

University Centre Colchester Access and Participation Plan 2019/20

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1.0 Context and Background

1.1 University Centre Colchester

Colchester Institute is a large Further and Higher Education college based in North Essex. The college has been delivering degree level awards for over 50 years, serving a diverse mixed-economy region.

In 2016 Colchester Institute was given authority to rebrand its higher education provision as University Centre Colchester (UCC). For the purposes of this agreement specific reference to Colchester Institute's higher education provision will be described as University Centre Colchester (UCC). Reference to Colchester Institute will only be used when specific reference to the larger organisation of Colchester Institute is required.

In the academic year 2017/2018 University Centre Colchester had over 1000 students studying on a range of vocational/academic programmes. Our provision encompasses HNC/D's, Certificates of Education, Diploma of Educations, Foundation Degrees, BA/BSc (Hons) and Masters level courses. The majority of our provision is available either as full-time or part-time delivery.

1.2 Mission Statement

University Centre Colchester desire to continue Colchester Institute's widening participation agenda is highlighted in its Mission statement:

“University Centre Colchester (UCC) aims to provide a high quality learning environment in which students are fully engaged and are enabled to achieve their personal best. UCC courses have an up-to-date, flexible and responsive curriculum that is research informed and shaped by a combination of employability criteria and academic credibility.

‘To continue to develop a learning culture that is inclusive and aspirational and which focuses on assuring the best possible outcomes for every student.

This means successful achievement of qualifications, progression to the highest possible level of study and a positive destination for every College leaver”. (source: University Centre Colchester Strategic Plan 2017-2020).

1.3 Partnership Arrangements

University Centre Colchester currently works with the University of Essex, the University of Huddersfield and Edexcel (Pearson) as its main validating partners. These arrangements are subject to change during the life of this Access and Participation Plan and the registration process with the Office for Student (OfS).

University Centre Colchester also works in partnership with both Virtual Learning Alliance and OLC (Europe) to delivery HNC and HND courses to diverse learners at satellite sites across the United Kingdom.

1.4 Sites of Delivery

University Centre Colchester's core undergraduate and postgraduate provision is currently delivered predominantly at our Colchester Campus. It is long-term intention of University Centre Colchester to further expand its provision to Braintree by the academic year 2020/21.

Our partnership work with Virtual Learning Alliance and OLC (Europe) is delivered at a number of satellite sites in England including London and Manchester.

1.5 Funding Status

It is anticipated that University Centre Colchester will have concluded its transitional change from being indirectly funded through the University of Essex by 2019/20. Current estimates predict only one part-time learner will be funded via the University of Essex in 2019/20.

2.0 Assessment of Current Performance Access and Overall Student Characteristics

University Centre Colchester notes the five specified priority target groups, identified by the OfS as ‘underrepresented groups’. Following the publication of the OfS guidance documents in February 2018, UCC adjusted its internal data collection criteria to ensure that the relevant statistical information applicable to the priority target groups can be made available from the academic year 2018/19 onwards.

Where possible analysis of performance in relation to these groups is shown below for Access to Provision, Student Success and Progression.

2.1 Access to Provision

2.1.1 Ethnicity

University Centre Colchester recruits the majority of its provision from within a 20 mile radius of its main Colchester campus. The makeup of the Colchester region, now the largest in Essex, is significantly different from that of England as a whole.

In 2012 the Office for National Statistics published ethnicity data for the area (based on the 2011 Census) that showed only 8% of residents to be from a BEM background.

	White	Mixed	Asian	Black	Other	Total
England	85.5%	2.2%	7.8%	3.5%	1.0%	100.0%
Colchester	92.0%	1.8%	3.7%	1.5%	1.0%	100.0%

University Centre Colchester has previously set ambitious targets to try and increase its accessibility to students from a BEM background, and has actively engaged with partnership work with providers located in areas with a more diverse ethnic mix.

