

Annex A - 2019-20 access and participation statement

Provider's name: **New College, Swindon**

Provider's UKPRN: **10004579**

Introduction

New College is a Further Education Institution with a small cohort of Higher Education students; In 2016/17, 78 students enrolled in Swindon & 146 in London at David Game College. New College began delivering HE over ten years ago, since then the college has worked in partnership, with the

- University of Gloucestershire,
- Sheffield Hallam University,
- Bath Spa University,
- Thames Valley University,
- University of West of England and
- BPP University

To deliver qualifications in

Accounting and Business Management,	Professional Photography,
Applied Computing,	Computing and ICT,
Combined Awards,	Person Centered Care,
Computer Systems Management,	Early Years,
Teaching Assistant	Health & Social Care
Law Programmes	

In the last three years, the College has increased the Pearson Higher National portfolio which now includes:

- HNC/D Public Services & HNC Criminology
- HNC/D Health & Social Care
- HNC/D Early Years
- HNC/D Art (Textiles)
- HNC/D Creative Media
- HNC/D Media Make-Up
- HNC/D Business

The Pearson programmes are moderated by External Examiners for each programme and there are currently no notices to improve.

New College works in partnership with both the University of Gloucestershire and Bath Spa University delivering the following programmes:

- Higher Apprenticeship Trainee Assistant Practitioner (UoG)
- Foundation Degree Early Years (BSU)

New College has recently been approved to recruit to three new Foundation Degrees in Sports Coaching, Cyber Security, Health and Social Care. These programmes are expected to start in September 2018 and shall be franchised with the University of Gloucestershire.

New College has sub-contract HE providers, they are [David Game College](#) and [Education Skills and Training](#). These partners deliver Pearson HN programmes with New College offering leadership and support with administration, management and quality assurance.

The College takes a flexible approach to delivering HE and this alongside the welcoming and inclusive culture encourages people of all ages and circumstances in the local community to upskill and gain professional qualifications.

With small classes and competitively priced fees which includes free technology to support learning, New College offers an attractive local option in the centre of Swindon.

The staff at New College are well qualified and have a wealth of professional experience which enables them to transfer their academic knowledge into the “real world”.

In response to feedback from Students who asked for dedicated HE area a new and expanded HE Centre is opening in September 2018. This will give HE learners dedicated space to thrive academically and become independent learners.

Theme 1: The areas we seek to address

1.1 Access

The [New College Strategic Plan](#) states;

“We seek to widen and increase participation in high quality, effective and efficient education and training for the economic and social benefits of our learners and customers.”

If students lack the requisite qualifications to enter HE, New College has a range of full and part time level 3 Access programmes. Promoted in the prospectus and on the [web site](#), they provide an inclusive, local and accessible pathway to HE. They can be funded by the Advanced Learning Loan and are currently offered in

- Healthcare Professions
- Science and Maths
- Education Studies

- Business & Law
- Social Studies
- Public Services

The Higher Education provision at New College is designed to be flexible across both full time and part time options with many subjects taught at twilight or evening sessions.

To make it easier for students with young children they New College has independent childcare adjacent to the College in Swindon.

This all supports better access to higher education for people in the local community who need to continue to work, who have additional responsibilities or for students who need a differentiated learning approach.

New College supports learners accessing higher education from a widening participation demographic. This is achieved by a supportive interview and application process, lower fees than typical HE providers and factors such as the recognition of experiential learning within the application process.

Analysis of starters show there are more women (67% in Swindon and 69% in London) than men and as expected there is a more diverse community of learners in London (43.6 % BAME students compared with Swindon at 9.9%).

All HE Learners studying at the College in Swindon are issued with free learning [technology devices](#) at the beginning of their programmes and can live, learn and work with those devices during and after their studies. This supports the development of digital literacy skills through the use of technology and recognises the importance of this for future employment opportunities. It confirms that every New College HE learner starts their journey without any technology based barriers or disadvantages.

