

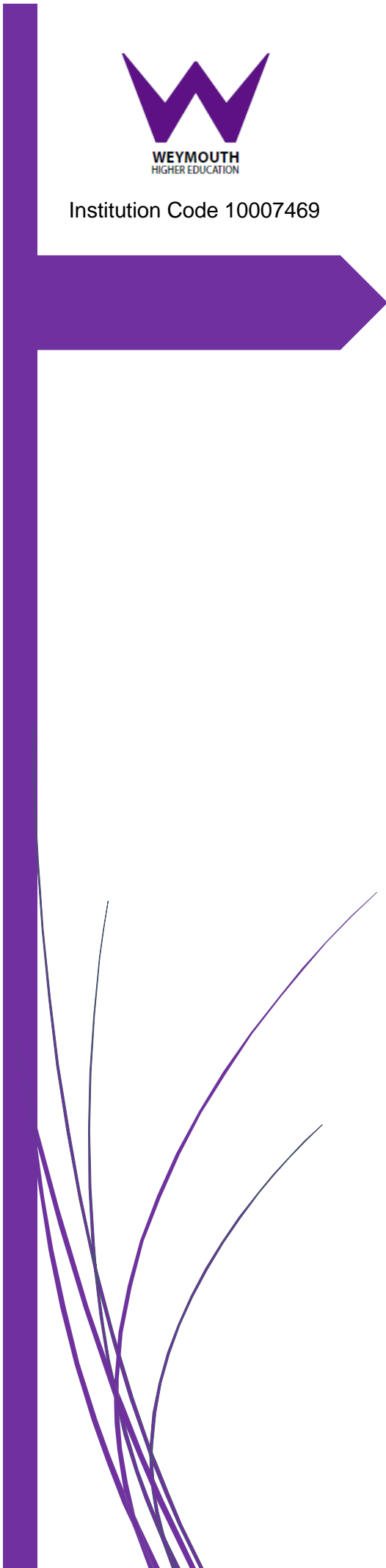


WEYMOUTH
HIGHER EDUCATION

Institution Code 10007469

Access & Participation Plan

2019-20



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Assessment of current performance

In 2016-17 there were 1836 Further Education (FE) students on roll excluding full cost. Of these, 1169 students aged 16-19 were enrolled on programmes of study. The number of 19+ and fully funded totalled 667. The College enrolled 128 Higher Education (HE) students (100 full-time and 28 part-time).

The current small HE cohort has been directly related to the strategic realignment of the provision which replaced an organically grown, idiosyncratic, poorly recruiting offer to one based on clear progression routes in addition to meeting employer needs.

The Local Population

- The population of Weymouth and Portland in 2015 currently stands at around 65,000. Males, 32,210, females 32,950. 0-15 year olds 10,730, 16-64yrs 38,700, 65+ 15,730.
- 12 neighbourhoods in Dorset are in the most deprived 20% nationally for employment, eight/nine of these are in Weymouth and Portland.
- Nine neighbourhoods in Dorset fall into the top 20% nationally for income deprivation (up from five in 2010) - seven of these are in Weymouth and Portland.
- As of 2016, 816 pupils are designated with a Special Educational Need defined as Autistic Spectrum Disorder (ASD).
- Just under 4,000 adults in Dorset are thought to have Autistic Spectrum Condition (ASC)

Diversity

- 94.9% White British
- 5.1% Black and minority ethnic population
- 2.1% Main language not English

Over the last ten years, the Borough has experienced a slow population growth compared to Dorset as a whole. Despite this, the Borough remains the most densely populated location in the County outside of Poole and Bournemouth. While being generally more prosperous than the national average, there is more social deprivation in Weymouth and Portland than any other area within Dorset. Dorset has a much greater proportion (27%) of the population aged 65 and over than England and Wales (18%).

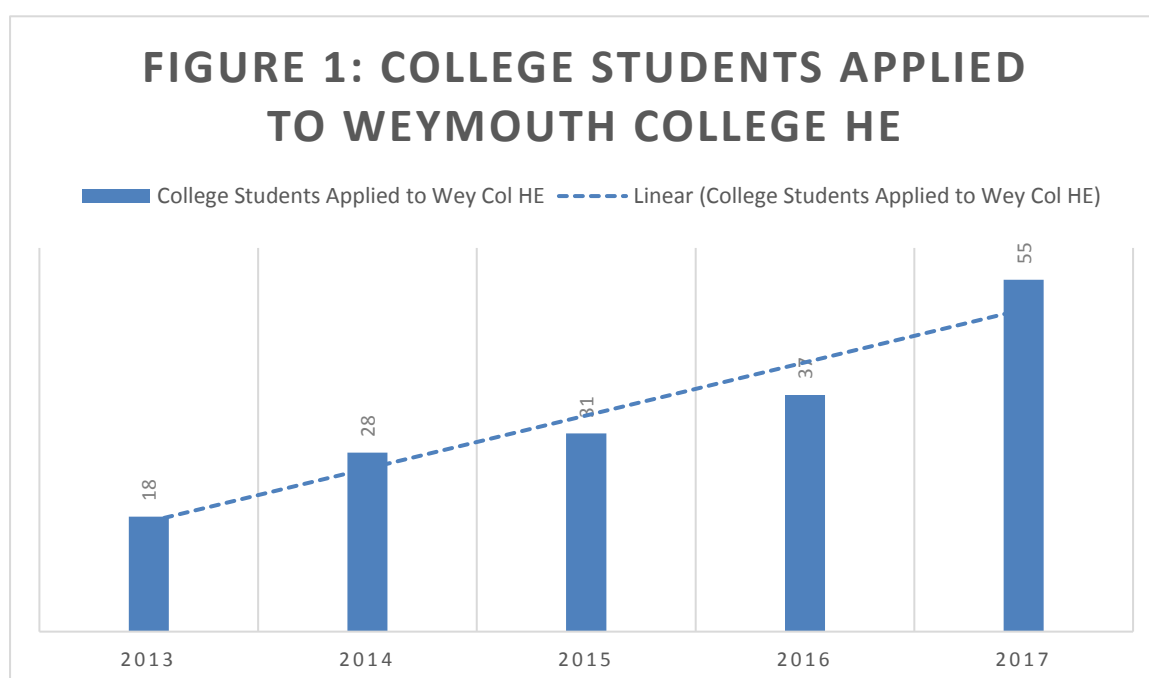
The number of young people aged 14-19 has fallen by 8% over the period 2011-2016 and is starting to slowly rise again. The proportion of Weymouth and Portland school leavers achieving 5 GCSE's grades A*-C (including maths and English) is lower than for the rest of Dorset but about the same as the national average.

The nearest general FE College to Weymouth College which supports HE provision is Yeovil College, around 30 miles away, with Bournemouth and Poole College being the next nearest at around 40 miles away. Kingston Maurward College, a largely agricultural College located close to Dorchester some 9 miles away, offers a small, but growing, range of HE curriculum

mostly aimed at land-based studies. This area is a well-known HE cold-spot, and something we are addressing by collaborative work with Kingston Maurward.