University Centre Colchester’s partnerships with Virtual Learning Alliance and OLC (Europe) has seen delivery to learners in metropolitan areas such as London and Manchester, and has resulted in a significant increase in the diversity of the student intake which can be evidenced below.

Ethnicity - All undergraduate		2015-16	2016-17	2017-18*
White All	UK	76%	75%	75%
	UCC	85%	83%	72%
	+/-	9%	8%	-3%
Black All	UK	7%	7%	0.07
	UCC	3%	6%	0.1
	+/-	-4%	-1%	3%
Asian All	UK	10%	10%	0.1
	UCC	2%	4%	0.12

	+/-	-8%	-6%	2%
Other All	UK	5%	5%	5
	UCC	10%	6%	5
	+/-	5%	1%	0%
Not Known - All	UK	2%	2%	0.02
	UCC	5%	1%	0.01
	+/-	3%	-1%	-1%

*2017/18 data is yet to be finalised and has been benchmarked against UK wide data for 2016/17

2.1.2 Students with a disclosed disability status or learning support need:

University Centre Colchester continues to attract a high proportion of learners with either a disclosed disability or learning support need.

When compared to national benchmarks the overall volume of students on programme with a declared disability has been above the national average for the past three years.

	2015/16	2016/17	2017/18*
Learning Support Need	8%	9%	10%
Disability	12%	12%	13%
Overall	20%	21%	23%
National Benchmark	11%	12%	12%

*2017/18 data is yet to be finalised and has been benchmarked against UK wide data for 2016/17

2.1.3 Students from areas of low participation and disadvantage

University Centre Colchester has seen a steady increase of students from areas of low participation based on POLAR 3 data from 2013/14 – 2015/16. This saw an increase in the percentage of the student population from 22% to 23%, against a national backdrop of 12%.

2.1.4 Mature Learners

University Centre Colchester has a high proportion of mature learners on its programmes, due to the variety of its provision and continued offering of part-time provision. In 2016/17 65% of its first year intake were aged 21 or above against a UK average for first degrees provision of 35%.

2.1.5 Care Leavers

University Centre Colchester has a very low numbers of care leavers within its student population, and recognises further investigation is required to understand the reasons for this.

2.2 Student Success

Historically, and in some part due to the sample sizes available, University Centre Colchester has aimed to provide a welcoming environment in which all students are encouraged to realise their full potential, where every individual is valued and offered equal opportunity to progress regardless of background characteristics.

University Centre Colchester recognises the requirements to improve its understanding and analysis of student success by individual student characteristics. In 2017/2018 it was agreed that from 2018/19 analysis of retention, completion and good degrees would be by the five priority groups identified by the OfS in addition to organisation and programme level. Monitoring of such data and associated action plans would be overseen by the organisations Academic Board and, in turn, its Governing body.

Organisationally University Centre Colchester recognises that retention of students from these 5 priority groups is considered a priority, and significant measures will be put in place in section four.

In 2016/17 University Centre Colchester saw its overall percentage of Good Degrees rise to 68%. This saw a rise of 5% from 2015/16 and a return to the positive data set of Good Degrees since 2010/11:

