HRUC

Access and participation plan 2024-25 to 2027-28

Introduction and strategic aim

Harrow, Richmond and Uxbridge Colleges (HRUC) was formed in January 2023 to create one of the largest further education colleges in England. Each college within the group has its own distinguished history and has served local communities and employers across West and South London with distinction. The future vision is inspiring and ambitious to meet the needs of the local communities and employers which we serve.

The College was one of the first to be conferred Institute of Technology (IoT) status in August 2019 and part of a select group of twenty-one in England. The vision of the West London IoT (WLIoT) is to spearhead strategic collaboration with high-performing partners to fill industry skills gaps and increase economic productivity within Engineering, Computing and Construction sectors.

The WLIoT is developing a range of micro-credentials to support the impending introduction of the Lifelong Learning Entitlement (LLE), enabling a flexible modularised progression map towards a full qualification, by targeting adults who aim to upskill in their current role or change career.

College vision: To be an outstanding college group that inspires, transforms lives, and creates futures.

College mission: “To deliver an exceptional learning experience that creates opportunities and success for all. We stand for diversity, inclusion, and excellence throughout everything we do, and provide outcomes that drive personal growth, wellbeing and economic opportunity.”

HRUC has 8684 full time students and 3303 part time students. There are 349 (268 home/81 overseas) full time higher education students and 61 (no overseas) part time higher education students. These represent 3.9% (or 3.0% excluding overseas) full time and 1.8% of part time student numbers. Higher Education income is £2 million 3.6% of the total income.

There are also 547 apprentices with 57 (10.4%) of these being on Higher Apprenticeship courses.

The College’s higher education provision is delivered at four out of the five College campuses with the majority being delivered at the Uxbridge campus which is also the flagship of the WLIoT.

The majority of HRUC’s higher education provision is Pearson Higher National Certificates and Diplomas. These are delivered in: Engineering, Computing and IT, Business, Construction, Travel and Tourism, Art and Design and Public Services. Examples of other higher education provision includes Performing Arts and Accounting. Higher Level Apprenticeships are delivered in Engineering and Construction.

The College has been at the forefront of the development and delivery of Higher Technical Qualifications, especially within the Engineering sector, in partnership with Pearson and Brunel University.

In line with national priorities, diversification of modes of study (including Higher Apprenticeships) and duration continues to be a higher education strategic priority for the College – particularly through the WLIoT.

Whereas the majority of HRUC’s provision is designated as further education, the College strives to provide, within available resources, the best “HE in FE” experience for its higher education students. This includes named staff in both curriculum and support teams and some separate study and social areas.

The London region and more locally South and West London have set the context for the HRUC Strategic Plan 2023-2030 - the first for the recently merged group. Of note: population size, wide variety of job roles including business and administration, engineering, food and drink manufacturing, digital and health, creative and film.

Automation and digitalisation will increase demand for social, creative, and logical reasoning abilities, along with the ongoing development of transferable skills such as project management and communication, especially at more advanced level.

London's economic inactivity rate is above the national average, and this is in part due to the higher proportion of London' residents that are qualified below Level 2. Office for National Statistics (ONS) data makes clear the significant increase in employment opportunities for residents qualified to Level 3 and above. Disadvantage and the cost of living can be seen as a barrier to employment in London and the West London Local Skills Improvement Plan (LSIP) flags poverty, ESOL, awareness of learning opportunities, and inequalities in outcomes for Londoners from different demographic groups (including from minority ethnic backgrounds), as challenges to be overcome.

Partnerships with employers are integral to the College development and strategic vision – including curriculum development and design. Industry Advisory Boards will further shape this work.

The strategic plan sets out the priorities and aspects that will be focused on towards 2030: 1. Aspiring and delivering the first careers 2. Economic growth and prosperity 3. Outstanding learner experience 4. Our people 5. Sustainability and delivering for our planet 6. Delivering for students with Special Educational Needs.

The HRUC Higher Education Strategic Plan is closely aligned with these strategic priorities. Key strategic aims include further improvements in outcomes for all students and growth in numbers, particularly through the WLIoT by the further development of modes and duration of study of study as noted above.

The growth target for higher education set out in the College Accountability Agreement underlines out commitment to higher technical skills within its strategic vision.

Driving diversity and inclusion are integral to the College mission, underpinned by the Equality and Inclusion and other relevant policies.

This is reflected in the higher education strategy: to ensure those from disadvantaged backgrounds and/or who want to make a career change can access and succeed in higher education and progress into local and regional job opportunities requiring higher level skills as outlined above – benefitting both individuals and the economy.

Access to higher education is supported through a Matrix accredited independent, Information, Advice and Guidance service. Further diversification of delivery type and mode is a priority within the Higher Education Strategic Plan and for the WLIoT. Information about the College higher education provision is made available via open days at each campus and through extensive community and schools-based work throughout the year.

In line with national priorities the College's recently revised schools' strategy aims to ensure young people are inspired and informed with regards to further and higher education and careers through strong partnerships with local schools across the College group. For example, a Multiply project is supporting the parents of local primary school children with the development of their maths skills. The project aims to give parents the skills to a) support their own children in maths and b) develop their own confidence and skills in maths to support further study or progression to employment.

Higher education students are supported to succeed by Matrix accredited cross College student and learning services teams. Most staff teaching higher education also teach on further education provision. Along with exemplary standards in relation to pedagogy, they bring a wealth of experience in relation to supporting those, for example, who have not previously had the opportunity to succeed in education and those with additional learning needs.

HRUC higher education students consistently give highly favourable feedback about the teaching they receive in the internal survey (based on National Student Survey questions). In the Spring 2023 survey responses were >90% positive in this regard.

Support with progression from higher education at HRUC is enhanced by the vocational nature of the qualifications offered, practical resources available to support teaching, learning and assessment and strong partnerships with employers. Further to this as well as being highly qualified, most staff teaching on higher education have relevant industry experience.

Removing barriers to equality of opportunity is a priority for the College. The interventions, targets and investment outlined in this Access and Participation Plan demonstrate the commitment the College has to achieving this goal through its higher education provision.

Risks to equality of opportunity

Utilising the access and participation dashboard (provided by the Office for Students), HRUC internal data analysis, reflections on HRUC Access and Participation Statement priorities and the equality of opportunity risk register (EORR) the following risks to equality of opportunity for those wishing to access and succeed on higher education provision at HRUC have been identified.

PTA1- people aged 23+ (Access)

HRUC has consistently enrolled lower numbers of mature students (23+) on its higher education provision than those aged <23 with most of the College's higher education students having progressed internally from its Level 3 further education provision.

As many students progress internally, being supported to do so from lower levels, they can reach age 21 before enrolling on higher education provision. Within this Access and Participation Plan the focus will be on those aged 23+ who have been out of full-time education and wishing to develop higher levels knowledge and skills or to change careers requiring re-skilling. **(See table B Annex A).**

Careful consideration by taskforce colleagues of the reasons why those aged 23+ are less likely to enrol on HRUC's higher education drew the following conclusions are aligned to those identified within the EORR:

- A lack of information, advice, and guidance to help more mature people make informed choices and develop ambition and expectations in relation to higher education.
- Perceptions of higher education, including a lack of knowledge about HRUCs higher education offer and/or that it is available to more mature people.
- Choice of delivery mode and duration.

HRUC colleagues have also experienced more mature people lacking confidence in their ability to return to studying, particularly higher education – even when they have appropriate entry qualifications and relevant vocational and life skills.

PTA2– Free School Meals- Access

The West Drayton/Yiewsley ward (UB7) is an area recognised having low take up of higher education opportunities within the population. **(See table D Annex A).** This was an area of focus in the HCUC Access and Participation statement.

Park Academy is a secondary school (part of the Aspirations Academies Trust). A significant proportion of the pupils are drawn from the UB7 area. The school has a lower Attainment 8 than National average. High proportion pupils on free school meals and underachievement within white British students.

Discussions with the school Principal have identified the following risks for pupils in receipt of free school meals in relation to enrolling on higher education in the future which match those outlined within the EORR:

- A lack of knowledge and skills including the achievement of GCSE maths at grades 5-9.
- Perceptions of higher education.
- No parental experience of higher education
- Cost of living pressures resulting in many pupils leaving school and entering low skilled jobs to support their families or are required to stay at home to look after younger siblings. Many are also debt averse.

The school has also noted that pupils on free school meals have lower attendance at school than those from other groups. Some parents do not fully support or understand the importance of school attendance.