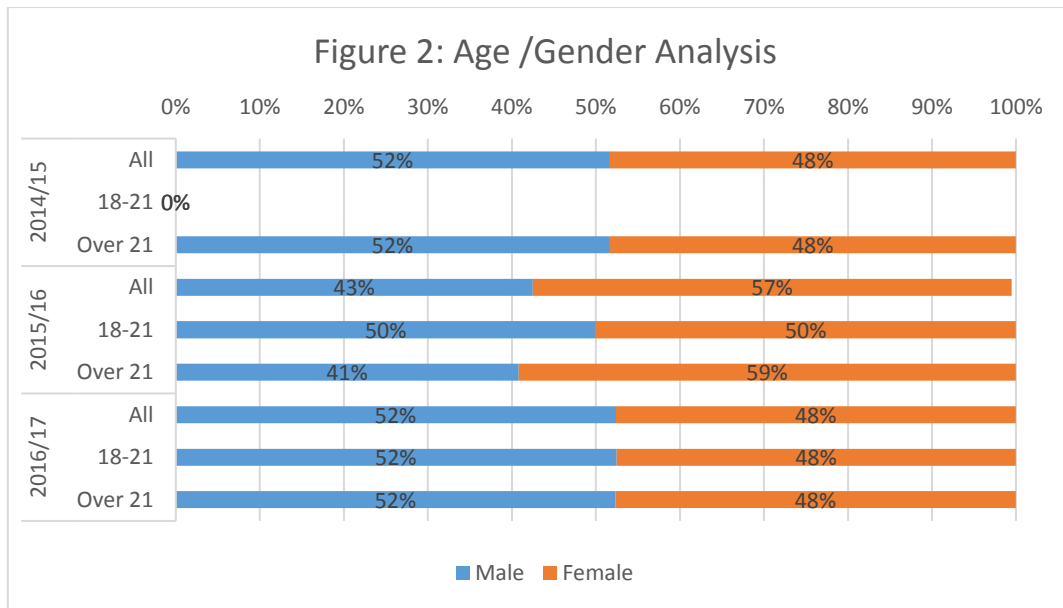
In terms of progression to HE as a Further Education provider, Weymouth College has a very strong Access to HE programme which prepares adults who are returning to study for Higher Education. On average there is a yearly intake of approximately 55 students and the Success rate is 93%, significantly above the national average of 73%. The course has been particularly popular with students who wish to enter careers in health-related areas such as nursing and midwifery with excellent progression to HE (16% above QAA statistics for 2015).

All level 3 students attend HE progression workshops, 2 in their first year and 2 in their second year. College students applying to, and progressing on to Weymouth College HE programmes has seen a steady increase since 2013 as shown in the figure below:



This increase is in line with the College's HE strategy of developing provision around level 3 provision that is both strongly recruiting and high performing.

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 HE performance is strong, with an average full-time achievement rate of 92% in 2016-17. This demonstrates our outstanding commitment and support to students, reflected in our most recent NSS results which rank academic support at 89% (9% above the national average), with overall satisfaction at 86% (2% above the national average).

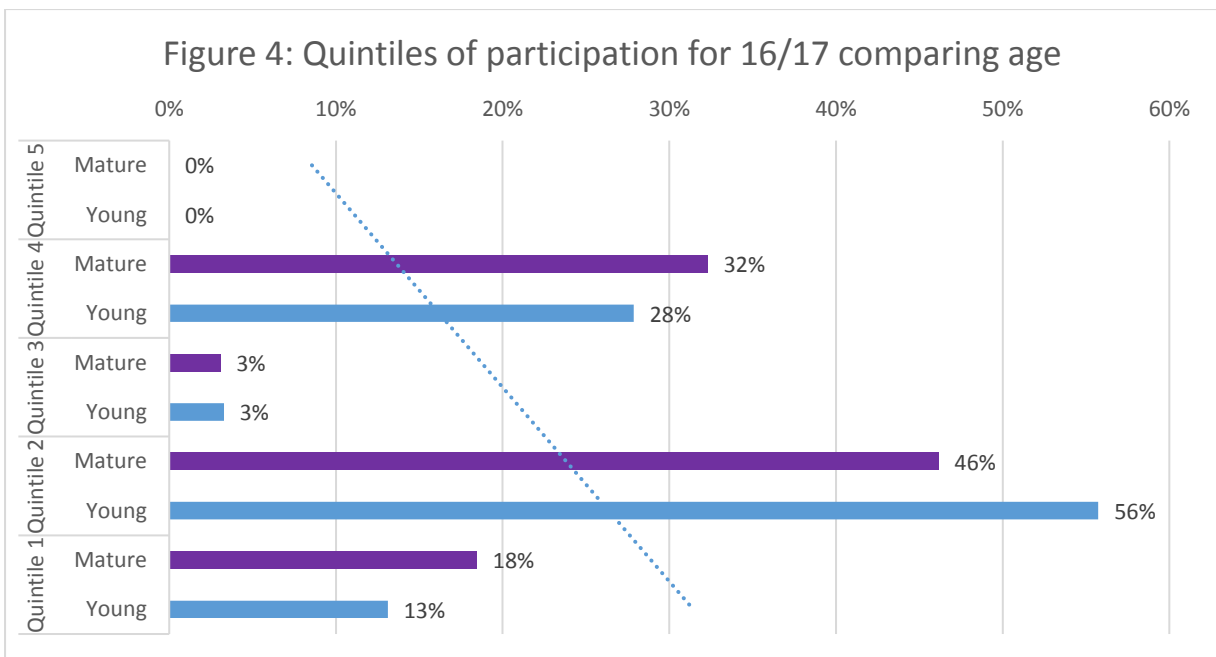
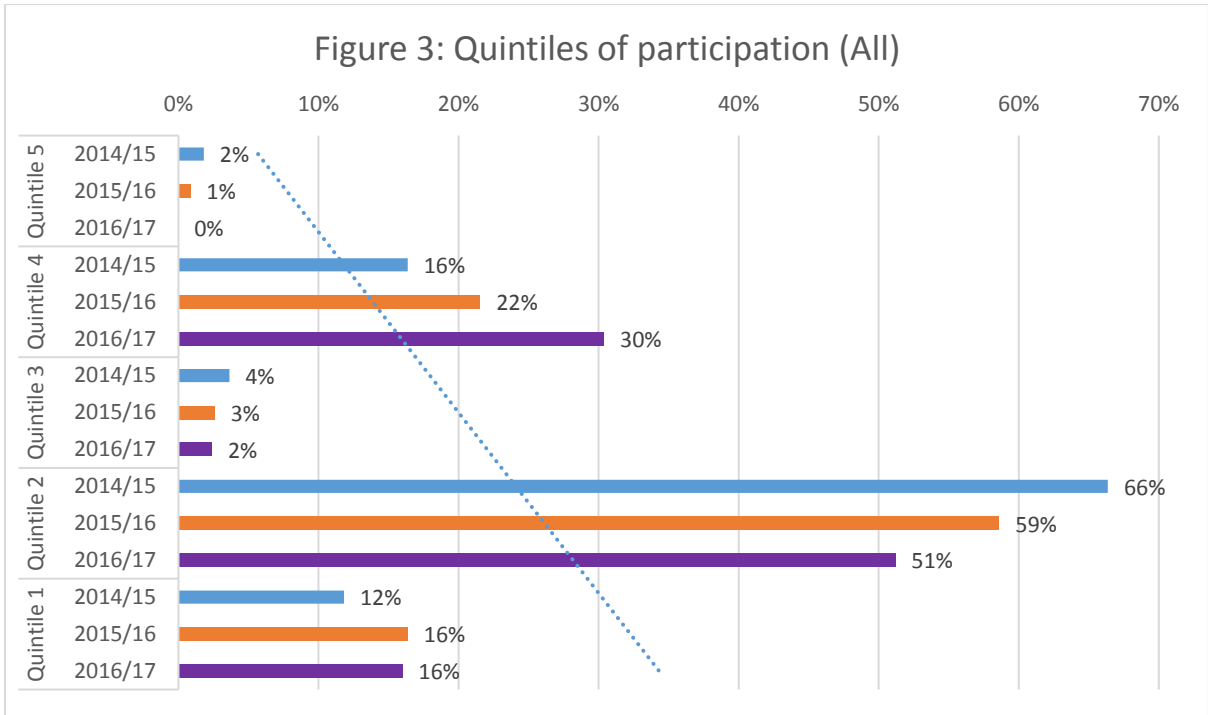