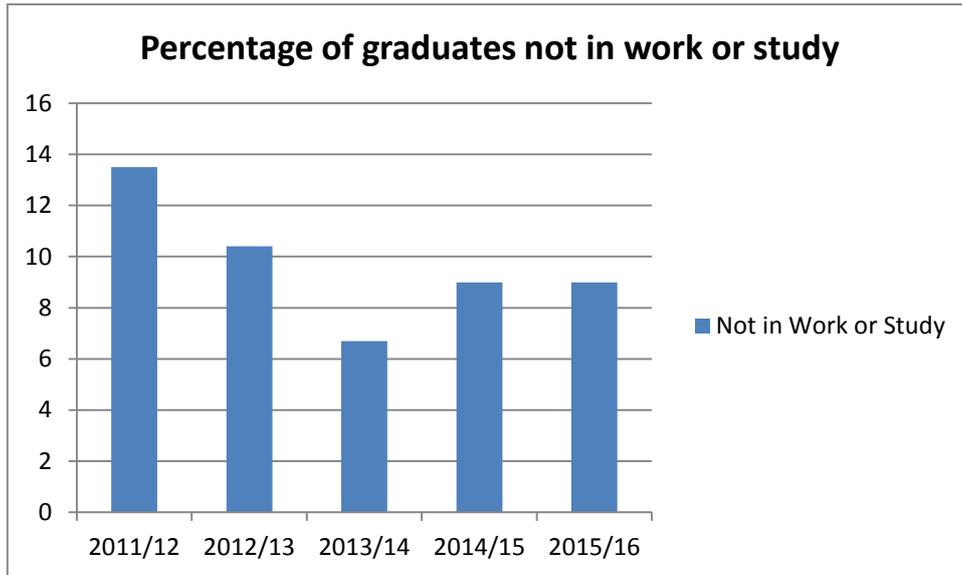
2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
54%	60%	63%	66%	67%	62%	68%

Although positive the 68% return is still behind the national figure of 76% published by HESA. However, further interrogation of the data shows that in 2016/17 75% of University Centre Colchester learners were classified as being mature learners. The achievement rate should therefore be considered against the national figure for mature students of 67% which more accurately reflects the characteristics of three quarters of the student body.

2.3 Progression

Previously University Centre Colchester has had limited success in interrogation of the Destination of Learners of Higher Education (DLHE) surveys due to the limited data sets provided to it by its partner Universities. Combined analysis of DLHE surveys split between providers (due to funding arrangements referenced in section 1.5) and restricted access to raw data has seen a concentration of analysis at both programme and organisation level.

From an overall perspective students who graduated in September 2016 found that 91% of leavers surveyed were either in employment or further training. This was the third year running in which results either matched or improved upon the national average. As a provider with high numbers of learners from the five priority groups this suggests positive destination data. Obtaining more complete data and its analysis is recognised as a priority area for this plan.



3.0 Ambition and Strategy

3.1 Strategic Vision

3.1.1 University Centre Colchester aims to provide a welcoming environment in which all students are encouraged to realise their full potential, where every individual is valued and offered equal opportunity to progress.

3.1.2 To this end, it aims to ensure that all actual or potential learners are treated equally, regardless of: age, disability, background, personal circumstances, ethnicity, nationality, religion or belief, gender, sexual orientation, political identity, trade union activity, and any other criteria that contribute to an individual's value system.

3.1.3 University Centre Colchester has set the following priorities in its access and participation work from September 2018 onwards:

- Encouraging a greater ethnic and cultural diversity amongst new students and staff.
- Increasing the targeted resourcing of support for students with disabilities, including specific learning difficulties and mental health problems, both in terms of academic and physical resources.
- Recruiting more entries to HE from low participation neighbourhoods (Polar quintile 1), with particular emphasis on young white males from LPN or low income households.
- Tracking and analysing the HE experience of its mature student population to inform future institutional policies for student support.
- Increasing the number of students who are care leavers, estranged students or looked-after children.

3.1.4 University Centre Colchester's Access and Participation Plan has been designed to build on its current Strategic Plan and Equality and Diversity policy. The following are extracts taken from the University Centre Colchester Strategic Plan 2017-20.

3.2 University Centre Colchester Mission Statement

University Centre Colchester (UCC) aims to provide a high-quality learning environment in which students are fully engaged and are enabled to achieve their personal best. University Centre Colchester courses have an up-to-date, flexible and responsive curriculum that is research informed and shaped by a combination of employability criteria and academic credibility.

