

exeter college



**Exeter College**

**Access Agreement**

**2018/2019**

## 1. Introduction to Exeter College

Exeter College is a large, thriving and growing tertiary College which places teaching, learning and student success as the top priority. The Integrated Quality and Enhancement Review (IQER) and Higher Education Review (HER), conducted by the Quality Assurance Agency for Higher Education (QAA) in 2011 and 2015 respectively, confirmed that the College's provision and management of Higher Education (HE) met all UK quality standards and expectations.

This was further confirmed by the Annual Provider Review (APR) for 2016/17 undertaken by the Higher Education Funding Council for England (HEFCE). The College continues to work towards maintaining and enhancing the quality of the HE student experience through its HE Self-Assessment Review (SAR) and Quality Improvement Plan (QIP).

Exeter College provides tertiary education for around 10,000 – 12,000 students each year. The College was established in 1970 as the first tertiary college in the UK, bringing together the former grammar schools' sixth forms and Exeter Technical College. As a successful tertiary College we now offer a wide range of courses and students can choose those that reflect their individual ability, aspiration and interest, including:

- Over 25 University Level programmes, including BA (Ord), BSc (Hons), Foundation Degrees, Higher National Diplomas and Higher National Certificates (HND and HNC)
- Over 40 AS and A2 subjects
- The International Baccalaureate
- Over 90 vocational and industry led courses (entry level to level 3)
- The largest choice of apprenticeship frameworks in Devon for young people and adults
- A number of programmes designed to support those young people and adults not in education, employment or training
- Adult learning courses, from leisure to professionally accredited programmes
- Bespoke training and development courses for employers and employees

The College also offers a number of specialist academies providing training for sports, enterprise, journalism, music, academically gifted and hospitality and catering students. It has developed very strong employer links through the curriculum and through Business Solutions, the College's dedicated employer engagement team, ensuring professional courses and apprenticeship training, including at HE level, mirrors current industry trends and initiatives. The College also recognises the importance of working closely with local authorities, national, community and employer bodies in order to support and meet the training and education needs of the local community and economy.

HE is a key aspect of the College's wide ranging curriculum which offers higher levels of study linked with academic, professional and skills sectors. Exeter College offers HE programmes in partnership with the University of Exeter, Plymouth University, the University of St Mark & St John (Marjon) and Kingston University, as well as Pearson approved HNC and HNDs. Higher Education programmes are delivered in nine of the College's academic and vocational faculties with over 500 students currently enrolled on full time and part time programmes for the 2016/17 academic year.

## 2. Exeter College’s Strategic Approach to Higher Education and Access

At the Board of the Corporation on 7<sup>th</sup> October 2016, a new Exeter College Strategic Plan was approved. Figure 1 below summarises the Vision, Mission and Values underpinning the Plan, which now guide the College’s work. Striving for excellence in all dimensions of its education and training activity, including HE, and remaining a student centred organisation are central values shared by Governor, Leaders, Staff and Students.

**Figure 1: Exeter College’s Vision, Mission and Values**



Within its Strategic Plan, Exeter College has identified aims and objectives for all dimensions of its education and training activity, including HE (See Figure 2 below) under the banner of the Centre for University Level Studies. The College intends to make HE or University Level education a core dimension of its future provision and to work with new and existing partners to grow the opportunities for individuals and employees to realise their ambitions through locally based provision. In doing so it will aim to be responsive to the needs and aspirations of its local community and economy, continue to pursue excellence in higher level teaching and learning, and deliver an enhanced student experience. The College is currently developing a new strategy and operational plan for the Centre for University Level Studies to take forwards its aims and objectives.

**Figure 2: Aims and Objectives for the Centre for University Level Studies**

## CENTRE FOR UNIVERSITY LEVEL STUDIES



### AIM

To be an exceptional and thriving university centre through partnerships that inspire.

OBJECTIVES	WHAT WOULD SUCCESS LOOK LIKE?	STRATEGIC PRIORITY
To create a distinct university identity, environment and ethos	Dedicated and clearly identifiable University Centre which includes facilities which complement and enhance teaching and learning within the facilities  Students have study and pastoral spaces which enhance the overall quality of their experience	 
To provide a curriculum which is aligned with the knowledge and skills required by the community and employers	At least 95% progression to graduate level employment or further study from university programmes by 2020-21	
To create a range of professional and technical routes to inspire internal progression	Progression from Access to HE and other Level 3 programmes is doubled from the 2015-16 baseline	
To deliver an exceptional and unique student experience	Overall student satisfaction, as expressed through internal and external surveys, to be at least 90%	
To facilitate social mobility by raising aspirations and maximising access	To increase participation in university level study by identified priority groups, in accordance with targets and milestones in the college's Access Agreement	
To ensure enhancement and investment through growth	To double the overall number of full and part time students participating in university level study from the 2015-16 baseline	

This Access Agreement represents only the second full agreement prepared by the College since the introduction of the minimum and maximum tuition fees in 2010. At the time of preparation of this agreement the first, for the academic year 2017-18 is yet to be implemented. Accordingly, with regard to enhancing access and ensuring student success and progression, the College's objectives for 2018-19 will remain as follows:

- **Access**
  - To raise awareness and aspiration of the opportunities presented by Higher Education to prospective students within the community served by the College, with a focus on priority groups identified by national strategic guidance and local demographics.
- **Success**
  - To provide support to all current students to aid their transition to Higher Education, retention on programme and achievement of their intended qualifications and to provide targeted interventions to priority groups and individuals identified as being at risk in a timely and supportive manner.
- **Progression to employment and further study**
  - To provide a range of services to ensure that all students are able to realise their ambitions in relation to undertaking further study at or outside of the College, securing graduate level employment or starting their own enterprises.

Please refer to Section 6 below for further information on the College's planned measures to implement these objectives.

In addition, and in line with OFFA's guidance for 2018/19, the College has added a further objective to its Access Agreement, as follows:

- **Improving attainment**
  - To work with local schools and other community stakeholders to facilitate the sharing of knowledge, skills and expertise with the aim of raising attainment and thereby paving the way for more young people to progress into Higher Education.

Please refer to Section 13 below for further information on the College's current activity in this area and opportunities for further development in line with this agreement.

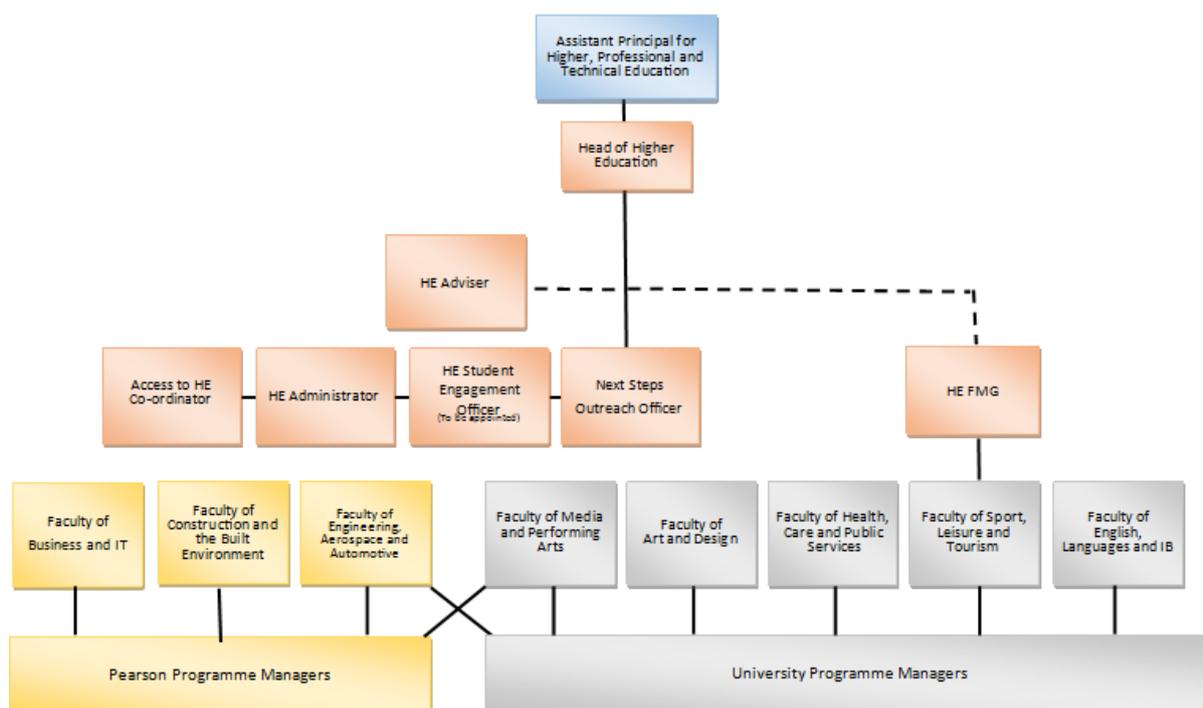
### **3. The Management of Higher Education and Access**

