



## **EAST SURREY COLLEGE - ACCESS AND PARTICIPATION PLAN**

**2019-2020**

### **Summary**

This Access and Participation Plan (APP) sets out how East Surrey College plans to widen access to higher education for students from underrepresented groups and support students whilst on programme.

The agreement has been developed in accordance with the College's Equality Scheme and Objectives designed to meet the requirements of the Equality and Diversity Act 2010. Regular monitoring of the APP will be undertaken by the College Higher Education Board, which has student membership.

East Surrey College will spend 25% of the tuition fee income above the basic fee on Access Measures (Access and Participation Fund).

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## 1. Context

East Surrey College is a general further education college serving the Eastern half of Surrey, as well as to the South of Croydon and the North of West Sussex. It is based on one campus: at Gatton Point to the north of Redhill. East Surrey College was founded as a technical college and has delivered vocationally orientated higher education (HE) programmes for many years and foundation degrees since 2008. The College's main prescribed higher education portfolio primarily serves the local area and a local demand for skills, specifically in early years education, business & management, design & media, software development, electrical & electronic engineering, and construction.

The College firmly locates higher education, both prescribed and non-prescribed, at the core of its mission. It is inextricably linked and continuous with its other provision, specifically further education, and employer engagement, along with vocation support for local sixth form provision.

Higher education is central to the College's aim to widen participation and support local communities through enabling economic prosperity and social inclusion. This is reflected in the College's Strategic Aim 3: "To develop complementary partnerships to widen opportunities and increase participation."

We are a diverse college that respects and celebrates differences in race, disability, gender, age, gender identity, sexual orientation, faith and religious beliefs, background or personal circumstance. We want everyone to feel valued and included in the college community and to achieve their full potential.

This is East Surrey College's first APP and it sets out how the college intends to widen access to higher education and support student success from 2019-2020 onwards.

## 2. Student profile

In 2017-2018 there were 163 students originally enrolled of which 64.4% were full time and 35.6% were part time on prescribed higher education programmes. The provision ranges from Higher National Certificates and Diplomas to foundation degrees. The College also host Higher and Degree Apprentices, which fall outside the scope of this APP. The College will be a Partner College of the University of Chichester for the purposes of this APP having recently run out its final provision in 2018/19 from University of Brighton.

Of the College HE population in 2017-2018:

- 19% were 30 and over
- 12.9% were from a non-white group
- 17.8% had a declared disability or identified learning support needs
- 35.6% were studying on a part time basis

### 3. Assessment of Performance

The College performs very well in recruiting part-time, disabled, non-white and mature students. The conspicuous area of underperformance is in recruiting POLAR3 Quintile 1 students, and this is largely due to the College's location and the fact that College HE students are predominantly from the Travel To Work Area.

College performance in recruiting students from under-represented groups is as follows. The College, due to scale and local recruitment, favours the use of local rather than absolute benchmarking. The College acknowledges that it needs to collect data regarding whether HE students are care leavers for future plans.

Group	East Surrey College performance
<b>Percentage of students from low participation neighbourhoods</b>	<p>HESA data gathered using the POLAR3 method for 2010/11 identifies a total FEC average for full-time undergraduates of 12.1% (locational adjusted benchmark). In comparison, as of 2017/18 (TEF Year 3 Data), the percentage of HE students from low participation neighbourhoods at East Surrey College was 3.7% from Quintile 1 postcodes. Although this figure is very low, the College recruits from its local area which does not have many Quintile 1 (Q1) postcodes that are especially close.</p> <p>The College acknowledges that this is the key emerging area for its further development in terms of performance. It is part of the National Collaborative Outreach Programme (NCOP) strand led by Sussex Learning Network which aims to directly address this issue. The College ambitiously seeks to double its current Q1 HE population by 2022/23.</p> <p>A key part of this work will be around identifying specific individuals in the College's FE population (and specifically, but not exclusively, white males) in order to target specific interventions to increase the likelihood of internal progression to HE.</p>
<b>The percentage of higher education students from ethnic minority/non-white groups studying at the College</b>	<p>As of 2017/18, 12.9% of the College's prescribed higher education student population identified as being from an ethnic minority/non-white background. This compares quite positively with the overall percentage within Surrey of 9.6% (2011 Census data).</p>