They also note that many parents are unable to support their children with homework, particularly maths, for a variety of reasons.

PTS1- Vocational students – Higher National (Participation)

Many higher education students at HRUC have progressed internally through vocational routes; entering the College at Entry, Level 1 or Level 2, progressing to Level 3 before enrolling on a Higher National programme. A significant proportion of these students do not achieve a Distinction grade. **(See tables C & E Annex A).**

Evidence from EORR suggests vocational students are at risk not being able to progress to the best possible outcomes (either further study or employment) following completion of their higher education programme.

HRUC colleagues agree this is the case for many of their students who have come through the vocational route. It is thought the following factors are contributing to this:

- Students being offered places to "top-up" at Level 6 only requiring a pass mark.
- Students not believing the best progression outcomes will be open to them and therefore do not aspire to achieve them.
- A lack of academic skills to achieve the highest grades – vocational courses at lower levels do not embed the skills e.g. critical evaluation, needed to achieve a Distinction on a Higher National Diploma.
- Students having English as a 2nd or additional language.

Objectives

Risk to equality of opportunity PTA1 – people aged 23+ (Access)

Indication of risk

There are fewer mature students aged 23+ enrolled on higher education provision at HRUC.

Objective

To increase HRUC higher education enrolments of those aged 23+ from 24% to 30% of the cohort by 27/28. This will be achieved by raising confidence and skills in relation to higher level study through the implementation of Introduction to Higher Level Study programmes for people aged 23+.

The programmes will be run through employer and community engagement. Year one will be a development and outreach year with years 2-4 having a minimum of 3 programmes run per year.

Risk to equality of opportunity PTA2 pupils on Free School Meals - (Access)

Indicators of risk.

Pupils on FSM at Park Academy achieve lower Attainment 8 score than London Av/Nav. This is contributed to by a lower-than-average GCSE maths grade 5-9 (13% PA FSM v 30% PA non-FSM 45% Nat Av All - 2023).

Objective

To support the achievement of GCSE maths grades 5-9 of pupils on free school meals from year 8 in academic year 24/25 who will be taking their GCSEs Summer ’28.

A challenging target has been set with the school for improvement in GCSE maths grade 5-9 for the cohort from 13% cohort to 30% (the target for all pupils for the school is to improve to 50%). This is a 17-percentage point increase.

A “Skills for Technology” programme in partnership will be delivered in partnership with Park Academy.

Risk to equality of opportunity PTS1– Vocational students (Participation)

Indication of risk

Many higher education students at HRUC have progressed internally through vocational routes; entering the College at Entry, Level 1 or Level 2, progressing to Level 3 before enrolling on a Higher National programme. A significant proportion of these students do not achieve a distinction grade

Objective

To increase the proportion of students achieving Distinction grades at HND for HRUC internally progressing home vocational students. This will be achieved through the implementation of programmes of academic skills development for HRUC Level 2 and Level 3 students who wish to progress to HRUC higher education.

There will be one programme per level cohort for each year of the plan duration with year one 24/25 being a pilot year. Students will be able to participate in a programme each year prior to their enrolment on a Higher National programme. There will be longitudinal tracking to measure the impact on future achievement of HND Distinction grade for those participating in programmes.

Targets have been set to increase high grades by 7 percentage points to 15% in 27/28 for those receiving a minimum of 2 years study skills support. Interim milestones have been set to measure progress for the duration of the plan.

Intervention strategies and expected outcomes

PTA1 - People aged 23+

Objectives and targets

To increase HRUC higher education enrolments of those aged 23+ from 24% to 30% of the cohort by 27/28. This will be achieved by raising confidence and skills in relation to higher level study through the implementation of Introduction to Higher Level Study programmes for people aged 23.

Risks to equality of opportunity

People ages 23+ may lack information, confidence, and skills in relation to higher level study. This may be a barrier to application/enrolment on a higher education course.

Activity	Inputs	Outcomes	Cross intervention?
<u>New activity</u> **<u>Year One – programme outreach and development</u>** a) Identify employer and community groups for outreach in relation to Introduction to Higher Level Study (HLS) programme. b) Outreach to employers and community groups with an interest in developing employees'/service users' higher-level skills. c) Obtain feedback (through questionnaires, face to face meetings) on programme content/modes of delivery/programme duration etc. d) Develop a range of programmes to meet different requirements. e) Plan programme delivery for forthcoming year. **<u>New activity</u>** **<u>Years 2-4 – programme delivery</u>** f) Deliver programmes to planned groups. **See below - programme evaluation and report** g) Make modifications for following year's programmes h) Plan programme delivery for forthcoming year **See evaluation section below - programme evaluation and report each year (final report after year 4.)**	1x Introduction to Higher Level Study tutor (outreach and development). 120 - 170 hours (£6k x £7.4k) 1x Introduction to Higher Level Study tutor (delivery and evaluation).150 - 200 hours (£7.5k x £10k)	HRUC has greater awareness of the needs of people aged 23+ in relation to higher level study preparation. Programme participants have increased confidence in relation to higher level study. Programme participants have developed higher level study skills.	No

Evidence base and rationale:

A literature review into the effectiveness of transition type programmes to support mature people into adult education was completed **(see Annex B – Risk PTA1)**

This review reinforced the risks to equality opportunities mature people face in relation to accessing higher education provision outlined in the EORR including that they are more likely to be from disadvantaged backgrounds and often hold lower-level qualifications than their younger counterparts.

An HRUC APP taskforce group completed a Theory of Change model **(see Annex B Risk PTA1).** The rationale for the intervention was based on findings from the literature review and inputs from staff in the taskforce group – which included those in externally facing roles. These ideas developed through subsequent meetings and exchanges.

They agreed that an intervention which would develop mature peoples' confidence and skills related to higher level study would directly compliment work being done in partnership with employers and community groups to develop the types of qualifications and modes of study being offered across its higher education provision particularly through the WLIoT and in preparation for the introduction of the LLE.

They also noted the experience across HRUC of delivering programmes for adults.

Feedback on the intended approach from current HRUC HE students was obtained via an online survey and feedback from one of the HE year representatives. (See student consultation section below.)

Based on the above, it has been concluded that the following provide a strong rationale for the intervention strategy outlined for PTA1:

- Supports national priorities to improve access to higher education for mature people including through the forthcoming introduction of the LLE.
- Direct link to HRUCs strategy for economic growth and prosperity – particularly linked to reskilling and upskilling local people in technical areas through the WLIoT and in partnership with employers.
- Meets the HRUC Higher Education strategic aim for individuals to change career by accessing and succeeding in higher education and progressing into local and regional job opportunities requiring higher level skills. Compliments the work on developing modes and duration of study for higher education – including Higher Apprenticeships.
- From the available studies, some evidence from the literature review of the benefits of transition type programmes to support mature people into higher education.
- HRUC's strong track record of delivering programmes for adults which support entry to further study and employment.

As indicated above, HRUC recognises the importance of developing its higher education provision type, modes of delivery (including online and blended) and duration to meet national priorities including the introduction of the LLE and the College strategic aim of Economic Growth and Prosperity and the Higher Education strategic aims noted above.

Alongside the interventions outlined in this APP, there will be significant work, particularly related to the WLIoT, to further understand employer and community needs in this regard and to make the necessary developments.

Evaluation

Activity	**Outcomes**	**Method(s) of evaluation** Include type of evidence you intend to generate e.g. Type 2.	**Summary of publication plan** When evaluation findings will be shared and the format that they will take
Activity "f" from the intervention strategy for PTA1 will be evaluated yearly.	Programme participants have increased confidence in relation to higher level study.	Face to face interview with each programme participant at the start and end of each course. (Questionnaire designed to elicit both quantitative and qualitative information about individual perceptions of confidence and skills in relation to higher level study before and after programme.) Evaluation report to be produced at the end of years 2-3 with clear recommendations for actions for forthcoming year. Final evaluation and summary report after year 4. Research methods to be designed with reference to TASO guidance for small cohorts. OfS type one evidence to be generated.	Year 2-3 reports to be disseminated internally across HRUC colleges. Year 4 final report to be published on the College website. College to host dissemination events for relevant colleges/IoTs. employers & community groups after year 4.

PTA2 pupils on Free School Meals

Objectives and targets

To support the achievement of GCSE maths grades 5-9 of pupils on free school meals from year 8 in academic year 24/25 who will be taking their GCSEs Summer '28.