3.3 Aims of University Centre Colchester

1. To further enhance, promote and develop excellence in teaching, learning and assessment in all areas of Higher Education provision
2. To encourage, develop and celebrate a research informed curriculum in which research connected learning and are at the heart of the provision

3. To refine institutional processes to ensure that the enhancement of learning opportunities continues to exceed the expectations of the QAA Quality Code
4. To provide appropriate, high quality support (including study skills, learning support and pastoral support) to all students
5. To provide an innovative, responsive and sustainable curriculum offer, that takes account of the changing needs of learners, employers and the market place
6. To acknowledge governmental initiatives which link education and training with skills, employability and societal agendas
7. To establish an institutional reputation for M-level provision that connects market-driven demand for qualifications with University Centre Colchester's academic expertise
8. To develop a thorough understanding of the student life cycle to enhance all aspects of the University Centre's provision.

3.4 Equality and Diversity Policy

The following are two key principles taken from Colchester Institute's Equality and Diversity policy:

1. The College embraces diversity in all its aspects, and aims to have a workforce, governing body and learner population which reflects, at every level, the community it serves.
2. The College will establish links and contacts with local community groups and other relevant organisations, which will include the Black and Minority Ethnic (BME) community sector, working in partnership, where appropriate, to encourage and facilitate access to education, training and employment.

3.5 Strategic View of Provision

3.5.1 It is University Centre Colchester's aim to '**provide an innovative, responsive and sustainable curriculum offer that takes account of the changing needs of learners, employers and the market place**'. Liaising with employers to ensure the suitability of the curriculum is embedded into programme development, with many programmes offering work placed learning opportunities. This is a testimony to the vocational nature of the curriculum offered by University Centre Colchester and is seen as a key reason for its high destination results evidenced by the Destination of Leavers of Higher Education (DLHE) survey. Further measures to ensure continued relevancy of its programmes and high destination statistics will be included in section 4.3.

3.5.2 It is University Centre Colchester's aim to '**provide appropriate, high quality support (including study skills, learning support and pastoral support) to all students**'. Embedded and personalised study skills support has been a

strength of University Centre Colchester's academic offer for many years. This is an area of support that is particularly important given the number of mature learners on courses. University Centre Colchester views its ability to provide targeted high quality support key to increasing its overall Good Degree success rates. The contributing factor of the age profile of learners and its impact on meeting national benchmark rates was referenced in section 2.2. Therefore University Centre Colchester intends to invest further in this particular area, with specific targeting of mature learners. Further measures will be included in section 4.2.

- 3.5.3 With reference to the above position on providing high quality and appropriate learning support, and its mission statement that states an ambition **'to provide a high-quality learning environment in which students are fully engaged and are enabled to achieve their personal best'**, University Centre Colchester is determined to support students diagnosed with either a disability or learning support need to succeed on their programme of study.
- 3.5.4 Although University Centre Colchester recognises the requirement to provide reasonable adjustments sits outside of this Access and Participation Plan, we believe there is a place for investing in the environment and conditions to allow students with a disability or learning support need to access appropriate support and enable them to achieve their personal best. Measures to help support this objective will therefore be included in sections 4.1 and 4.2.
- 3.5.6 A key principle of the organisation's Equality and Diversity policy is **'to encourage and facilitate access to education'**, for **'Black and Ethnic Minority (BEM) groups'**. University Centre Colchester partnership work with VLUK and OLC (Europe) reflects this principle, and continued measures will be included in section 4.1.
- 3.5.7 University Centre Colchester has recognised the skills and qualities held within its academic departments and will utilise them **'to establish an institutional reputation for M-level provision that connects market-driven demand for qualifications with the University Centre Colchester's academic expertise'**. It is envisioned that future programme development can be added to University Centre Colchester's Access and Participation Plan through collaboration with partners to help support attainment in local educational providers and employability skills with graduating students. Measures to support Access, Student Success and Progression will be found in section 4.
- 3.5.8 To achieve the priorities set out in 3.1.3, University Centre Colchester has put in place a quality provision matrix (QPM) from September 2018, which cross-references the following data sets of the student life cycle in respect of the student groups identified in 3.1.3:
- Targeted investment in recruitment
 - Admission, retention and achievement
 - Student feedback at module and/or year group level
 - Student employability

- Evidence of retention, progression, achievement and student satisfaction amongst the priority target groups identified in 3.1.3.