	<p>The College recruits well from the non-white populations in and around the Crawley and Croydon areas and seeks to maintain this performance in the future.</p> <p>According to the TEF Year 3 split metrics, non-white students at the College have a very high likelihood (a double positive flag) of continuation.</p>
<b>The percentage of full time higher education <b>students with a declared disability or identified learning support need</b> studying at the College.</b>	<p>As of 2017/18, 17.8% of the College's prescribed higher education student population had a declared disability or identified learning support need. Although the College performs well on this aspect, 2017/18 data is atypically high and has not therefore been used as a baseline.</p> <p>13.5% of Surrey residents in the 2011 Census declared a disability or long term health condition with the College aspiring for above 15% of its HE population being categorised thus, as a steady state.</p>
<b>Non-continuation following year of entry.</b>	<p>The College's continuation rate following year of entry is currently at 86.3% (2016/17). This compares with the College's TEF Year 3 Benchmark of 84.5%.</p> <p>The College would aspire to bring its continuation rate more consistently in line with its seven year average completion rate of 87%.</p>
<b>Progression to postgraduate study or employment</b>	<p>Due to its small scale, the College does not gain a great deal of useful data from the DLHE or TEF metrics currently, especially for full time students, and recognises that this is a challenging area to better understand. In order to do this, the College has chosen to administer the DLHE itself.</p> <p>For full time students, there are clear negative flags on Year 3 of the data for both employment/further study and highly skilled employment and further study. The College would seek to introduce Level 6 top-ups to contribute to an improved performance here.</p> <p>There is a clear underperformance in the numbers of part time students gaining employment/further study (TEF Year 3 metrics) as the College is in the bottom 10% nationally in absolute performance terms (performance</p>

	<p>being 91.3% compared to a TEF Year 3 benchmark of 97.2%).</p> <p>However, this masks an underlying overperformance in that 82.6% of its part time students progress to highly skilled employment/further study compared to a TEF Year 3 benchmark of 78%.</p>
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The College's track record in recruiting students from a widening participation background is almost exclusively positive as whilst it is low for the percentage of students from low participation neighbourhoods, it compares favourably with external benchmarks for disability, part-time, non-white, and non-continuation. In terms of Success, the College's TEF Year 3 metrics indicate that BME students (with a double positive flag) are especially likely to Continue. White students, however, show a single negative flag and are therefore moderately less likely to Continue. Looking across the last 3 years of enrolments, the College recruits 6.6% of its HE population as white males from Quintiles 1 and 2, being the least represented group in HE. This is a reasonable performance in terms of the local population, however the College will seek to make further gains by engaging with NCOP work especially in the wards south of Crawley.

Therefore, in the context of its current and previous performance, the number of programmes being charged above the basic fee, the APP-countable income forecasted and the high number of wards within the Redhill/Reigate area that are in quintiles 5 and 4, an expenditure of 25% of fee income above the basic fee is deemed as appropriate. The College will review this policy on an annual basis to ensure expenditure levels and the allocation of funds achieve the targets set out in section 5.

The College recognises that relatively low student numbers compared to universities means that small differences in the population can have an amplified effect. It is not therefore appropriate to deploy multiple indicators. The College recognises that because (a) College HE students tend to live at home, and that (b) east Surrey is an affluent area, that it should not be overly ambitious in setting targets around low participation neighbourhoods.

#### 4. Targets and Milestones

As this is the first iteration of our Access Agreement/APP for 2019-20, there is nothing to report on. Access Activity will not commence until October 2019 when the higher fee income becomes available.

##### TARGETS

1. Further increase the proportion of part time prescribed HE students at the College (headcount) by 0.6% per year

2. Maintain the proportion of students with a declared disability at over 15% (headcount) or above
3. College Level 3 study programmes to meet or exceed the relevant national achievement rate in their subject areas
4. To double the percentage (headcount) of young full-time undergraduate entrants from low participation neighbourhoods.
5. To maintain the proportion of non-white students at 13% (headcount) or above
6. Establish two Honours top-up programmes at the College by 2022/23 which provide an internal progression route from Level 5.
7. To increase the continuation rate for all prescribed higher education programmes to 87% (headcount)
8. Work with the University of Chichester to develop bridging courses between FE & HE that recognise and enhance current skills and meet the needs of Health & Social Care employers.

## 9. Access and Student Success Measures

### OVERVIEW OF EXPENDITURE

The College will spend 25% of its higher fee income (forecast at £54,735 in 2019/20) on Access, Student Success and Progression measures.

The College has allocated the largest percentage of its Access and Participation Fund (55%) to bursaries primarily in order to increase the percentage of students from low participation neighbourhoods. The College's current performance is below benchmark and it believes that this financial support, coupled with increased outreach activities that focus on the funding of degree-level study, will help break down concerns amongst many potential students on the cost of pursuing an HE qualification.