The gender split of new entrants onto HE courses at Weymouth College in the academic year 2016/17 is 52% male and this ratio of intake is consistent when comparing by age; this is representative of the gender division of the HE student population at Weymouth College over previous years, when compared to the national data for ‘*other undergraduate*’ courses the college is recruiting significantly (15%) more males at 37%¹. In 2016/17, 52% of all new entrants onto HE courses at Weymouth College were over 21 compared to 59% national average¹. This is a decrease compared to the previous years (see table 1). This decrease is due to curriculum changes and developments linking to our HE strategy of developing provision around level 3. Provision that is both strongly recruiting and high performing (please see figure 1), therefore changing the portfolio of courses on offer (from a poorly recruiting offer to one based on clear progression routes, in addition to meeting employer needs), thus linking to the positive trend in total HE students and the increase in internal progression (see table 1).

The table below illustrates changes in access by underrepresented groups, including internal progression between 2014/15 to 2016/17 (includes part-time students):

Academic Year	BME	Low Participation Target Backgrounds	Mature Students	Internal progression from FE	Disability/ Supporting Need	Care leavers
2014/15	6%	12%	100%	72%	14%	1%
2015/16	4%	16%	82%	74%	16%	1%
2016/17	4%	16%	52%	81%	20%	0%

¹www.hesa.ac.uk/data-and-analysis/students/whos-in-he



A further examination of the demographics of HE students from the academic year 2014/15 to 2016/17 shows that the proportion of students of particular ethnicities (table 1) are mirrored between the college (students studying FE courses) and local population, which is reflective of the strategy of providing relevant, responsive and innovative HE provision for the local community. When examining disability, in the last 3 years the college has seen a 6% increase in students who disclose themselves as disabled which is comparable to the national picture reported in a five year period until 2015-16². The college recruitment of students with a known disability in the level of study for 'other undergraduate' courses has been significantly higher

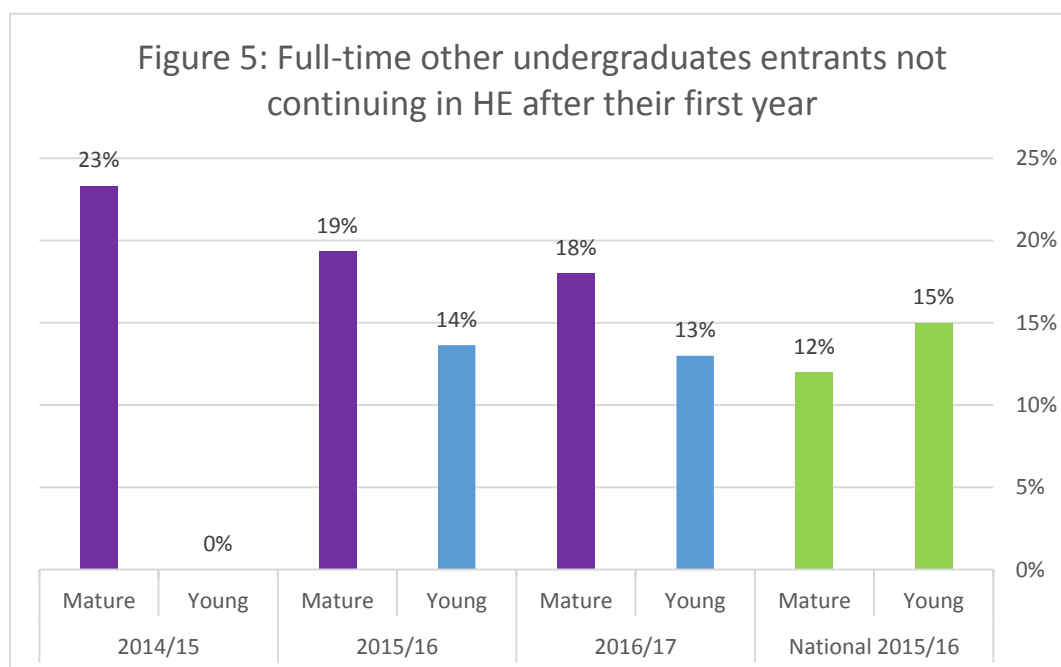
² www.hefce.ac.uk/analysis/HEinEngland/students/disability/

than the national picture for the last 3 years at 20% for 16/17¹ (exceeding the national by 10%). For students from areas of low higher education participation the college demonstrates a consistent 3 year trend, that a significant proportion of students (67% in 16/17) come from wards in Quintiles 1 and 2 (figure 3), when compared with the national percentage of UK domiciled entrants from lowest participation neighbourhood by academic year 2016/17¹.

Figures 3 and 4, illustrates:

- Enrolled mature students at 18%, above the national by 6%
- Enrolled young students at 13%, above national by 2%
- Enrolled all students at 16%, above the national by 5%

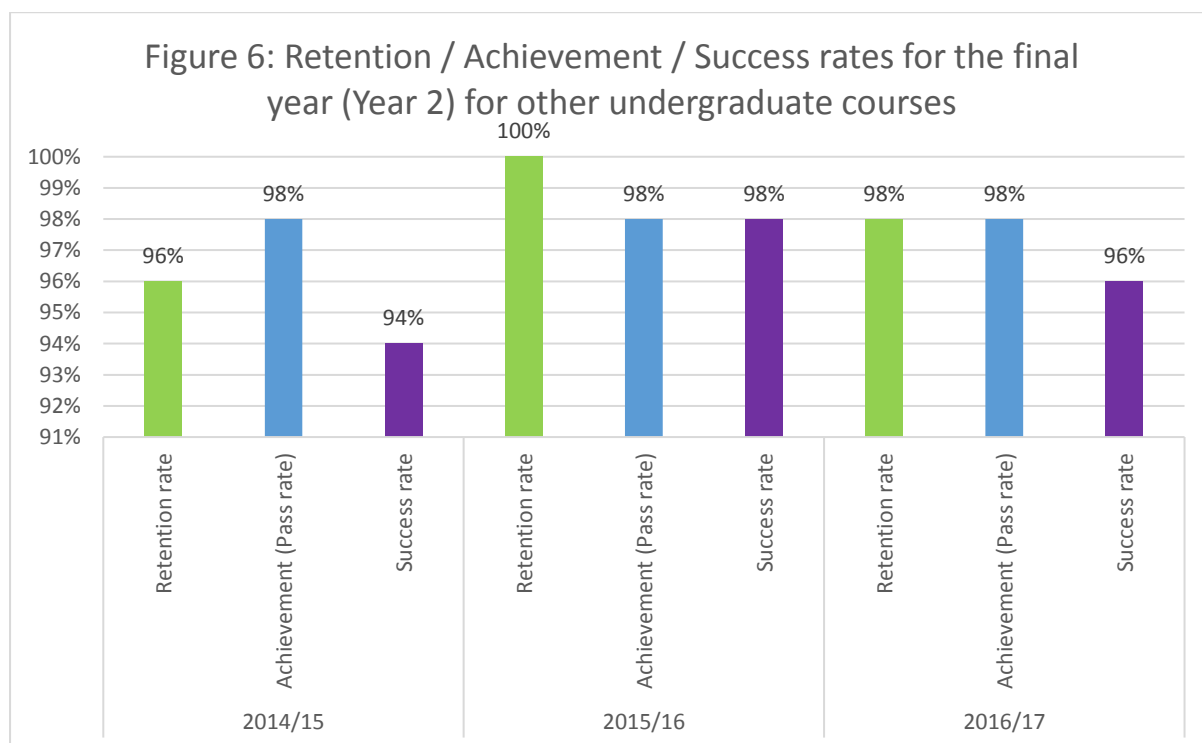
When examining the intersection of disadvantage in relation to student characteristics for access/recruitment to HE, in the 'End of Cycle Report 2017', UCAS³ highlighted the importance of considering multiple equality characteristics through its multiple equality measure. Therefore, when comparing Weymouth College access trends to the research published in 2015 by the former Department for Business, Innovation and Skills⁴, which concluded the most underrepresented group of students in higher education are white British men from socioeconomically disadvantaged backgrounds. The college is recruiting strongly to this underrepresented group, in 16/17 Weymouth College recruited 52% male, 15% more males than national (37%) for 'other undergraduate' courses¹. As previously stated 67% of students are from wards in Quintiles 1 and 2 (figure 3), of which 62% are White British pupils compared 33% nationally, which was stated as lowest participation group than any other in terms of Quintiles 1 and 2⁴. Further analysis of Quintile 1, 100% are white British with 60% of this subgroup male (10% of total students). Therefore, it is evident that the College is performing well, demonstrating the existing effective outreach work that is undertaken at Weymouth College to support access for underrepresented groups into HE.



