

The Bournemouth & Poole College HE Access Agreement 2018-2019

Background:

The Bournemouth & Poole College is a large General FE College based over 3 campuses in Dorset, 2 of which deliver Higher Education courses. Our HE portfolio consists of a wide range of courses including HNCs, HNDs, Foundation Degrees and Full degree programmes. Our validating partners currently consist of The Arts University Bournemouth (AUB), Bournemouth University (BU), Pearson, Southampton Solent University and the University of Wolverhampton. From September 2016, all of our full-time HE will consist of directly funded numbers, whilst our part-time provision is franchised from one of our HEI partners and thereby subject to their Access Agreements.

We currently have one course, a Level 6 top-up BA(Hons) programme for our FdA Performing Arts programme with AUB, which started in September 2016 and has a fee of more than £6000. A stipulation of the Arts University Bournemouth is that this course fee is in line with their own fee of £9000. There are currently 17 students in the first cohort of this programme.

Fees for the 2018-19 cohorts:

Programme	Annual Full-Time Fee	Annual Part-Time Fee
HND Applied Biology	£6000	
FdSc Business Computing	£6000	
FdSc Computing with Networking	£6000	
FdSC 3D CGI	£6000	
3D CGI Placement Year	£790	
BSc(Hons) 3d CGI	£6000	
HND Graphic Design	£6000	
FdA Performing Arts	£6000	
BA(Hons) Performing Arts	£9000	
FdA Tourism & Events Management	£6000	
HND Visual Effects & Digital Film Production	£6000	
HNC Built Environment (year1)		£3225.30*
HNC Built Environment (year2)		£3060
HNC Engineering		£2125
FdEng Engineering		£3188
FdA Early Years		£3333
BA(Hons) Professional Certificate of Education		£2725
Certificate in Education / PGCE		£2725

* includes Pearson registration fee which covers both years of the HNC

These fees are reviewed annually in accordance with our validating partners.

Bursaries:

The Bournemouth and Poole College offers two bursary schemes for HE students: The Bournemouth and Poole College Higher Education Bursary Scheme and the Bournemouth and Poole College Care Leavers' Bursary Scheme. Both are aimed at providing support to help with the cost of studying in Higher Education, whilst the Care Leavers' Bursary scheme aims to increase participation and achievement in this highly under-represented group. The Higher Education Bursary Scheme is limited to a maximum of £20,000 per annum.

The Bournemouth and Poole College Higher Education Bursary Scheme:

Mode of attendance:	Full time
Fee Category:	Home UK only
Level of study:	HNC, HND or Foundation Degree (Level 4 only – Top-up students are excluded)
Criteria:	Family income must be less than £25,000 as per Student Finance England data.

Applicants must have a UCAS status of either U/F or C/F for a Bournemouth and Poole College course at time of Bursary application
Applicants or the applicant's family must be responsible for their own fees and living expenses

Value of award: £2,000 for Year 1 only.

Exclusions: Students funded by Scottish, Welsh and Northern Irish Governments
Students from outside England (eg EU or International)
Students who have previously studied in HE (including Top-Up students)

The Bournemouth and Poole College Higher Education Care Leavers' Bursary Scheme:

Mode of attendance: Full time

Fee Category: Home UK only

Level of study: HNC, HND or Foundation Degree (Level 4 only – Top-up students are excluded)

Criteria: Applicants must have been in full-time care for a period of three months or more in the last five years.
Family income must be less than £25,000 as per Student Finance England data
Applicants must have a UCAS status of either U/F or C/F for a Bournemouth and Poole College course at time of Bursary application
Applicants or the applicant's family must be responsible for their own fees and living expenses

Value of award: £2,000 for Year 1
£2,000 for Year 2

Exclusions: Students funded by Scottish, Welsh and Northern Irish Governments
Students from outside England (eg EU or International)
Students who have previously studied in HE (including Top-Up students)

Other financial support:

The Bournemouth and Poole College offers a hardship fund of £12,000 per annum which is open to all students.

In future, to effectively evaluate the financial assistance available to students, The College will issue the *Sheffield Hallam University / Sheffield Institute of Education* survey to all students who are in receipt of financial support from The College. This will be reviewed in addition to the retention, achievement and progression rates of these students.

Assessment of performance:

The Bournemouth & Poole College has a very strong Access to HE programme which prepares adults who returning to study prepare for Higher Education. On average there is a yearly intake of approximately 350 students and the Success Rate is 86%, significantly above the national average of 78%.

The College has a strong record of attracting students from typically under-represented groups, in a geographical area which is recognised by HEFCE as being a cold spot for HE. Our 2016-17 Full Time provision is comprised of 7.2% BME students, 20% students with a declared disability, 38% female students and 14% students from ward uplift areas (9% of the provision is comprised of males from ward uplift areas). With an overall retention rate of 91%, and an overall achievement rate of 96%, there is little difference between the attainments of students within the various groups of students. Within The College there is a keen focus on ensuring all students are supported to achieve. To facilitate this quarterly Performance Reviews, chaired by the Principal, review the progress of all students and action plans are developed and monitored to address any groups of students who are at risk of under-performing.

