higher level skills development in promoting access to employment and career development. Alongside the proposed growth in full and part-time learner numbers, we aim to grow the provision of Higher and Degree Apprenticeships across key employment sectors including Engineering, Construction and Health.

Widening Participation is a fundamental element of the college strategy and we are passionate about ensuring that students from under-represented groups and those from disadvantaged backgrounds have fair access to higher education. A key aspect of our strategy is to build aspiration and achievement through our continuing focus on access, participation, student success and progression. The college embraces a responsive approach to student support, intervening early in relation to student challenges to maximise success for all.

In relation to our access and participation plan, the college will work with vigour to impact positively on the underrepresented groups identified from our assessment information. This is critical in relation to our standing as a community college and is a key aspect of our equality and diversity policy, where our impact and performance against key objectives is monitored at College Management Team and Board level. The Vice Principal for Quality and Head of Quality are responsible for the delivery and monitoring of this plan. Monitoring and evaluation against the targets outlined will be measured utilising internal live data alongside external data such as TEF, DLHE, and Unistats incorporating LEO data. The reporting of the progress will take place through the HE quality and standards group, chaired by the Principal and CEX of the college. This will feed through the governors HE quality and standards sub group which ultimately reports to both the main governing board and the Audit and Resource committees. To ensure initiatives put in place are having the desired impact this will feed into the annual institutional report and action plan which will ensure that the outcomes are being met and activities can be prioritised. Throughout the academic year monthly performance meetings are held, where the live action plan will be monitored by the Head of Quality to ensure activities are robustly monitored and have the ability to be altered if impact is not being seen.

The nature of the current provision, which has altered over the last 3-5 years, has meant that we now attract a decreasing proportion of our HE students from ethnic backgrounds (4%

within the 17/18 year against 14% in 14/15) and from low higher education participation areas (now 26% against 38% of our HE students 4 years ago).

The college has agreed some ambitious targets, and we will;

a) Increase learner numbers by 207% by 2022/23 by enhancing its breadth of provision, improving learner progression and further strengthening its relationships with local and regional employers.

b) Raise participation for those learners from an ethnic background by 17% by 2022/23.

c) Raise participation for learners from areas of low higher education participation by 12% by 2022/23.

d) Raise the high grade achievement for young graduates by 14% by 2022/23.

Work has been ongoing with our key University partner, the University of Derby to create a range of course provision that will enable the above strategic intent. The enhanced partnership will create a strategic drive that:

- Will use our reputation for widening participation to enable access into HE that improves retention and progression for students regardless of the educational pathway the learner is on.
- Offer a high value Higher Skills response for employers and learners through true collaboration.
- Contribute positively to the local economy, economic and social benefit and impact.
- Provide access to excellent facilities and resources.
- Have a focused approach to grow our sustainable Higher Education income stream.

Student engagement is a key area of focus for the college and work has been carried out to engage learners in the development of the plan. Last year saw a HE learner join the governing body and there will be an additional place on the HE Quality and Standards subcommittee. Learner Voice is a central part of the tutorial system and through this learners raised their views regarding aspects such as progression opportunities, student support and support for high grade achievement. The resource plan reflects the student view and this will be monitored through the learner voice activities in the next academic year. The newly appointed HE coordinator will facilitate these discussions and ensure that learners are part of the implementation through to evaluation of the plan throughout the academic year. This will feed into the HE Quality and standards subcommittee.

Access, student success and progression measures

As a Further Education College located in Central Lancashire, the College already works closely with state funded schools in the Preston area to support progression and transition into Higher Education. Several members of the College's Management Team are also members of Governing Bodies of schools in the local area, contributing their knowledge and expertise to improving management and enhancing outcomes for pupils. In addition, the College works closely with partner schools to provide taster days and technical school link provision.