The management of HE is situated and delivered within individual faculties according to subject area, giving students direct access to specialist teaching, resources and support. The curriculum, staffing and resources are locally managed by Higher Education Representatives on Faculty Management Groups and Programme Managers. The Higher Education Department function supports, monitors and quality assures the provision of Access to HE and HE, also known as University Level, programmes and associated student experience across the College.

The operational management of HE, including access, progression and success is the responsibility of the Head of Higher Education, a member of the Corporate Leadership Team, reporting to a designated Assistant Principal and via this post-holder to the Senior Leadership Team (see Figure 3 below). The operational aspects of the work are supported by the Higher Education Development and Operations Group (HEDOG) and strategic oversight and direction is provided by the Higher Education Strategy Group (HESG).

At all levels there is close liaison and working with the College's Advice and Recruitment function, overseen by the Head of Advice and Recruitment and the designated Assistant Principal. This function is responsible for the provision of HE advice for prospective students, via the Higher Education Advisor, including in relation to programmes, applications, finance and accommodation. It also arranges HE -specific open events and taster sessions for both external and internally progressing students and runs the programme of University Level outreach activities for schools and communities. A summary of the College funded outreach offer, is provided as Appendix 1.

**Figure 3: Management Structure for Higher Education and Access**



It should be noted that the Head of Higher Education is the College’s Institutional Lead for Next Steps South West, one of the HEFCE funded National Collaborative Outreach Projects. The Department also hosts and supports an Outreach Officer funded by this project. However, there is very clear financial and operational delineation between the College’s commitments to the SWNCOP, also known as Next Steps South West, and to its own commitments under this Access Agreement. This is confirmed by the following statement, agreed by all parties to the SWNCOP:

Exeter College is working in partnership with all other regional universities and HE providers through the National Collaborative Outreach Programme. Exeter College is a partner in the Next Steps South West consortium led by Plymouth University, covering target wards in Cornwall, Devon and Somerset. This collaboration builds on the success of the former regional NNCO networks: the Devon Collaborative Outreach Network and Next Steps Cornwall.

Working within the targeted remit of the NCOP initiative, this programme focuses on pupils in Years 9-13, identified as medium/high achievers, with low HE aspiration, and domiciled within nominated postcodes (HEFCE POLAR3 and Gaps Analysis). A diverse range of outreach projects will be designed and delivered collaboratively by partners in the consortium, with robust evaluation of impact throughout.

The funding for these projects will continue to sit outside the University’s Access Agreement, but their presence within the university directly sits within the broad access and outreach ‘offer’ and contributes to a rich evidence base which can be used to track student access, success and progression throughout the life-cycle. The Next Steps South West provision for target groups complements the broader outreach work to promote higher education to the wider range of WP target groups such as other age groups or those with other indicators of disadvantage.

Across the consortium, other benefits of this complementary programme are being maximised to add momentum and efficiency to Widening Participation Access programmes. Through sharing best practice, avoiding duplication, enabling specialisation from a wider pool of providers, allowing a broader representation of partners at a larger number of events, and pooling resources, partners are able to make best use of resources for targeting under-represented groups in HE.

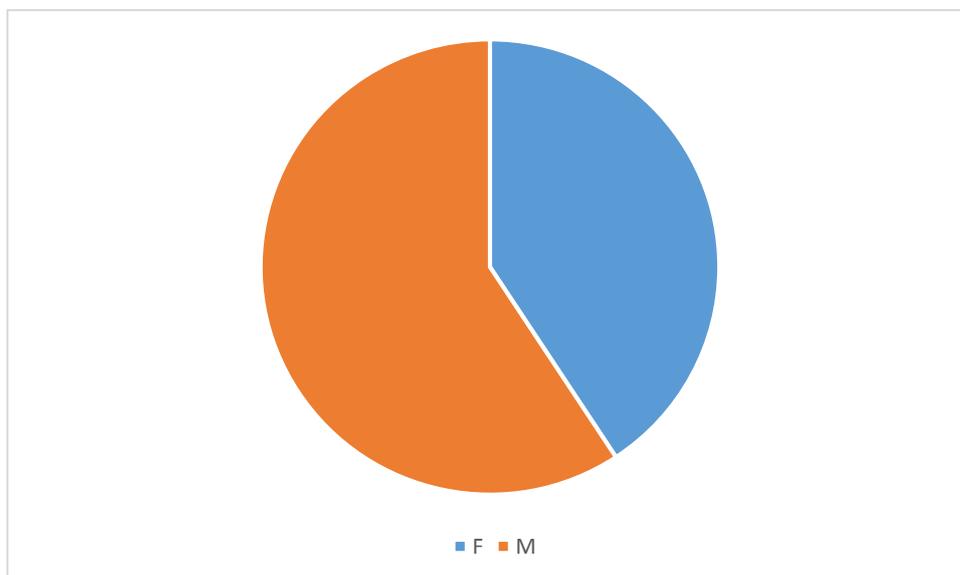
The College will, however, utilise the experience gained both from its institutional and collaborative activity under the SWNCOP to aid its own learning and development in relation to widening participation. Engagement with this project will be of particular value in enabling exchange and cross-fertilisation of positive interventions with target groups and effective approaches to evaluation (see Section 9 below).

#### 4. The Higher Education Student Profile

The HE student population of the College originates almost entirely from the city of Exeter, the county of Devon and surrounding areas of the South West of England. At present there are few overseas students or students from elsewhere within the UK. This reflects the strategic positioning of the College as a provider of education services to the local community and local employers, the localised marketing and promotion of its HE offer and Devon-based outreach and aspiration raising activities with schools. The profile of the student population largely reflects the locality, its demographics and the subjects and programmes offered by the College at HE level.