A challenging target has been set with the school for improvement in GCSE maths grade 5-9 for the cohort from 13% cohort to 30% (the target for all pupils for the school is to improve to 50%). This is a 17-percentage point increase.

Risks to equality of opportunity

A lack of knowledge and skills including the achievement of GCSE maths at grades 5-9.

Activity	**Inputs**	**Outcomes**	**Cross Interventions**
New Activity **Year One** **TB1** a) HRUC and Park Academy agree key staff to deliver "Skills for Technology" programme. b) Identify and confirm programme cohort with Park Academy. c) Develop "Skills for Technology" programme with school curriculum team (particularly to match GCSE maths curriculum at the appropriate stage and with reference to guidance on running successful intervention programmes). d) With school, run briefing for pupil cohort. e) With school, run briefing event for parents'/carers of pupil cohort. **TBs 2, 3,4 &5 & 6** f) Deliver weekly "Skills for Technology" programme sessions. g) Have weekly pre and post session brief/debrief sessions with school partner. h) Run technology related trip. **Years 2-4** • Develop and run "Skills for Technology" programme again with modifications based on yearly end of programme evaluations (see evaluation section below.) • Year 4 to have whole intervention evaluation (see evaluation below.)	1 x tutor development time 10 hours = £500 1 x tutor delivery 3 hours per week x 12 weeks x 3 terms = £5400 Other activities with pupils (eg trips) £2k	• Cohort self-assess as having more confidence in relation to GCSE maths. • Cohort's GCSE maths predicted grades/actual grades improve.	No

Evidence base and rationale:

A literature review into the impact of intervention programme on maths attainment was completed. **(See Annex B – Risk PTA2.)**

An HRUC APP taskforce group completed a Theory of Change model **(see Annex B Risk PTA2)**. The rationale for the intervention was based on findings from the literature review, inputs from staff with experience of working in and with schools in the taskforce group and staff from Park Academy.

These ideas were further developed through subsequent meetings and exchanges.

Based on the above, it has been concluded that the following combined provide a strong rationale for the intervention strategy outlined for PTA2:

- Supports national priorities for higher education providers to partner with schools and other local organisations to raise the attainment of young people.
- Direct link to the HRUC priority to aspiration and delivering first careers and commitment to developing strong partnerships with local schools through its new schools' strategy.
- Compliments the Multiply project which is based in a primary school located in UB7.
- Meets the HRUC higher education strategy to ensure those from disadvantaged backgrounds can access and succeed in higher education.
- Meets Park Academy aims to improve outcomes, so pupils have more opportunities available to them post 16.
- Supports Park Academy's commitment to developing its pupils' awareness of what opportunities are available to them and increase aspiration in relation to progression.
- Persistent, low take-up of higher education in the West Drayton/Yiewsley area.
- Some evidence from the literature review of success from maths intervention programmes.

It is recognised from the literature review that maths intervention strategies have variable success rates. There is guidance available to support the development of a successful programme. Time will be made available during the development stage to refer to this guidance and use insights gained to develop the Skills for Technology programme for Park Academy pupils.

This Access and Participation Plan will enable the partnership between HRUC and Park Academy to be further developed. Alongside the interventions outlined above, there will be the opportunity for College staff to support other school activities related to aspiration, and advice and guidance on post 16 and 18 opportunities – those related to careers in technology in particular.

Evaluation

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. Type 2.	Summary of publication plan When evaluation findings will be shared and the format that they will take
Activity "f" from the intervention strategy for PTA2 will be evaluated yearly	• Cohort self-assess as having more confidence in relation to GCSE maths. • Cohort's GCSE maths predicted grades/actual grades improve.	Evaluation of each programme through questionnaires pupils/parents/school staff Maths test to see impact pre and post programme. 8-10 hours per course 30-40 hours (£1.5k-£2k pa) Yearly evaluation report. 5 hours(£250 pa) Year 4 overall intervention evaluation. Dissemination/share good practice event for local **schools/College staff. (£1.5k.)** Research methods to be designed with reference to TASO guidance for small cohorts. OfS type one evidence to be generated.	Year 1-3 reports to be disseminated internally across HRUC colleges and The Aspirations Academy. Year 4 final report to be published on the College websites/Park Academy website. College to host dissemination events for relevant colleges and schools.

PTS1 - Vocational Students Objective and targets

To increase the proportion of students achieving Distinction grades at HND for HRUC internally progressing home vocational students. This will be achieved through the implementation of programmes of academic skills development for HRUC Level 2 and Level 3 students who wish to progress to HRUC higher education.

There will be one programme per level cohort for each year of the plan duration with year one 24/25 being a pilot year. There will be longitudinal tracking to measure the impact on future achievement of HND Distinction grades for those participating in programmes.

Targets have been set to increase high grades by 7 percentage points to 15% in 27/28 for those receiving a minimum of 2 years study skills support. Interim milestones have been set to measure progress for the duration of the plan.

Activity	Inputs	Outcomes	Cross intervention?
New activity **Year 1 - pilot** **Term One (TB 1)** a**)** Study Skills Coordinator **(SSC)**/curriculum teams identify Lv 2 & 3 students wishing to progress to HRUC higher education. b**)** SSC develops academic skills-scan tool for each level. c) SSC develops student self-assessment questionnaire re confidence levels in their own academic skills. d) SSC assesses each cohort using skills-scan tool and questionnaire. **Term One (TB2)** d) SSC/ curriculum areas agree main academic skills lacking in each cohort. e) SSC develops Study Skills programme for each cohort – including input from current HRUC HE students. **Term two (TB 3&4)** f) SSC delivers study skills programmes for each cohort **Term Three (TB 5)** f) SSC delivers programme for each cohort. **Term Three (TB 6)** g) SSC re-runs skills-scan for each cohort. h) SSC re-runs self-assessment questionnaire with students. **See below - programme evaluation and report** i) SSC and curriculum staff modify intervention strategy for year 2 based on year 1 evaluation report. **Years 2 – 4**	Study Skills Coordinator 1.5 FTE – each year (to be adjusted depending on cohort size). Cost pa c£30k Possible purchase of "level-appropriate" skills-can tool. Study Skills Coordinator 1.0 FTE – each year. Est cost £30k Possible purchase of "level-appropriate" skills-can tool.	Students' academic skills are developed. Students are more confident in their academic abilities**.** Students have the confidence and skills to achieve higher grades independently. Students have increased confidence in their ability to succeed in and progress well from higher education and aspire to do so. Students' academic skills are developed. Students are more confident in their academic abilities**.** Students have the confidence and skills to achieve higher grades independently. Students have increased confidence in their ability to succeed in and	No

Activity	Inputs	Outcomes	Cross intervention?
SSC & curriculum teams repeat year one programme with recommended adjustments from year one. **See evaluation section below - programme evaluation and report each year (final report after year 4.)**		progress well from higher education. Students achieve higher grades on their HND.	

Evidence base and rationale:

A literature review into the success of vocational students in higher education and into study skills support were completed **(see Annex B – Risk PTS1)**

An HRUC APP taskforce group completed a Theory of Change model **(see Annex B Risk PTS1)**. The rationale for the intervention was based on findings from the literature review, inputs from curriculum staff in the taskforce group (and on prior inputs at HRUC HE meetings and Programme Reviews) that vocational courses at Levels 1 to 3 are primarily designed to prepare learners for employment and therefore do not include sufficient opportunity to develop the academic skills e.g., critical thinking, required on a higher education course. Vocational students do not always have the academic acumen or confidence to achieve the highest grades.

These ideas were developed through subsequent meetings and exchanges.

Feedback on the intended approach from current HRUC HE students was obtained via an online survey. (See student consultation section below).

Based on the above, it has been concluded that the following provide a strong rationale for the intervention strategy outlined for PTS1:

- Supports improved outcomes for a group recognised within the EORR who are at risks of not experiencing equality of opportunity in higher education.
- Students on higher education courses aspire and are equipped to “aim high” aligns with the HRUC strategy for aspiration and career choices.
- A clear link to the HRUC Higher Education Strategy to further improve higher education outcomes.
- The track record noted in the literature review of Further Education College’s success at supporting low GCSE attaining students through repeat Level 2 (and sometimes Level 1) and then Level 3 courses to enable them to enter higher education.
- HRUCs consistently strong internal progression to its HE provision.
- Evidence from TASO of there being some evidence of the impact of study skills support being beneficial in relation to preparing students for higher education and enabling them to achieve higher grades.