³ www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-analysis-reports/ucas-undergraduate-end-cycle-reports

⁴ www.gov.uk/government/publications/higher-education-participation-socio-economic-ethnic-and-gender-differences

Figure 5 highlights the proportion of full-time entrants who do not continue in higher education beyond their first year in comparison with national average in 2015/16 for 'other undergraduates' courses⁵. The overarching improving pattern for both mature and young entrants has been one of decline for the last 3 years as with the national trend, where young entrants compares favourably to the national (2016/17, 2% below the national of 15%), and the mature is slightly higher but improving year on year. However in the context of the colleges size when examining our full-time mature students in 16/17, it should be noted that 1 students equates to 4.5% (4 non-continuing mature students in 16/17),



Following the review of non-continuers, figure 6 outlines the retention, achievement (pass rate) and success rate for the final year of our Foundation Degree and HNC/HND provision, where Weymouth College has seen a consistent high performance in all measures over 3 years.

⁵ www.hesa.ac.uk/news/08-03-2018/non-continuation-summary

	Employment	Employment and further study	Further study only	Assumed to be unemployed	Other	Question not answered
Weymouth College Full-time other undergraduate	21.95%	12.20%	56.10%	2.44%	4.88%	2.44%
2015/16 National Full-time other undergraduate	43.10%	11.00%	31.10%	4.00%	3.50%	7.40%
Weymouth College Part-time other undergraduate	100.00%	0%	0%	0%	0%	0%
2015/16 National Part-time other undergraduate	59.60%	13.30%	13.50%	2.00%	4.40%	7.20%

	Employment	Employment and further study	Further study only	Assumed to be unemployed	Other	Question not answered
BME	0%	0%	100%	0%	0%	0%
Low Participation Target Backgrounds	33%	23%	44%	0%	0%	0%
Mature Students	27%	12%	54%	4%	3%	0%
Disability / Supporting Need	36%	7%	50%	0%	7%	0%

Table 2 illustrates that Weymouth College 16/17 employment outcomes compares favourably for both modes of delivery to 15/16 national data, where positive outcomes (employment / employment and further study / and further study only) represents a high 90.05% for Weymouth College full-time undergraduates compared to the 15/16 national of 85.20%. Part-time provision represents a very strong 100% progression into employment, compared to the national average of 86.40%. Table 3 outlines Weymouth College 16/17 employment outcomes in relation to underrepresented groups, where positive outcomes are outstanding at 100% for BME students, 100% for students from a low participation background, 93% for mature students and 93% for students with a disability / supporting need. When examining underrepresented groups in comparison to main college provision (92% positive outcomes) all target groups' rates of positive progression exceed this performance. This therefore indicates no progression gaps in relation to either modality of delivery or target groups. In terms of context the high proportion of further study (full-time) and employment (Part-time) is reflective of the portfolio of HE courses on offer (Foundation Degree and HNC/D) with progression onto top-up degrees which links positively to the appropriateness of information advice and guidance (IAG), support provided for progression and the employer relevance of our provision (especially part-time courses).

⁶ www.hesa.ac.uk/data-and-analysis/performance-indicators/employment-summary

The College rigorously monitors, delivers effective interventions, and supports the performance of all students. Consequently, the college continues to be very successful in maintaining levels of performance where there are no significant achievement or progression gaps between different groups of students. In 16/17 the College achieved a positive combined success rate of 84% (either progression onto the final year (continuation) or achievement of the final year), where students from areas of low higher education participation (success rate of 95%), BME (success rate of 100%), students with a learning difficulty (success rate of 88%), and students with a disability (success rate of 85%) therefore demonstrating that all groups perform at levels above, or commensurate with, main college provision. This is further evident by the performance of white British men from socioeconomically disadvantaged backgrounds, with a positive combined success rate of 92% and 100% positive progression rate following study (71% into employment and 29% onto further study). As stated previously, our strong success and progression performance is also reflected in our most recent NSS results which rank academic support at 89% (9% above the national average), with overall satisfaction at 86% (2% above the national average). Therefore, the focus of this access and participation plan will be to continue/maintain the performance of success and progression but continue to increase the number of students accessing HE from the local population, which links to the underrepresented demographics of students from low higher education participation classifications.

Ambition and Strategy

Weymouth College is a medium-sized Further Education College in South-West Dorset. The main campus is located near to Weymouth Town Centre, and there is a smaller campus in Poundbury, Dorchester, where the Dorset Centre for the Creative Arts is located. The College offers a wide curriculum at all levels including Leisure, 14 to 19 provision, adult, apprenticeships and higher education.

Throughout the last four years the College has remained committed to the continued development of a coherent and strategically planned higher education offer. The strategic oversight of that planned development is ultimately determined by the Corporation. Whilst the ultimate strategic oversight remains with the Corporation, it is the Senior Leadership Team (SLT) who develop and carry out the strategy. The team has a substantial breadth of knowledge and experience of HE in FE. The Principal has managed and developed HE in FE in a number of institutions and in a variety of roles culminating in the development of University Centre, Hastings, with Brighton University. The Vice Principal (Performance and Delivery) is a former University employee and was Registrar for an FE College with very significant HE volumes. Although the current HE student cohort is low, the importance of HE within the College is reflected by a recent new structure which appointed a Vice Principal (Curriculum) to line manager and further develop a strategically aligned offer. This structure demonstrates the stability and strength of the SLT and the strong links with the Corporation.

The College Higher Education Strategy has been refreshed to form part of the whole College's vision from 2016 and beyond, and to deliver on the strategic priority to achieve year-on-year

growth through the development and delivery of relevant, responsive and innovative education and training.