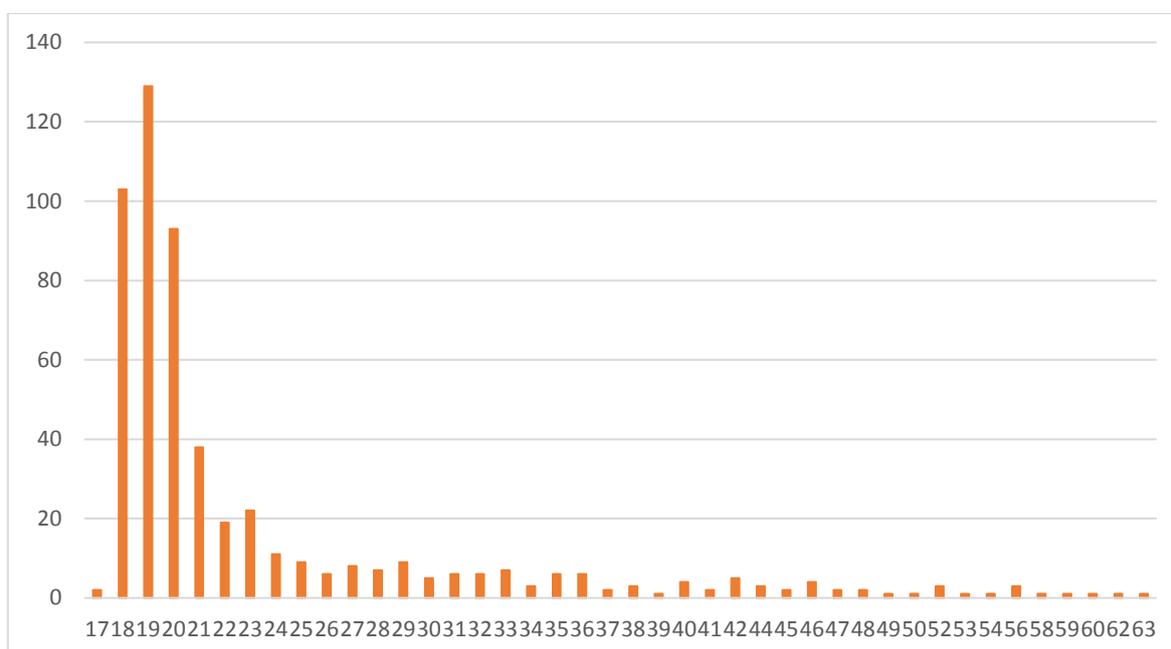
As Figure 4 below shows, male students continue to outnumber female students, although the balance has improved from an approximate ratio of 3:2 in 2015-16 to 59.3% of students being male and 40.7% being female in 2016-17. This can be explained by high numbers of male students on programmes such as engineering, construction, computing and business and suggest a need for targeted interventions to inspire and support more women in these areas. However, with the majority of male students also classifying themselves as white and originating from less privileged socio-economic backgrounds, it also suggests that the College is already supporting a higher proportion of students from this priority grouping.

**Figure 4: Gender Ratio of Higher Education Students at Exeter College 2016/17**



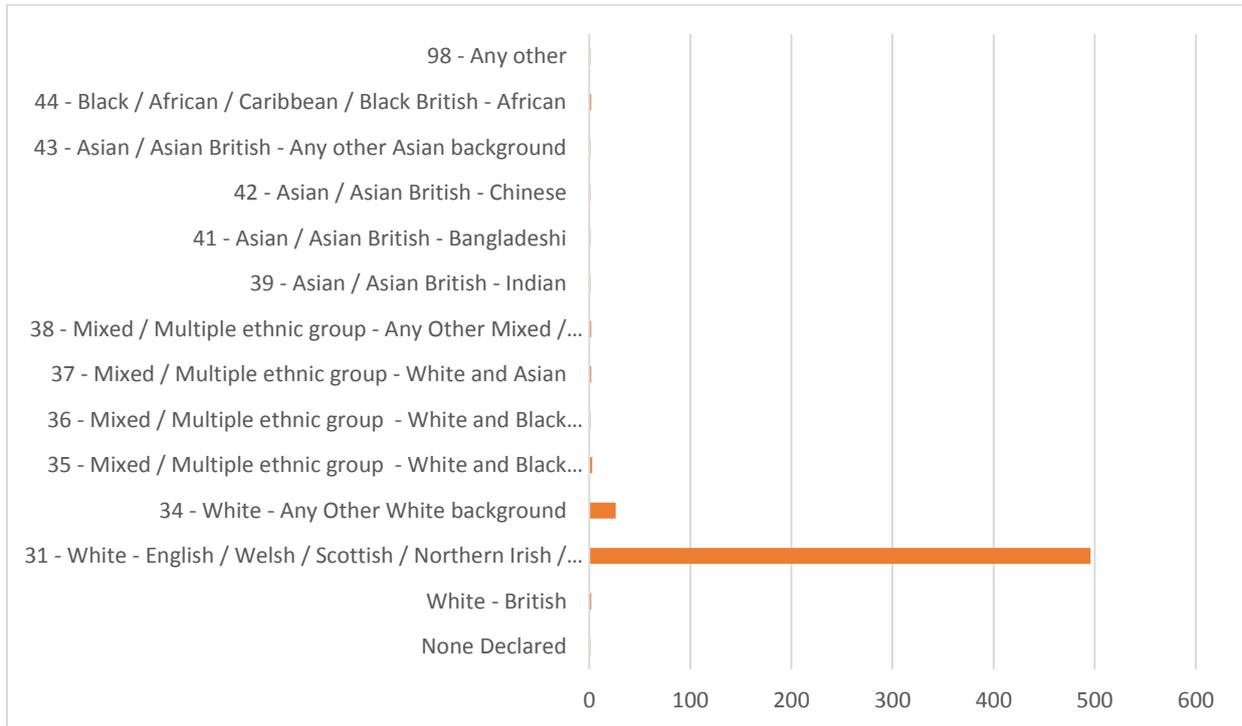
The age on entry of students is wide ranging. Figure 5 below provides the breakdown by number, clearly indicating that the majority, 76.9%, are aged between 18-24 years. However, the total range is from 17 to 63 years, with younger students coming from a home-school background and older students being represented by students studying part time whilst working, students returning after a significant gap in their education, students who have progressed from Access to HE Diplomas and other students who have followed non-traditional routes to HE. Experience shows that such students have particular needs in relation to academic and pastoral support, which need to be addressed in order to succeed. Mature students also represent a priority grouping.

**Figure 5: Age of Higher Education Students at Exeter College 2016/17**



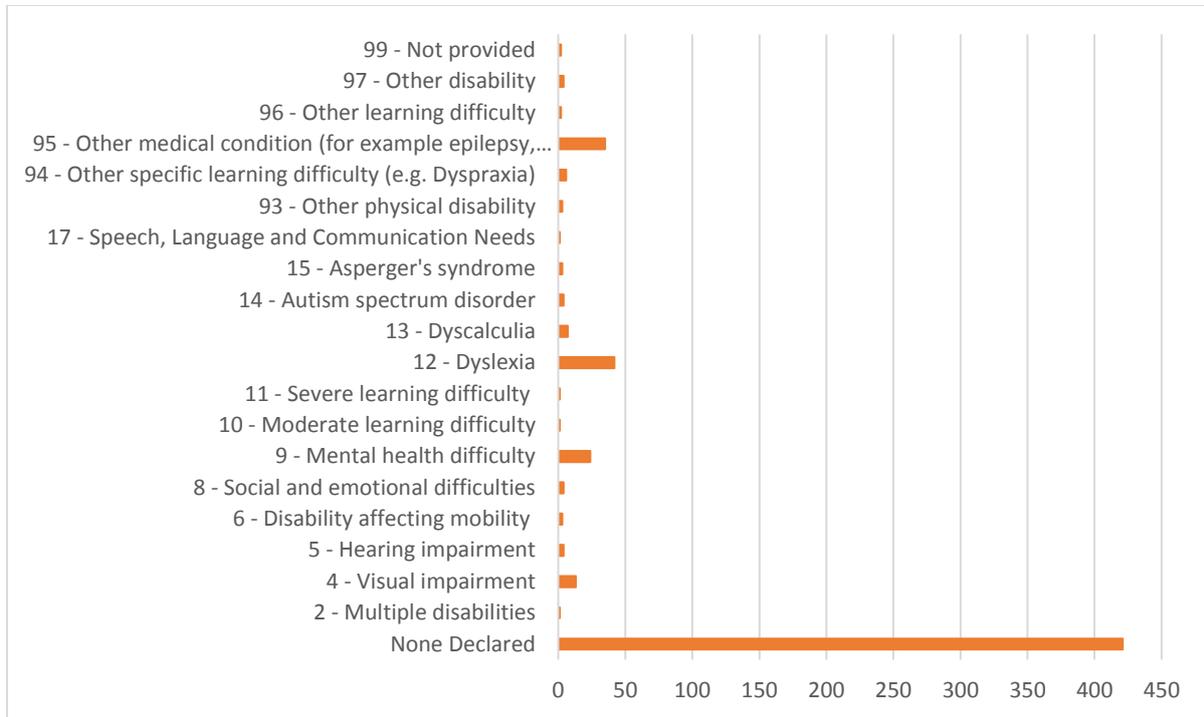
The ethnicity of HE students at the College is predominantly white (English / Welsh / Scottish / Northern Irish / British) or white (other background) representing 97.0% of the current student body (see Figure 6 below). This correlates with the outcomes of the 2011 Census for Devon, which identified that 94.0% of people in Devon were from a ‘White: British’ ethnic background, higher than England as a whole at 79.8%, and that the largest ethnic group identified was ‘White: Other’, which tended to be European in origin (ONS, DCC 2011). However, there is considerable ethnic diversity within the remaining c.3%, including students who are resident within the UK but for whom English is not their first language, students experiencing levels of deprivation, in relation to income and housing, and students within a transitional stage of their life. This highlights a further priority grouping for additional support in relation to the whole student life cycle and in particular retention and success.