A bursary has been identified as being more attractive to students from a widening participation background as it will offer immediate financial support for course materials, travel and other personal or financial matters which can have an impact on attendance and continuation. The bursary will be promoted as a means by which a student can purchase essential texts or computing hardware and software.

An allocation of 20% of the Access and Participation Fund has been made to outreach (15%) and progression (5%) activities. This is to support the College's Marketing and School's liaison functions and further improve the advice and guidance given to HE students wishing to progress on to postgraduate study or employment. The additional funding will support the cost of delivering additional events, increasing staffing at events, producing information for

applicants and providing support in College for students applying for HE, further HE study and seeking employment.

25% of the Access and Participation Fund has been allocated to strategies to increase success in order to help students who encounter either personal circumstances or academic challenges to complete their programme. As a further education college, our HE offer targets students with a lower UCAS entry profile enabling a large number of people who are not able to study at a higher education institution achieve a degree-level qualification. This lower entry profile attracts a large number of students who experience academic challenges but do not qualify for additional statutory support. By increasing the number of additional learning support hours available to HE students, the College anticipates that its continuation rate will increase.

## **STRATEGIES TO INCREASE ACCESS AND PROGRESSION**

### **Bursaries**

In 2019-20, the college will spend 55% of the Access and Participation Fund on financial support in the form of three types of bursary awarded in the first year of a programme. The total number of bursaries awarded will be capped in accordance with the resource plan for 2019-20.

1. The college will provide a phased cash bursary of £1000 for all full-time prescribed higher education students. To be eligible for the bursary, students must:
  - a) Be on the first year of a foundation degree, higher national certificate or higher national diploma programme
  - b) Be in receipt of the maximum statutory maintenance loan (currently for students with a household income of £25,000 or less).
  - c) Have not received the bursary before.
2. The college will provide a phased cash bursary of £1000 for all part-time prescribed higher education students. To be eligible for the bursary, students must:
  - a) Be on the first year of a foundation degree, higher national certificate or higher national diploma programme.
  - b) Be able to provide satisfactory evidence of family income under £42,620
  - c) Have not received the bursary before.
3. The college will provide a phased cash bursary of £1000 for all prescribed higher education students progressing to full and part-time prescribed higher education from level 3 programmes at the College. To be eligible for the bursary, students must:
  - a) Be on the first year of a foundation degree, higher national certificate or higher national diploma programme (full-time or part-time).
  - b) Be in receipt of the statutory maintenance loan (full-time students)
  - c) Be able to provide satisfactory evidence of family income under £42,620 (part-time students).
  - d) Have not received the bursary before.

The bursary will be awarded in 2 instalments in the middle of each semester (eg December and April) and will be subject to sufficient attendance and academic progress on the part of the student.

*Evaluation (and Responsibility): the College will measure and declare in future APPs the impact that bursaries have on progression and completion rates amongst recipients (HE/MIS/Student Support). This will be further delineated by age, fraction of study, POLAR3, ethnicity and disability once numbers are sufficient.*

### **Outreach and Progression Activities**

In 2019-2020 we plan to spend 20% of the Access and Participation Fund on outreach (15%) and progression (5%). The activities will focus on the following groups:

- Areas with low participation rates in HE identified by POLAR3 methodology, and specifically those within the College's non-HE population, with a focus on young white males
- Special Learning Difficulty or Disability (SLDD)
- Internal level 3 students
- Looked-after by a local authority or care leavers
- No family history of HE (Parent/Guardian)
- Mature (aged 25 years old and over) and part-time students
- Black and Minority Ethnic (BME) communities
- Traveller/ refugee communities
- Young White Males

*Evaluation (and Responsibility): the College will monitor its HE student intake to assess rises in participation levels from the above groups (MIS/HE) in order to understand the impact of spending herein.*

#### Indicative outreach activities:

- Work with further education students within the college at levels 1, 2 and 3 to raise attainment (meeting or exceeding national achievement rates) and provide progression options to internal and external higher education, especially those from POLAR3 Quintile 1
- Internal Progression Event – appropriate all levels re: all options
- Internal 1-1 support on HE research and UCAS applications
- Provision of information advice and guidance, with particular reference to financial support, through attendance at open evening events in local schools/colleges/ careers fairs
- Establishment of links with local primary/junior schools, and holding of events to attract young families, to raise awareness and provide aspiration and attainment raising activities
- Joint Surrey Colleges HE prospectus and other joint outreach working

- Partnership with Sussex Learning Network and others in the National Collaborative Outreach Programme (NCOP)

*Evaluation (and Responsibility): aside from the impact measures detailed above, the College will report on this to College Executive along with other reports on Outreach Activity (Marketing/Schools Liaison/Admissions & Enrolment /Quality).*

#### Indicative progression activities

- Internal 1-1 support on HE research including top-up/level 6
- Subscription to on-line resources/services that support graduate recruitment
- Establishment of Level 6 provision at the College

*Evaluation (and Responsibility): the College will report on this via the College HE Self Evaluation Document (HE) in terms of increased internal progression rates.*

Note: East Surrey College has no plans to directly sponsor schools or establish new schools. This is because (a) it is already an active participant in that sector having Further Education operations itself (and therefore is setting targets around raising attainment as would be expected by OFSTED) and (b) an Access and Participation Fund of only circa £13,000 per annum precludes this.

