



YEOVIL COLLEGE

ACCESS AGREEMENT 2018/19

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Introduction

Yeovil College was established as a Tertiary College in 1974 following the reorganisation of secondary education within the Yeovil Borough. The Town of Yeovil is situated in the rural South-Somerset District area of Somerset. Located in the South-eastern aspect of the County, Yeovil furthermore has close borders and natural recruitment pulls from across nearby Dorset and Wiltshire. Due to its geographical position, Yeovil, and the College, has dual-relationships with the Heart of the South West (HotSW) and Dorset Local Economic Partnerships (LEPs), in addition to Dorset and Somerset County Councils.

Yeovil has a population of 45,000 and according to the Index of Multiple Deprivation 2015, is an area of mid-deprivation. Evaluating the core wards of Yeovil it can be observed that the Town and local region has deprivation indices from '1' (most deprived) through to '8' (least deprived) on the 10 point scale. The general proportion of Yeovil indicates an index score between 2-4. The Labour Market Profile for South Somerset, as indicated by the South-West Observatory and NOMIS, indicates there are significant skills-gaps. Whilst the South-West profile of individuals qualified at Level 4 and above is at 36.6%, 0.8% higher than the profile for the United Kingdom, HotSW LEP indicators places this at 31.0%. The Dorset LEP Data Dashboard places the profile of Level 4 qualified individuals at 36.3%. However, the significant decline in GCSE (or equivalent) attainment, suggests the successful continuation of this profile to be at risk. Indeed, this is where local Higher Education provision can facilitate a transitional effect, and positively contribute to regional economic stability and growth. Higher Education is seen as a core growth objective by the College and an HE Growth Strategy is in place, alongside the HE Strategy and College Strategic and Operational Plans.

It is clearly reported that throughout Somerset and Dorset the population comprises low skills economics, with approximately 20% of the working population holding either no formal qualifications or up to NVQ Level 1, with 8.7% with no qualifications in Somerset and 7.2% in Dorset. Additional economic indicators for the South-West, including Somerset and Dorset, identifies significant skills shortages within the Associate, Professional and Technical areas, with the HotSW LEP reporting a decline/need of 3.4%. The Higher Skills agenda remains firmly central to the strategic objectives of both regional LEPs, and indeed is a central driver surrounding the College's curriculum provision at all levels, including Higher Education. The local context in Yeovil is changing following a marketing strategy focused on local learning for local learners. This was based on the already significant competition for 16-18 year olds from the north of the county in Strode College, Bridgwater College and Richard Huish College who are all Ofsted 'Outstanding' FE Colleges. There is also the competition from both Gryphon and Huish Episcopi sixth forms. The College is also continuing to focus on areas to the south of the College including Bridport, Dorchester and Crewkerne as the competition for vocational programmes is weak in these areas.

The population of the College's Higher Education provision over the past 3 academic periods has illustrated that well over 50% of the College's HE population stems from learners coming from Low-Participation Neighbourhoods (LPNs). Whilst a slightly spikey profile there are indicators suggesting that there are more individuals entering the College's HE provision from Quintiles 1 and 2 (low-participation) studying Full-Time programmes than there are Part-Time, with the trend likely to continue. The 'swing'- from Part-Time to Full-Time learners has occurred progressively over the past 3 years, with this increasing in line with learners from LPNs, and those considered 'young' (aged 18-25). The trend from part time to full time learners over the last 3 years has begun a reversal, following the removal of the cap on numbers for local HEIs. The college focus on promoting internal progression from level 3 qualifications for both young (aged 18-25) and mature (aged 25+) is key to increasing learner numbers.

The College has two main teaching centres:

- Mudford Road – the main College campus
- Yeovil College Motor Vehicle Centre – located a short distance from the main campus (*this provision will move to the main site in 2017/18*)

From 2017, additional expenditure on infrastructure and transport will improve access for students from North Devon.

The College has over 5,000 full-time and part-time students across the 12 curriculum areas which deliver over 20 A Levels and near to 60 vocational courses. The range of provision within the College extends from pre-entry through to Postgraduate level. From the perspective of Higher Education this equates to a present learner population of 345, equating to a Full-Time Equivalent of 243.7. The aim, through development of new programmes, is for this to increase. The College has contracts for employer responsive provision to deliver workplace training and apprenticeships across Intermediate, Advanced and Higher levels, including Higher Apprenticeships. In addition there is a further core Adult Skills allocation. Regionally the College continues to attract learners from a 50 mile radius (Part-Time), and 75 mile radius (Full-Time). This is in addition to learners relocating nationally from core areas, for example London, Norwich, Swansea and Northumberland. Despite this 'pull' the College's core learner provision stems from an average radius of around 20 miles.

It is recognised that across the County area there are 5 main College providers of Higher Education, 2 located in Taunton, 1 in Bridgwater, 1 in Street, in addition to Yeovil. Collectively the Colleges have worked together in relation to a County-Wide HE offer through 'Higher Education in Somerset' – to promote the locality and availability of Higher Education

provision. Indicators from each provider suggests that, bar individual specialist programmes from each College, the core recruitment for each College is around a 15-20 mile radius, focusing on the local provision. Yeovil College employs over 350 members of staff and has an annual turnover of over £14.6million. Higher Education provision is, primarily, through direct funding arrangements with HEFCE, and through validated programme arrangements with 3 University Partners, in addition to provision through Pearson Edexcel.