**Figure 6: Ethnic Diversity of Higher Education Students at Exeter College 2016/17**



The majority of HE students (78.0%) classify themselves as having 'no disability'. The remainder, however, report a wide range of impairments, disability and other needs (see Figure 7 below). There is also some concern, as a result of experience, about the non-disclosure of needs or lack of assessment of needs prior to, or at the point of, enrolment. This generates additional health, pastoral and academic support needs once on programme. Mental health and other medical conditions, both of which can 'flare up' and pose considerable challenges in relation to a student's fitness to study, need to be prioritised to ensure retention and success for affected individuals. Mental health is a particular concern with disclosures increasing by 71.4% between 2015/16 and 2016/17.

**Figure 7: Disclosed Additional Needs of Higher Education Students at Exeter College 2016/17**



The retention of students on HE programmes at the College is high. Although there are some minor variations by stage, programme, faculty and demographics, the average was 96.2% at the end of the 2015/16 academic year and is 99.1% as of April in the 2016/17 academic year (see Table 1 below). There is, however, still opportunity to improve this in certain areas and to enhance outcomes for all students, therefore, achieving, a consistently high retention rate will remain a focus for action. Levels of success (see Table 2 below), in terms of the achievement of the intended qualification, are good but could be improved and suggest a need for targeted pastoral and academic support as students' progress to higher levels of study to ensure that all fulfil their potential.

**Table 1: Higher Education Enrolments and Retention by Stage**

	Year 14/15		Year 15/16		Year 16/17	
Stage	Starts	Retention %	Starts	Retention %	Starts	Retention %
1)1 of 1	45	95.6%	79	93.7%	92	100.0%
2)1 of 2	248	92.3%	185	93.5%	247	99.2%
3)2 of 2	246	98.0%	216	99.5%	191	98.4%
4)1 of 3	2	100.0%	1	100.0%	3	100.0%
5)2 of 3	13	100.0%	1	100.0%	2	100.0%
6)3 of 3	11	90.9%	14	92.9%	2	100.0%
<b>Total</b>	<b>565</b>	<b>95.2%</b>	<b>496</b>	<b>96.2%</b>	<b>537</b>	<b>99.1%</b>

**Table 2: Higher Education Success by Stage / End Year of Course**

	Year 14/15		Year 15/16		Year 16/17	
Stage	Starts	Success %	Starts	Success %	Starts	Success %
1)1 of 1	45	91.1%	78	83.3%	92	0.0%
3)2 of 2	246	89.0%	216	94.9%	188	0.0%
6)3 of 3	11	90.9%	14	85.7%	2	0.0%
<b>Total</b>	<b>302</b>	<b>89.4%</b>	<b>308</b>	<b>91.6%</b>	<b>282</b>	<b>0.0%</b>

Overall the student profile, suggests that the College already provides for an average proportion of priority groups that are either underrepresented within HE or require additional targeted support in relation to access and success. In addition, the overall retention and success rates indicate that funding, resources and support already allocated for these aspects of the student life cycle are effective. Under the terms of the 2017/18 Access Agreement additional funding will be committed for the first time, however, as at the time of writing this has yet to be implemented and it is not possible to assess the impact or effectiveness.

The College is not currently assessing the differential outcomes, in terms of retention and success, for the target groups identified through the analysis of its HE Student Profile. However, as part of the development of evaluation systems and tools to support the Access Agreement (see Section 9 below), new reports will be set up and generated using the College's own Management Information System (MIS) to enable further breakdown of existing data by target group. This will enable longitudinal monitoring of the effectiveness of interventions on outcomes for all students.

Additional research is still required to establish clear, objective baseline data for progression, including intended destinations at point of completion of a programme of study. Although the College is working with the current HEFCE approved supplier, i-graduate, to enhance response rates and thus validity of data, the Destination of Leavers from Higher Education (DLHE) Survey currently does not provide sufficiently detailed data at College level. The allocation of funds to this area under the terms of both the 2017/18 and 2018/19 will enable the College to both progress this research and start to introduce targeted interventions to support students in progressing to further study or graduate-level employment.

Based on the HE Student Profile and associated data outlined above and in accordance with OFFA) guidance, the College will continue to allocate a minimum of 22.2% of additional fee income to enhancing and extending existing opportunities, services and outcomes for students in relation to access, success and progression.

## **5. Higher Education Fees, Student numbers and Fee Income**

For the 2018/19 academic year, the College's Senior Leadership Team determined that for the majority of programmes, fees should be retained at £6,995, however, where a programme required exceptional delivery modes or resource allocations then these could be increased up to £7,500. The exception to this is the one programme operated under a franchise agreement meeting with a Partner University. A subsequent review of programmes that fell into this category identified other ways of covering these costs using the 2017/18 tuition fee increase and internal financial management arrangements, enabling all fees to be retained at 2017/18 levels for the 2018/19 academic year. All tuition fees for HE programmes at the College for the 2018/19 academic year are shown in Table 3 below.

It should be noted that subsequent to the decision to increase all fees in 2017/18, and inclusion of these fees within the 2017/18 Access Agreement, it was further determined that HNC and HND programmes studied on a day-release basis by students in full time employment would not be subject to the same level of fee increase. These programmes are generally studied on the basis of 60 credits per year over two years with, due to the mode of study, students not having access to the same level of resources and facilities. Fees for these programmes have, therefore, now been reduced to £2,995 per annum, equivalent to £5,990 for 120 credits, or full time for 2017/18, which is below the minimum tuition fee cap, and will remain so for 2018/19.

**Table 3: Fee per academic year for 2018/19 academic year**

<b>Programme Type</b>	<b>Credits Per Annum</b>	<b>Fee Per Annum</b>
Full Time Foundation Degree	120	£6,995
Part Time Foundation Degree	80	£4,660
Full Time HNC/D	120	£6,995
Part Time HNC/D	80	£4,660
Full Time / Day Release HNC/D		£5,990*
Part Time / Day Release HNC/D	60	£2,995*
Full Time Foundation Degree Football Coaching and Development**	120	£7,995
Part Time Foundation Degree Football Coaching and Development**	80	£5,330
Full Time PGCE	120	£6,995
Part Time Cert Ed	60	£3,500

\*Fee below minimum fee cap

\*\*Franchised delivery – fee set by Partner University

The College has applied for an award in Year 2 of the Teaching Excellence Scheme (TEF), and has now been notified that it has received a Gold Award for outstanding teaching, learning and outcomes for students. However, the College has no intention, of taking advantage of the issue of an award, to increase fees further using the permitted inflationary increase, either during 2017/18 or 2018/19. Instead, the College sees the TEF as an opportunity to raise awareness of College Based HE within the local community and thus to contribute to widening participation amongst priority groups who may value teaching excellence over research excellence.