Nevertheless, the College as a whole has a Marketing Strategy in place (including numerous strategies targeted specifically at Schools), and also offers a low UCAS tariff for its HE provision along with the opportunity to retake GCSEs in English and/or Mathematics during the first year of many HE programmes.

Schools Liaison annually is involved in a wide variety of different events. Schools Liaison events include: Internal open events, open evenings aimed at schools, careers events (including primary), FE exhibitions, assemblies in feeder schools, drop in sessions in feeder schools, tours of the college site, workshops in schools, HE events, information stands in the local community and mock interviews. Through these events Schools Liaison have had direct contact with around 70 schools from Surrey and neighbouring areas – including some special schools and selective schools. Through monitoring attendance of internal events, interest at external exhibits and application numbers following events and targeted campaigns Schools Liaison analyse the success of their efforts.

## **STRATEGIES TO INCREASE SUCCESS**

Continuation, as a total figure encompassing all prescribed higher education programmes at the College has remained largely stable around 85-86% and is currently at 86.3%. In 2019-20, we plan to spend 25% of the Access and Participation Fund to increase the Continuation rate.

#### Indicative activities:

- All applicants meeting the minimum entry criteria are interviewed to provide an opportunity to discuss the course and any individual support needs

- Dedicated HE Additional Learner Support (ALS) to be available from interview stage (if requested) to Induction and ‘on programme’
- Study Skills Sessions at Induction
- Additional Study Skills sessions as part of the tutorial timetable.
- Additional Learning Support for higher education students without a Disabled Students Allowance.
- Close monitoring of attendance patterns and follow up of unexplained absences by tutors and managers
- Availability of student mentors / Health and wellbeing advisors
- Transitional summer schools
- Student Counsellors
- Internal 1-1 support for students wishing to withdraw by Careers team
- Further development of the College intranet to support learning

*Evaluation (and Responsibility): the College will move to evaluation of non-continuation and completion data and report on this via the College HE Self Evaluation Document (MIS/HE).*

*The College will, from the 2020/21 SED, report this data cross-college by target groups (Ethnicity and Disability) as well as by cohort (MIS/HE).*

## 10. Monitoring and Evaluation Arrangements

Monitoring and evaluation will take place through the following mechanisms:

1. The annual Higher Education Self-Evaluation Document (where continuation and completion rates are reviewed)
2. The College HE Board (marketing and outreach, NSS, DLHE and internal student surveys are reviewed – progression is also a focus)
3. Marketing Performance Reviews (where Marketing and Schools activities are reviewed)
4. Higher Education Performance Reviews (where HE recruitment and curriculum performance are reviewed, along with future programme development)

Along with longitudinal analysis of continuation/completion rates, and analysis of student survey results, these groups will review progress on the targets set within this APP and agree modifications to the resource plan and the College’s approach to increase access and participation. Actual measures of impact are provided in Section 6 above.

## 11. Student Consultation

Higher education students took part in a virtual focus group regarding the College’s 2019-20 APP. Students were consulted on all aspects of the plan including activities, targets, distribution of funds and the approach to awarding bursaries. Students agreed with the College’s approach and contributed to the final determination of how the Access and Participation Fund should be divided.

## 12. Equality and Diversity

The College has taken due regard of equality and diversity when formulating this APP. Targets are proportionate to the general college population and the Surrey area. Additional analysis will be conducted after one complete year of the APP being in place. Oversight of monitoring will be through the College's Higher Education Board where targets associated with the APP will be monitored and actioned appropriate, or delegated to other instruments. The College continues to set its fees and entry requirements to meet the widening participation agenda and facilitate access to degree-level study.

## 13. Publication of Information

The College publishes all fees for its own higher education courses on its website for both new and continuing students. Where this is not possible, an indicative fee is provided until the final fee is available, and is clearly labelled as such. All suitable applicants are interviewed and there is an opportunity to discuss fees and financial support at interview.

Further to this, the College will write to all of its current Level 3 students to promote the bursary element that would support them if they progressed to HE, supported by website banners and physical posters on campus.