Recruitment to HE programmes is supported by flexible delivery, widening participation activities and excellent links with employers. This opens up opportunities for part time and mature students and facilitates the use of the programmes within Apprenticeships which is a key strategic drive for the college. It can be seen from the data that 66% of our HE cohort are part time mature students. It is planned that the college will improve the process for analysing the data about students. This will include improved reporting from existing tracking systems. The College intends to further expand on it's the current programme of outreach activities. These current activities include the following activities:

- Visits to local schools to raise awareness and aspiration
- College based events such as taster days and open events to build confidence
- 14-16 School Links and ESOL discrete provision
- Primary and Secondary engagement, competitions, visits and access to college facilities
- College based progression events to raise awareness and build confidence, particularly in those who may not previously have aspired to higher education – Progression Ready interviews
- Events for parents and carers to raise awareness of opportunities
- University visits and increased access to national events and competitions
- Master classes for Key Stage 4 & 5 learners to improve attainment
- School engagement links – English & Maths development
- Employer & Engagement - Account Management
- Strong community engagement

The College intends to increase the depth and breadth of access and outreach activities to include specific activities for 16-18 students on Level 3 programmes and targeting those internal Level 3 students from underrepresented groups to encourage participation in HE. This is in addition to the data monitoring systems identified above and the expansion on the programme of advice and guidance for parents and carers and liaison with employers to ensure they are aware of the flexibility of the HE offer.

A key focus for the actions will be to raise the aspiration and progression from underrepresented groups, such as those learners from ethnic backgrounds and refugees, in the Colleges on Level 2 and 3 programmes. This will take the form of an ambassador scheme supported by existing HE students & Higher/Degree Apprentices. This will be a new activity as a result of the increased revenue from tuition fees. In terms of student success strategies, the college has performed very well with continuation rates well above national averages, particularly on part time programmes. There is little variance for underrepresented groups, but the college intends to use the improved data to inform additional targeted support where it is most needed to remove barriers to learning.

The College prides itself on the way support for students is structured to support individuals and further enhancement of this activity is planned for 2019/20. This is an important part of the approach which enables the achievement of excellent outcomes, learning gain and high grades for those underrepresented groups. As students are in small tutor groups, the personal tutor is able to build up an effective working relationship and ensure that needs are

being met. Targeted and more specialist support can be provided through central college support systems and the dedicated co-ordinator for pastoral support for HE students. The increased monitoring will also facilitate the identification of students who may not have applied for DSA and who would benefit from doing so.

The College also intends to enhance induction and study skills support so that it becomes more tailored to the needs of individual students and so that there is improved co-ordination of cross college activities. The increase in fees will enable project groups to be established targeted specifically at the achievement of young graduates.

As part of the college's University and Career Pathways strategy we have developed Higher Education pathways which will have a targeted approach to markets. This will ensure that the needs of the resource plan will be met, by opening up opportunities of new programmes to learners identified in our ambition and strategy section.

The College has invested into expanding its careers advice function in 2017/18. This activity will be embedded in the tutorial system for all HE learners and target the progression resource identified in the plan. This will provide a stronger programme of support for HE students both around careers information and also around further programmes of study. This will also be further highlighted in all information to prospective students.

Support is offered to students of the Group in a variety of ways. Learning Support Coaches provide support on a 1:1 basis helping to break down personal, social and economic barriers to learning. Where appropriate the team signpost learners to both internal and external agencies to offer appropriate advice and support when required.

The advice and learning centre teams offer group tutorials, booked appointments and a drop-in service for confidential and impartial information, and advice guidance services. In 2016/17, a careers service was launched to provide further support to students to progress to higher education, higher apprenticeships or into employment this service will be further developed as part of the College's Career Strategy.