For 2018/19, the additional fee income above the minimum tuition fee cap to be allocated to access, success and progression activities has been calculated based on retained HE student numbers as of April 2017, or in the case of new programmes or programmes currently with one year group, anticipated student numbers. Students on the following programmes, which are delivered on a franchised basis, have, however, been excluded from the calculations in accordance with OFFA Guidelines and are covered by the Access Agreements of their respective Universities:

- FdSc Aircraft Engineering – Kingston University
- FdA Football Coaching and Development – University of St Mark and St John

In addition, students on the following programmes who will be paying fees below the minimum tuition fee cap and, therefore, not generating any additional fee income have been excluded:

- HNC Construction and the Built Environment
- HNC and HND Construction and the Built Environment (Civil Engineering)
- HNC and HNC Electrical and Electronic Engineering – Pearson
- HNC and HND Manufacturing Engineering – Pearson
- HNC and HND Mechanical Engineering – Pearson

It should also be noted that in accordance with Consumer Rights legislation, the College has subsequent to the preparation of the 2017/18 Access Agreement made a commitment not to increase fees for students who enrolled on Higher Education programmes in September 2016 at the previous lower fee level. These student numbers will also continue to be excluded from calculations, using a best estimate of students falling into the following categories during the 2018/19 academic year:

- Students studying a two year programme on a part time basis over three years
- Students progressing on to a BA or BSc Top Up programme as a third year of study

Students returning to repeat modules or units and students returning from interrupted/suspended studies will also remain on the lower tuition fee until they complete their studies, although this is difficult to predict and would involve small numbers of students.

The basis of the calculations and resultant predicted additional fee income are outlined in Tables 4 and 5 below:

**Table 4: Student numbers generating additional fee Income in 2018/19**

<b>Programme Title</b>	<b>Level</b>	<b>Awarding Body</b>	<b>Mode of Study</b>	<b>Total no. of Students</b>
HNC Business	4	Pearson	FT	28
HND Business	5	Pearson	FT	19
HND Computing and Systems Development	4/5	Pearson	FT	24
HND Music	4/5	Pearson	FT	18
FdA Applied Outdoor Adventure	4/5	University of St Mark & St John	FT	16
FdSc Coaching and Fitness	4/5	University of St Mark & St John	FT	27
FdSc Sports Therapy	4/5	University of St Mark & St John	FT	22
FdA Health and Social Care Studies	4/5	Plymouth University	FT	24
FdA Early Childhood Studies	4/5	Plymouth University	FT PT	25 7
FdA Film and TV Production	4/5	Plymouth University	FT	24
FdA Fine Art	4/5	Plymouth University	FT	16
FdA Graphic Communication	4/5	Plymouth University	FT PT	22 1
FdA Journalism and Practical Media	4/5	Plymouth University	FT	24
FdA Photography and Digital Arts	4/5	Plymouth University	FT	30
FdA Creative and Professional Writing	4/5	Plymouth University	FT	16
FdA Public Services	4/5	Plymouth University	FT	17
Certificate in Education	4/5	University of Exeter	PT	36
BSc (Hons) Health and Social Care	6	Plymouth University	FT	10

BSc(Hons) Public Services	6	Plymouth University	FT	10
BA (Ord) Business Management	6	University of Exeter	FT	9
Post Graduate Certificate in Education	6/7	University of Exeter	FT	11
		Sub-total	FT	392
			PT	44
		Estimated number of continuing students paying less than minimum fee cap	FT	23
			PT	8
		<b>Total following deductions</b>	<b>FT</b>	<b>369</b>
			<b>PT</b>	<b>36</b>

**Table 5: Additional fee income and percentage to be committed to access, success and progression interventions in 2018/19**

Anticipated additional fee income (based on above (2018/19)	£318,922
Minimum average (22.2%) proportion of additional fee income for access, success and progression (2018/19)	£70,800
Actual (25%) proportion of additional fee income to be committed for access, success and progression (2018/19)	£79,730

As outlined above, the revisions to some tuition fees and charging policies, since the preparation of the 2017/18 Access Agreement, which increased the number of students paying fees below the minimum tuition fee cap, has generated a lower figure for additional fee income than that originally estimated. However, Table 5 above now presents a more accurate position. Although the College's HE Student Profile, suggests an average allocation of 22.2% of additional fee income is appropriate, the College is committed to maintaining the percentage of additional fee income allocated to widening participation activities at the 2017/18 level of 25%. This will also help to maintain widening participation activity currently supported by the Student Opportunity element of the Higher Education Funding Council for England (HEFCE) grant, which is to be reduced. In addition, the College will review the level of funding allocated from others sources to this area of activity.

## **6. Access, student success and progression measures**

In line with the College's overarching commitments contained in its Strategic Plans and HE Strategy and its stated objectives for access, success and progression to employment and further, the following measures, as proposed for 2017/18, will be continued in 2018/19:

- **Access**
  - Actively promote the career and career development opportunities presented by Higher Education within the local community and to local employers
  - Work with secondary schools and sixth form colleges to raise aspirations and present options for study at Higher Education Level (see Appendix 1)
  - Provide targeted interventions for groups identified as being underrepresented with the Higher Education Student Profile.
  - Provide a range of Access to HE study programmes alongside other academic and vocational Level 3 routes into Higher Education
  - Determine entry to HE programmes for mature students, where appropriate, on merit as well as defined qualification-based entry criteria
- **Success**
  - Provide targeted support for students from widening participation backgrounds to aid their successful transition to Higher Education
  - Provide outstanding and inclusive teaching, learning and tutoring with appropriate differentiation to meet the needs of all students

- Provide a resourceful and responsive learning environment, in which all students can access timely and effective academic or pastoral support
  - Ensure that all students requiring Disabled Students Allowance (DSA) or have other additional needs are identified prior to, or at enrolment and provided with support and assistance
  - Provide interim study and other support for students awaiting assessment for additional needs or the outcome of applications for DSA to avoid impact on their studies
- **Progression to employment and further study**
    - Maintain effective links with admissions and academic staff at Partner Universities to ensure smooth transition of students to Level 6 programmes
    - Provide a support service for students making University and College Admissions System (UCAS) applications for Level 6 programmes at other Universities and Colleges
    - Ensure all teaching and support staff are enabled to fully embed opportunities for developing employability skills within the curriculum
    - Work with employers and Partner Universities to develop co-curricular and extra-curricular activities to enhance student aspirations and skills
    - Extend enterprise activities to HE students and recognise and support the needs of students wishing to become self-employed

Additional measures will be introduced and proposals amended following the evaluation of activity undertaken during the 2017/18 academic year, the first year in which the College will have a fully operational Access Agreement. The College already undertakes some activity within all of the above areas, however, the targeting of additional funding from 2017/18 onwards in accordance with its first and subsequent Access Agreements will enable it to considerably expand existing services and support. Detailed action plans will be prepared for all three areas to allocate roles, responsibilities and timescales for implementation and ensure transparent, joined-up and effective action across different departments involved in the different stages of the student journey.

## **7. Financial Support**

Based on previous experience with the former National Scholarship Programme (NSP), which saw below target uptake, the College does not propose to provide this form of support, committing the majority of available funds to direct interventions and support. Some funds will, however, be committed to the College's Access to Learning Fund for HE students, to replace that previously which is drawn from the Student Opportunity funds associated with both directly and indirectly students. The Access to Learning Fund is a hardship fund. It is money provided to those who are in financial hardship after applying for all other sources of funding. The level of hardship experienced to make a student eligible for funding should be enough to prejudice the student's continuance on the course.