One of our immediate aims is to transform the lives and economic prosperity of local people by providing the opportunity to access learning delivered to the highest standards and levels in subjects that match local growth sectors, and to address skills gaps. This is very important to the growth and re-generation of Dorset, and especially the area of Weymouth and Portland. To this end we are working with the Dorset Local Enterprise Partnership (LEP) and other local stakeholders to assist in the growth of a workforce with higher qualifications and skills.

Collaboration and Partnerships Mission

- The College will continue to work in partnership with the University of Plymouth to deliver a range of locally accessible higher education courses, with a focus on low cost full and part-time programmes.
- The College will also continue to work closely with other providers, Kingston Maurward College and Dorset County Council to promote further expansion of locally based HE programmes based on a network of provision across the County.
- The College will continue to focus on mapping progression opportunities across College through the curriculum map with the intention of demonstrating clear, transparent routes through to higher education for all students. In addition, to developing viable programmes where no progression exists.
- The College will continue to expand its provision of Higher Apprenticeships, working closely with employers and University of Plymouth.
- The college will collaborate with Kingston Maurward to provide a joint HE offer, and market it as such giving a wider offer of HE programmes across Dorset.
- The College will commit to collaborate with local schools to build awareness and aspirations to study at HE level.

All of the HE provision is now either validated by University of Plymouth, or the Pearson Group for HNC/HND. The College has strong links with both awarding bodies and offers a number of Foundation Degrees, Higher National Diplomas and Certificates (HND/HNC).

Higher Education Objectives for 2017-20

- Continue to develop a Higher Education offer that includes flexible modes of delivery and different entry and exit points, which meets the needs of employers and students;
- Review yearly the Higher Education curriculum to ensure that it is viable and that it supports employability, digital literacy, social inclusion and lifelong learning priorities;
- Work with employers and their representative bodies to identify their training needs, and develop a Higher Education curriculum offer that meets these needs and extend our delivery in the workplace;
- Continue to develop a range of Higher and Degree Apprenticeships which articulate the needs of students, parents, employers and the LEP;
- Ensure progression pathways exist onto and from all its Higher Education provision and benefit Higher Education learners;
- Provide first class Higher Education teaching, learning and support that is a model of excellence;

- Continue to investigate new relationships and partnership opportunities with Higher Education Awarding Bodies;
- Transform the lives and economic prosperity of local people by providing the opportunity to access learning delivered to the highest standards and levels in subjects that match local growth sectors, and address skills gaps.
- Ensure that data capture systems are in place to inform progression and attainment of students whilst at College and after university top up.
- Use data capture effectively on all outreach programmes to monitor effectiveness of initiatives.

Whilst the College's financial position has continued to be a strong focus for the Corporation, SLT, and the College's Management Team have minimised the impact of the necessary cost reduction measures on the student experience and outcomes. As a result, since September 2015, strong curriculum performance has continued to be effectively delivered and monitored with performance at very high levels. It is worth noting that, despite the financial challenges the College has faced since 2013-14 it has nevertheless been successful in not only maintaining or improving its success rates, but also gaining a number of awards and kite marks. Notably being awarded for the third year running an Association of Colleges' National Beacon Award, Sports Leaders Academy status, re-accreditation of matrix, as well as Investors in Careers. Matrix accreditation awarded December 2015 due for renewal December 2018. Investors in Careers awarded December 2017. At time of writing, the College has; been judged Good (Grade 2) for all aspects by Ofsted, and the College has also undergone a QAA Higher Review (HER) during March 2016 with a judgement of "meets UK expectations" in all categories.

This plan and associated support measures aims to widen and increase participation in Higher Education in general for Weymouth and Portland. The strategic ambitions of our access and participation plan are fundamentally linked to the majority of HE students at Weymouth College, with both young and adult categories being classified as under-represented groups as they are from wards in which HE participation is low (figures 3 and 4). This is specifically of note in maintaining the access, success and progression of students linked with the multiple equality characteristics of white British males from socioeconomically disadvantaged backgrounds. Accordingly, widening participation is central to our mission and our primary aim to achieve year-on-year growth through the development and delivery of relevant, responsive and innovative education and training. Widening Participation is therefore implicit in everything we do in HE, with our recruitment effort largely aimed at that target population. Our commitment to access, success and progression measures, leads to a planned spend of approximately 30% of the total fee income above the basic fee level.

Targets and milestones (applicants, entrants or student body):

- Increase the number of students from low-participating areas over the course of this access agreement progressing from Level 3 to Level 4 and 5 courses.
- Increase the number of mature students returning to education by curriculum development of flexible courses aimed at progression into HE and higher apprenticeships
- Increase the awareness and entrants from local state schools into local HE provision during the course of this access agreement

- Increase applications from FE students moving into HE in Weymouth and Portland
- To continue to maintain the number of students with a declared disability or identified learning support need at 15% year on year.
- To maintain/improve overall retention at 91% year on year
- Maintain/increase the proportion of students entering employment or further study for other undergraduate courses

The College recognises the importance of collaboration between providers and stakeholders in improving access to higher education and has established strong relationships with local schools (majority located in quintile 1 or 2 for participation in HE), where the Vice Principal (Curriculum) is a Cooperative Governor for one of our main feeder schools. The College continues to develop/enhance its already successful School HE outreach activities, for example Careers College (this event won the UCAS Progress AoC Beacon Award in 2014, and was nominated by Bournemouth University for the 2017 NEON Widening Participation Award). We have maintained support from the Southern Universities Network, and Bournemouth University to widen the event, with 2330 Year 9/10 students from 16 schools participated in the 2017, with similar numbers predicted for 2018. Since 2016 the College has now consecutively organised two 'HEADS UP' HE taster days hosted at the college, where over 200 students from schools across Dorset attended the higher education SUN-funded event. Students completed two tasters chosen from a wide-range of options offered by seven local universities and colleges (90% of students saying that they now had a better understanding of higher education and were more likely to apply for a place on a higher education course).

As stated the College is working in collaboration with Southern University Network (Our local NNCO) and developed several initiatives in 2017 aimed at supporting the most disadvantaged young people progress on to Higher Education and therefore contributing in the evaluation of activities within the structured NNCO partnership.

The University of Plymouth has a nominated Relationship Development Manager (RDM) for Weymouth College. The RDM is a senior academic/manager from Academic Partnerships Faculty, University of Plymouth. They have an explicit role to support and guide the partner institution. Helping further contextualise, bridge and humanise the relationship between the university and the partner institution. This role runs parallel with the usual University of Plymouth quality and management frameworks and structures. In addition to this, each programme has an Academic Liaison Person (ALP) with very strong subject links to support the College's Programme Leaders and can offer advice on programme management and academic progression.

Linking to our collaboration and partnerships mission / HE objectives the College has formed collaborative arrangements with Kingston Maurward (land-based FE College) to provide a wider offer of HE in this part of Dorset. This includes a coordinated marketing approach, accommodation, and transport links.

Weymouth College has an integrated management structure that will ensure that the targets set within this access and participation plan are both monitored and achieved/evaluated. A yearly evaluation of quality processes and reviews takes place under the HE audit process.

This evaluation ensures that the management of the learner experience and measures set out in access and participation plan are monitored. The year-end self-assessment document, and action plan will be monitored via the HE Development Plan which the Vice Principal (Curriculum) oversees and monitors (this is a 'Live' document). The actions that have been completed are monitored at both monthly 'Curriculum Management' meetings and termly 'Performance and Delivery' committee meetings. The Vice Principal (Curriculum), HE Registrar, Heads of School and Programme Leaders are responsible for delivering the plan. The student voice is included in this monitoring which is additional to contributions to further design of HE programmes, enhancements and changes to unit/module specifications where applicable. The outcomes from the Audit feed into the year-end self-assessment document, and action plan, which is assured by the Vice Principal (Quality and Performance), the Principal and the HE lead on the corporation. The chair of the corporation signs off the self-evaluation document and accompanying live action plan.