Of particular interest is the opportunity afforded by this intervention strategy to evaluate the impact of a study skills programme on a cohort of students who have identified as wishing to progress internally to higher education and relevant curriculum staff having a role in the design of the programme.

Integral to the study skills programmes will be building students' confidence and aspirations.

It is recognised that it would be beneficial for HRUC to have a better understanding of the destinations of its HND students – to both Level 6 (Top Up Degrees) and Employment.

Strategies to collect more data in this regard will be implemented throughout the duration of this Access and Participation Plan. This data (including longitudinal tracking to measure the impact on future achievement of HND Distinction grades and subsequent progression for those participating in study skills programmes outlined in this APP) will be used, alongside the evaluation of this intervention, to inform future developments.

Evaluation

Activity	**Outcomes**	**Method(s) of evaluation** Include type of evidence you intend to generate e.g. Type 2.	**Summary of publication plan** When evaluation findings will be shared and the format that they will take
Activity "f" from the intervention strategy for Risk C will be evaluated.	Students' academic skills are developed. Students are more confident in their academic abilities.	Activity Skills-scan - before and after each programme – quantitative measure of academic skills development for each programme participant. Student self-assessment questionnaire re confidence levels in their own academic skills before and after the programme. Focus group for cohort at each level to find out more on the programme's impact eg confidence in academic skills, confidence to succeed well at higher level study etc. Evaluation report to be produced at the end of years 1-3 with clear recommendations for actions for forthcoming year. Final evaluation and summary report after year 4. Research methods to be designed with reference to TASO guidance for small cohorts. OfS type one evidence to be generated.	Year 1-3 reports to be disseminated internally across HRUC colleges. Year 4 final report to be published on the College website. College to host dissemination conference for HE in FE providers year 4.

Whole provider approach

As a further education provider with a strong track record of delivering high quality education and training, including with those from disadvantaged backgrounds (as outlined in the introduction), HRUC is ideally placed to support the Office for Students objective to ensure those with "the ability and desire to undertake higher education, are supported to access, succeed in and progress from higher education."

Curriculum and support staff, almost exclusively, teach and support both further and higher education students.

The vast experience across the College of teaching those on further education courses with a wide variety of additional learning needs who may not have achieved the expected standard at school or supporting those who will be "first in family" with their UCAS application, for example, enriches the curriculum delivery and service offered to HRUC higher education students.

Closely aligned with equality duties, noted below, further education providers have high expectations placed on them with regards to safeguarding young people and vulnerable adults – including those experiencing poor mental health.

Staff experience and training in this regard ensure high standards and commitment to supporting students experiencing poor mental health and other issues which may impact on their learning and progression.

The College has a "distributed model" for the governance, management and delivery of its higher education provision which has been beneficial to there being a whole provider approach to developing its Access and Participation Plan and its subsequent implementation and oversight.

Staffing and meeting structures have developed to ensure all aspects of higher education development, delivery and regulatory requirement are given sufficient support and scrutiny within the wider further education context:

- Governors receive regular reports and assurances with regards to ensuring the College meet ongoing conditions of registration. These are received at the appropriate sub-committees and Corporation meeting.
- The Chair of the Curriculum and Quality Assurance Governors' sub-committee has a background in higher education. Other governors also have higher education experience.
- There are named senior leaders with responsibility for higher education development, delivery, and other regulatory requirements.
- Along with curriculum (where there are named higher education leaders,) a variety of staff across HRUC have higher education responsibility including: student liaison, academic standards, student support, information, advice and guidance, student learning services, WLIoT, marketing and MIS.
- A distinct higher education meeting structure (recently reviewed and revised to meet the requirements of the recently merged College group.)
- All committees are chaired by a senior manager with reports made to Governors (as noted above,) the Senior Leadership Team (SLT) and Equality, Diversity and Inclusion Committee as applicable.

A costs-benefits analysis lead by senior managers was completed to make an informed decision as to whether the College would submit an Access and Participation Plan to the OfS for approval. This included inputs from higher education students from across the College group and both curriculum and support staff. Following a detailed report and recommendation from the SLT, the final decision to make the submission was made by Governors.

A "taskforce" was set up to develop the Access and Participation Plan. This was drawn from the cross-College group of staff outlined above to ensure the self-assessment of risks to equality of opportunity and emerging objectives and intervention strategies have been informed by those with the relevant expertise and experience.

The overall implementation and evaluation of the plan will be overseen by a designated coordinator. They will report to a senior manager and be supported by and Access and Participation Plan Steering Group which will be drawn from the taskforce group.

Specific intervention strategies and their evaluation on will be lead within the appropriate department, for example, the academic skills support for vocational students will be within the Digital and Learning Resources team.

Regular reports on the progress of intervention strategies and against targets will be made to the appropriate higher education, equality and diversity and governors' committees as outlined above.

This Access and Participation Plan has been written with due regard to HRUC's mission:

"To deliver an exceptional learning experience that creates opportunities and success for all.

We stand for diversity, inclusion, and excellence throughout everything we do, and provide outcomes that drive personal growth, wellbeing, and economic opportunity."

Diversity and inclusion are one of the four, published "cornerstone" values which are integral to the work the College does – including how it relates to students, staff, and the wider community.

This commitment to diversity and inclusion is underpinned by the HRUC Equality, Diversity, and Inclusion policy. The policy was last updated January 2023 in line with the merger and outlines how the College will have due regard to protect those with "protected characteristics" from discrimination.

HRUC recognises and extends this policy to include, socio-economic status, deprivation, homelessness, unemployment, asylum and refugee status or membership of a trade union, or for any other identifiable cause protected by law.

The 2010 Act also provides for the Public Sector Equality Duty to:

- Eliminate discrimination, harassment & victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a relevant protected characteristic and those who do not.

HRUC's Equality, Diversity and Inclusion Policy is further enhanced by a range of other College policies including Anti-Bullying Policy & Procedure, Safeguarding & Child Protection Policy, Mental Health Strategy, Data Protection Policies and Gender Identity Policy

The HRUC Strategic Plan 2023-2030 and Higher Education Strategic Plan have been developed with its mission, values, and policy in relation to equality, diversity, and inclusion at the forefront of all considerations. How the College intends to remove barriers for those from disadvantaged backgrounds (including those with protected characteristics) in relation to education and skills to enable them to contribute to and benefit from the local and regional economy underpins both plans.

The development of HRUC's Access and Participation Plan has enabled the College to further consider how it will advance equality of opportunity within the region in line with its strategic objectives through its higher education provision by:

- Removing barriers to enrolment for people aged 23+
- Supporting improved maths GCSE attainment for pupils on free school meals from an area with consistently low higher education take-up.
- Support the achievement of Distinction grades within higher education for vocational students.

By regularly reporting on and discussing the progress of the Access and Participation Plan intervention strategies and their evaluation, as noted above, it is intended ideas for future development will be generated.

Student consultation

HRUC recognises and values the importance of feedback from students on all stages of the higher education student lifecycle.

There are varied and robust systematic approaches to ensure this is gathered regularly and responded to. These include:

- Start of year survey.
- Spring survey (modelled on the National Student Survey questions.)
- Other surveys as required.
- A named tutor to be the first point of contact for all higher education students.
- Election of tutor reps.
- Election of Higher Education Year representatives (these students represent the views of higher education students on relevant committees – including governors.)
- Complaints policy – made available on the College websites. Students are advised of this during induction and made aware of the Office of the Independent Adjudicator.

The College has utilised these systems to gain feedback on the Access and Participation Plan design and development:
Student focus groups contributed to the costs/benefits analysis which informed the decision to submit an Access and Participation Plan for approval.
A survey was sent out to all higher education students to gain feedback on the intervention strategies for Risks PTA1 and PTS1. The response rate was low (8%) however:

- PTA1 73% of those responding said they thought the intervention strategies outlined would be of benefit to mature people wishing to engage in higher level study.
- PTS1 85% of those responding said they thought the intervention strategies outlined would be of benefit to vocational students planning to progress to higher education at the College. They were able to identify areas such as Harvard referencing and writing assignments as areas to include in the programmes.

A meeting was held with one of the HE year representatives to get feedback on the plan which was positive about the groups the plan will focus on and the intervention strategies for each.

As a result of this feedback:

- An opportunity for current HRUC Higher Education students to meet the vocational students (PTS1) identified as wishing to progress internally to HRUC higher education courses will be built into each study skills programme. (See PTS1 Intervention Strategies above.) They will be encouraged to share their experiences including relating to the academic skills required to succeed on Higher National Certificates and Diplomas.