Information on support available from the Additional Learning Support team to students with a medical condition, poor sight or hearing, learning difficulties such as Dyslexia and Dyspraxia or any other learning needs is on [the web site](#)

In July 2018 New College announced the introduction of the [Graham Taylor Higher Education Scholarship](#). From September 2018, this scholarship will fund one learner in full through a HNC or HND. Eligibility criteria includes WP aspects. In addition for students with concerns about funding New College advertises and encourages qualifying students to access [HE Bursaries](#) with the Wiltshire Community Foundation

The appointment in September 2018 of a new dedicated resource, a HE Manager will continue this work and take responsibility for the analysis and encouragement of underrepresented groups into HE.

1.1.2 Physical Access

New College has good access and is in a convenient location which makes travel easier for busy people who are fitting their studies around work or family responsibilities. Accessing the campus is easy as there is extensive free onsite

parking and the College is well connected to public transport & the extensive [cycle paths](#)

Cycling is encouraged by the provision of loan bikes (free of charge) to all students and staff. The College has secure cycle storage, including cycle hoops and a cycle repair stand.

If students qualify they are encouraged to apply for a Thamesdown young person's travel card which secures local discounted bus travel

1.2 Success

New College wants students to be successful from the moment they start their initial research on what they want to study. At offer stage the approach is friendly and welcoming with every HE learner getting an informative and personalised [email](#) with the documents they need to complete.

If students do not have the required qualifications the dedicated Access Team step them through the options that an access qualification would offer them including (if appropriate) information on the Advanced Learning Loan.

The HE Application form asks potential students to identify any support they need and this information is passed to tutors. Tutorials are the key to success for many of the students studying at New College. Having tutors to support students who have additional learning needs, and other barriers to learning is key to student's success at New College.

Analysis of the HE data up to 2016/17 shows

		Year 16/17 (starts)	Total (all years)
Enrolments (starters)	Queens Drive	78	483
	David Game	146	578

		%		%	
		BAME	LD Disability	Male	Female
Total HE starters	Queens Drive	9.9	14.91	33.5	66.5
	David Game	43.6	3.81	31	69

		Overall Pass rates %	Pass rate	Pass rate	Pass rate

			male	female	BAME	White British	Declared disability	No disability declared
Total HE starters	Queens Drive	74.6	81.3	72.6	83.3	73.8	71.4	75
	David Game	64.3	50	66.7	50	100	0	64.3

To enable students with dyslexia and other learning needs to access presentations and to make note taking easier, course materials are, whenever possible, available to students before lectures and teaching sessions.

The College is proud to hold the British Dyslexia Association (BDA) Dyslexia Friendly Quality Mark. This is only issued to organisations that have met rigorous quality standards and demonstrate public recognition that they provide high quality education and practice for dyslexic individuals

1.3 Progression

The New College level 4, 5, courses support academic development well so that students have the best chances to succeed and progress to the higher level wherever possible.

When students start to think about their next steps the University Partners deliver sessions with both students and academic teams in Swindon. This reassures and makes clear the expectations of taking further study. Visits to universities are encouraged as they familiarise students with the institution and familiarise them with the commute.

Working with new and existing university partners in franchised relationships supports easier routes through to higher level degrees with routes mapped from the foundation degrees and undergraduate programmes. The rigour of the validation process requires pathways to be clear and this results in most of the Foundation Degree students moving onto level 6 “top up” options as their next step. Students are especially keen to have more of this provided locally which is being explored with HE partners.

If the next step on the student journey is into professional employment Tutors support students to make applications at their weekly tutorials. In addition, the [Fast Forward team](#) with the help of the Work experience and Placements Manager will support the student with contacts and networking.

Examples of curriculum design which support progression include the newly approved Foundation Degree in Cyber Security, franchised by the University of Gloucestershire. The programme has been designed with a specific cyber security employer sponsoring the course and confirming guaranteed interviews

for any learner that passes the programme. The HNC/D in Public Services and Criminology have an ongoing relationship with John Lewis who interview learners annually and recruit annually based upon the skills developed in the HE programme.

Theme 2; The ambition and strategy for improving access & participation

2.1 Overall Ambition

As stated in the [HE Development Plan 2017-20](#) New College is ambitious to grow and develop inclusive, attractive and successful HE.