In order to address the issues identified within the agreement, additional staff and funds will be made available between academic years 2019/20 and 2021/22. Provision will be made for additional services and budget for projects based on targets that impact on the groups identified. The initiatives listed below will be introduced from 2019/20 onwards:

- HE Student Support Co-ordinator (pastoral)
- HE Co-ordinator
- Work placement Officers
- Career Advisors
- Financial support for hardship
- A fund will be set up to provide bursary monies to support study and buy specialist equipment
- Sponsorship Programme

- Low fee strategy
- HE Sub committee for Quality & Standards Governance
- School Links development and engagement programme
- University and Technical Pathways strategy

The College will continue to work collaboratively with Schools, Universities and other providers, this will help target additional long term HE outreach and attainment raising activity, to enable further Access to HE, to underrepresented groups within Central Lancashire.

The college has robust monitoring systems to track student progress and progression. Students intended destinations are recorded at enrolment aged 16, which will help us monitor the impact of access activities of participants, as we are able to track their progression to university, employment or apprenticeship whether at the College or elsewhere.

Analysis of the longer term impact will be undertaken at various stages of the student life cycle to ascertain the success of progression and success activities, utilising the following quantitative and qualitative data;

- progression rates from both classroom and work based pathways
- local school progression tracking
- non-continuation rates (i.e. the proportion of our first year students who do not return the following September, either joining another university or leaving altogether)
- student withdrawals figures, continuation rates and progression –monitored through school performance meetings
- numbers graduating from the different minority groups
- progression rates from key stage 5 to Higher Education
- achievement of a 'good degree' – students attaining a first or a 2:1
- number of students applying, receiving an offer and registering at College across the different targeted groups
- ad-hoc emails or verbatim comments from students using our services levels of engagement in each of the services e.g. Careers, Support and Enterprise
- student engagement – through monitoring use of online resources including Canvas and monitoring of webpage hits, and physical use of the Learning Centres
- feedback received through the Student Voice – internal student surveys
- student satisfaction through NSS score
- employability through destination tracking

Investment

The College has continually invested in the widening participation agenda which has had a positive impact on the strategic ambition, this has included raising the participation rates of mature learners and improving the achievement rates of learners who have declared a disability and reducing withdrawal rates of full time programmes.

Part of the monies will be utilised to ensure success and achievement of the learners, particularly looking at learners who have come from a low participation area as indicated within the resource plan. Through the initial assessment it is clear that these learners do not achieve as well as those learners from high participation areas so this under-represented group will be targeted. The investment will go towards part funding of a Student Manager post whose role will be that of a pastoral and welfare officer to these learners. This will ensure support is given throughout the programme externally to the course team that is bespoke and can advise on matters such as finance, study support and progression opportunities. Group sessions looking at progression will be led by the student manager along with the tutorial programme that will analyse target grades and whether students are on track. This will indicate any at risk factors that learners need to be supported with to ensure they succeed.

Study skills programmes are currently offered by the central library resources, however this is done on a face to face basis and often not at the most opportune time for the learners. Through learner feedback we will be investing in ensuring there are short online training modules that students are able to access at any point in their programme and at any time to support the study skills required. Face-to-face development will still exist through the library and embedded within the delivery of modules but the blended learning approach will ensure access is given day and evening. Materials will be developed with input from current students and will be audited once finished with student input.

A key aspect of the college vision is to ensure students progress to final year programmes, achieve career progression or become employed. Destination data identifies the college had positive progression to employment but continued investment to support students to further study or career advancement is still required to ensure that all students progress in their chosen field.

The college will ensure it continues to work with employers to support the delivery of the curriculum and student initiated projects, but will enhance this by creating activities that raise aspirations for those learners who are from a low participation area. In addition all courses will have links with local employers who will have direct input into assignment and project briefs.

Placement opportunities or work-based modules will be included in all programmes ensuring that full time learners engage in industry based visits and/or placements.

The College will operate its admissions procedures that positively promote access to learners with protected characteristics or underrepresented groups. The College has a dedicated College Administration team who are responsible for receiving applications via UCAS for full-time UCLan programmes and via College applications for part-time programmes, University of Derby programmes and Pearson programmes. It is the College Administration team's responsibility to enter accurate data onto the College's database and pass applications to academic staff for decisions. The Administration team will, when requested, arrange interviews or auditions for students in consultation with academic staff. Admission to a programme is based on the academic judgement that the student should be able to fulfil the

learning outcomes, with support, if appropriate. Where required, reasonable adjustments will be made to assessment methods used in the selection process to ensure the provision of equal opportunities for applicants with disabilities or learning difficulties.