Higher Education and raising aspirations for learners to study at higher levels remains a priority for Yeovil College. The College will concentrate its HE curriculum development on improving its internal progression to HE from existing level 3 learners, including those studying on the Access provision. There is growing interest in accessing higher level learning more locally and the government sees FE colleges having great potential to provide this in order to raise student aspirations and improve internal progression on to HE.

The College was inspected by the Quality Assurance Agency (QAA) under the Higher Education Review Scheme (HER) in May 2016 and received an excellent outcome with many areas of good practice highlighted including student support and employer links / progression to employment. The college was also recently assessed by OFSTED and retained the 'Good' judgement that was previously held.

The College is continuing a process of investing in its resources and facilities. The relocation of Higher Education to the new Yeovil College University Centre in 2015 saw the development of new and dedicated study areas, student-centred locations, and infrastructure (IT, virtual learning support). Significant investments were made to enhance dedicated facilities for the Creative Industries, Engineering, and the development of a new Construction Centre. The investment in the College estate is continuing with extensions to the College restaurant and training kitchen facilities, and a new Motor Vehicle Centre currently underway. Longer term investments, such as the provision of student accommodation remains at the early stages of financial planning. This continued investment demonstrates the dedication of the College to its provision, and offer locally and regionally in supporting the advancement of education, training and skills across all academic contexts.

The recruitment of staff for management skills for the Hinkley Point nuclear plant in nearby Bridgwater has resulted in a shortage of technical skills available to local industries and this provides a further opportunity for the college to work with employers to upskill their workforce,

The Board of Corporation, inclusive of the College Governors, are responsible for agreeing the strategic direction and vision of the College's educational offer. Collectively, working with the Principal, Senior Management Team, and College Management Team, a clear Mission, set of Values, and Strategic Aims are defined within the College's Strategic Plan. The plan is defined for a 3-year period, however is annually reviewed as part of the Self-Assessment process, culminating in the Self-Assessment Report (SAR), and Self-Evaluation Document (SED), for Higher Education. The Mission, Values, and Strategic Aims of the College are as follows:

Mission

To provide inspirational education and training for individuals, employers and the whole community.

Values

- Creating a learner centred environment.
- Have uncompromising ambition for our learners.

- Valuing and respecting everyone.
- Collaborating with our local community and employers.
- Being flexible, innovative and forward thinking.

Strategic Aims

1. To inspire, be ambitious, respect and support all of our learners, through outstanding teaching, learning and assessment, to raise their aspirations, achieve their best and progress successfully.
2. To be recognised and promoted as the provider of choice by delivering a high quality, dynamic, relevant curriculum to meet the needs of the local, regional and national priorities.
3. To maintain long term financial security and manage the college effectively and efficiently in order to proactively invest and improve the learning resources and learner experience for all.
4. To work effectively with our partners to maximise growth opportunities and create a financially resilient college for the future in order to provide an outstanding experience for our learners, employers and the local community.
5. To value, attract, develop and recognise staff with highly effective performance management that will provide the best quality experience for our learners.

All aspects of the College's Mission, Values and Strategic Aims remain applicable and relevant to the Higher Education offer. The College's strategic aims clearly recognise and support the growth of Higher Education within the College, and to the benefit of the local/regional community. This is with particular reference to the fact that Somerset, as a County, is one of few without an established University or HEI within the borders of the County Council. The College's Higher Education Growth Strategy 2015-16, 2017-19 evaluates each of the Curriculum Areas of the College in relation to either generating new or enhanced Higher Education provision. This is with the aim of promoting internal progression, expanding local and regional opportunity, and extending the connection between the College's provision and its local and regional industries. The growth plan is regularly reviewed and updated as necessary. The college's core provision across Higher and Further Education is largely of a vocational nature, reflecting the strong relationships with local and regional industry, and the community that the College serves. The vocational direction of the College is furthermore supported through its Apprenticeship and Work-based learning programmes, and the focus on work/career readiness and progression. The College's Annual Operating Plan details and monitors actions required to successfully implement the Strategic Plan, upholding the core Mission and Values. This includes Higher Education specific details relative to the quality and enhancement of provision, the appropriateness and accessibility of the curriculum offer, and learner progression (both into and out of Higher Education). Key Performance Indicators (KPIs) are regularly reviewed, and the Higher Education Management and Strategy Group responds to the Senior Management and Team and Board of Corporation in ensuring positive continuity against objectives.

The current Higher Education curriculum offer provides opportunities for learners across Levels 1 to 7 (Postgraduate), inclusive of Masters Degrees. As a provider the College thus has opportunities extending from Entry and Level 1, through to qualification at Levels 4 and 5 (Higher National / Foundation Degree), Level 6 (top-up Degree), and Postgraduate. Across a number of subjects provision within the College provides a full complement across Higher Education – extending either through full Bachelor’s Degrees, or indeed a 2+1 model through Levels 4, 5 and 6. The College’s Higher Education provision is predominantly directly funded, operating through validated partnerships or Pearson Edexcel programmes. The College first received a direct allocation in 2012/13, however a University Centre has been part of the College’s fabric since 1997, underpinning the experience in both delivering Higher Education as a local provider, and operating in successful partnership with regional Universities. A small number of Franchise provision remains as part of the HE portfolio, with these programmes ‘running out’ as part of the College’s current strategy. Therefore the College’s HE population (2016/17) is comprised of 345 individual students.

