



Newbury College

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External Web Site appropriate:	YES		
Linked policies/College documents:	Accessibility Statement. Fitness to Practice Policy. Learner Involvement Strategy. Learning Support Policy Procedure for the Recognition of Prior Achievement. Single Equality Duty Policy and Procedure. Special Educational Needs and Disabilities Policy and Procedure		
Summary available:	NO		

Access and Participation Statement

This document can be made available in other formats,
on request

Access and Participation Statement 2018/19

Newbury College aims to make its higher education provision accessible to all and to broaden its provision to meet the interests and needs of a wide range of students.

Newbury College currently has 142 students enrolled on Higher Education programmes of study which currently enable access to HE study at level 4, level 5 and level 6 and covers the following subjects:

Higher National Certificate and Diploma levels

- Engineering: Electrical and Electronic
- Engineering: Mechanical
- Engineering: General
- Graphic Design

Foundation Degree in partnership with the University of Reading:

- Children's Development and Learning.

Degree Apprenticeship in partnership with Buckinghamshire New University.

- Mechanical Engineering Design.

Theme 1: The Areas we address.

Condition F1: transparency of information condition for OfS regulatory framework.
HESA performance indicators.

Applications for Higher Education programmes of study are currently made directly to Newbury College. However, the Foundation Degree in Children's Development and Learning is made through UCAS to the University of Reading, with Newbury College as the selected campus. Statistics related to UCAS applications are held by the University of Reading.

Application to Engineering Higher Education programmes are supported by employers, with many of the students having previously studied at level 3 or on Apprenticeship programmes. Employer recruitment influences the selection process.

Applications for Higher Education programmes in Graphic Design have grown with targeted promotion in sixth forms as well as with planned progression of Newbury College Level 3 students.

Newbury College aims to improve its data on applicants choosing to study Higher Education qualifications elsewhere and on rejections so that the applicant experience can be improved. 72% of applicants to Higher Education programmes at Newbury College are above age 21 years. 26% are mature students in the age group of 25-59. We aim to sustain the profile of mature applicants with employment and industrial experience and also to grow the profile of applicants aged 18 – 20 providing a variety of additional programmes of study that provide progression from level 3 programmes. Students will be supported to obtain relevant work placements alongside of their study if they are not in employment.

More males are recruited onto Newbury College Higher Education programmes than females, but this does not reflect the workforce of the employers who support students to attend the programmes of study. Engineering programmes are predominantly male in profile but a female tutor and mixed gender images in promotional materials ensures that females are recruited onto the programmes.

Ethnicity

98.6% of Newbury College students are White English/Welsh/Scottish, Northern Irish or British. Newbury College aims to further increase the ethnic diversity of applicants to Newbury College to be closer to the local proportion of 3.9% other ethnicities.

Learning needs.

There is good support for those with identified learning difficulty and/or disability and/or health problems at Newbury College. In 2017/18 10% of level 4 students and 24% of level 5 Higher Education students have identified a learning difficulty and/or disability and/or a health problem. More males have identified learning needs at level 4 than females but this reflects the higher proportion of males on Higher Education programmes. The higher proportion of students with learning needs at level 5 reflects the positive support enabling students to progress with their learning. At level 5 the proportion of male and female students with identified learning difficulty and/or disability and/or health problems is similar.

Teaching Excellence Framework (TEF) Metrics:

In 2015/16 and 2016/17 the National Student Survey completed by students on the Foundation degree in Children's Development and Learning have shown 100% satisfaction with their programme of study. The profile of students has meant that there is currently insufficient TEF metrics to reference.

Student Success:

Students achieve well with a high proportion of Merit or Distinction grades on Higher National Programmes at Newbury College.

Graduate Progression and Destinations:

The majority of Newbury College students are in employment and supported by their employers to participate in their Higher Education programme and as a result remain in employment on completion of their programme of study. Currently 25% of HND students' progress onto degree study or degree Apprenticeship in Engineering. 94% of Foundation degree in Children's development and Learning students' progress onto the degree programme at the University of Reading. 25% of Level 4 HNC Certificate in Graphic Design progressed to degree programmes in regional universities in September 2017. The remainder progressed to employment.

Theme 2: Ambitions and Strategy.

Newbury College intends to grow its Higher Education provision by providing suitable progression routes for students currently studying level 3 programmes. Programmes are designed to meet employer need and support local employment needs by linking to the Local Enterprise Partnership Skills Strategy.

New programmes are being developed for 2019 in Digital Technologies, Engineering, Business and Finance, Construction, Health, Social Care and Education. The increase in Higher Education programmes will be met through direct programmes and higher and degree level Apprenticeships.

Student Groups:

Newbury College supports widening participation, working with employers to recruit those who would not otherwise have participated in Higher Education. 15% of those recruited in 2017/18 entered their Higher Education programme with alternative entry requirements.

We aspire to:

- Raise aspirations by promoting programmes of study and Higher Education programmes to groups that are currently under-represented in higher Education.
- Provide support for all students to ensure successful completion of the programme of study.
- Promote high achievement.
- Promote high levels of skills training and excellent employability outcomes.
- Encourage progression opportunities and lifelong learning.

Theme 3: Activities and Support for Students

Newbury College recognises that student experience and future prospects are enhanced through the quality of provision and the range of opportunities provided during the programme of study. Each academic year, Newbury College will select a theme that focusses on enhancement which will evidence to students, employers, other stakeholders and regulatory bodies our commitment to providing positive and supportive opportunities through Higher Education.

Whilst not exhaustive, enhanced opportunities are provided to students through the following:

The provision of learning:

- Face to Face learning: Providing a range of theoretical and practical learning opportunities using a breadth of teaching and learning strategies.
- Blended learning: Enhancing face to face learning with online learning opportunities provided through virtual learning environments or through the utilisation of professional software packages, applications and simulators.

Employability

- Work placement, internship or work shadowing.
- Careers guidance and support.
- Professional training and accreditation opportunities.

Broadening student experience

- Research based learning and industry relevant research projects.
- Enterprise and competition
- Community practice and volunteering.

All students are expected to

- partake in work placement relevant to their field of study, unless already employed in such a field.
- participate in a vocationally relevant educational visit that informs them of other aspects of their industry and employment opportunities .
- have an employment based speaker to make them aware of the industry professional expectations of graduates.
- develop a 'Skills Project' that enhances their research and independent study skills and that is relevant to the industry sector being studied.
- participate in relevant competition or enterprise practice opportunities to explore ideas and personal potential.
- utilise their skills and knowledge to contribute to the wider community.

All the above seek to enhance students' aspiration for work, influence their future career plans and build their confidence as members of the workforce and the wider community. All students irrespective of gender, ethnicity, age and disability will be supported in accessing the above.

[Supporting activities that enhance students' learning opportunities through the quality of teaching and learning.](#)

The College has a proactive approach to engaging students in evaluating the provision of learning through operational activities such as:

- Lesson observations
- Student self evaluation reviews
- Curriculum evaluation reviews / SAR Panels
- Dedicated forums such as the Higher Education forum where student views are obtained.

Other activities, that enhance the students' experience

- Quality Improvement Plans
- Health and Safety Walk Through Reviews
- Use of the Higher Education Study Room
- LRC resources directed specifically to Higher Education students
- External examination
- Training and development opportunities eg Safeguarding and Equality and Diversity units
- Partnerships with employers and other Higher Education providers.