The College undertakes to publish all active APPs on its website, and will ensure that details of financial support are extracted from the most recent APP and are made clearly available on a relevant higher education page on its website.

\* 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.

Where courses are at the Basic Fee (£6165) in this plan, no inflationary increase will be applied. All courses above the Basic Fee will have an inflationary increase (based on RPI) applied in subsequent years.

<b>Full-time course type:</b>	<b>Additional information:</b>	<b>Course fee:</b>
First degree		*
Foundation degree	Business Management	£7,500
Foundation degree	Internet Software Development	£7,500
Foundation degree	Early Years	£7,500
Foundation degree	Sound and Music Production	£7,500
Foundation degree	Air Transport Operations Management	£7,500
Foundation year / Year 0		*
HNC / HND	Photography	£6,165
HNC / HND	Theatrical Make Up	£6,165
HNC / HND	Graphic and Digital Design	£6,165
HNC / HND	Fashion and Textiles Business Development	£6,165
HNC / HND	Sport	£6,165
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
<b>Franchise full-time course type:</b>	<b>Additional information:</b>	<b>Course fee:</b>
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
<b>Part-time course type:</b>	<b>Additional information:</b>	<b>Course fee:</b>
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND	- All part time HNCs/HNDs are 0.5 FTE and half the basic fee	£3,082
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Part-time	<b>Other statistic - Part-time</b> (please give details in the next column)	Further increase the proportion of part time prescribed HE students at the College (headcount) by 0.6% per year	No	2017-18	35.6%	n/a	36.4%	37.2%	38%	38.7%	The College performs very well on part time HE but would seek further steady growth of circa 0.8% per year.
T16a_02	Access	Disabled	<b>Other statistic - Disabled</b> (please give details in the next column)	Maintain the proportion of students with a declared disability at over 15% (headcount) or above	No	2015-16	13.4%	n/a	13.8%	14.2%	14.6%	15%	The College performs very well at recruiting HE students with disabilities and seeks to secure this performance. As a small provider, the proportion can fluctuate year-on-year - so the College seeks to maintain at over 15%. The baseline year is unusually high, so it is not considered realistic to claim to attempt to exceed this.
T16a_03	Access	State school	<b>Other statistic - State School</b> (please give details in the next column)	College Level 3 study programmes to meet or exceed the relevant national achievement rate in their subject areas	No	2017-18	National rates as in E18	n/a	tba	tba	tba	tba	For its Level 3 Study Programmes, the College sets demanding targets, which are fundamentally to meet or exceed the relevant national achievement rate in the subject area. This will enable more Level 3 learners to progress to higher level study. The College also expects any Level 3 learners without a pass grade in GCSEs English and Maths to obtain these as part of their Study Programme.
T16a_04	Access	Low participation neighbourhoods (LPN)	<b>HESA T1c - Low participation neighbourhoods (POLAR3)</b> (Young, full-time, other undergraduate entrants)	To double the percentage (headcount) of young full-time undergraduate entrants from low participation neighbourhoods.	No	2017-18	3.7%	n/a	4.6%	5.5%	6.4%	7.4%	The College seeks to double its baseline performance within the period in this key area of widening participation.
T16a_05	Access	Ethnicity	<b>Other statistic - Ethnicity</b> (please give details in the next column)	To maintain the proportion of non-white students at 13% (headcount) or above	No	2017-18	12.9%	n/a	13%+	13%+	13%+	13%+	The College performs well on this metric and seeks to maintain a steady state.
T16a_06	Progression	Mature	<b>Other statistic - Progression to employment or further study</b> (please give details in the next column)	Establish two Honours top-up programmes at the College by 2022/23 which provide an internal progression route from Level 5.	No	2017-18	0	n/a	0	1	1	2	The College currently does not offer L6 progression routes but aspires to this in future.
T16a_07	Success	Attainment raising	<b>Other statistic - Completion/Non continuation</b> (please give details in the next column)	To increase the continuation rate for all prescribed higher education programmes to 87% (headcount)	No	2016-17	86.3%	n/a	86.5%	86.7%	86.9%	87%	The College seeks a steady and testing improvement to consistently outperform its TEF benchmark.
T16a_08	Access	State school	<b>HESA T1c - State School</b> (Young, full-time, other undergraduate entrants)	Work with the University of Chichester to develop bridging courses between FE & HE that recognise and enhance current skills and meet the needs of Health & Social Care employers.	Yes	2017-18	0	n/a	0	1	2	2	Improve access opportunities in the sub-region for non traditional entrants in Health and Social Care

**Table 8b** - Other milestones and targets.