The funds will be allocated in accordance with existing rules, criteria and guidance associated with the Access to Learning Fund. Applications will be made on existing forms and accompanied by documentary evidence of the cause and extent of financial hardship. Awards made will be in two categories: standard awards to cover a shortfall of income over the academic year caused by being a student; and non-standard or emergency awards to cover unavoidable extra costs due to an unforeseen situation.

Although any home student is eligible to apply to the Access to Learning Fund, certain groups will be treated as priority:

- Students with dependent children
- Mature undergraduates
- Final year students
- Disabled students
- Students from low income families
- Care leavers

In the College's experience it is generally students from these widening participation backgrounds, who due to health, family or changing personal circumstances and needs find themselves at risk of withdrawing from their programme for financial reasons. Utilising funds in this way, therefore, meets objectives in relation to student retention and success.

## **8. Targets and Milestones**

The Colleges targets and milestones for access, success and progression are presented in tables 7a and 7b of the required activity and expenditure plan submitted to OFFA. These tables are also attached as Appendix 3 for ease of reference. The targets and milestones have been selected with reference to OFFA Guidance, local demographics and the HE Student Profile. The targets cover all aspects of the HE student journey from enhancing access, through ensuring success, to facilitating progression. They underpin the stated overall objectives and general proposed measures of the Access Agreement by focusing in on target groups of prospective HE students. The following targets were including in the College's 2017/18 Access Agreement and have been updated for 2018/19:

- To increase the proportion of female learners accessing Higher Education, particularly in Science, Technology, Engineering and Mathematics (STEM) disciplines
- To increase the proportion of students over 24 years of age, referred to as mature students, accessing Higher Education for the first time
- To increase the number of school leavers accessing Higher Education to enhance their career and social mobility

- To increase the proportion of students from ethnic minorities accessing the opportunities provided by Higher Education
- To increase proportion of students with additional needs accessing Higher Education
- To increase the percentage of students retained and progressing between years/levels of Higher Education study
- To increase the percentage of students successfully completing their programme of Higher Education study
- To increase the proportion of students progressing on to Level 6 or above, internally or externally
- To increase the proportion of students, who chose not to study further, gaining graduate level employment or self-employment

In addition, the target summarised below has been added for 2018/19 onwards, which requires collaborative work with other partners and stakeholders. It is focused on early interventions to enhance attainment in schools and, therefore, more young people are able to meet the entry requirements for HE, widening opportunities and providing more choice in relation to their next steps post-16 and post-18 years:

- To contribute to the work of the College's feeder secondary schools in raising attainment in GCSE Maths, English and Science and facilitating access to HE

In addition the College has updated its existing operational target for outreach for in schools and added a further target to extend this work and develop longer term HE aspiration raising relationships with pupils in its feeder schools. These operational targets are to undertake:

- Visits to feeder sixth forms and delivery of university level 'Supporting your School' activities for Years 12-13
- Visits to feeder secondary schools and delivery of additional aspiration raising activities for Years 9-10

## **9. Monitoring and Evaluation**

The 2017/18 Access Agreement represented the first full agreement prepared by the College since the introduction of the current level minimum and maximum tuition fees in 2010 and as such the 2015/16 academic year will form the baseline for future monitoring and evaluation. At the time of writing of the 2018/19 Access Agreement the 2017/18 Access Agreement had not come into force and in accordance with commitments made in that agreement, the College is still developing appropriate measures for monitoring, evaluating and reporting against its activity and expenditure plans for access, success and progression of its HE students.

These measures will utilise data and information from a range of sources, including consultation with HE students and staff and data and reports generated by the College's own MIS. The outcomes will be used to inform future planning and ensure that progress towards key milestones is maintained. The process will be overseen by the HE Department, in association with the Department of Advice and Recruitment and reported to both the Senior Leadership Team and Governors via the reporting channels identified above.

All awards made from the Access to Learning Fund are recorded and monitored. Their uptake and use is evaluated and reported on at the end of each academic year, informing future funding allocations. As identified in Section 4 above, as part of the development of evaluation systems and tools to support the Access Agreement, new reports will be set up and generated using the College's MIS to enable further breakdown of existing data by target group, which will enable longitudinal monitoring of the effectiveness of interventions on outcomes for students.

## **10. Equality and Diversity**

The College's Policy Statement for equality, diversity and access is as follows:

Exeter College is committed to the principles of equality and diversity for all its staff and learners and actively challenges any unlawful discrimination on the grounds of age, disability, gender, gender reassignment, pregnancy and maternity, marital or civil partnership status, race, religion or belief or none, and sexual orientation. The values of equality and diversity underpin all our courses. We promote positive attitudes towards diversity, encourage all learners and staff to reach their full potential and take proactive steps to take account of the additional needs of those people who may experience the greatest barriers to fulfilling their potential.

This Policy Statement applies to all stages of the Higher Education student life cycle and to all aspects of this Access Agreement.

## **11. Provision of Information to Prospective Students**

Information for prospective students both on the content of this Access Agreement and on the planned financial and student support provided in order to meet key targets and milestones will be provided by a number of means. These will include provision of information:

- Via the Higher Education / University Level Pages of the College Website
- In the Higher Education / University Level Prospectus
- In the Welcome Packs provided to students prior to enrolment
- On enrolment and during induction programmes
- Via the Higher Education / University Level Pages of the College Portal and Moodle
- Through communications from the Higher Education Department and Higher Education Advisor
- Through 1:1 information, advice and guidance

Students will also be made aware of the outcomes of monitoring and evaluation process and progress made towards the key targets and milestones.

The College also undertakes to provide timely and accurate information to UCAS and Student Finance England (SFE) to allow them to populate their databases with the most up to date information for potential applicants.

## 12. Consulting with Students

The College consults with students in relation to plans for enhancing access, success and progression to further study or employment using existing communication and feedback channels and, in particular, the system of HE / University Level Student Representatives. The process for Student Representative Development and Engagement throughout the academic year is summarised in the flow chart provided in Appendix 2. The main body with which consultation takes place in relation to the Access Agreement is the University Level Student Forum. This body meets twice a year with reporting links to the College's overall Student Representative Committee, the Senior Leadership Team and Governors, allowing any related concerns or issues to be raised and responded to at the highest level.

Student feedback is particularly valuable in helping the College understand the student journey into, through and out of HE, including barriers to access, factors affecting success and support required for progression to employment or further study. This feedback has already led to improvements in information, advice and guidance provided to prospective students, a review of learning and study skills support, closer liaison with Partner Universities concerning progression to Level 6 programmes and sharing of good practice on approaches to enhancing employability of students. Once the College's first full Access Agreement has been implemented in 2017/18, student consultation and feedback will be utilised in the evaluation process.

## 13. School Sponsorship and Attainment Raising

As a Tertiary College and the Sixth Form for all central Exeter, state-funded schools, the College already works closely with schools in the Exeter area to support progression and transition, including to HE. Several members of the College's Corporate Leadership Team (CLT) are also member of Governing Bodies of schools in the Exeter area, contributing their knowledge and expertise to improving management and enhancing outcomes for pupils. In addition, the College is a co-sponsor, with the University of Exeter, of the Exeter Mathematics School and a key partner, with the University of Exeter and other stakeholders in the Ted Wragg Multi Academy Trust. A summary of these areas of current engagement are provided below:

- **Exeter Mathematics School (EMS)**
  - Opened in September 2014
  - Jointly sponsored by the University of Exeter and Exeter College
  - Members of staff from both institutions continue to work closely with the EMS staff to sustain an environment and curriculum conducive to the development of brilliant mathematicians
  - Is one of only two university-sponsored schools in the country
  - The school's focus, first and foremost, is to provide an education that enables gifted young mathematicians to flourish and succeed
  - All students study A Levels in Mathematics and Further Mathematics and will choose between Physics and Computer Science; they will also be able to select from several AS and A Level options for their 4<sup>th</sup> subject at Exeter College.