As the monitoring process outlines above, the evaluation of the measures set out in our plan will be achieved by the collection and analysis of appropriate data on an on-going basis which will ensure that targets are being met throughout the year. It will be imperative that data can be attributed to activity in order to ensure that all activities/measures are designed to meet the targets set. Data will be collected through a number of routes: feedback from participants in specific events, student consultation, internal College MIS data and UCAS data. In terms of financial support the College offers a hardship fund of £3,000 per annum, this academic year students in receipt of support have all successfully been retained and have either completed their studies with us or are progressing to the next stage of their studies or employment. To effectively evaluate the financial assistance available to students, the College will specifically survey 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.

As previously stated all data will be collated throughout the year and reported through the College's management structure (monthly 'Curriculum Management' meetings and termly 'Performance and Delivery' committee meetings) to ensure that evaluation is embedded in the College's strategy and annual self-assessment document for higher education. The self-assessment document for higher education incorporates an evaluation of key performance indicators (KPIs – Retention, Pass Rate and Achievement and grade profiles) for a range of demographics to identify and target achievement gaps for improvement. These include age, gender, low participation target backgrounds, learning disability, other disability, ethnicity and care leavers. The ambitions and goals of this access and participation plan are therefore imbedded within the actions identified in the self-assessment document to improve KPIs for certain demographics informing the quality action plan. This will ensure that the College is building on previous evaluations, where outcomes and evidence will continue to be used to influence practice (in terms of access, success, and progression), to shape future policy decisions and where appropriate the wider sector.

Promotion of equality and diversity continues to be outstanding at Weymouth College and the access and participation plan will clearly support and benefit from the colleges wider equality and diversity strategy. Equality and diversity are integral parts of College life and the College community. Equality and diversity is fundamental to College life and the College community,

this is expressed through the College's Equality Objectives where the College makes a commitment to "*practise Equality and Diversity in everything we do.*" This means that as a highly inclusive organisation, Weymouth College is proactive in the embedding and promotion of equality and diversity.

As identified excellent practice, there are ten volunteer staff who perform the role of Equality and Diversity champions covering the nine protected characteristics expressed in the Equality Act 2010. Running parallel to this, the College also has champions for specific groups of students where a need is identified, to monitor and manage these needs. These include those with autism spectrum conditions, mental health issues and dyslexia. With the addition of a governor Equality and Diversity champion, as part of the College's "*Governor Link Scheme,*" this has introduced further expertise into the group offering guidance and support in our drive to formulate new initiatives.

The College actively uses information and opportunities to promote EDI across the College such as via CPD plans for staff, ALS plans for students and student activities including: debates, promotion of British values, discussions, level/ability specific activities and workshops. All Equality and Diversity training is mandatory and refresher modules are also in place on a regular basis.

The College web-site features prominently our Equality and Diversity Objectives, formulated by Weymouth College Staff and a range of support and information available to International Students, including Student Blogs and testimonials which provide a clear picture of students appreciating the College. Weymouth College has continued to demonstrate it is keen to develop a culture whereby new ideas are recognised, explored and acted upon. There have been many excellent examples of ways in which new opportunities have been developed for students, because of the discussion and debate about EDI issues. Examples include the new Students' Union, Equality and Diversity Committee meetings and the many forums, including the Disabled Students Access Group that undertake disability audits and act as representatives to improve access issues within the College.

The analysis of equalities data is thorough, and the performance of different groups is carefully monitored, and any achievement gaps are identified and addressed. The College also produces an Equality and Diversity Annual Report. The Strategic Group meets termly and reports to the both Governing Body and the Performance and Delivery committee.

In terms of student consultation and involvement Weymouth College has a clear strategic approach with engaging students; the College operates several student surveys throughout the year, with responses bringing feedback to the course representatives as part of the Autumn and Spring Programme Team meetings. The College collects the views of students, individually and as curriculum area groups, these mechanisms will allow students to be included in the implementation, monitoring and evaluation of this access and participation plan. These include:

- Induction Feedback Survey (Term 1)
- University of Plymouth Student Perception Questionnaire (Term 2)
- National Student Survey (NSS) (Term 2)

- Module/Unit Evaluations (Term 3)
- Student Representative within Programme Team Meetings (Autumn and Spring Term)
- HE Student Representation at College termly Student Representative Meetings

Student representatives are invited to participate in formal course meetings which include a standing agenda item for student feedback. All students have the opportunity to undertake formal survey procedures as outlined above, the results of which are fed back to programme teams and form part of action planning discussions within Annual Reports.

Students are involved in module and performance reviews, and the actions fed back from Module/Unit Evaluation Surveys have resulted in investment in resources and changes to module assessments. Feedback from students involved in enhancement and employability activities has resulted in further engagement by employers wanting students to participate in additional work experience, and live projects. The College has further plans of engaging students more actively with the help of the College Lead Student Representative and the continued support of partner university Student Union coordinators. New initiatives include HE Forums on Moodle VLE, development of an HE social media platform, re-vamp of the HE social area and use of the area for events/exhibition of student work.

HE Student Representatives from each programme were consulted on the first draft of this document, and have informed the milestones which have been set as well as discussed sources of financial support. Future consultation will occur allowing students from the all backgrounds in the above listed feedback mechanisms.

In summary, the College has a long history of providing high quality vocationally related Higher Education in Weymouth and Portland and the wider area of Dorset, and seeks to address the need to provide higher level courses and qualifications for the local community and employers. It recognises the advantages to some students of studying near to home, reducing the costs of accommodation and travel, making Higher Education a viable option. In some circumstances there are domestic or cultural reasons for studying locally. Higher Education within a Further Education setting supports vocational progression and access in this context. It is therefore clear that the nature of HE provision at Weymouth College is distinct from that provided by traditional HEI's in that it raises the aspirations of those who would not normally consider higher education as part of their career path. By making such provision available to aspiring learners, Weymouth College plays an important role in contributing to the economic development of the local community, the widening participation agenda and the achievement of national targets for HE participation. Within Weymouth and Portland, the majority of wards (67%) fall under Quintile 2 and (22%) under Quintile 1 with respect to participation in Higher Education (POLAR4).

Access, Student Success and Progression Measures

Weymouth College will continue to invest in outreach activity, in line with its strategic approach to improve upon previous work to maintain and expand our current student profile. The college has a strong performance with internal progressing students from Level 3 vocational programmes (81%), students with a declared disability or identified learning support need (20%), students from low participation target backgrounds (16%), gender split (maintaining the 52% proportion of male entrants) and white British men from socioeconomically disadvantaged backgrounds. The College acknowledges it needs to stop the trajectory of declining mature students and increase participation of Care Leavers.