During the Access and Participation Plan assessment stage, students will be further consulted on any feedback received – including further meetings with the HE year representative.

During the implementation of the plan target student groups will:

- Be consulted on the programme design for their respective groups and their feedback for developments/amendments implemented where possible.
- Be encouraged to give their views on programme delivery as part of the evaluation of each intervention strategy, for example, how useful and supportive they have found the activities and any suggestions for future developments. In the case of PTA2 this will be done in partnership with Park Academy.

Students will be included in the overall monitoring and evaluation of the Access and Participation plan by:

- HE year representatives receiving regular progress reports at college committees.
- The appointment of an Access and Participation student representative who will sit on the Access and Participation Plan Steering Group.

Evaluation

HRUC's higher education governance and management structure was outlined above (see Whole Provider Approach section.)

The following steps outlining how progress against Access and Participation Plan targets and achieving intended outcomes will be monitored were also included:

- The overall implementation and evaluation of the plan will be overseen by a designated coordinator. They will report to a senior manager and be supported by and Access and Participation Plan Steering Group which will be drawn from the taskforce group.
- Specific intervention strategies and their evaluation on will be lead within the appropriate department, for example, the academic skills support for vocational students will be within the Digital and Learning Resources team.
- Regular reports on the progress of intervention strategies and against targets will be made to the appropriate higher education, equality and diversity and governors' committees as outlined above.

The activities to be evaluated, and the approach used, have been incorporated into the development of each intervention strategy with the associated investment noted.

OfS Type One evidence is expected to be generated in each case with a narrative on the success (or otherwise) of the interventions in relation to the targets and desired outcomes supported by some data and qualitative analysis.

The College intends to share the yearly, interim findings from its plan across the College group, with students and, for PTA2, with Park Academy.

Along with the OfS, the final evaluation reports will be shared across the College groups and on each College website, across relevant College networks including HE in FE, IoTs and employer/community groups. In each case a targeted dissemination conference is planned.

HRUC is committed to the OfS intention to create a "body of knowledge" regarding which interventions are most successful in driving forwards equality and social mobility through Access and Participation Plans and associated activity.

The College is particularly committed to contributing to and learning from insights related to higher education in further education settings.

This is HRUC's first Access and Participation Plan. The College is committed to developing its practice with regards to evaluation in preparation for implementing the plan and for its duration to ensure the most credible findings possible are achieved. To support this:

- TASO guidance for small cohorts to be utilised.
- The OfS evaluation self-assessment tool to be used to identify areas to improve across the 5 areas assessed.
- An action plan will be developed to drive forwards these improvements (to be monitored alongside the Access and Participation Plan as noted above.)

Provision of information to students

HRUC is committed to providing clear and accurate information with regards to the finances associated with higher level study. This includes for eligible internal students and the wider community, whether they are considered studying higher education at the College or elsewhere.

As part of its widening participation initiatives, a Higher Education Fair is held in the Spring which is open to HRUC students and the wider community.

An integral part of the fair is a presentation on student finance to support young people, their parents and others in the community considering higher level study (many of whom have no previous experience in this area) to understand fees, loan applications etc. Follow up appointments are available.

Internally progressing HRUC students are further supported by the provision of financial information at higher education roadshows and workshops.

Bespoke sessions are available for those with additional needs to provide advice and guidance on applying to higher education. A webinar is also available for parents along with a video providing information in British Sign Language.

In the 23/24 start of year survey, 90% of higher education students responded positively to the question "I had all the information I needed about the college and my course before I started."

HRUC Access and Participation Plan, fees, financial support, and any associated cost details will be available on the College website, with links to information provided on the separate College websites.

Course fact sheets also contain financial information.

Further assistance and clarification can be obtained through the College Information, Advice and Guidance service along with support in making a student loan application.

Hardship funds are available for students in immediate hardship. There is no set value for this fund and is dependent on student need and the level of hardship fund left available at the time of application. All students studying at a college of HRUC are eligible to apply for hardship funds available on the relevant college website.

Annex A: Assessment of performance

Background

The context of HRUC's higher education provision as laid out in the introductory section, has been taken into consideration when assessing the College's performance in relation to equality of opportunity.

This includes:

- Size of HRUC's higher education provision as outlined in the introductory section. 3.9% (or 3.0% excluding overseas) full time and 1.8% of part time student numbers and 3.6% of the College's income. **(See table A below – HRUC HE enrolments)**.
- A submission for TEF January 2023 was not mandatory for HCUC. The College was notified of this in October 2022 – prior to the January 2024 merger with RuTc which had negligible higher education numbers.
- Due to two mergers since August 2017 data sources, cover 2 or 3 iterations of College incorporation with associated legal and financial structures together with differing strategies for and management of higher education.
- Following the merger of HCUC with RuTc in January 2023; a new HRUC Strategic Plan 2023-2030 and HRUC Higher Education Strategic Plan have set the direction for the College, including the higher education provision.

The OfS Equality of Opportunities Risk Register (EORR) has been scrutinised alongside the assessment of performance to develop a better understanding of what might be contributing to emerging indicators of risk for a particular group.

OfS Access and Participation dashboard

The starting point for the assessment of performance was a thorough analysis of the OfS Access and Participation dashboard (A&P dashboard). This included looking at all student lifecycle stages: access, continuation, completion and progression data for a range of student groups male/female, ethnicity, age groups, eligibility for free school meals and IMD.

The dashboard data for each lifecycle stage was converted to spreadsheets to facilitate closer analysis.

It has been concluded:

- Due to small numbers, there are high levels of statistical uncertainly throughout the dashboard across the higher education lifecycle for all student groups.
- It is therefore not wholly possible to draw reliable conclusions with regards to which groups may be at risk of experiencing inequality in relation to higher education provision at HRUC based on the A&P dashboard.

Further to this other data sources across the student lifecycle - B3 outcomes data, HRUC higher education enrolment and outcomes data have also been carefully analysed and the following conclusions drawn:

- These data sources are drawn from the same small populations with few significant, consistent trends emerging across the lifecycle for students with different characteristics which enable groups to be reliably identified as being at risk of experiencing inequality with regards to the College's higher education provision.
- Other sources of information should be considered to determine which groups may be at risk and which would most benefit from the interventions and investment outlined in the Access and Participation Plan.

Review of Access and Participation Statement priorities

It was decided to revisit areas the College prioritised in the HCUC Access and Participation Statement.

The purpose of this was to see if groups previously targeted were still showing indicators of risk in relation to equality of opportunity and would benefit from the structured interventions, investment and evaluation afforded by an Access and Participation Plan to achieve the desired goals, particularly in the context of the recently merged College's strategic priorities.

With regards to access, it has been concluded that mature students and pupils on free school meals from a low higher education take up area would be groups which would particularly benefit from being included in HRUC's Access and Participation Plan and aligned with current strategic priorities.

The rationale for each is given below:

Mature students (Risk PTA1)

Increasing the enrolments of mature students was an area of focus within the Access and Participation Statement. Actions targeted work with local employers and open days specifically devoted to the WLIoT.

The trend for fewer mature student enrolments was confirmed during the self-assessment through analysis of both the A&P dashboard and HRUC enrolment data. **(See table B below – Enrolment age).**

Mature students are a group identified as being likely to experience inequality in relation to access to higher education on the EORR.

Based on the review by relevant HRUC colleagues and after comparison to the EORR, improving the access of people aged 23+ to HRUC's higher education provision and increasing enrolments from this group, with a particular focus on higher technical provision, will be an area addressed within this Access and Participation Plan.

Further dissection of HRUC's higher education enrolments by age showed there is a strong rationale for the focus of this Access and Participation Plan being on those aged 23+. HRUC enrolment data by age **(see table B below)** shows c50% of its higher education students are aged 21+ - this reduces to 24% for those aged 23+.

This has been attributed to many HRUC higher education students having been supported through lower levels of the College's further education provision before progressing to higher education and thereby having turned 21.

Focusing on those aged 23+ within this Access and Participation Plan means activities will be targeted at those who may have been out of education/training for some time and are disadvantaged with regards to accessing higher education due to lower prior educational attainment, a lack of confidence and a lack of awareness of the opportunities available to them. This meets HRUCs strategy for economic growth and prosperity – particularly linked to reskilling and upskilling local people in technical areas through the WLIoT and in partnership with employers.

Students from low higher education take up areas on free school meals (Risk PTA2)

Further developing partnerships with local schools is an integral part of HRUCs strategy to improve young people's aspirations, ensure they can make the best career choices and are equipped to progress at each stage. The College has a new schools' strategy to underpin this work.