In addition to the institutional Mission, Value and Strategic Aims, a set of core, underpinning focal commitments are considered in supporting the whole learner life-cycle throughout Higher Education:

1. Academic quality and the enhancement of learning opportunities
2. Learner Transitions
3. Student engagement
4. Widening participation
5. Graduate employability and progression
6. Marketing and recruitment.

The College remains committed to widening participation and accessibility, enabling students who have the potential to succeed and progress through undertaking a Higher Education qualification. The College seeks to recruit students who have varying experiences of education, including those who are academically well qualified, in addition to those who may have followed non-traditional paths, or be returners to learning after an extended period. The College has longstanding, quality reviewed mechanisms supporting non-standard entry, and the Recognition of Prior Learning (RPL).

This Access Agreement defines the intention of Yeovil College in supporting the extension of widening participation, student support, student success and progression, beyond what has been achieved historically and to date. The Access Agreement incorporates strategies to support all learners, across directly funded and franchised programmes. This is of particular importance given the strategic decline of franchised provision within the College. Whilst fee levels, and therefore access arrangements for learners upon said programmes are set by the franchising institution, of which the College has no direct influence, a holistic approach to access and support is taken by the College. Whilst the College works in collaborative partnership with HEIs it receives no source of funding or sponsorship to support any access activities linked to franchised programmes.

Presently the College’s Higher Education population illustrates 20.7% progressing from vocational qualifications at Level 3, particularly BTEC Diplomas and Certificates. Only 1% of the learner population are progressing from Access to HE programmes, and 7.9% direct from the successful attainment of A Levels. Approximately 1% of entrants presently come from mature learners demonstrating knowledge and experience which is considered equal to the statutory entry requirements. The percentages recorded above are accurate from the data held but it should be noted that there are a small number of data omissions within the

records.

The provision of additional entry routes through Access to HE programmes and for A Level learners are core targets in the College's widening participation strategy.

Evaluating the College's Higher Education population against Low-Participation Neighbourhoods and areas of deprivation (10% POLAR3 Quintile 1, 50% POLAR3 Quintile 2), in addition to performance against retention (95%), achievement (93%), and success (90%) in line with HESA/HEFCE FEC Widening Participation Indicators (2016) support the proposal that 22.5% (Average) of the higher fee income above the basic fee being is applied in supporting Access arrangements through this agreement.

Position relating to Widening Participation

Widening Participation is central to the College's Mission, Values, and Strategic Aims, as defined by and reflected through the Strategic and Operational Plans. This is centred on supporting learners from the regional, national and international perspective. However, it is acknowledged that the number of such learners within the Higher Education population amounts to 2.5%, and as such this remains a priority target group. With the phasing out of the previously held Buttle Quality Mark the College remains committed to maintaining and building support, working in conjunction with the National Network for the Education of Care Leavers (NNECL).

Core Priorities

The core priorities for Widening Participation relevant to enhancing and supporting accessibility and learner success reflect those within the Strategic Plan and the focal commitments identified. This will involve expenditure targeted at specific activities. The core priorities include (but are not restricted to):

1. Raising aspiration and awareness of the possibilities attained through participating in Higher Education, and its expectations, amongst the local and regional community at all levels
2. Increasing the participation in higher education of specific target groups:
 - a. Students from low income backgrounds
 - b. Students from LPN or notable areas of deprivation
 - c. Students from black and minority ethnic groups (BME)
 - d. Disabled students
 - e. Students with Additional Learning Needs (ALN), or Special Education Needs (SEN)
 - f. Student with the ability to progress from Access to HE provision
 - g. Mature learners wishing to return to study
 - h. Part-Time learners
3. Enhancing the 'transitions' learners will undertake through a connection with higher education, attained pro-active support and preparation:
 - a. Transition into Higher Education (either from previous study, or returning to study)

- b. Transitions into independent learning
 - c. Transition from Level 5 to Level 6 (particularly where progression from HND/Foundation Degree to Top-up is sought, either internally or externally)
 - d. Transition from completion to progression (either further studies or professional employment)
 - e. Enhance peer-based engagements and personal development planning (PDP) to support transitions
4. Investing in maintaining positive levels of learner retention
 5. Ensuring the equality of opportunity for all learners throughout their student lifecycle, supported by the College's Equality and Diversity Policy in line with the Equality Act 2010.

Learners from 'Higher Risk' or 'Under-represented Groups'

It is recognised that given the diversity of learner populations there is the potential for certain categories to be considered at 'greater risk' of either not fulfilling their full potential, or indeed successfully completing a programme of study through failing to stay for the prescribed duration. The College recognises that, more often than not, this is due to a culmination of affective and cognitive factors that require careful attention and support. The College does not wish to unduly categorise or 'label' learners, however it is the acknowledgement to support additional individual challenges learners face that is considered crucial in facilitating success. This can be through the providing of additional individual support (external to scheduled support), or educational attention.

Prospective learners that may be considered within these categories include (but are not limited to):

- Students from low-income backgrounds
- Students that are the first person in their family to enter Higher Education
- Students for whom English is a second or additional language
- Students that may have previously suffered forms of abuse or neglect
- Students that may be leavers from care, or previously have been 'looked after children'
- Students that are in the position of being a carer
- Students that may be Lesbian, Gay, Bisexual or Transgender
- Students re-entering education after an extended period of time, or those that may be considered Mature, or holding non-standard qualifications
- Students with a recognised disability
- Students with a recognised Additional Learning or Special Education Need
- Students from Black or Minority Ethnic groups

HE Learners are encouraged to seek support and guidance and the mechanisms for doing so are highlighted during Induction and throughout the academic year using a variety of

media.