- **Ted Wragg Multi Academy Trust (TWMAT)**
  - The Trust is named in memory of local educator Professor Ted Wragg, who was passionate about education and how education can transform young people's futures
  - The Ted Wragg Trust orientated in 2010 as a charitable foundation trust, when the University of Exeter and Exeter College were called upon to support St James School as it rose to meet the challenge of improvement.
  - A Board was appointed comprising representatives of various organisations who shared common interests in quality education including: the Diocese of Exeter, Devon County Council, members of the business and professional sectors and individuals whose contributions to education had been significant.
  - The chair of the Trust is the Pro-Vice-Chancellor: College of Social Sciences and International Studies (University of Exeter) and the Vice Chair is the Vice Principal: Schools, Partnerships and Curriculum (Exeter College).
  - The Ted Wragg Trust held no legal or financial authority at that time, it was appointed to safeguard and develop the intellectual and moral interests of students
  - As the work of the Trust became more widely known, other schools expressed an interest in joining, and a separate identity as the TWMAT was formed in May 2013.
  - TWMAT has legal and financial responsibility of sponsoring Isca College to become an Academy
  - The purpose of TWMAT is to influence, challenge and nurture educational excellence to the benefit of all and its aims are to:
  - The aims of the Academy Trust are summarised below:
    - Work in genuine partnership to strengthen schools and their communities
    - Foster a culture of positive challenge and continual school improvement
    - Provide a common sense of purpose with a focus on outstanding teaching and learning
    - Offer an excellent educational experience so that every student fulfils their potential
    - Encourage a rich, dynamic and purposeful range of learning opportunities for all students
    - Develop life enhancing values so that students leave school with a sense of self-worth and a determination to succeed
  - TWMAT currently comprises two secondary schools, one all-through campus and a large outstanding primary school, all located across the Exeter geographical region
  - The Trust is looking to further enrich this mixture with another secondary and a new all-through school planned for the new housing development in the South West of Exeter

The College will continue to work collaboratively under the auspices of the Trust and this will help it target additional long term HE outreach and attainment raising activity, to enable Access to HE, within the Exeter area

## Appendix 1

### Supporting Your School Activities for Years 12-13

#### An Introduction to University Level Education at Exeter College

##### Assemblies / Group Presentations

**Aim:** To provide groups of students with information, advice and guidance about university level options at Exeter College and the different types of university level qualifications available.

This introductory talk is designed to give an overview of the courses offered by Exeter College in conjunction with our partner universities.

**Topics will include:**

- Different types of qualifications and progression opportunities
- UCAS/applying
- Finance/accommodation/support
- Benefits of university level courses in a further education environment

**Session time:** 20 mins - 1 hour

**Availability:** Throughout the year

##### Advice and guidance for Students and Parents

**Aim:** To provide advice and guidance on the university level courses we offer at Exeter College, the transition process and support available at the college.

We are available to attend events to support your school throughout the year, such as parents' evenings and careers events.

**Session time:** 1 - 4 hours. This can be adapted to suit your needs.

##### Individual Advice and Guidance for Students

**Aim:** To provide individual support for students considering their options for university level study.

Our university level adviser is qualified to provide advice and guidance to your students who are interested in attending university level courses at Exeter College, or those who need to explore their options in university level study. We can offer pre-booked one to one appointments in your school or informal drop in sessions, allowing students to speak to our adviser on an unscheduled basis.

**Session time:** 15 mins - 1 hour. This can be adapted to suit your needs.

**Availability:** Throughout the year

##### Preparation for University Activities

**Aim:** To help students understand how to prepare for their university application and interview.

These sessions can be adapted for different year groups.

- UCAS applications
- Personal statement writing support
- Student finance support

**Session time:** 20 mins - 3 hours

**Availability:** Throughout the year

##### Introduction to University Level Education

**Aim:** To inform school staff of the university level study pathways and opportunities available at Exeter College.

This session is designed to help your teaching/support staff gain a better understanding of the university level study opportunities available to your students. This will help them to provide accurate and up to date advice and guidance to students.

**Topics will include:**

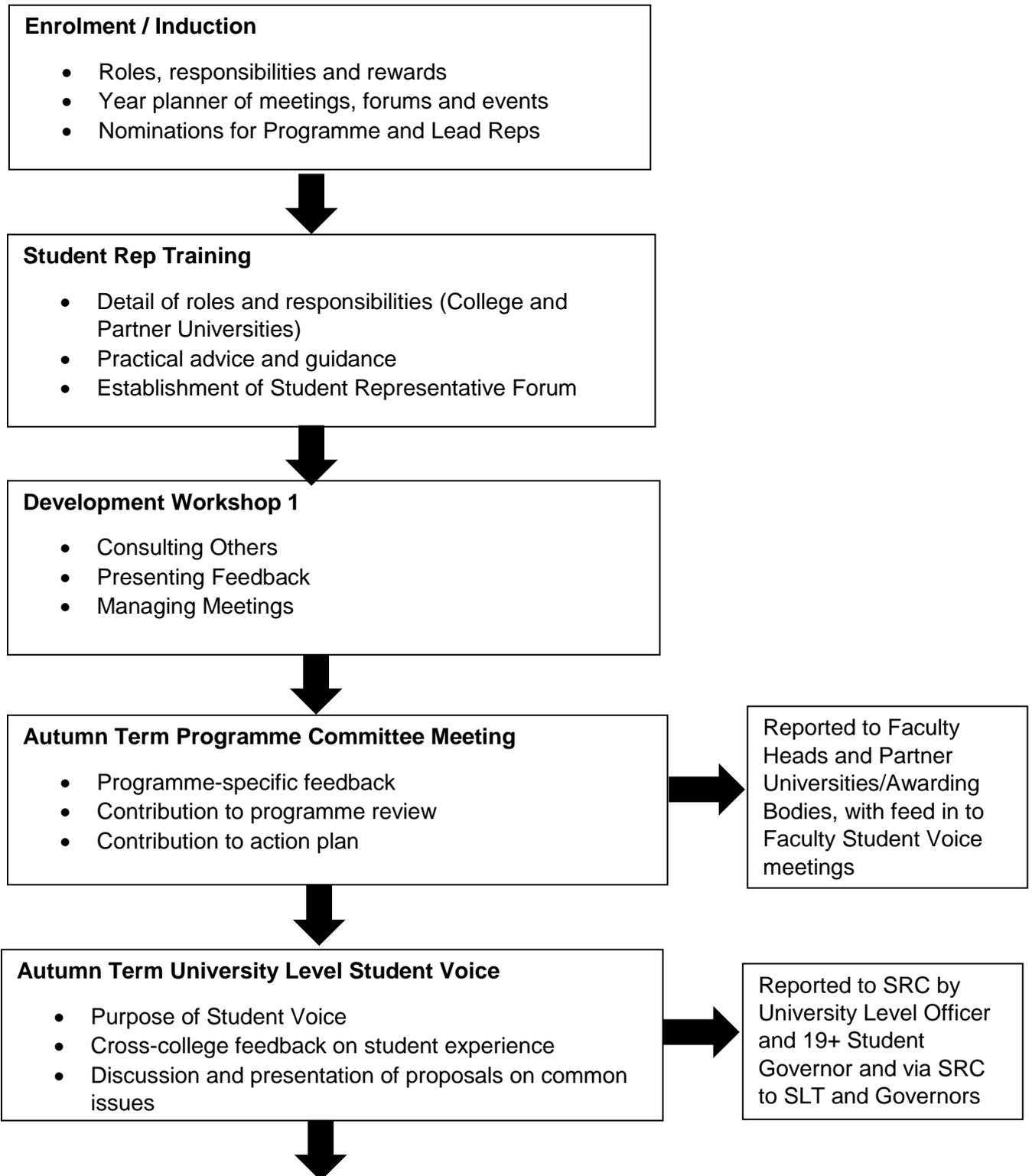
- Different types of qualifications and progression opportunities
- UCAS
- Finance/accommodation/support
- Benefits of university level courses in a further education environment