As provision grows New College aims to continue to work with and learn from its collaborative partners;

- to target and encourage underrepresented groups
- to improve the student experience,
- to ensure good outcomes for students
- best ways to support and develop the New College HE staff.

2.2 Particular groups of students New College wants to work with

Swindon has [low levels of residents](#) with +level 4 qualification so it is common for families to have little or no experience of HE. New College wants to support and encourage families to engage with HE so they can seek accessible opportunities to reach their full potential

New College recognises the need to collect more data on prospective students so that underrepresented groups can be specifically targeted and encouraged eg care leavers, students from POLAR 4 wards in Swindon, access students, first in family to attend HE students previously with free school meals.

Analysis and feedback from The University of Gloucester has identified that the new [cyber security programme](#) is particularly attractive to students with Autistic Spectrum Conditions and this is something to explore further with the hope to widen participation with this group.

2.3 Who we work with to improve access and participation

2.3.1 Raising aspiration and widening participation

Appealing to students who want to study locally in Swindon is at the heart of the expansion of the HE provision at New College. The [Swindon & Wiltshire Local Enterprise HE Evidence Base](#) shows that proximity of provision and flexible ways of studying are especially important to adults. The SWLEP is the only LEP without a University in its area and as Swindon is a POLAR 4 defined “cold spot” New

College works with partners in Swindon and Wiltshire to improve the attractiveness and availability of local HE provision. The plans to deliver the full level 6 Bath Spa University Level 6 top up in Early Years in September 2019 on the Swindon campus demonstrates the commitment to meeting students need for accessible, flexible and local provision.

Having recognised that traditional HE open days were poorly attended a decision was made to include HE in the adult learning events and the main college open days. This has been very successful for widening participation as potential students have fed back that they could enquire about a range of programmes without the “intimidation” of it being about “university learning”.

Initiatives like the visit to [Cranfield University at Shrivenham](#) Defence College demonstrates the commitment to widening participation. These visits were developed with a focus on motivating disabled students but as Cranfield is close to Swindon it demonstrated what is available to those that want to study at the higher level but want to study locally.

New College is also a full partner of the [NCOP Project](#) in Swindon called [Study Higher](#). Two Higher Education Liaison Officers (HELO) are based full time at New College to raise aspiration and widen participation with level 3 students across the whole Swindon region from a range of providers.

To attract more students from military families New College approached [Wellington Academy](#) in Lugershall and Larkhill to form an association and collaborative partnership to bring HE to the Military Garrison. The initial proposal was for HE provision in Child related practice (Early Years and Health and Social Care) and general public and emergency service. This was proposed to enable the current serving military population and those service personnel transitioning to civilian employment to gain higher education qualifications. The military community and particular groups in the military (infantry, Armoured and non tech) are seen as a disadvantaged groups, there is also scope to offer HE outreach to families and service personnel through contact or distance learning who are serving on operational tours. Evidence of this was provided in 2018 when one of New College’s graduates was a serving soldier. This is an ongoing project that New College will develop further throughout 2018/19

For those learners who want to earn and learn the college works with employers to offer Higher Apprenticeships in

- Accounting
- Management and
- Business & Administration
- Trainee Assistant Practitioner

These are especially attractive in a high employment area like Swindon and the programmes’ flexibility, convenience and relevance is appreciated by students and their employers.

To support staff CPD New College works collaboratively with its HE Partners and other local HE/FE providers. Shared “peer learning” CPD is planned with Wiltshire College and other FE providers for October 2018 covering;

- Assessing, marking and differentiating at level 4, 5 and 6
- Teaching research
- Academic writing skills
- Tutorials
- Supporting students to improve their time management
- HE in FE identity

2.4 How are students involved in developing the approach to access and participation?

To support raising attainment and widening participation New College level 3 students are invited to support the staff to deliver Easter revision sessions for GCSE students in a wide range of Swindon Schools. Science students also act as helpers at the Swindon STEM event. It is hoped that these projects will be extended to include HE students being more involved with raising aspiration for HE.

New College works in partnership with students across many areas of the college. Every HE Programme recruits a “rep” for the Student Staff Liaison Committees (SSLCs) which were developed with students as a student voice forum. This gives all students the opportunity to have a say, be involved in consultations and enhance the student experience.