Access activities/measures will include:

- Working with further education students within the College at all levels to promote progression options to vocational Higher Education programmes including Higher Apprenticeships.
- As an FE college we employ an institution approach to the student journey and provide information and support through a tutorial programme which aims to aspire and engage students with HE opportunities.
- We have ensured that all the College curriculum areas have developed their own progression maps, so that all areas of the College maintain and/or develop provision from Level 1 to Higher Education where appropriate (Providing clear and transparent progression pathways to all students and relevant stakeholders).
- Providing multiple internal progression events (generic and specific by area) across the College.
- Curriculum plan to ensure HE teaching staff also teach on FE programmes to aid aspiration, achievement and progression.
- Providing 1:1 support for students researching HE opportunities, completing UCAS applications and interview preparation (via our guidance team as part of students services as well as learning facilitator and tutor sessions).
- Providing 1:1 support for students researching job opportunities, compiling CVs and interview skills (via our guidance team as part of student services as well as learning facilitator and tutor sessions).
- Jointly marketing HE programmes, with other providers in the local area with low HE participation (as previous stated, collaborating with Kingston Maurward to provide a joint HE offer, and market it as such giving a wider offer of HE programmes across Dorset).
- The College will continue to offer an Access to HE provision which will create a route for mature students into the College HE provision, as well as vocational Level 3 courses that have also been a traditional route for mature students into the College's HE courses.
- The College will continue its programme of HE talks and Taster Sessions to schools within the local community.
- Deliver and host 'Careers College' event promoting HE and employability to secondary schools in low participation target backgrounds and the wider locality of Dorset (this totalled 16 schools in 2017 (2330 students)).
- Deliver and host 'HEADS UP' event, HE taster day, where students (200 on average) from schools across Dorset attended the higher education SUN-funded activities, where students completed two tasters chosen from a wide-range of options offered by seven local universities and colleges.
- Collaborative research and planning with the NCOP to develop activities with schools, sixth forms and colleges within the Dorset

- Member of the SLT to maintain a Cooperative Governor role at the Colleges main feeder school.
- Two successful Key Stage 4 link programmes aimed at students from disadvantaged backgrounds, whereby students study at the College on a regular basis to help them consider a range of progression routes.
- Utilise the Schools Officer post-holder to increase the number of links with schools within the SUN NCOP regions.

Whilst the College already implements a number of measures to promote student success and progression, it has identified the following activities to both enhance the student experience and aid the transition into Higher Education, thereby helping to further improve success and progression rates.

Success & progression activities/measures will include:

- Applicants meeting the minimum entry criteria are interviewed, providing an opportunity to discuss programme suitability, individual support needs and associated plans. Providing mature students and students with a declared disability or identified learning support need, the appropriate starting platform for success and progression.
- Refinement of our HE data management (Weytrack) that will monitor student progress and identify those “at risk”. Providing a breakdown of student population by target group allowing identification and analysis of factors which impact adversely on student retention and progression allowing timely intervention.
- Smaller class sizes aiding continuation and completion rates, providing more focused student delivery and support for students with a declared disability or identified learning support need.
- Curriculum areas maintaining and cultivating industry contacts that support the curriculum design, and provide opportunities for valuable work experience, and live projects. Providing students from a low participation background network opportunities with industry related employers, aiding both success on programme with the potential of employment during study and positive progression on completion.
- Offering additional study skills support throughout their studies (including informal assessment at the start of programmes to aid transition to HE standards of assessment).
- Offering appropriate advice and support regarding progression to other institutions for all students from target groups (for example, APL if needed).
- Formal tutorial sessions providing additional employment–related support to mature final year students.
- Maintain compact agreements with University of Plymouth, so enabling students’ forward progression routes through a guaranteed offer.
- Maintain strong relationship with University of Plymouth working with Relationship Development Manager and appropriate Academic Liaison at programme level.
- Continued engagement and collaboration with the Southern Universities Network members to develop and promote activities to increase attainment and engagement with higher education.
- The College will continue to maintain contact with graduates as they are often able to provide careers talks to current students on employment and postgraduate opportunities.

In terms of access, success and progression, students studying a HE course at Weymouth College progress from a variety of academic backgrounds. The College aims to enable

individuals to develop their full potential and thus to provide access to higher education to all who may benefit from it. The College recognises its responsibilities towards all those who apply to study at Weymouth College and will endeavour to ensure that students are only enrolled on a programme for which they have the skills, academic ability, motivation and commitment to succeed. The College has a comprehensive strategy to ensure that students receive the support they require to achieve their intended qualification and enhance their employment opportunities. A thorough induction process, personal tutor system and additional study support, all work to identify students in need of support and ensure the appropriate support mechanisms are in place to allow them to continue their studies and gain employment on graduation as outlined in terms of positive progression outcomes in 16/17 (employment / employment and further study / and further study only) with 90% for full-time students and 100% for part-time students.

Investment

Weymouth College's approach to financial support measures, aims to widen access and participation by addressing potential barriers to participation identified in our assessment of performance. Of the additional income gained from charging above the minimum fee level, the College is committed to utilising approximately 30% to support additional access, success and progression measures, along with financial support (aligned to the proportion of students from underrepresented groups classified as low). Of this total pot of funds (£12,600), 34% will be used to support access activities through maintaining and expanding outreach work (£4,200 which amounts to 10% of the proportion of higher fee income (HFI)), 21% to support measures aimed at student success by improving student retention and achievement (£2,700 which amounts to 6.4% of the proportion of HFI), 21% on progression focussed activities (£2,700 which amounts to 6.4% of the proportion of HFI) and 24% to provide financial support (£3,000 which amounts to 7.1% of the proportion of HFI). This pattern of allocation will be reviewed by the College as more information becomes available as to the effectiveness of the measures put in place.

Much of the College access activities are completed in partnership with access activities of its FE provision, as well as through a dedicated Schools Officer. This position has a key role in college recruitment/engagement, and it is crucial for key events (for example Careers College and HEADS UP) in the promotion of HE and employability to students in low participation target backgrounds. With reference to the financial support, 24% of total funds is allocated to our hardship fund (£3,000 which amounts to 7.1% of the proportion of HFI) and this is available to students in emergency financial adversity. Students must apply for this funding through our Student Services Team following guidelines for the allocation of these funds to determine eligibility based on criteria on income and status. The College has no plans to increase this fund at present but will closely monitor the demand for this funding from students and make adjustments as necessary.

Provision of Information to Students:

Weymouth College will provide clear and accurate information to students and prospective students on the range of access and outreach activities it undertakes, along with information on the practical and financial support available to students. This will be compliant in meeting our obligations under the Consumer Protection Law. The College will continue to engage in collaborative events with partners in Dorset aimed at offering clear and comprehensive information to students, potential students, their families and carers, employers and other stakeholders to promote Higher Education opportunities.

The College describes the process for application and admission to the programme of study within programme specific pages on the website and on UCAS. Information is made available to prospective students to help them select their programme with an understanding of the academic environment in which they will be studying and the support that will be made available to them as follows:

- Weymouth College website (Course information and Programme Handbooks available on website under course listings)
- Weymouth College /Kingston Maurward prospectus
- Information, Advice and Guidance from the College Careers and Employability Service
- Financial information from the HE Registrar and/or College Careers and Employability Service
- Disabled Students' Allowance information and support from HE Registrar
- Accommodation information from the HE Registrar
- Programme literature
- Progression interviews for Vocational level 3 and A level students
- College Open Days/Evenings
- Outreach events at local schools
- Yearly HE/Careers Fair
- Summer Careers College
- Apprenticeship and Employers Fair
- Interviews
- Various digital platforms including Facebook, twitter and curriculum web sites
- UCAS fair
- Joint open day marketing at the two colleges (Weymouth and Kingston Maurward).
- Upon offer, students receive an email signposting them to Student Contract and relevant HE Policies and Procedures available on the website
<https://www.weymouth.ac.uk/level-of-study/university-level/>

Weymouth College as a Higher education provider publishes online and written information that describes our mission, values, overall strategy, financial support, fees for the duration of our courses, and once approved this access and participation plan. This ensures that all relevant information is accessible to both current and prospective students.