The College's approach to admissions for Higher Skills courses across our franchised (courses run by us that are run at other HEIs), validated (courses that are offered by Preston's College only but validated by an awarded HEI) and awarded (courses that are offered by Preston's College and are awarded by Pearson) has made every effort to reflect the wishes of our awarding and validating partners but where there are differences in admissions procedure, the College will follow the tenets of the College's Admission policy for all cases.

In collaboration with our University and stakeholder partners, higher education is central to our ambition to making our learners the most employable.

Widening Participation is a fundamental element of The College's Strategy. We have invested in a HE Co-ordinator to support access to students and oversee the admissions processes. This role will also support HE students throughout the learner cycle to support students' future goals and progression to employment. Student Voice and focus groups with FE Students and HE students are undertaken with different groups to identify issues relating to progression into the next steps of higher learning and support our student provision packages.

A key part of curriculum growth strategy for each curriculum area is to set challenging targets to increase internal progression which directly links to investment and financial support within budgets, strategies include:

- Raising Aspiration activities to encourage non-traditional entrants to engage with higher education this can include guest speaker, industry and university visits, and career plan pathways targeting (low socio-economic students, care leavers, returners to education, young males, ESOL students with language barriers and students from low participation neighbourhoods)
- To continue to review the low fee strategy, sponsorship and bursary encouragement process so as not to put up barriers to widening participation and raise retention and attainment
- Initiatives in collaboration with the Eric Wright Foundation and Leyland Trucks aimed at supporting students particularly young males into University and Technical Pathways directly linked to Career pathways in Construction and Engineering from level 1 to level 6.

External links (such as District 6 Heads meeting), employer and stakeholder engagement are fundamental components to the growth strategy for Higher Education. The college has strong school links both at Primary and Secondary with a growing 14-16 curriculum offer and participation. The College is committed to continued investment to support students into Higher Education through the College's Careers strategy.

The College is an active member of Preston City of Sanctuary Network who welcome and support Asylum Seekers and Refugees within the city and surrounding area. At the College, we have over 100 Asylum Seekers and another 100 Refugees accessing education, mainly to improve their language skills within the ESOL Language School, but also we have excellent progression opportunities in full and part time programmes across professional and technical areas. We are working with the City of Sanctuary for the College to be recognised as a College of Sanctuary, one of the first in the country. Our investment in the College of Sanctuary status will further widen participation enabling learners to access Higher Education. Feedback from learners on the welcoming, safe, inclusive environment of the college, the support services we offer, the respect and diversity within the classroom and excellent teaching all contribute to the principles of us being recognised as a College of Sanctuary.

Targeted bursaries and sponsorship to learners from underrepresented groups in the polar 3 quintiles of 1 to 2 will be offered by the College.

The eligibility criteria for learners seeking sponsorship is annual household income of less than £25,000 and from an area of deprivation indicated by the polar maps. Priority will be given to learners with protected characteristics to increase participation from minority and underrepresented groups.

Sponsorship will be offered to increase participation on three year degree programmes, across the three year period, with greater support offered in year one to increase access to underrepresented groups. Three learners will be sponsored in year one, each receiving £2,500. In year two, sponsorship will reduce to £1,500, but progression bursaries will be available to these learners.

The College will offer 4 Progression Bursaries of £1,000 for learners from underrepresented groups to support them during their second and/or third year of study. These bursaries will be awarded to learners on low income from areas of deprivation, to improve progression rates of these groups.

The College will operate bursaries to support the purposes of purchasing technology, supporting accommodation costs, to support access, success and progression opportunities. The eligibility criteria for bursaries will be linked to:

- Student household income, as there is a clear relationship between household income and continuation rate.
- Students from areas where young people are least likely to participate in Higher Education are less likely to continue their studies than those from areas of higher participation.

