

Hereford College of Arts

Access Agreement 2017-18

Introduction:

Our mission is to provide outstanding education and employability in the creative arts.

Our ambition is that Hereford College of Arts (HCA) will be nationally known and respected as a specialist centre for contemporary creative arts education. The College's vision is to empower students to succeed through a transformative arts-based education and to be widely recognised as a leading arts school for the 21st century. Expanding and developing its higher education provision is at the centre of the new strategy. It will sustain its reputation for outstanding quality and continue to be a major contributor to the cultural and economic life of the region.

Valuing every student, their needs and potential, remains at the heart of what we do. Our staff are valued and supported to work together in an open and dynamic college community. We consider education through creative arts practice as a distinctive feature of our provision and we support the employability and entrepreneurial ambitions of our students.

The College is also committed to maintaining its strong record of open and fair access, with extensive partnership working with schools, colleges and employers across the region. We would wish to continue this range of activities and to support our student body to achieve their full potential. As a Further Education College with excellent partnership links, HCA has a good record of admitting students from non-traditional routes such as BTECs, Diplomas and Extended Diplomas, students from low-income families, supporting students with disabilities, and a significant percentage of students from state schools. We would wish to continue these levels of support and activity.

In order to achieve this ambition the College will need to sustain its level of specialist resources, and to provide teaching and learning of the standards expected by students.

Fees, student numbers and fee income

We will continue to provide high levels of teaching and contact time with exceptional levels of informal and formal student access to tutors, technical support, resources and additional learning support for all. This will therefore require the College to set a level of fee that continues to provide this level of resource while supporting measures to maintain open and fair access.

- Hereford College of Arts has a set fee for all full-time undergraduate study at the College of £9,000 per annum for September 2017 entry across all its higher education courses. For part-time courses the College has set an annual fee of £4,500 per annum from September 2017. The actual fee is based on the full-time equivalent for the course. All part-time courses are 0.5 FTE. No part-time tuition fee will exceed the statutory maximum fee of £6,935 in any academic year.

Access, student success and progression measures

We will continue to support students from disadvantaged backgrounds throughout their whole life cycle at HCA to prepare them not only for progression to higher education but to support their journey through and beyond their course.

- The College has allocated a total of 11.4% of accountable funding to support access, success and progression measures in 2017-18.
- 10.8% of additional income has been allocated to support student bursaries and financial hardship in 2017-18.
- The College regularly reviews current support measures such as counselling, student financial or academic support to see if improvements can be made in these areas. More resources have been allocated to student counselling and campaigns around student mental health and well-being.
- In addition to study and learning support for all students on disability allowance, HCA have continued to invest in an initiative to support all HE students; 'Study Plus' provides additional support for students with barriers to learning including literacy and other associated learning needs; this provision is delivered by specialist staff by tutor referral or self-referral by the student and is delivered in addition to the course curriculum. Study Plus is available to all students.
- Additional income will be used to support initiatives that encourage Progression for example, entrepreneurship and enterprise activities and employer networking events.
- The estimated cost for access, student success and progression measures countable under OFFA guidelines will be £109,000 over the period of the agreement.
- Other areas of support include: professional development, careers advice and progression into employment or post graduate study, health & well-being, IT, library, Careers, financial support, student liaison and student housing
- An active Student Ambassador scheme to raise confidence, aspirations and employability
- Opportunities to take part in national outreach projects, such as NALN (National Arts Learning Network) – Make it Through the Night collaborative work.
- Commitment to showcasing all final year work to a wider audience and support graduates at national events.
- Alumni Association and Associate membership scheme for graduates allowing access to college resources.
- Active programme of lectures from visiting alumni.

Financial support

- **Cash bursary:** The College will offer a cash bursary with a value of £1,000 for full-time students and £500 for part-time students.

To be eligible for the cash bursary a new student will need to fulfil the following criteria:

- ordinarily resident in England or European Union
- liable to pay a tuition fee of £9,000 if full-time or £4,500 if part-time

- must be a new undergraduate starting Higher Education for the first time
- the student must have a declared residual household income of less than £25,000.

This bursary is paid directly to students in 3 instalments: 25% is payable in the autumn term, 25% in the spring term and 50% in the summer term.

This bursary is payable in the first year of the course only.

Satisfactory work, attendance and progress during the year are required to ensure all payments are made.