An example of this effective process includes the introduction of a dedicated HE Centre at the College. HE students voiced their feedback including views about dedicated HE learning and social spaces which are exclusive. The College will open a new HE Centre in September 2018 and this will be a restricted centre for HE students and staff with different resources and facilities, better suited for that group of people.

Specific feedback from part time students resulted in more use being made of electronic learning using the VLE. This is an excellent communication tool for students especially as all HE students are provided with their own [learning technology](#).

The Student, Staff Liaison Committees (SSLC) review how well the tablet devices work and review the ease of access of the e resources.

The learning points raised at SSLC are fed into a master document which is used to build continuous improvement to the HE programmes. This is monitored by the HE management team.

As well as having 2 students on the Governing Body, students are also encouraged to make a positive contribution on themed projects (see poster below) These projects and the SSLCs are inclusive opportunities to hear the student voice as attendance and participation isn't restricted to student representatives, all are welcome. This inclusive approach supports students who would not readily offer themselves as a student representative to have a voice.

The students are offered support and training on how to make a contribution and get the most out of the project.

STUDENT COMMITMENT TO COLLEGE

We ask all students to make at least one positive contribution to college life. You can choose to help and get involved in one or more of the following.

 <p>CHARITY & FUNDRAISING TEAM</p> <p>Get involved by helping to organise and support charity and community events.</p> <p>CONTACT: JO SAUNDERS - PERSONAL TUTOR</p>	 <p>BUDDYING/MENTORING</p> <p>Act as mentors to support and help fellow students.</p> <p>CONTACT: ROGER FRANCIS - OPENING OFFICE</p>	 <p>GREEN TEAM</p> <p>Help to promote a more green and sustainable college.</p> <p>CONTACT: NAHAR HALL - ACCOUNTS OFFICE</p>	 <p>LGBTQ+ Group</p> <p>Make friends with like minded, brave and other students and work together to make New College more inclusive.</p> <p>CONTACT: EQUALITY@NEWCOLLEGE.AC.UK</p>
 <p>MULTI FAITH TEAM</p> <p>An opportunity to work with our College Chaplaincy team and promote mutual respect and tolerance.</p> <p>CONTACT: STEVE DUNN - LIBRARY</p>	 <p>VOLUNTEERING TEAM</p> <p>An opportunity to understand volunteering and work as a volunteer.</p> <p>CONTACT: TBC</p>	 <p>EmployAbility</p> <p>Take part in activities such as a workshop, lateral thinking and opportunities to improve your employability skills.</p> <p>CONTACT: JUDIA HOSKING - PERSONAL TUTOR</p>	 <p>HEALTHY LIFESTYLE TEAM</p> <p>Help to promote membership of the College gym and support the college's efforts to promote the benefits of a healthy lifestyle.</p> <p>CONTACT: DAN THORLEY - SPORTS CENTRE OFFICE E JOR DRANT - COLLEGE HALL</p>
 <p>events</p> <p>Help to plan and organise student entertainment, events and fun days.</p> <p>CONTACT: JO SAUNDERS - PERSONAL TUTOR</p>	 <p>NC Ambassadors</p> <p>Represent students on committees and help with marketing and fundraising events.</p> <p>CONTACT: EMMA MORRIS - COLLEGE DIRECT LEADER OFFICE</p>	 <p>ADDITIONAL QUALIFICATIONS CHAMPIONS</p> <p>Maximise opportunities to expand your studies, gain experience and improve your career/UCAS prospects.</p> <p>CONTACT: CHARLOTTE BEST - TUTOR OFFICE</p>	 <p>PASS IT ON CHAMPIONS</p> <p>An opportunity for you to transfer and share your skills and expertise with other students.</p> <p>CONTACT: JO SAUNDERS - PERSONAL TUTOR</p>
 <p>Enrichment</p> <p>Choose from a wide range and add extra activities and value to your academic programme.</p> <p>CONTACT: JO SAUNDERS - PERSONAL TUTOR</p>	 <p>MIND FULL OR MINDFUL?</p> <p>Improve your well-being by taking part in guided mindfulness activities.</p> <p>CONTACT: JEN HOPPER - TUTOR OFFICE/COMMUNITY OFFICE</p>	 <p>Life Coaching Group</p> <p>An opportunity to reflect on all areas of life, set personal goals and move forward.</p> <p>CONTACT: STEVE DUNN - LIBRARY</p>	 <p>Student Reps</p> <p>Show your say by feeding back and help to improve how the college operates.</p> <p>CONTACT: CHLOE PHILIPS - SPORTS CENTRE</p>