Our HE performance is also very strong, with an average full-time achievement rate of 95%. This demonstrates our outstanding commitment and support to students, reflected in our most recent NSS results which rank academic support at 83%, which is above the national average at 82%.

Strategically, the activity previously supported by the access fund will be protected through the introduction of a Schools Liaison post which will focus on developing closer school links and promoting greater access to higher education. The post-holder will work both independently and collaboratively with the Southern Universities Network National Collaboration Outreach Programme (NCOP) members to widen access to and increase participation in higher education in the region.

Outreach and retention:

The College will continue to conduct activities to promote and develop engagement in Higher Education from under-represented groups, such as:

- Regular liaison with over 40 schools in and around the conurbation. College staff regularly attend and present at school open and progression events;
- Continued engagement and collaboration with the Southern Universities Network National Collaboration Outreach Programme (NCOP) members to develop and promote activities to increase attainment and engagement with higher education;
- Collaborative research and planning with the NCOP to develop activities with schools, sixth forms and colleges within the Dorset, Hampshire and Isle of White regions designed to increase attainment and participation in higher education from under-represented groups;
- A successful Key Stage 4 link programme whereby students study at The College on a regular basis to help them consider a range of progression routes;
- Regular 'shadowing' days, in both HE and FE, whereby potential students are encouraged to attend a whole day's teaching sessions on the course / in the area which interests them to help ensure they make informed decisions about their future and to identify the skills and qualifications required to progress into higher education;
- A large and successful Access to HE programme which attracts and supports students returning to study, many of whom are in under-represented groups within the community, and to develop the skills required to study at level 4 and above;
- All of the Colleges HE programmes are developed in collaboration with representatives from relevant industries to ensure that they are contemporary and relevant. The College invites industry representatives on an annual basis to review the portfolio of courses in all curriculum areas to ensure they provide a robust and appropriate progression ladder which develops the skills required at each level of study. In addition, there is a programme of Expert Advisory Boards, which are chaired by representatives from industry, and inform curriculum planning decisions.
- The College has target of 100% Level 3 students undertaking work experience alongside their course of study to help improve progression opportunities;
- Provision of financial advice, counselling and wellbeing support for all students;
- As far as possible, courses are designed to be responsive to student needs, for example Access to HE courses are often timetabled between 9.30 and 4.00 to accommodate childcare needs. Personalised timetables and the use of ILT learning platforms are used to provide support and resources for students with more individualised needs.
- Student progress and achievement rates are reviewed on a regular basis, by both College and partner HEI managers, and protocols are in place to ensure timely interventions where concerns are raised.
- Utilise the Schools Liaison post-holder to increase the number of links with schools within the SUN NCOP regions.

All HE provision is under the responsibility for of the Director of Learning – Higher Education, Digital and Business, who ensures that there is congruence between the support offered for academic, pastoral, health and financial needs. The Director is the key link between operational and strategic management of HE at The College, and meets regularly with staff, students and senior management to ensure student needs and expectations are identified and strategies put in place to address them.

Expenditure on additional access measures:

At The College, there is a programme of *Student Support Mentors* who help to identify and support 'at risk' students. Currently, there is a Mentor responsible for Access and HE courses. Students will be consulted on whether resourcing this role needs to be increased.

Historically, ratings for the *student experience* on the NSS have been identified as an area for development. As a result of student consultation, HE student common rooms are now available on both main sites, and there is an HE Student Union Officer post in place. Students will be further consulted as to the impact of these developments and how they can be further improved upon. A Higher Education student Governor also sits on the board of the corporation to inform planning and policy at a strategic level.

The majority of Level 3 courses have been visited by representatives from HE within The College to inform them of the provision on offer so that their HE applications can be made in an informed way. This will be extended to all Level 3 progressing students. These information sessions will be aimed at both increasing participation in HE as well as maintaining high levels of retention and achievement.

Use of UCAS data for unplaced applicants will be purchased and used to provide targeted information which may help to increase participation, such as lower fees, lower entry requirements, smaller class sizes and relatively more contact time with staff compared to other HE providers.

The College currently enjoys relatively high levels of engagement with HE by typically under-represented groups. Students with a declared disability, at 20% of the full-time cohort, is significant, and our high achievement rates echo our NSS results which rate our provision of student support at 83% good or better.

We are also able to demonstrate that we are attracting less affluent students as 14% of our full-time cohort are from Ward Uplift postcodes. Further engagement with, and promotion aimed towards, these groups will be undertaken to further increase accessibility and engagement. As, historically, our HE courses have been franchised, we have little trend data to use to inform our progression to employment or further HE data. This is a key area for development over the next few years.

The College plans to spend at least 23.5% of the additional income of the additional income generated from fees set above the basic fee of £6000 on increasing access to, participation and support in, and progression from HE activities. Activities will be monitored through student and other forums to ensure needs and targets are being met. Reallocation of duties, events or activities will be undertaken as required to ensure these needs are most effectively met.