When developing its Access and Participation Statement, HCUC investigated which low higher education take up areas were within its catchment area so that some targeted work could be done to increase enrolments on higher education courses from these areas.

This work has been repeated for HRUC. The same area UB7 continues to have low levels of higher education take up. **(See Table D below.)**

The College is delivering a Multiply maths project. One strand of the project is based in a primary school within the UB7 area to support pupils' parents with the development of their maths skills.

The College has established a strong partnership with Park Academy the only secondary school within UB7. It has a higher proportion of pupils on FSM than the national and London average.

The Academy comprises 884 students, with predominantly White British students representing 41.5% of the population. There are 51.6% females and 48.4% males. The proportion of EAL speakers is 45.9%. The academy serves an area of high social deprivation with the number of students eligible for free school meals well above the national average. This currently stands at 36.9% with 41.9% identified to be in receipt of pupil premium funding. 19% of our students are on the SEND register. There are 31 students who have an EHCP.

Being on or having been on FSM is a priority group within the EORR.

Working in partnership with the school the College will aim to support the improved achievement of GCSE maths grades 5-9 of pupils from year 8 in academic year 24/25 who will be taking their GCSEs Summer ’28 through its access and participation plan.

Other groups who were a focus of the Access and Participation Statement with regards to Access (people with disabilities and the recruitment of female students to STEM based higher education courses) will continue to be priority areas for the College to address, however there is not the capacity for them to be included within the Access and Participation Plan on this occasion due to:

- The relative scale of higher education provision in relation to other provision types at the College with resources needing the be deployed commensurately.
- Focus on mature students and those on free school meals from a low higher education take up areas being better aligned with current strategic priorities.

With regards to continuation and completion, the areas of focus within the Access and Participation Statement were not based on significant numbers or consistent trends.

Other data and feedback from staff teaching higher education

Together with revisiting the areas of work which were the focus of the Access and Participation Statement, the self-assessment particularly highlighted, as noted above, the consistently high proportion of HRUC’s higher education students who progressed internally from its vocational further education provision.

Vocational Students (Risk PTS1)

Most of these students progress through the vocational route, many entering the College at Entry, Level 1 and Level 2, progressing to Level 3 before enrolling on a higher education course. **(See table C below.)**

Colleagues teaching on higher education courses have consistently reported at higher education meetings and in the formal reviews of their provision that:

- a) many students struggle to achieve a Distinction grade at Level 5 (HND). HRUC grades records confirm this. **(See table E below.)**
- b) some students may not aspire to achieve the highest grades.

Ensuring students on higher education courses aspire and are equipped to “aim high” aligns with the HRUC strategy for aspiration and career choices. It also aligns with HRUC higher education strategic aim to provide a higher quality experience and further improve outcomes for students.

The College aims to increase the proportion of students achieving Distinction grades at HND for HRUC internally progressing home vocational students.

Equal Opportunities Risk Register and National Priorities

This self-assessment has paid due regard to both national priorities and the EORR.

HRUC's higher education cohort is consistently, entirely drawn from those identified as at risk of not experiencing equality of opportunity within the EORR. Strong outcomes indicate that the College is supporting students from a variety of disadvantaged backgrounds to access, succeed in and progress from higher education.

Further to the groups identified for interventions in this Access and Participation Plan, as outlined in the introduction, the College will:

- Continue to support those from low-income families/first in family, those declaring a disability and those experiencing poor mental health to access, succeed in and progress from higher education – both its own provision and elsewhere.
- Diversify modes of delivery and duration – including Higher Technical Qualifications and Higher Apprenticeships.
- Further engage with local schools through its schools' strategy to support independent advice and guidance on post 16 and 18 opportunities and inspire young people with regards to further and higher education and careers.
- Further improve outcomes for all higher education students- particularly with regards to progression opportunities – both higher level study and employment. This will include gathering more data on the destinations of its higher education students. Also identifying and implementing the achievement of employability related educational gains alongside higher education qualifications.

Data Tables

Table A – HRUC HE Enrolments

Year	HE Incl Appr	HE without Appr
23/24	340	316
22/23	298	294
21/22	344	317
20/21	306	292

Table B – HRUC HE Enrolments – Age (age at 1st HE enrolment at HRUC)

	HE without Appr	U21	%	U23	%	U25	%
23/24	219	125	57%	166	76%	182	83%
22/23	213	116	54%	150	70%	169	79%
21/22	223	110	49%	148	66%	154	69%
20/21	216	135	63%	173	80%	182	84%

Table C – HRUC HE Enrolments – Internally progressing/External

Year	HNC	No.Progress From HRUC Pre Level 4	From Entry Level	%	From Level 1	%	From Level 2	%	From Level 3	%	New to HNC
23/24	202	121	8	7%	15	12%	36	30%	62	51%	81
22/23 (not in 23/24)	200	107	6	6%	19	18%	32	30%	50	47%	93
21/22 (not in above)	172	88	1	1%	7	8%	8	9%	72	82%	84