The College, in line with the Equality Act 2010, has a range of policies aimed at supporting all learners regardless of their circumstances, in addition to internal procedures for managing the support of these processes, including:

- Equality and Diversity Policy
- Exam Access Arrangements Policy
- Accessibility Statement
- Ex-Offenders recruitment policy (learners)
- Mental Health Policy
- Sexual Orientation Equality Policy
- Maternity Policy (Students)
- Family Responsibility Policy
- Pre-entry Advice and Guidance Policy
- Customer Service Policy

The College furthermore has an internal Additional Learning Needs referral process in the attainment of support from the dedicated specialist team. Close tutorial methods throughout the student life-cycle are also designed to support all learners through successful progression and attainment of their educational aims and ambitions.

Equality

Celebrating diversity, creating a learning culture that is inclusive and treats everyone fairly and without discrimination is at the heart of the College's Mission, Values, and Strategic Aims. Yeovil College expects all staff, students and visitors to maintain the culture of respect so that everyone can enjoy learning in a secure and welcoming environment to achieve their full potential. Due regard is given to all the protected characteristics to ensure particular groups of students are not discriminated against, with aforementioned policies and accompanying procedures supporting this.

With regards to learners with Additional Learning Needs presently 10.7% of the Higher Education population of the College have needs which are either declared or diagnosed, and thus are receiving appropriate support from directly within their studies, in addition to that provided by the specialist College team or external services (where this has been indicated by the learner). The range of disabilities which have specific learning needs, naturally, varies, including (but not limited to):

- Dyspraxia
- Dyscalculia
- Autism (or appearance on the Autistic Spectrum)
- Asperger's Syndrome
- Mental Health Issues

- Bipolar Disorder

The College has invested, and continues to invest in the training of all College staff (Academic, Business Support, Management) in matters relating to Mental Health, through Continuing Professional Development. Teaching, Learning and Assessment relative to additional forms (illustrated above) feature in regular updates and training for Academic and Additional Learning Needs staff.

The level of Black and Minority Ethnic learners within the Higher Education population is presently 1.3%, however it should be noted that 16 individuals currently enrolled on higher education programmes have an ethnicity recorded as 'Not known', therefore this figure could be slightly higher. Comparatively, this is just below to the BME population reported by South Somerset District Council through the last census IN 2016 (2.7%), but is greater than the BME population reported by Somerset County Council through the last census (2.0%). The percentage of white British students is currently comprised of a high proportion of economically active individuals following part-time HNC/D or Foundation Degree qualifications reflecting the change between 14/15 and 15/16 data. Once in employment, these students may be encouraged or required to complete higher level qualifications in order to progress and the college has reflected this in increasing the portfolio of courses to include aspects such as HNC/HND Construction and a wider range of Access courses, for example in Engineering, Health Care. Regardless of this the matter remains a clear College target given the benefit diversity brings to the whole learner population, and the community as a whole.

Accessing some under-represented groups via alternative mechanisms, such as employers, and local partnerships, provides an opportunity for the college to reach individuals within their workplace, whilst acknowledging that some of our students are just not ready to engage with higher education at the age of 18. For example, young, white disadvantaged males.

Presently, the combined level of Mature (non-standard qualification), and Access to HE entrants equals only 2% of our learners. This does not include learners entering Higher Education within the College with standard entry qualifications that may be of a 'mature' age group (21+). As identified previously actions throughout learning centres and communities will aim to enhance the engagement of this target group, particularly given the predicted decline in 18 and 19 year old entrants as outlined by the Office of National Statistics (ONS). This will furthermore require advanced engagement and the potential redesign of learning opportunities in the engagement of employers and industry – in order to successfully facilitate the engagement of target groups outside of traditional modes of attendance (such as day release). The ongoing national decline in Part-Time learners is, to a certain degree, compounded by necessary fee increases to support institutional development and continuity. Therefore this must be offset by appropriate actions which benefit the accessibility to opportunity, and furthermore support continued skills growth within the realms of regional employers.

From a perspective of demography the College has seen the proportions of Male/Female, Age Group, and Full/Part Time learners alternate over the past 5 years:

Table 1: Student demographics by gender

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Male	Female								
18-21	66.41%	33.59%	60.18%	39.82%	55.62%	44.38%	39.88%	60.12%	49.4%	50.6%
22-25	36.62%	63.38%	39.40%	60.60%	37.10%	62.90%	40.51%	59.49%	51.4%	48.6%
26-35	42.11%	57.89%	26.09%	73.91%	29.10%	70.90%	13.24%	86.76%	76.1%	23.9%
36-45	11.12%	88.88%	23.26%	76.74%	23.33%	76.67%	29.37%	70.63%	71.6%	28.4%
45+	25.72%	74.28%	30.77%	69.23%	44.44%	55.56%	18.75%	81.25%	75.0%	25.0%

Table 1 reflects our PT/FT binomial distribution and shows that for the academic year 2016/17, there is an equitable split between male and female students in the 18-21 age range however in the 45+ age range the majority of learners are male.