3.5.9 With regard to priority target groups, University Centre Colchester will collect both qualitative and quantitative data. The latter will be the result of student questionnaires and module evaluations, while the former will be obtained in personal tutorials and in-person conversations, conducted by a non-teaching member of UCC's Academic Services. The write-up of subsequently anonymised qualitative data will require participant consent to be used in institutional decision making as set out in 3.5.10.

3.5.10 The data sets generated by the QPM will be tabled at University Centre Colchester's Academic Board on an annual basis, leading to a review of the institution's access and participation priorities and resourcing for the following academic year, as set out in table 7a (see: Access and Participation Resource Plan). University Centre Colchester considers the immediacy of such actions central to improving the quality of its provision and the impact of its actions on the student experience.

The distribution of financial resources to support priority target groups of students will be closely modelled on the toolkit resources developed by OFFA.

University Centre Colchester's data sets will be benchmarked against regional and national statistics available from other mixed economy providers, whose student demographic and/or geographical location allows for meaningful analysis.

3.6 Building on existing relationships with local schools and colleges

University Centre Colchester's ability to offer a personalised, flexible programme delivery to students of diverse backgrounds reflects its widening participation agenda, and is a reason for its current student population. University Centre Colchester aims to continue to enhance its reputation and visibility with other local providers, both educational and commercial, by continuing to build on the outreach work undertaken by both itself and Colchester Institute. Raising the aspirations and achievements of its students is at the core of its mission.

On a local level, UCC academic staff contribute to schools' GCSE and A level delivery as visiting presenters and offer workshops on the writing of UCAS applications. Further afield, the School of Performing Arts offers open access workshops in regional centres that run classes in its subject areas.

3.7 Looking towards the future

University Centre Colchester's academic portfolio consists of three distinct areas: business, trade and industry, social sciences and the arts. These diverse areas are indicative of some of the UK's most dynamic contributors to

the economy, and are valued equally by the institution for their respective contribution to society. Part of University Centre Colchester's aim to further enhance its effectiveness in supporting access to, and participation in, Higher Education is a strategy that focuses on working directly not only with students, but also their careers, guardians, mentors and teachers.

Within its business, trade and industry programmes, University Centre Colchester intends to develop short online courses, as well as top-up routes that facilitate professional advancement and/or career change.

In the area of Social Science, University Centre Colchester has ambitions to establish its School of Education as a leading provider of educational training in Essex by offering both free and heavily discounted postgraduate CPD courses through its long-standing Initial Teacher Training programme. In doing so, UCC builds on its membership of the North East Essex Teaching School Alliance (NEETSA).

As an educational establishment with a long and distinguished history in the arts, University Centre Colchester has committed to specific outreach work in these areas, designed to allow young learners from economically disadvantaged areas within a designated radius around Colchester to engage with such programmes. Still in its infancy, University Centre Colchester plans to have a suite of programmes available to local school and college learners by 2019/20, which includes audition and portfolio preparation and performance workshops for young people and vulnerable adults.

4.0 Access, Student Success and Progression Measures

In order to meet its strategic aims on these areas, outlined in section three, University Centre Colchester intends on utilising the following measures in 2019/20.

4.1 Measures to support Access to Higher Education in 2019/20

4.1.1 Ethnicity

To continue the positive steps in increasing the student demographic, outlined in section two, and in support of University Centre Colchester's stated aim to **'encourage and facilitate access to education for individuals from BEM groups'** we will continue to work actively with partner organisations such as OLC Europe to increase the diversity of our student body.

4.1.2 Disabled Learners

In recognition of the high numbers of learners with a declared disability, and in support of University Centre Colchester stated aim to **'enable learners to achieve their personal best'** we will develop targeted literature and initiatives to encourage disabled students or students with a learning support need to make an early declaration and access additional support and required reasonable adjustments when commencing their studies. We anticipate this measure to sit across the three elements of access, success and progression.