Table D POLAR 4 & TUNDRA Maps showing location of Park Academy

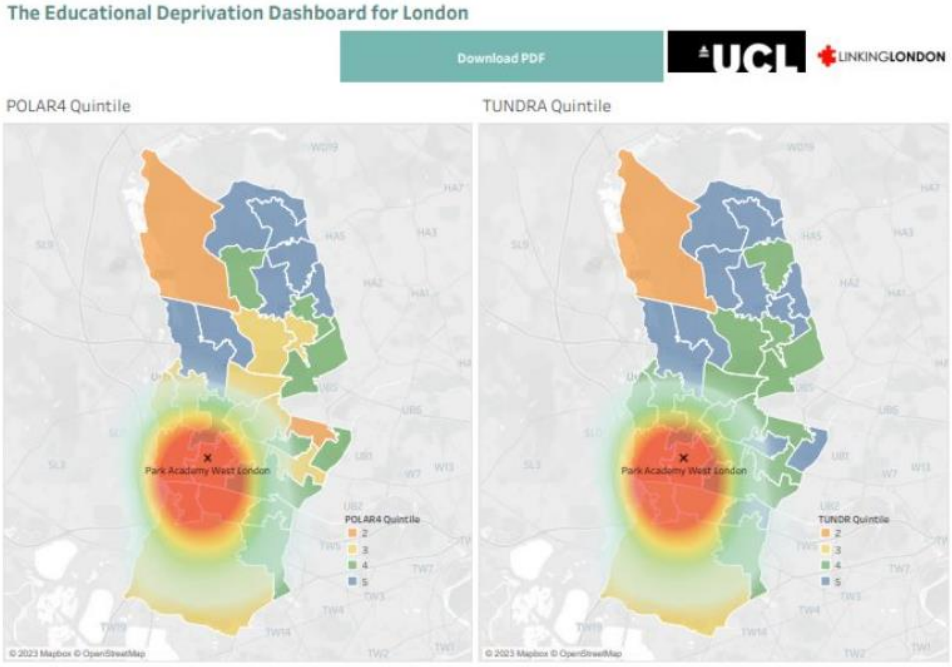


Table E – HRUC HND High Grades

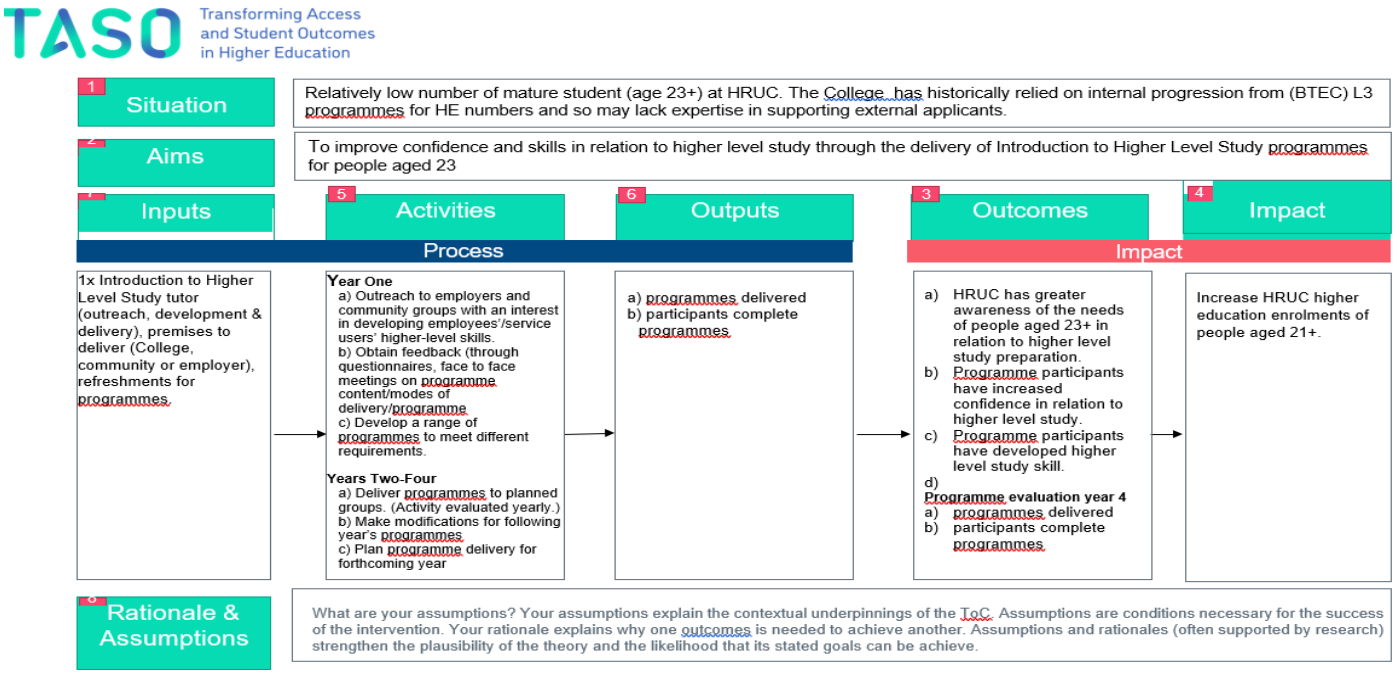
Year	HND D Grade No	HND D Grade %
2019/20	23/188	14%
2020/21	19/210	9%
2021/22	15/213	7%
2022/23	17/221	8%

Annex B: Evidence base and rationale for intervention strategies (further detail)

Risk PTA1 – people aged 23+

Summary from literature review

- In its summary review, TASO concludes there is very little research into the barriers which may prevent to mature people enrolling on higher education courses. There has been more focus on researching which strategies are effective in supporting mature people once they have enrolled. They do note however that there is some evidence of transition type programmes being successful. TASO-mature-students-summary-report-2021.pdf
- There are some studies which note and encourage the use of transition type programmes to support mature people into higher education: officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/mature-students/advice; https://www.millionplus.ac.uk/documents/Never_Too_Late_To_Learn_-_Key_Findings.pdf; https://webarchive.nationalarchives.gov.uk/ukgwa/20180511112343/https:/www.offa.org.uk/egp/improving-evaluation-outreach/outreach-
- The HRUC Theory of Change model (below) notes the importance of delivering transition programmes in partnership with employers and community groups to compliment the significant work related to developing the types of qualifications and modes of study being offered across its higher education provision.
- The strong track record across HRUC of delivering programmes for adults – including to prepare them for further study and entry to employment. (HCUC programmes for adults rated Outstanding for adults 2022; RuTc programmes for adults rated Good 2017): https://files.ofsted.gov.uk/v1/file/50182470 https://files.ofsted.gov.uk/v1/file/2737503



Risk PTA2 – pupils on Free School Meals

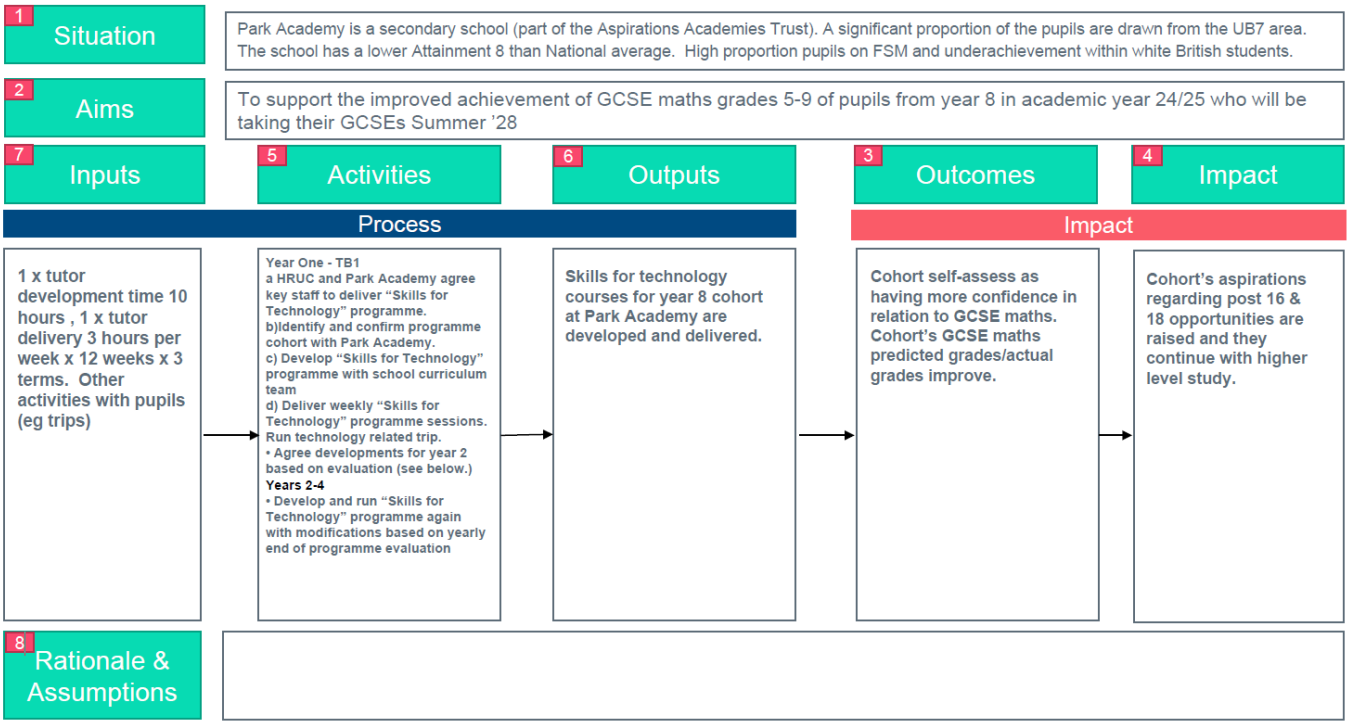
Summary from literature review

- There is some evidence from research that maths intervention initiatives can have a positive impact on maths attainment, however evidence is inconclusive as to which interventions work

best.https://www.researchschool.org.uk/unity/news/ks3-maths-intervention-which-has-increased-students-independent-study;
https://www.et-foundation.co.uk/wp-content/uploads/2023/02/Using-maths-specialist-tutors-as-mentors_Christ-the-King-Sixth-Form-College-CfEM-action-research-report-2021-22.pdf;
https://files.eric.ed.gov/fulltext/EJ1266274.pdf

- There is helpful guidance available to support the development of effective intervention strategies, including the development of metacognition strategies
  https://thirdspacelearning.com/blog/intervention-strategies-in-schools/#0-what-are-intervention-strategies
  https://mathsnoproblem.com/blog/learner-focus/deliver-effective-maths-interventions
- Case studies show how collaboration between schools/colleges can have a positive impact on pupils' attainment and progression.
  https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/bridgwater-and-taunton-college-multi-academy-trust/
  https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/king-s-college-london-attainment-programmes/
  https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/heon-introducing-higher-education-to-year-9/
  https://www.sciencecentres.org.uk/documents/51/TISME-Final-Report-A4-For-online-use-only.pdf