Table 2: Combined breakdown of Male/Female Learner Population 2012-2016

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Male	Female								
Full Time	70.75%	29.25%	54.76%	45.24%	50.62%	49.38%	47.02%	52.98%	37.2%	62.8%
Part Time	32.62%	67.38%	33.04%	66.96%	37.02%	62.98%	35.46%	64.54%	80.6%	19.4%

Table 3: Proportion of Male/Female Learners across modes of study 2012-2016

2012-13		2013-14		2014-15		2015-16		2016-17	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
31.27%	68.73%	36%	64%	51.26%	48.74%	57.85%	42.14%	38.6%	61.4%

Table 4: Proportion of Full and Part-time College HE Learners 2012-2016

	2012-13	2013-14	2014-15	2015-16	2016-17
18-21	38.64%	32.28%	50.63%	43.29%	30.4%
22-25	20.94%	28.28%	19.62%	23.75%	12.6%
26-35	16.81%	19.72%	17.41%	19.14%	31.4%
36-45	13.27%	12.29%	9.50%	10.00%	22.9%
45+	10.34%	7.43%	2.84%	3.82%	2.7%

Proportion of Learners by age groups 2012-2016

As stated, the College is conscious of needs relating to the declining ‘younger’ population until 2020, and that subsequently growth throughout 2015-16 and 2016-17 has indicated the 18-21 year old age group as being one of the larger proportions of the HE population (Table 4). Furthermore the swings from Full to Part-Time student population support targeted activities in this area (Table 3)

The Male/Female student population, overall, shows some separation – with the current total population being 64.7% male, and 35.3% female. However, across the Full-time mode of study the general proportion between sexes is equal. The core deviation occurs throughout the Part-Time model of study, with this presently being 80.6% male, and 19.4% female (Table 2). Therefore there is a specific target in bridging the gap between Male/Female learners across part-time modes of study, whilst maintaining balance across full-time programmes. Within the structure of the College’s HE offer there are subjects which, historically, recruit predominant genders. This includes, for example, a female dominance within Health and Early Years subjects; and male dominance in Engineering that is linked to a large number of MoD enrolments. The College actively works and will continue to work with organisations, such as the Women’s Engineering Society (WES), in targeting the increasing balance across genders in all subject areas. The College’s Higher Education offer has been re-designed, and is continuing to evolve to ensure there is natural continuity from offers available at Level 3, to that directly offered through Higher Education.

The College works closely with a range of Schools providing 11-16 year old education. This is both throughout South Somerset and the surrounding area, in addition to Dorset. The College is a partner within the South-Somerset 14-19 Learning Partnership – a strategic board working across all Schools, the College, with involvement of South Somerset District Council and County Council to enhance learning and progression opportunities. Within Yeovil and the nearby area there are 6 core Schools, without Sixth Forms, that work strategically with the College in facilitating progression beyond GCSE. Overall, both Dorset and Somerset’s GCSE results are slightly above the national average (Dorset, 60.9%, Somerset 60.6%). The College already works in collaborative arrangements with 2 schools, where learners have the opportunity to complete vocational studies at the College.

Level of tuition fees and fee limits

As previously stated, tuition fees for programmes operating through a franchised contract are determined by the franchising institution (HEI), and therefore core access arrangements will be detailed within their core agreement. However, the College maintains the position of dedicating support to all Higher Education learners undertaking a programme of study at the

College.

A maximum fee of £7,500 per annum will be charged for all Full-Time 'prescribed' Higher Education programmes leading to Foundation Degrees (Level 5, FdA, FdSc) or Bachelor's Degrees (Level 6, BA/BSc, including top-ups) from September 2018. This does not include Higher National Certificates / Diplomas (HNC/D) offered through Pearson Edexcel accreditation. Fees for HNC/D will be set at a maximum of £6,500 per annum.

Fee levels will be applied equally to all learners that are nationals of the countries comprising the United Kingdom, or are a recognised /registered national of any other European Union (EU) state (including Switzerland). This is inclusive of individuals that have been provided indefinite leave to remain, or indeed have sufficient approval through their Home Office designation to be considered a UK/EU learner for the purpose of determining fee level. Learners whose official country of domicile is from outside of these prescribed nations will be considered an 'International' learner, subject to a different rate of tuition fee.

Part-Time tuition fees will be set at the same rate as that of Full-Time, divided by the number of years required to complete the programme through this mode of study. For full-time equivalence this will be £7,500 per annum over a 3 year period (Foundation Degree); or £3,750 per annum over a 6 year period (full Bachelor's Degree, including Part-Time top-up programmes). Part-Time fees for Higher National qualifications will be derived from the full-time equivalent (£6,500), in accordance with the length of the minimum programme as a full-time equivalent (i.e. HNC, 1 year; HND, 2 years); divided by the number of part-time years.

Continuing Students

At the time of writing, there is no intention for the College to increase the tuition fees of existing and continuing learners in line with the Office for Budget Responsibility's forecast for the RPI-X (retail price index). This aligns directly with information collected regarding the College's provision through Key Information Sets that seeks to maintain tuition fees at the same level throughout the entire period of a course (be this full or part-time).

The predicted increase in income for 2018/19, based upon the fee levels outlined, and in line with the proportion of learners from low-participation neighbourhoods in line with POLAR3 data, leads to an increased higher level income of £180,000. This is based on a projected incoming cohort of 100 Full-Time and 60 Part-Time new entrants to the College's HE provision. At the 23.1% (just above the threshold for widening participation) the funding this attributes £41,625 in supporting appropriate activities which align with the strategic priorities of OFFA, and indeed the Government relating to Higher Education recruitment and progression.