- **Progression College Bursary** - All students who have studied at Hereford College of Arts or at one of its Progression Partner Colleges on a further education course within the last 2 academic years are eligible for a Progression Bursary of £1,000 in their first year only.

This bursary is paid directly to students in 3 instalments: 25% is payable in the autumn term, 25% in the spring term and 50% in the summer term.

Satisfactory work, attendance and progress during the year are required to ensure all payments are made. This course must also be their first HE course.

Hardship fund: The College has a financial hardship fund which students can apply to if they are suffering genuine financial hardship. This can be applied to through the year. Applications must be supported by evidence and shown as a separate fund.

Targets and milestones

The College has set the following targets and milestones:

- Maintain the level of students in receipt of Disabled Students Allowance (DSA) at 15% of the student body.
- Increase and maintain the percentage of students in the student body in receipt of a full higher education maintenance grant or full higher income maintenance loan from 37% (2013-14) to 41% (2019-20).
- Maintain the number of entrants from non-traditional routes (e.g. non-A level) at 81% (2013-14).
- Increase retention levels from first enrolment to course completion from 77% (2013-14) to 81% (2019-20).
- Maintain current high percentage of entrants from state school or Further Education College in the 18-25 category at 98%
- Outreach/WP activity – increase participation on HE Taster workshops from partnership colleges from 296 (2013-14) to 330 (2019-20).
- Strategic Partnerships - increase the number of partnership agreements from 23 (2013-14) to 25 (2019-20).
- These targets are based on data that is accessible and verifiable, and can be compared with existing baseline figures. As an FEC the College does not complete a HESA dataset,

and therefore measures based on ILR return data or other available and trackable data will be used.

Monitoring and evaluation arrangements

To ensure that our long-term aims and objectives are fully embedded into a whole institution approach Curriculum staff liaise regularly with Progression staff at monthly Higher Education Manager's Meetings where Progression is a fixed agenda item. Access and student success is also discussed as a regular item on Academic Quality & Standards at Governor level, and at Senior Management Team Meetings.

- The College is committed to open and fair monitoring and evaluation and has the means to capture the necessary data to produce annual monitoring returns against targets and milestones to measure the success of its Access Agreement which will be presented to the Senior Management Team and, via Academic Board, to the Board of Governors.
- The College reports to the Office of Fair Access in its Annual Monitoring report.
- Evidence of impact of support is measured by evaluation and monitoring of outreach, on-site and collaborative partnership activities.
- All WP activity is evaluated from student feedback.
- Case studies where appropriate are identified in the self-assessment process to capture good practice in supporting College strategic aims and objectives and to contribute to E&D annual reporting.

The College aims to sustain their long-term programme of outreach activities and continue to build an infrastructure to support both potential and existing students. Resources are to be focused on activities that have the greatest impact on:

- student opportunity, success and progression
- students receiving DSA
- collaboration and outreach activities to encourage progression from L3 Vocational courses in partner colleges
- engaging school pupils in activities to raise aspirations and attainment from primary schools upwards

Equality and diversity

- Widening participation and equality of opportunity is integral to the culture and ethos of the College and plays an important role in the strategic aims and objectives of the HCA Equality and Diversity Policy. Equality and Diversity, together with Widening Participation, are celebrated and updated regularly in a bi-annual report which profiles data, case studies, and projects, and can be accessed via our website.
- HCA is confident that it has taken into account equality issues in the development of their 2017-18 Agreement and that its content and intent meets the general and specific duties under the Equalities Act.

Provision of information to prospective students

- HCA will continue to work collaboratively to widen its engagement outside the College with county schools and colleges, the local community and regional and national partners. It will continue to build an infrastructure and sustain activities to grow the applicant pool.
- The College has two members of staff who work specifically with schools and colleges to raise awareness of creative career progression pathways through additional and enhanced outreach activities and subject specific workshops and talks.
- The College will sustain a targeted, inclusive and comprehensive programme of on-site and outreach activities to raise aspirations and ensure that all students have equal opportunities to reach their full potential from school to FE, HE and beyond.