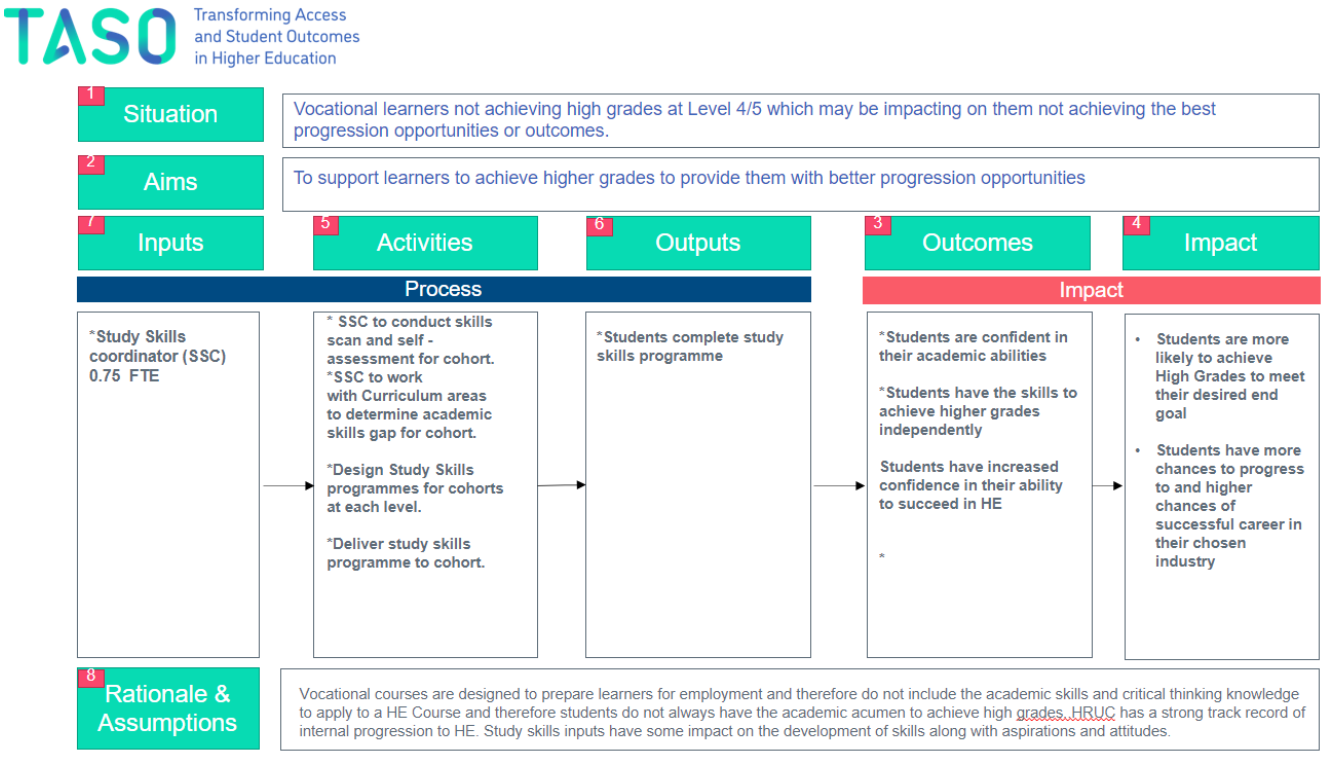
TASO Transforming Access and Student Outcomes in Higher Education



Risk PTS1 – Vocational Students

Summary from literature review

- Students entering higher education with vocational qualifications are often from more disadvantaged backgrounds than those entering with A Levels. They are also likely to have other personal attributes which may be risks to them achieving equality of opportunity in relation to higher education. See for example https://www.advance-he.ac.uk/knowledge-hub/changing-patterns-vocational-entry-qualifications-student-support-and-outcomes and http://gala.gre.ac.uk/id/eprint/14807/1/14807_Jameson_Progression_of_college_students_%28pub_PDF_OA%29_2015.pdf
- https://www.brunel.ac.uk/study/academic-skills/ASK-Documents/Keynote-Presentation-University-of-Greenwich-H-Joslin.pdf
- Of particular note is the role of Further Education Colleges (FECs) supporting lower attaining GCSE students in gaining qualifications which enable them to gain qualifications which enable access to higher education. See for example: http://gala.gre.ac.uk/id/eprint/14807/1/14807_Jameson_Progression_of_college_students_%28pub_PDF_OA%29_2015.pdf
- TASO recommend further study into understanding why vocational students' higher education outcomes are not as good as those with A Levels see https://taso.org.uk/wp-content/uploads/Summary-report-Understanding-gaps-in-the-student-experience-TASO.pdf
- This should include better understanding as to how well these qualifications are designed to prepare students for higher education. See for example https://www.advance-he.ac.uk/knowledge-hub/changing-patterns-vocational-entry-qualifications-student-support-and-outcomes
- There are examples of where study support has been see to be of benefit to vocational students see for example https://www.brunel.ac.uk/study/academic-skills/ASK-Documents/Sunderland-College-C-Lyness.pdf
- TASO note a small, positive impact on aspirations and attitudes and behaviour and outcomes of study skills support with emerging evidence but that there are too many contributing factors to determine causality. See https://taso.org.uk/intervention/study-and-soft-skills-support-pre-entry/



Office for Students

Fees, investments and targets 2024-25 to 2027-28

Provider name: HRUC

Provider UKPRN: 10007193

Summary of 2024-25 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for 2024-25 new entrants

Table 3b - Full-time course fee levels for 2024-25 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	N/A	*
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	HNC only	N/A	6500
HNC/HND	HND only	N/A	6000
CertHE/DipHE	Beauty Therapy	N/A	3172
CertHE/DipHE	Performance	N/A	4429
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2024-25

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2024-25 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	N/A	*
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	HNC	N/A	4500
HNC/HND	HND	N/A	4500
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2024-25

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Office for Students

Fees, investments and targets 2024-25 to 2027-28

Provider name: HRUC

Provider UKPRN: 10007193

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OfS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment (£)	NA	£36,000	£39,000	£40,000	£42,000
Financial support (£)	NA	£0	£0	£0	£0
Research and evaluation (£)	NA	£21,000	£24,000	£24,000	£30,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment	Pre-16 access activities (£)	£8,000	£8,000	£8,000	£9,000
Access activity investment	Post-16 access activities (£)	£8,000	£10,000	£11,000	£11,000
Access activity investment	Other access activities (£)	£20,000	£21,000	£21,000	£22,000
Access activity investment	**Total access investment (£)**	**£36,000**	**£39,000**	**£40,000**	**£42,000**
Access activity investment	***Total access investment (as % of HFI)***	**32.4%**	**20.4%**	**19.9%**	**19.8%**
Access activity investment	***Total access investment funded from HFI (£)***	**£36,000**	**£39,000**	**£40,000**	**£42,000**
Access activity investment	***Total access investment from other funding (as specified) (£)***	**£0**	**£0**	**£0**	**£0**
Financial support investment	Bursaries and scholarships (£)	£0	£0	£0	£0
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£0	£0	£0	£0
Financial support investment	**Total financial support investment (£)**	**£0**	**£0**	**£0**	**£0**
Financial support investment	***Total financial support investment (as % of HFI)***	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Research and evaluation investment	Research and evaluation investment (£)	£21,000	£24,000	£24,000	£30,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	18.9%	12.6%	11.9%	14.2%

Office for Students

Fees, investments and targets 2024-25 to 2027-28

Provider name: HRUC

Provider UKPRN: 10007193

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
To increase HE enrolments at HRUC for people aged 21+	PTA_1	Access	Age	Mature (over 21)		The percentage increase of students aged 23+ based on HRUC home students enrolment numbers on their first HE course at HRUC. Milestones measure the percentage increase of those aged 23+ within the cohort. The data source is HRUC HE enrolment data (ILR/HEIFES)	No	Other data source (please include details in commentary)	23/24	Percentage points	24%	0	10%	20%	30%
To support the reduction in the attaiment gap in GCSE Maths between students eligible for free school meals and for those who are not for designated cohort at Park Academy	PTA_2	Access	Eligibility for Free School Meals (FSM)	Eligible		Target will measure % point increase in GCSE 5-9 for cohort from their baseline predicted grades at the beginning of year 8. % point increase is based on the target set for the school for improvements in GCSE grades overall. Milestones will be the percentage point increase in predicted grades at the end of years 8,9 and 10. The data source is Park Academy, GCSE grades and predicted grades for cohort.	No	Other data source (please include details in commentary)	2022-23	Percentage points	13%	5	10	13	17
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
To increase the proportion of students achieving Distinction grades at HND for HRUC internally progressing home vocational students.	PTS_1	Completion	Other	Other (please specify in description)	N/A	Target group is HRUC vocational further educaion students progressing to high education from level 1, 2 and 3. The data source is HRUC HND grades from Awarding Body (Pearson).	No	Other data source (please include details in commentary)	2022-23	Percentage points	8%	0	1	3	7
	PTS_2														
	PTS_3														
	PTS_4														
	PTS_5														
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
	PTP_1														
	PTP_2														

	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														