Bursaries of £500 will be paid in two instalments of £250. In the subsequent years of their course, students will be paid £250. Specific criteria will apply to the bursary scheme, which will be based around:

- Attendance and continuation
- Internally progressing students
- Ethnic minorities
- Socio-economically deprived groups (including white males)
- Underrepresented groups

Continuous monitoring and evaluation of the student life cycle within all funding streams is a key priority for the college. Investment is informed by evaluation and evidence to ensure learners who are multiple disadvantaged are targeted and financial supported to effectively ensure student success.

Students who defer entry or intercalate will need to re-apply in the appropriate year of their return to study.

Overall the level of investment in 2019-20 will be £49,500 which is 30.8% of the higher fee income. This is broken down across 3 areas of investment which is as follows; Access Activity = £12,000 (7.5%), Success Activity = £10,000 (6.2%), Progression activity = £8,000 (5.0%) and investment in financial support = £19,500 (12.1%).

The college will utilise the survey and interview toolkits available from OFS to demonstrate the robustness of its evaluation. The survey tool will be administered through the HE coordinator and will analyse the impact of the package on their academic and personal outcomes. This in turn will be cross-referenced to the internal monitoring system of support and the students' individual learning plan. Linking to the college plan it will be focused on improved access and outcomes. As this will be the first year the college has had an access and participation plan, the interview tools will also be utilised to gain an in depth understanding of the impact of the support. This will also enable students to feedback on changes and adaptations that need to be made and inform the college of its priority of activities moving forward. This information will feed into both the Audit and Resource committees and the quality and standards governing body. It is likely that these will be conducted within the first semester to allow changes to be made throughout and for the following year. The statistical tool will link into the college data dashboard to provide a focus for the analysis on outcomes. This will be a live data dashboard and will enable the college to identify any significant changes in the academic year around attendance and outcomes and draw comparable data. It is expected that this will be run annually to coincide with the HESA report to analyse the data of those students who receive financial support against a comparison group. This will enable the college to determine whether the financial support is effective or not and through the governing body and student comments revise the plan for future years.

Provision of information to students

Information to students on the current fees and financial support available will be published in the Higher Education prospectus and on the college website. In addition to the website these will also be contained within the course leaflets. This will also be sent through to the

HEIs so they have a clear oversight of what is available on their courses in case of referrals made to the college programmes.

All areas that house the financial support details will ensure the eligibility criteria is clear and the years of study that this will be received for.

Information, advice and guidance on the fees and financial support is given by the admissions team at the college on initial enquiry, alongside the course teams, HE coordinator, student finance and student services teams. These points of contact are viable for both prospective students and students on programme. In addition a series of open days are held throughout the year to ensure that students have the opportunity to engage in IAG and explore the financial support available.

Where applicants to the programmes have declared a learning difficulty or disability they are invited into the college to discuss the support available in addition to attending the advertised open events.

Induction activities include information and guidance on financial support and fees with links to student finance as required.

Students who are on programme are able to utilise the website for updated information, but all financial support and options available are housed on the Virtual Learning Environment in the Higher Education area. In addition students have access to course tutors, student services and the student manager who can also advice on any financial matters.

All programmes have a tutorial built in where updates on fees and financial support is given. This will be utilised for aspects such as application for bursaries as outlined in the investment section.

* 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 will increase fees in line with its Fees & Charges policy that proposes fee increases are in line with the Retail Price Index (RPI).

Full-time course type:	Additional information:	Course fee:
First degree		£7,500
Foundation degree		£6,165
Foundation year / Year 0		£6,165
HNC / HND		£6,165
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		£5,000
Foundation degree		£4,110
Foundation year / Year 0		*
HNC / HND		£5,000
CertHE / DipHE		*
Postgraduate ITT		£4,110
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