The indicative allocation of funding attributable across broad definitions is as follows:

- **Hardship Funding:** £3,000
- **Bursary Funding:** £4,000
- **Supporting Student Success:** £13,912
- **Progression and Transition:** £4,800
- **Access, Entry and Participation:** £15,913

Widening Participation and Access Activities

Yeovil College is committed to recruiting students from a broad and diverse community, who have the potential to succeed and benefit from higher education, progressing appropriate in

contributing to support local, regional and national economies upon graduation.

The approach to widening participation is based on the following aims:

- Ensuring that appropriate and accessible progressive opportunities are available for all
- Seeking to improve provision of information, advice and guidance (IAG) for prospective HE students – including adaptable routes through the Higher Education landscape
- The development of support and guidance for particular target groups e.g. support for Disabled Students, Care Leavers, those wishing to study part time, or that may be considered vulnerable or of 'higher risk'
- The enhancement of strategic collaborations with feeder institutions
- Developing the motivation to progress to HE via activities external to the main curriculum delivery periods (tasters, summer schools, transition activities)
- Supporting those suffering unavoidable financial hardship throughout the duration of their intended studies
- Improving the quality of HE provision with an emphasis on retention and success rates

Yeovil College is actively working with the new HEFCE National Collaborative Outreach Programme 2016-2020 to ensure that we effectively work with all relevant partners to increase the proportion of young people from disadvantaged backgrounds in higher education, increase the number of students entering Higher Education from ethnic minority groups and focus on increasing the low intake of young males from disadvantaged backgrounds.

Future plans: evaluation and raising attainment

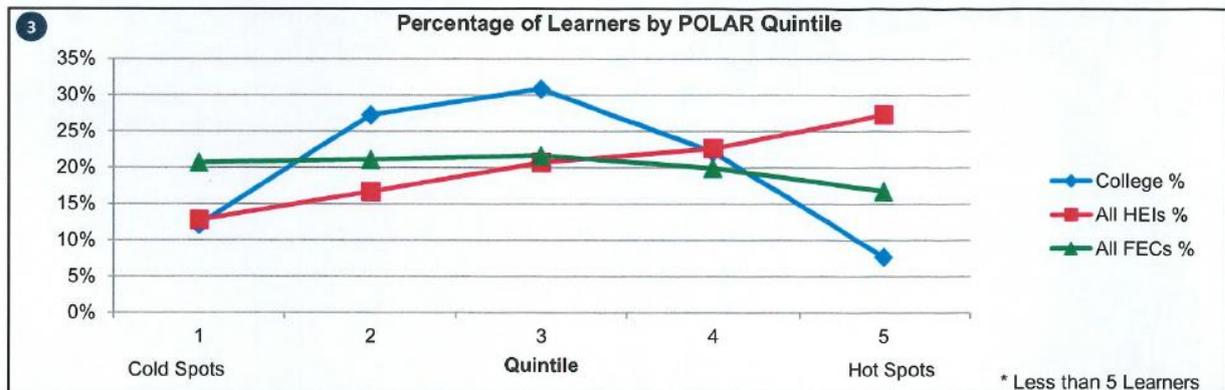
The college has implemented a range of mechanisms to evaluate financial supports however it is acknowledged that this will be the first year under the operation of an Access Agreement. Individual student performance will be monitored throughout the quality review cycle through Course Reviews. Student qualifications on entry and performance will be monitored through the ILR, and reported to the college Performance Impact Group who compare the performance of learners supporting by a bursary and non-recipients. For the academic year 2016/17, three of our students availed of a bursary (total £1,500) however as these students were registered on a programme under a franchised arrangement with a partner university, we are unable to report this under the YCUC Access Agreement.

The college bursary facility resides under the remit of the college Student and Customer Services section.

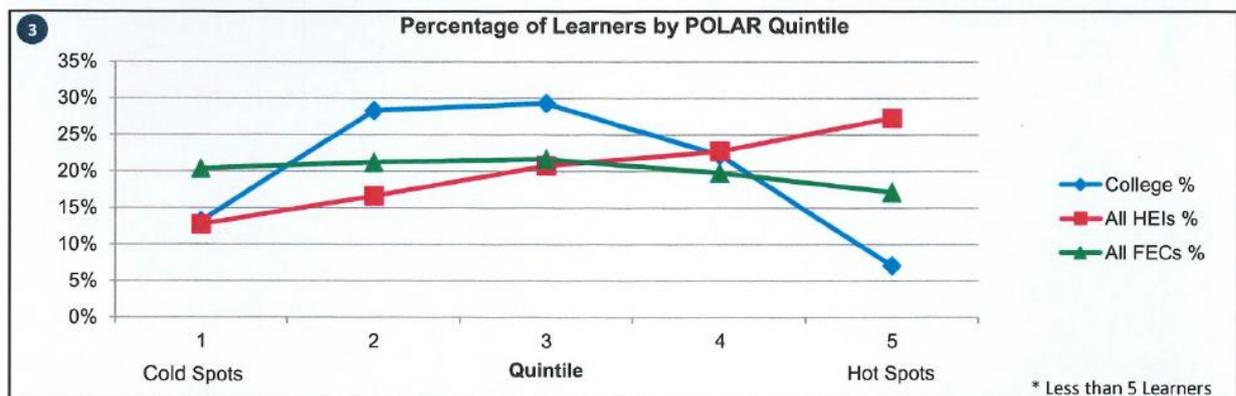
The college commits to integrate Access Agreement activity and reporting into the QA structure and to configure finance and student records systems to provide valid and reliable data.