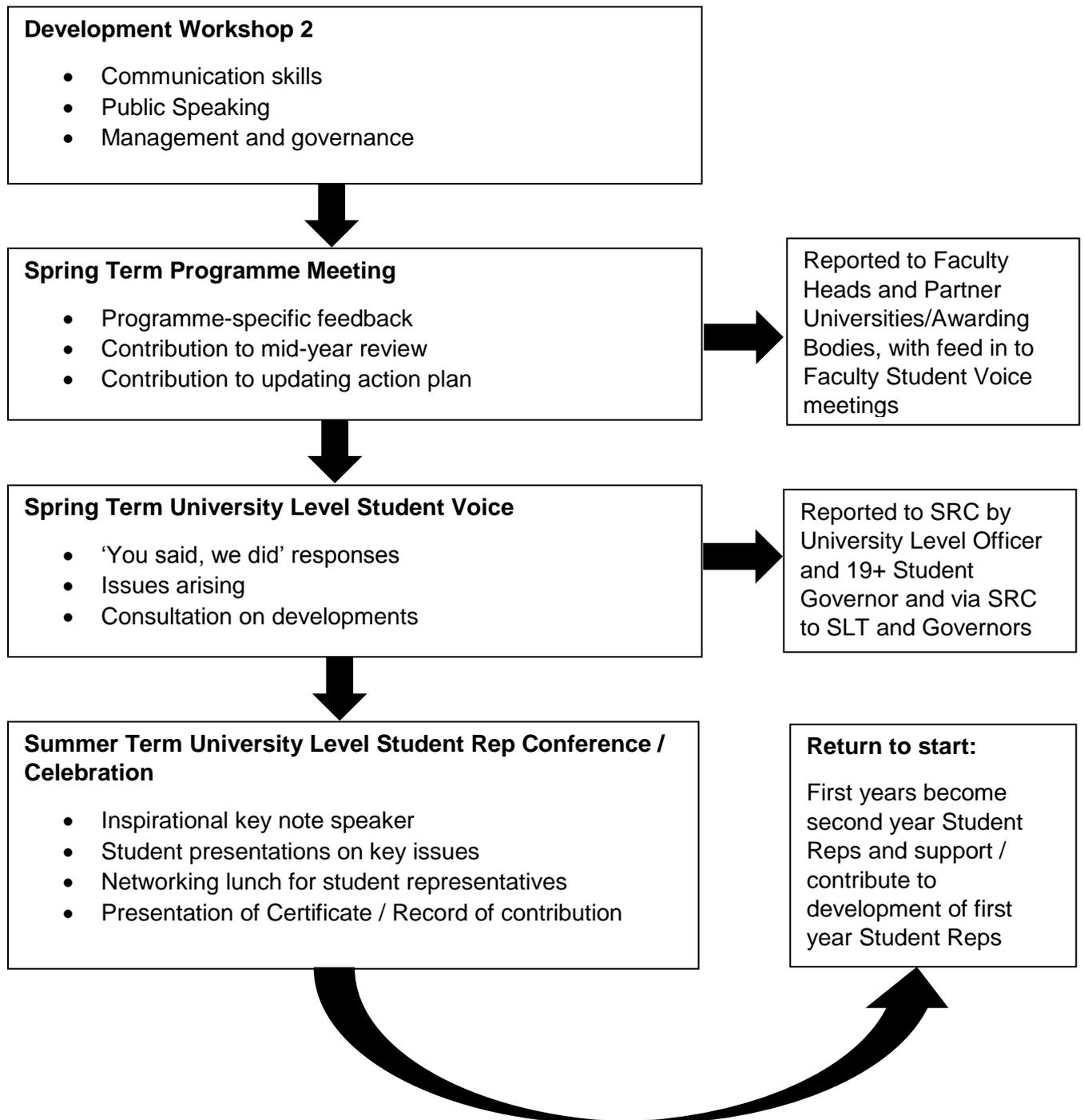
**Session time:** 1 hour. This can be adapted to suit your needs.

**Availability:** Throughout the year

## Appendix 2

### Student Representative Development and Engagement Flow Chart





## Appendix 3 Targets and Milestones

**Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body**

Reference Number	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	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)
					2017-18	2018-19	2019-20	2020-21	2021-22	
<b>Other statistic</b>	Gender (please give details in the next column)	To increase proportion of female learners accessing HE particularly in STEM and related disciplines	No	2015-16	39%	42%	45%	47%	50%	50%
<b>HESA T2a</b>	Mature, full-time, all undergraduate entrants	To increase the proportion of students over 24 years of age accessing HE	No	2015-16	27%	29%	31%	33%	35%	35%
<b>HESA T1b</b>	State School (Young, full-time, undergraduate entrants)	To increase the number of school leavers accessing HE to enhance their career and social mobility (increase is as a percentage of the numerical baseline data)	No	2015-16	401	5%	9%	13%	16%	16%
<b>Other statistic</b>	Ethnicity (please give details in the next column)	To increase the proportion of students from ethnic minorities accessing the opportunities provided by HE	No	2015-16	5%	7%	8%	9%	10%	10%
<b>Other statistic</b>	Disabled (please give details in the next column)	To increase proportion of students with additional needs accessing HE	No	2015-16	12%	14%	16%	18%	20%	20%
<b>HESA T3d</b>	No longer in HE after 1 year (All, full-time, other undergraduate entrants)	To increase the percentage of students retained and progressing between year/levels of study	No	2015-16	95%	95%	96%	97%	98%	98%
<b>Other statistic</b>	Completion/non continuation (please give details in the next column)	To increase the percentage of students successfully completing their programme of study	No	2015-16	88%	90%	92%	94%	95%	95%
<b>Other statistic</b>	Progression to employment or further study (please give details in the next column)	To increase the proportion of students progressing on to Level 6 or above, internally or externally (baseline data to be collated at end of 2016-17-estimated targets provided)	No	Other (please give details in Description column)	N/A	25%	30%	35%	40%	40%
<b>Other statistic</b>	Progression to employment or further study (please give details in the next column)	To increase the proportion of students, who choose not to study further, gaining graduate level employment or self-employment (baseline data to be collated at end of 2016-17-estimate provided)	No	Other (please give details in Description column)	N/A	40%	45%	50%	55%	55%
<b>HESA T1b</b>	State School (Young, full-time, undergraduate entrants)	To contribute to the work of the College's feeder secondary schools in raising attainment in GCSE Maths and English and facilitating access to HE (baseline data to be collated at end of 2016-17-estimated targets provided)	Yes	2015-16	64%	N/A	66%	68%	70%	72%

**Table 7b - Other milestones and targets**

Reference Number	Sub-category of the HESA code	Main text type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline date	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)
							2017-18	2018-19	2019-20	2020-21	2021-22	
<b>T16_01</b>	Accred	State school	Obtain JRP status (other - please give details in the next column)	No	2015-16	11	15	19	23	28	28	Please refer to Appendix 1 of Essex College's Access Agreement for details of activities
<b>T16_02</b>	Accred	State school	Obtain JRP status (other - please give details in the next column)	Yes	2015-17	0	5	10	15	20	20	More activities to be developed