The College will do this through:

- Targeted events for secondary, FE and HE academic staff from partner institutions including CPD, Symposiums and Forums.
- Programme of targeted events designed to advise and guide primary school teachers and pupils
- Open day events designed to engage prospective students, parents and partners
- Enhanced and student focussed Interview Days for HE applicants
- Collaborative HE delivery into FE curriculum with partner institutions: HE Taster Days, subject specific talks and workshops, masterclasses, professional development and portfolio surgeries.
- Identifying good role models from the Student Ambassador Scheme to talk and support prospective students informally both in college and outreach
- Development of initiatives and projects that appeal as much to boys as girls
- Initiatives designed to break down barriers to learning and progression for non-traditional, vocational route and hard to reach students such as competitions and exhibitions and projects
- Provision of appropriate IAG to ensure that every potential student has the opportunity to achieve their goals
Ensure that all online and printed material is clear and transparent
- Annual Schools Information and Taster Days for regional state schools Yrs. 9, 10 ,11
- 'Schools' Expo' annual art exhibition at HCA for year 7 – 12 students.
- Young Artist of the Year Competition (8-16 years)
- Young Photographer of the Year Competitions (8-19 years)
- Programme of Art Teachers forums for state school secondary and primary teachers
- Enrichment and development days with outreach vocational workshops in targeted schools
- Workshops that support GSCE curriculums
- Subsidised Summer and Spring schools for 12-16 year olds
- A range of entrepreneurial projects including teams in Young Enterprise, Affordable Arts Fair, Pop-up Shops and exhibition opportunities
- The College will continue to build on and strengthen their collaborative work through existing and new partnership links with local, regional and national institutions.

- The College will continue to be an active member of the National Arts Learning Network (NALN) now incorporated as part of UKADIA (the UK Arts and Design Institutions Association).
- In 2015 our funding for NNCO was approved and the college joined Aim Higher West Midlands SPoC group. The College is now contributing to mapping Priorities and Needs of the group and actively engaged in the shared action plan. New activities have been identified to further support our outreach work, together with subscription to Unitasterdays.com, being part of an impartial and well-designed website, www.aimhigherwm.ac.uk, and access to POLAR, GCSE to HE progression and other data.

Consulting with students

The main form of consulting with students takes place through the college's questionnaires and surveys – this feedback starts prior to applying to HE and includes:

- After taster days & masterclasses (FE & HE)
- Post-interview survey (after HE interview)
- Informal questionnaires to parents and prospective students at Open Days
- Declined offer survey (after declining our HE offer)
- Induction Survey on enrolment
- Annual internal survey with current students
- Student Ambassador survey to how we can continue to make improvements at our events for prospective students
- Course Rep system
- Student Governors
- Student Union
- Student Forums
- NSS Survey

Table 7 - Targets and milestones

Institution name: Hereford College of Arts

Institution UKPRN: 10003022

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

Reference number	Stage of the lifecycle (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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16a_01	Access	Other statistic - Disabled (please give details in the next column)	Maintain overall level of students with Disabled Student Assessments(DSA's) within student body.	No	2013-14	13%	15%	15%	15%	15%	15%	
T16a_02	Access	Other statistic - Low-income backgrounds (please give details in the next column)	Maintain and increase overall level of students within student body who are entitled to a full higher education maintenance grant or to a full maintenance loan.	No	2013-14	37%	38%	39%	40%	41%	41%	
T16a_03	Access	Other statistic - Other (please give details in the next column)	Maintain and increase levels of entrants from non-traditional routes targetting L3 vocational route students and FE/HE college partners who offer HND and FDA programmes for progression to appriate BA Top-Ups	Yes	2013-14	81%	81%	81%	81%	81%	81%	
T16a_04	Student success	Other statistic - Completion/Non continuation (please give details in the next column)	Maintain and increase retention levels from first enrolment date to course completion.	No	2013-14	77%	78%	79%	80%	81%	81%	
T16a_05	Access	Other statistic - State School (please give details in the next column)	Maintain current percentage of new entrants in the 18-25 age range from State Schools.	Yes	2013-14	99%	98%	98%	98%	98%	98%	

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Please select target type from the 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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16b_01	Access	Outreach / WP activity (other - please give details in the next column)	Participation in HE Taster Workshop days.	Yes	2013-14	296	170	180	190	200	225	Effectiveness of workshops reviewed 2014-15
T16b_02	Access	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Partnership Agreements in place with schools ad FE/HE Colleges	Yes	2013-14	23	25	26	27	28	29	