With regard to evaluating the effectiveness of planned activities, the college has relatively small numbers of higher education learners and therefore percentage changes which may look significant, may only relate to a small number of students. Notwithstanding this challenge, the college will endeavour to highlight suggested areas of correlation and causation whenever this emerges from the data.

The recent Chelis reports suggest that for 2015/16, the percentage of learners in the college, categorised by POLAR Quintile 2 and 3 was higher than all FECs and all HEIs.



The data suggests a similar trend in 2014/15:



Source: Education and Training Foundation (2017) College Base Higher Education Local Impact (CHELIS)

The data suggests that the college is recruiting learners from under-represented and disadvantaged groups and these trends will continue to be monitored by internal college QA mechanisms.

Student Opportunity Fund

As a relatively small HE provider, the college provides affective and cognitive supports to learners through the range of services provided rather than with financial aid. Whilst any change to the Student Opportunity Fund will involve the reallocation of some funding and resources, it is unlikely to negatively impact directly on student activities and wellbeing.

Degree Outcomes

The college implemented a new student records system in 2015/16 and continues to enhance the data collection and reporting functionality to meet reporting needs. From 2017, applicant entry requirements will be stored on the system and reports configured to allow data analysis and trend reporting, with a view to enabling closer monitoring of student performance.

The commissioned 'Understanding the impact of institutional financial support' project and the subsequent technical workbook are under review and will be considered for ongoing data

analysis.

The following tables outline the principle Widening Participation and Access Activities to be undertaken by the College:

Activity	Aim(s)	Target Group(s)	Projected Outcome(s)	Measure of success/impact
Future Forwards activities to engage year 8 learners with higher education environment and career options	To provide insight into higher education study options	Year 8 learners	Increased awareness of higher education study and learner support options in Yeovil	Number of attendees at Future Forwards event (In 2016/17, 665 years 8-11 learners attended)
'HE Month' of activities to engage years 9/10 learners with higher education environment and options	To provide insight, educate, and inform about higher education study options; to motivate; to develop connections.	Year 9/10 learners	Increased awareness of higher education study and learner support options in Yeovil	% increase in UCAS applications in 2022/2023 from attendees within this group (Data available from 6 partner schools within the South Somerset Strategic Partnership (SSSP))
'HE Month' of activities to engage years 12/13 learners with higher education environment and options	To provide insight, educate, and inform about higher education study options; to motivate; to develop connections.	Year 12/13 learners	Increased awareness of higher education study and learner support options in Yeovil	5% increase in learners from 6 local schools within the SSSP
Internal progression – Information and Guidance Workshops/Talks	To provide insight, educate, and inform about higher education study options; to motivate; to develop connections.	Internal (level 3 learners)	Increased awareness of higher education progression and learner support options in Yeovil	Number of workshops/talks held per year; number of attendees 10% increase in internal progression from our level 3 programmes to HE programmes.

Activity	Aim(s)	Target Group(s)	Projected Outcome(s)	Measure of success/impact
Information and Guidance Workshops/Talks		Apprentices (level 3)	Increased awareness of higher education study and learner support options in Yeovil	
Mature Applicant Talks and Study Skills Workshops (e.g. Cream Tea and HE Information event)	To provide an informal space for mature applicants to learn about the range of higher education opportunities available, including courses, study mode, and financial options, and ask questions. Key aim is to develop connections.	Mature applicants	Mature applicants will be motivated and will chose YCUC for their higher education	10% increase in mature applicants to YCUC HE (level 4 and above) programmes per year
'The Adult Opportunity', during the annual Festival of Learning (May-June)	To raise aspirations of mature learners, those in work, looking to return to education after a prolonged period	Mature applicants	Increased participation by mature applicants	10% increase in mature applicants to YCUC HE (level 4 and above) programmes per year
Community Outreach Programme – Information and Guidance Talk; Networking event	To work with cross-sector special interest groups, e.g. Foster parents	Foster parents	Foster parents informed about YCUC higher education options and will be informed in their guidance to those in their ward.	Number of foster parents attending; number of active connections made.
Attend Information, Guidance and Promotional events, e.g. Bath and West Show	To celebrate HE and provide effective guidance to those interested	Parents	Parents receive information and provide guidance to potential applicants.	Number of events; number of enquiries; number of interactions.
Enhance connections with local schools and increase school visits to discuss HE	To strengthen links with local schools and to inform potential applicants about HE portfolio of courses and HE	School Guidance Counsellors; potential applicants; Dorset Post-16 Forum	Better informed Guidance Counsellors and potential applicants	Number of school visits; number of repeat school visits; number of students attending.