With reference to financial support the College offers a hardship fund, the fund is intended to assist those who need financial help to meet particular costs, which are not already being met from statutory or other sources of funding, alleviate cases of severe financial hardship, meet unexpected financial crises, and intervene in cases where the level of hardship is enough to

prejudice the student's continuance on the course. There are several requirements a student must usually have met before we are able to consider their application. These include:

- Making all possible arrangements to secure available / statutory funding
- They have sought Money Advice
- Their spending habits must show that they understand the principles of good money management, have not been frivolous, and have tried to spend within their means.

Funds are not available to cover tuition fee costs. In general Hardship Funding is intended to help pay for expenditure that students could not have foreseen. In addition, the fund can consider costs for disabled students which are not met by the Disabled Students' Allowance (DSA). This will be done on a case by case basis and the level of support will be determined by available funding resource. If a student wishes to be considered for a non-standard award the student will need to provide the college with as much information as possible to support their application.

As outlined above the College provides Information, Advice and Guidance to prospective and existing students and is the holder of full MATRIX accreditation. There is a thorough process for providing information for all programmes, which adheres to the partnership agreement with the awarding HEI (University of Plymouth). The responsibility for providing timely accurate information to UCAS and the Student Loans Company sits within the HE Management team. The requirement to provide this information is one aspect of the College's commitment to allow prospective students to have complete and accurate information in order to allow them to make informed decisions regarding their future study.

* 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 reserves the right to apply an annual inflationary increase linked to the Retail Prices Index (within the maximum fee cap) to the course fee stated for subsequent years of study.

Full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		£6,650
Foundation year / Year 0		*
HNC / HND		£5,750
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		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		£3,250
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low income background	Other statistic - Low-income backgrounds (please give details in the next column)	Increase the number of students from Low-income backgrounds over the course of this access agreement progressing from Level 3 to Level 4 and 5 courses	Yes	2014-15	14%	20%	20%	20%	20		We are still working collaboratively with Kingston Maurward College & Southern Universities Network (SUN)
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T1c - Low participation neighbourhoods (POLAR3) (Young, full-time, other undergraduate entrants)	Increase the number of students from Low-participating areas over the course of this access agreement progressing from Level 3 to Level 4 and 5 courses	Yes	2014-15	12%	17%	17.5%	18%	19%		We are still working collaboratively with Kingston Maurward College & Southern Universities Network (SUN) We have changed the stage of lifecycle to represent the appropriate stage for the target (Previous author error – Please see optional commentary). Due to this amendments we have amended the baseline data and milestones (finishing in 2021-22 aligned to 2018-19 access agreement) to ensure the target is consistent and measurable. The Baseline data of 11% from national percentage of UK domiciled entrants from lowest participation neighbourhood by academic year 2016/17
T16a_03	Access	Mature	HESA T2a - (Mature, full-time, first degree entrants)	Increase the number of mature students returning to education by curriculum development of flexible courses aimed at progression into HE and higher apprenticeships	No	2014-15	12%	12%	12%	12%	12%		We have amended the baseline data and milestones (finishing in 2021-22 aligned to 2018-19 access agreement). These have been based on enrolment data from 2016/17 entry. We will aim maintain and increase the participation of mature students
T16a_04	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	Increase the awareness and entrants from local state schools into local HE provision during the course of this access agreement	Yes	2014-15	8%	15%	15%	15%	15%		
T16a_05	Access	Socio-economic	Other statistic - Applications (please give details in the next column)	Increase applications from FE students moving into HE in Weymouth and Portland	Yes	2014-15	48%	50%	50%	50%	50%		We are still working collaboratively with Kingston Maurward College & Southern Universities Network (SUN) We have changed the stage of lifecycle to represent the appropriate stage for the target (Previous author error – Please see optional commentary)
T16a_06	Student success	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	To maintain/improve overall retention at 91% year on year	No	2014-15	91%	92%	92%	92%	92%		Amended the description of the target for clarity
T16a_07	Access	Disabled	HESA T7 - Students in receipt of DSA (full-time, all undergraduate entrants)	To continue to maintain the number of students with a declared disability or identified learning support need at 15% year on year.	No	2016-17	15%	15%	15%				We have changed the stage of lifecycle to represent the appropriate stage for the target (Previous author error – Please see optional commentary). Due to this amendments we have amended the baseline data and milestones (finishing in 2019-20 aligned to 2018-19 access agreement) to ensure the target is consistent and measurable.
T16a_08	Progression	Other (please give details in Description column)	Other statistic - Progression to employment or further study (please give details in the next column)	Maintain/increase the proportion of students entering employment or further study for other undergraduate courses	No	2017-18	92%	92.5%	93%	93%	93%		Baseline data and milestones based on employment outcomes compared total positive progression of 92% in 17/18

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Other/Multiple stages	State school	Outreach / WP activity (summer schools)	Continue and develop careers college, so giving opportunity for students to experience college life, and progression opportunities into HE in a local environment.	Yes	2014-15	2698 students from 17 Dorset schools (inc College)	Students from local Dorset Schools	Students from local Dorset Schools				Working Collaboratively with Southern Universities Network (SUN)
T16b_02	Access	State school	Outreach / WP activity (other - please give details in the next column)	Strengthen and develop IAG activity with local schools showing advantages of studying HE provision based at the college and elsewhere.	Yes	2014-15	800 students from 4 Chesil Schools (Yr10)	5 schools based in Weymouth & Portland	5 schools based in Weymouth & Portland				Working Collaboratively with Southern Universities Network (SUN) We have changed the stage of lifecycle to represent the appropriate stage for the target (Previous author error – Please see optional commentary)
T16b_03	Access	Attainment raising	Operational targets	Progression month to focus progression from College Level 3 programmes into HE for college students	No	2014-15	613 students	Level 3 completing students	Level 3 completing students				We have changed the stage of lifecycle to represent the appropriate stage for the target (Previous author error – Please see optional commentary)
T16b_04	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Extend our widening participation activities in 1 key partners school per year in a low aspiration area	Yes	Other (please give details in Description column)	No baseline data	all year 10's in partner school to have taster day	all year 10's in partner school to have taster day				We have changed the stage of lifecycle to represent the appropriate stage for the target (Previous author error – Please see optional commentary)
T16b_05	Other/Multiple stages	Other (please give details in Description column)	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Industry weeks, providing information from local employers about job prospects,	Yes	Other (please give details in Description column)	No baseline data	No baseline data	No baseline data				
T16b_06	Access	State school	Outreach / WP activity (collaborative - please give details in the next column)	HE course representatives and students to give talks at 4 local schools with regard HE provision, which will strengthen partnership working between schools and college	Yes	Other (please give details in Description column)	No baseline data	No baseline data	No baseline data				Working Collaboratively with Southern Universities Network (SUN) We have changed the stage of lifecycle to represent the appropriate stage for the target (Previous author error – Please see optional commentary)

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

It is clear that there has been a misunderstanding from the previous author of the Weymouth College 2018-19 access agreement regarding the lifecycle stage. Therefore, the following amendments have been made to targets set in 2018-19. The following target reference numbers (T16a_02 / T16a_05 / T16a_07 / T16b_02 / T16b_03 / T16b_04 & T16a_06) have been changed to 'Access' from 'Progression'