4.1.3 Students with low household incomes and mature learners

In recognition of the high numbers of students from quintile one POLAR regions, and the actual and psychological burden studying in Higher Education can have University Centre Colchester will continue to offer the University Centre Colchester Travel Bursary scheme as a financial support package to encourage students from low income backgrounds to enter higher education.

As an educational establishment with a long history in the arts, University Centre Colchester has considered the potential impact of recent changes to key stage 4 and key stage 5. University Centre Colchester is committed to undertake specific outreach work in these areas, designed to allow young learners from economically disadvantaged backgrounds in the surrounding areas to study such programmes at undergraduate level.

4.1.4 Learners from POLAR 3 Regions

University Centre Colchester will work with local schools and colleges to **raise student attainment** by developing a series of CPD and staff training opportunities for local educators.

University Centre Colchester will utilise Colchester Institute's membership of the North East Essex Teaching School Alliance (NEETSA) and offer targeted CPD opportunities for its teaching staff. The programme will be designed and developed by University Centre Colchester's School of Education and it is envisioned that professional postgraduate training will support curriculum design in school allowing for an increase in student attainment in POLAR 3 areas of North East Essex, such as Tendring, and in turn access to increased opportunities to access higher education study.

Performance of this will be monitored via the public data sets of GCSE attainment from participating schools.

- 4.1.5 University Centre Colchester will also work in collaboration with Colchester Institute's further education students to provide a life cycle approach to informing and preparing students to progress into higher education through either full-time, part-time degree or apprenticeship provision.

Work will be undertaken to increase student attainment of GCSEs in English and Mathematics and level three study programmes to ensure the maximum number of students complete their programmes with qualifications which will allow entry into higher education or the work environment.

Collaborative College Attainment and Aspiration Targets

Target/Year	2017/18 Target	2018/19 Target	2019/20 Target
Increase the number of students entering Higher Education following completion of their level three course	405	410	415
Increase the number of students achieving Grades A*-C in English and Maths GCSE's	18%	20%	22%
Increase the achievement of level three vocational qualifications	83%	84%	85%

- 4.1.6 University Centre Colchester will continue to work in conjunction with other local schools and colleges to raise aspirations of entering higher education and attaining the qualifications and knowledge to do so. The colleges outreach work has widened its scope to work with students across years 8 to 13.

4.2 Measures to support Student Success in 2019/20

4.2.1 Mature Learners

University Centre Colchester is committing to preparatory summer school programmes to support students entering higher education for the first time. This will be part of the continued study skills and pastoral support programme offered by the institution.

The preparatory summer school initiative will be offered to learners entering Higher Education for the first time. It is envisioned that the programme will include guidance on study skills and university practices to ensure students are able to fully engage with their programme from the start of their course. Although initially targeted at mature learners and those who have studied vocational BTEC programmes prior to commencing their studies, the programme will be open to all learners.

4.2.2 Disabled Learners

Linked to measure 4.1.2, and to further support '**learners to achieve their personal best**' University Centre Colchester will make a financial contribution towards any current student who is required to undertake a diagnostic test for Dyslexia and Dyspraxia. In 2017/18 this contribution was £200 which contributed two thirds of the cost of the diagnostic test.

4.2.3 Polar 3, Economically Disadvantaged and Mature Learners

Low University Centre Colchester will continue to support the Crisis and Hardship funds made available to students whilst on programme. Further information on these funds can be found in section five.

4.3 Measures to support Student Progression in 2019/20

Due to the difficulties identified in section two regarding identifying target groups in current data sets University Centre Colchester proposes the following measure to improve progression for all learners. During 2018/19 and as additional data becomes available more targeted work is anticipated to be introduced.