Activity	Aim(s)	Target Group(s)	Projected Outcome(s)	Measure of success/impact
	study options			% increase in UCAS applications per year
Develop clear information and guidance for applicants and learners presenting with a disability, or care leavers	To inform about the range of supports available to learners presenting with a disability	Disabled Learners; Carers	Disabled learners' understanding of supports and opportunities available to them.	5% increase in HE learners presenting with a disability
Transitions workshops with Digital Badges	To ease the transition to HE, workshops with digital badges will be completed by all new entrants to ensure a consistent approach to first year engagement	All learners, but of particular relevance to those whose proficiency with and access to ICT and study skills needs support	All learners starting HE with the same level of competence in ICT and study skills.	First year engagement; first year student survey results; student feedback (via Student Council/Board of Studies)

Student Consultation and Monitoring

Students were consulted widely in relation to the initial access agreement of the College, including the development of proposed actions, outcomes, and expenditure. This includes the full review, approval and monitoring through:

- **Board of Studies:** A group incorporating all Student Representatives, Chair of the Student Council, Members of the College Senior Management Team, Curriculum Area Managers. The Board meets twice per annum to review all academic and operational matters affecting and enhancing student experience and progression across all aspects of the student journey. The Board reports into the Higher Education Management and Strategy Group (HEMSG) of the College, in addition to the College Operations Group (COG) and Senior Management Team (SMT) of the College.
- **Student Council:** Chaired by an elected member of the HE Student Body, this group, further including any member of the student body, student representatives, Higher Education Student Liaison Officer, and any other member of College staff (co-opted as required). The council meets monthly to discuss ongoing operational and strategic matters, further reporting into the Board of Studies and Senior Management Team (SMT) of the College.

Outcomes and measures, as defined in the latter section, will also be reviewed through these student-led mechanisms, leading to further evaluation at programme measure (through Programme Team Meetings).

Informing Students

Detailed information regarding the contents of this access agreement and in relation to the

College's agenda for widening participation will be provided to prospective students and their families, communities, and supporting agencies, relating to the tuition fees that apply to higher education programmes, along with the financial support available via bursary arrangements and other sources of funding. Initial Advice and Guidance will be cascaded furthermore through the Marketing Department, Schools Liaison Officer, Higher Education Student Liaison Officer, and Curriculum Areas.

This information will be available through a variety of means including the College website, University Centre website, the Undergraduate Prospectus, financial support leaflets, and other relevant media (including social media). Specific talks and sessions will also be delivered during interview / open days, and the team is easily accessible should students require or benefit from an individual appointment. This will include learner support and the identification of 'at risk' groups. Further information will be provided through the Future Forwards activities and events, Community Outreach, and liaison. Internal learners will be contacted through a number of means – including open events, progression events, and the tutorial system.

The College will continue to work closely with UCAS and the Student Loan Company (SLC) to provide all required information in a timely fashion to ensure students can access accurate information prior to starting and that payments are made efficiently once students' attendance has been confirmed (post-enrolment and in line with guidelines).

Measuring Success: Monitoring and Evaluation

Yeovil College will continue to monitor the performance of this Access Agreement in order to report on progress made against the KPIs in this agreement. The Vice-Principal Curriculum and Quality is responsible for writing and submitting the annual report to the Director of OFFA. This will be subject to the approval of the College's Higher Education Management and Strategy Group (HEMSG), Curriculum Operational Group (COG), Performance and Impact Group (PIG), Safeguarding, Equality and Diversity Group (SED), College Management Team (CMT), and Senior Management Team (SMT). Some of the targets included within this agreement are regularly monitored as key performance indicators (KPI), across all levels and including the College's Board of Corporation. In addition to these formal college processes the annual data report will be reviewed and approved by the Board of Studies which incorporates student representation and college management. The success indicators will therefore be evaluated and commented upon, including the identification of necessary actions (where relevant), across multiple internal and external committees.

The following processes and procedures will be utilised in continually monitoring and evaluating the impact of expenditure and will consider the financial levels of support reflected upon learner, programme and institutional activities.

HE Course Reviews

These formal meetings between Programme Leaders and Senior Personnel occur 3 times per annum. A core set of documentation evaluates:

- The learner profile
- Learner progression and attainment against personal profiles
- The impact of teaching, learning and assessment against personal profiles
- The impact of additional learning support against personal profiles
- The relative impact based upon specific metrics (where applicable), including: Adult Learner, BAME, POLAR/LPN status
- Measures of course retention
- RAG (Red, Amber, Green) ratings of all learners, including core action and intervention plans where necessary

- Value-added, considering the learner progression and attainment profile against personal profile and academic entry profile – and specifically the ‘distance travelled’
- Individual and Cohort Attendance metrics
- Individual and Cohort Attainment metrics
- Connection with and action through the Programme Action Plan (PAP)
- The evaluation of teaching, learning and assessment effectiveness based upon these metrics, and correlated through learner-provided Module Evaluation Templates (METs)

Annual Programme Monitoring Reports (APMRs)

- The synthesis of the above, formalized as a report, which specifies the impact of said impact measures at a course level
- Incorporating of outcomes into Programme Action Plan (PAP) for the following academic year, and in support of OFFA review mechanisms at a Curriculum Area and Institutional level.

Curriculum Area Self-Evaluation Documents (CSEDs)

- The synthesis and reporting of APMRs from Programme Level in determining impact through the specific Curriculum Area

Institutional Self-Evaluation (SED)

- The synthesis and reporting of CSEDs in determining impact at an Institutional level. Provides impact measures against institutional OFFA strategy.

Monthly KPI Monitoring and Statistical Review by SMT

- Inclusive of metrics considered above, and the financial consolidation of College income / performance measure.

NS/JRC
5 July 2017