How does this data relate to institutional access agreement expenditure (tables 6a and 6b):

The institutional access agreement spend on *outreach* (such as raising aspirations and achievement among potential HE applicants), retention, achievement and progression is projected to be as follows:

Table 6a OFFA-countable expenditure summary(£):	Academic Year				
	2017-18	2018-19	2019-20	2020-21	2021-2022
Access expenditure	4,000	5,000	5,000	5,000	5,000
Student success expenditure	4,000	5,000	5,000	5,000	5,000
Progression expenditure	6,100	7,625	7,625	7,625	7,625
Expenditure on financial support	0	0	0	0	0
Total expenditure	14,100	17,625	17,625	17,625	17,625

Table 6b OFFA-countable expenditure summary as a proportion of fee income above the basic fee (or higher fee income (HFI)) (%)	Academic Year				
	2017-18	2018-19	2019-20	2020-21	2021-2022
Higher Fee Income (HFI)	£60,000	£75,000	£75,000	£75,000	£75,000
Access expenditure	6.7	6.7	6.7	6.7	6.7
Student success expenditure	6.7	6.7	6.7	6.7	6.7
Progression expenditure	10.2	10.2	10.2	10.2	10.2
Expenditure on financial support	0	0	0	0	0
Total expenditure	23.5	23.5	23.5	23.5	23.5

The College's HE Strategy and Planning group will be responsible for ensuring the commitments of this agreement and for ensuring that progress against milestones is monitored regularly, providing timely intervention if and when required to ensure compliance. Progress will be monitored outside of this forum through usual quality compliance processes. Progress against targets will be reported annually as part of The College's Self Assessment Reporting process. This report will contain the following:

- Financial data relating to recruitment, bursaries issued and outreach activities undertaken;
- Progress against milestones relating to identified milestones pertaining to recruitment, achievement and progression;
- Progress against milestones relating to typically under-represented groups. This is undertaken in conjunction with The College's Single Equality Scheme, which aims to actively embed equality within its culture and systems through ensuring policy-making, service delivery and employment practice are equality-oriented. The review of progress also looks for evidence that a systematic and proactive approach to undertaking Equality Impact Assessments is in place where appropriate.

Consulting with students:

HE Student Representatives were consulted on the first draft of this document, and have informed the milestones which have been set. Future consultation will occur through termly HE student forums and other student feedback mechanisms, such as the NSS where applicable.

Institutional milestones and objectives:

Continue to develop collaborative and individual widening participation initiatives to promote the benefits of Higher Education and ensure data is collected to demonstrate an increase in participation from under-represented groups. Maintain the baseline proportion of students from the following under-represented groups, with the aim of increasing these by 2020-21:

	Current	2020-21
• BME students:	7%	25%
• Declared Disability:	20%	22%
• Female FT students:	38%	45%
• Ward Uplift Males:	9%	15%
• Internal Progression	23%	30%

Ensure internal progression is a key factor in developing a stable, locally responsive HE provision, with the aim of 30% of the HE student cohort being comprised of progressing Bournemouth and Poole College students.

Ensure that HE is accessible to all by ensuring that part-time and / or modular options are proposed in all course validation / revalidation proposals.

Monitor the progression of feeder FE courses, eg Access to HE, to ensure under-represented groups are not disadvantaged, and contribute to the increased participation rates identified above. Achievement and progression rates will be monitored and reported on through the *ProMonitor* student record system.

Review initial DLHE results to set baseline target for positive progression into work or next level education, and identify challenging but appropriate targets for improvement.

Maintain high retention and achievement rates through continued rigorous monitoring of student progress:

	Retention	Achievement
2015-16 FT Level 4	87%	91%
2015-16 Level 5	94%	96%
2015-16 FT Level 6	96%	89%

Utilise the Schools Liaison post-holder to engage with at least 8 additional schools within the SUN NCOP remit. Following this initial development, and in collaboration with the SUN NCOP, future targets will be developed which are more focussed on academic attainment and outcomes.

Provision of information to students and prospective students:

- Information for students regarding financial information will be printed in The College's Higher Education Guide. This information will also appear on the college website. Illustrations of the net costs of study at The Bournemouth & Poole College will be included, including examples of living on site in halls of residence and the cost of living off campus. This information also appears in the college KIS. Information is also included regarding support both academic and pastoral available at the college.
- For existing students the college has a dedicated, proactive Student Services team, which are based on both sites that offer HE courses, and who are able to advise on financial, social, housing and wellbeing issues.
- For prospective students, the college holds open days, taster courses, bridging courses (for some programmes) and attends education fairs, schools and college career days and other events relevant to recruitment. At all these events printed information is available regarding the colleges position on tuition fees and other forms of financial support.
- Information regarding tuition fees and financial support available will be sent to all applicants receiving an offer of a place.
- All staff involved in recruitment and admissions will receive ongoing updates and training regarding tuition fees, bursaries and financial support. Information will also be made available on UCAS
- The college provides Information, Advice and Guidance to perspective and existing students and is the holder of full MATRIX accreditation.