- University Centre Colchester will embed and facilitate additional employability skills-based training to ensure its students are prepared for future employment.
- All Schools in University Centre Colchester will continue to hold employer panels once per Semester, in which academic staff and link-colleagues in industry discuss recent events in the employment sectors and UCC student placements. Furthermore, the minuted feedback from employers will be used to inform UCC's academic programme development.
- It is envisioned that a postgraduate employability programme be developed by the School of Business and places be awarded to graduating students in 2019/20.

4.4 Additional Measures to support Student Access in 2019/20

To encourage access to, and participation in, Higher Education, University Centre Colchester has to date operated a policy of financial student support for all. For the academic year 2018/19, UCC has committed to:

- £1000 of financial support per student per academic year for programme related activity, payable in three instalments
- Additional £500 off course fees in Year 1 for students progressing from Colchester Institute to University Centre Colchester

During the academic year 2018/19, University Centre Colchester will review the effectiveness of this policy in light of the commitments made in the Access and Participation Plan. The outcome of this review will retain the same overall commitment to students' opportunities to access Higher Education, but is likely to focus more clearly on supporting the specified priority target groups.

5.0 Investment

5.1 Investment to Support Access and Participation Plan

5.2.1 University Centre Colchester intends to support its Access and Participation plan financially by investing a proportion of the higher fee income it receives in 2019/20.

5.2.2 The analysis of performance in section two has revealed that University Centre Colchester has a high level of students from underrepresented groups, with above average numbers of mature, BEM and students with a declared disability. It has also revealed positive results in relation to success and progression for the characteristics of the overall student body. University Centre Colchester will continue to support, and build on, initiatives from previous Access Agreements which have resulted in its current diverse mix of students. It will however look to focus investment in 2019/20 on student success.

5.2.3 In line with guidance provided in Regulatory Guidance 1: Access and Participation Plan Guidance for 2019/20 for providers with a high number of students from underrepresented groups, University Centre Colchester proposes to invest 19.3% of higher fee income, broken down as follows:

	Percentage of Higher Fee Income	Predicted Investment
Access	3.6%	£65,000
Student Success	5.0%	£90,000
Progression	4.7%	£85,000
Financial Support	5.9%	£105,000
Total	19.3%	£345,000

5.2.4 The proposed level of investment and expenditure is a forecast and for illustrative purposes only. Figures are based on predicted student numbers provided in the organisation's resource plan. Amendments to actual numbers either in recruitment numbers or received tuition fees will result in changes to the listed percentages and costings as required.

5.3 Targeted Financial Support

University Centre Colchester has reviewed its financial support packages to students and will be offering the following support during 2019/20 to primarily assist access and success on programme.

5.3.1 Bursaries and Scholarships for Students Commencing in 2019/20

University Centre Colchester intends to offer students commencing in 2019/20 the University Centre Colchester Travel Bursary (UCCTB)

The University Centre Colchester Travel Bursary (previously named the Colchester Institute Travel Scholarship) was first introduced in 2015/16 and provides financial assistance to learners from low income households. Students are eligible to receive the bursary if they are entering higher

education for the first time, have a household income of £25,000 or below, are resident in the UK and will be paying for their course through Student Finance England.

The University Centre Colchester Travel Bursary scheme consists of:

- For full-time students the scholarship normally comprises a £500 travel payment in the first year of study.
- For part-time students the scholarship comprises a pro-rata travel payment in their first year of study.

University Centre Colchester has found financial support in the form of travel payments has increased retention and success of students as previous recipients of the Colchester Institute Travel Scholarship have an increased continuation rate when compared to the wider cohort.

5.3.2 Crisis Fund

University Centre Colchester operates a Crisis Fund as part of the range of support mechanisms available for students. The crisis fund is available to both full-time and part-time students who can demonstrate an unforeseen financial need, which if not addressed could result in their inability to continue with a programme of study. Typically students accessing this fund are those from POLAR 3 groups, disadvantaged and/or low income backgrounds. The institution acts quickly to support students at times of crisis, thus significantly reducing stress and anxiety experienced by students in this position. Awards from the Crisis Fund can include, but are not limited to, cash, fee waivers, loans, travel reimbursement, free car parking and specialist equipment.