This represents just a selection of ideas on how you can get involved and benefit from your time at New College. If you have a different idea talk to your Personal Tutor.



www.newcollege.ac.uk




The leads from each group form the committee of NCEXEC, which is New College's Student Union.

Feedback from students has resulted in New College building in later starts to accommodate carers with commitments like the school run or childcare drop off.

David Game College have also recognised that their HE learners are mostly mature students who juggle busy lives. In response to this the study modules are timetabled to be flexible to include Saturdays and evening sessions. Business HND students prefer evenings and weekends whereas Health & Social care students prefer a full day teaching over 2 days as that fits into their work shift pattern. These flexible timetabling arrangements were set up in response to student feedback to support access and widening participation.

Theme 3; Activities and support for students

3.1 Financial support

Higher Education course fees are competitively priced to be as inclusive as possible.

The fees for September 2019* entry are;

Institution	Fee (per year)
New College HNC/HNDs	£5500
University of Bath Spa FD	£7950
University of Gloucestershire FDs:	£6165

*Subject to admissions processes and panels

Learner fees also include the cost of a piece of learning technology for all, which supports an inclusive approach to both technology and resources on entry, and to improving teaching and learning. Developing digital literacy skills also supports employability.

Students are provided with an [information sheet](#) about funding. This information is covered again face to face at induction.

In addition students receive more detailed [information](#) on how their fees are spent.

3.2 Additional learning or wellbeing support

The [Additional Support Procedure for Higher Education](#) is shared with all students at induction and through the VLE. It says;

- If a student is applying for a degree level course and has a disability, medical condition, sensory or physical impairment, mental ill health or specific learning difference i.e. dyslexia, they may be entitled to Disabled Students Allowance (DSA). DSA provides extra financial help for students on higher education courses for individual disability related support, resources and/or equipment.

- Every student with a disability is entitled to a DSA Assessment of Need before they attend a degree level course. This assessment which is fully funded by the government, recommends enabling support and assistive software to help with the demands of a degree level course.
- Students need to apply via Student Finance England for this allowance and the form DSA1 can be downloaded from www.direct.gov.uk/dsas

HE Students have full access to all the medical and counselling services available at New College. Any students with specific needs can access one to one support from the healthcare professionals.

If applicants to David Game demonstrate at application that they don't have ILET 5.5 or equivalent and have additional needs relating to written or spoken English as a second language they are required to pass an additional assessment. If students fail this assessment they are considered for additional support to build their skills and apply at a later stage.

The New College building has good physical access with the social and recreational space on ground floor with level access. It is being further improved by the addition of self-opening doors for easier access. Resources have been recently awarded to improve accessibility, including reserved parking, ramped access to the building and lifts to all areas of the main building and Sports Centre.

3.3 Evaluation of activity to improve student access, success and progression

The development of the dedicated HE Centre is a response to feedback from students who wanted a dedicated HE space.

The data shows that HE programmes have a bigger cohort of female students and their pass rate is higher.

The ethnic diversity reflects the populations the college serves which is predominately White British in Swindon but more ethnically diverse at David Game in London.

Further analysis is needed to explore the reasons for these trends and to measure the gaps in participation from targeted groups.

New College's self-development plan for Access & Participation

Action	Person responsible	Timescale
More detailed data collection to support widening access & participation	HE Manager	December 2018

Define the process to continually review the data	HE Manager with SMT & Data Manager	December 2018
NCEXEC needs to consistently recruit HE students	HE Manager with HE students	December 2018
Involve HE learners in raising attainment and widening participation activities	HE Manager	March 2019
More detailed analysis of data/facilities to support needs of underrepresented groups	HE Manager with Student services Manager + HE students	March 2019