5.3.3 Hardship Fund

University Centre Colchester operates a Hardship Fund for full-time and part-time students who experience financial difficulties during their time on programme. The fund differs from the Crisis Fund as longer term financial problems can be taken into consideration alongside on-going changes to students personal circumstances. The fund operates similarly to the Crisis Fund; it is aimed at students who require additional assistance to remain on the course.

The Hardship Fund has the ability to turn any loan made initially through Crisis Fund into an award. As the Hardship Fund reacts to a student's current circumstances, rather than those when a student initially commenced their studies; awards are made where needs are greatest. In 2019/20 University Centre Colchester intends to increase the fund made available to the Hardship panel to cater for those where circumstances may have changed during their time on programme.

5.3.4 Colchester Institute Foundation Trust

Students can also apply to the Colchester Institute Foundation Trust if they experience financial hardship to the extent where they are unable to

participate in their course. The foundation trust is available to all students at Colchester Institute and is in addition to both the Crisis and Hardship Funds.

5.4 Work undertaken outside of the Access and Participation Plan

It is envisioned that University Centre Colchester will invest in further support outside the remit of this Access and Participation Plan to the value of £400,000. This relates to non-targeted financial support and other on-programme support. More information can be found in section 4.3.

5.5 Collaborative Activity

Alongside its own outreach activities University Centre Colchester has joined a number of collaborative networks with the intention to further raise aspirations of those from low participation areas and lower socio economic groups.

These networks include, but are not limited to HELOA (Higher Education Liaison Officers Association) and the National Networks for Collaborative Outreach: Essex Collaborative Outreach Network. Member institutions include: Anglia Ruskin University, South Essex College, Writtle University College. Other partners include: Essex County Council.

University Centre Colchester undertakes internal progression events with Colchester Institute's further education provision. The events are informative on the benefits of studying at undergraduate level. The events promote progression to UCC and other providers.

5.6 Monitoring and Oversight of Access and Participation Plan

The monitoring of the targets set within the Access and Participation plan takes place as part of University Centre Colchester's quality meeting structure, specifically the Academic Board.

All decisions agreed by Academic Board are reported to Colchester Institute's Executive and scrutinised by its Governing Body. The responsibility for monitoring the Access and Participation Plan rests with Academic Board.

6.0 Provision of Information to Students

6.1 Access to Financial Support

University Centre Colchester will sign post prospective students to the financial support mechanisms available through its organisational website, its UCAS presence and in literature distributed during the recruitment process.

Information will also be included during the students' induction activities, published in the student handbook and on the institutions intranet (student portal).

6.2 Information on Tuition Fees

University Centre Colchester will publish information on tuition fees for 2019/20 as soon as its application for registration with the Office for Students is known and its Access and Participation plan is approved. Information will also be published on its UCAS presence and in offer letters sent to applicants during the recruitment cycle.

University Centre Colchester follows CMA guidance on Consumer Protection Law by including tuition fees and 'normal' length of programme in its offer letter and as part of its pre-contract information.

Information regarding any potential inflationary fee increases, linked to the RPA-X are included in the 'Terms of Conditions' of the student offer which University Centre Colchester is published on the website and provides a 'durable' copy of during the recruitment process.

The Terms and Conditions also provide information on the financial implications of any changes to the length of the programme, for instance if students repeat a year of study or change the mode of attendance.

6.3 Publication of Access and Participation Plan

University Centre Colchester will publish its Access and Participation plan on its institutional website, allowing access to both prospective and current students.

6.4 Involvement of Students in Preparation of the Plan.

University Centre Colchester has consulted with the organisations student union when preparing this document. The Student Union represents the views of both higher education and further education students at Colchester Institute and is therefore able to provide a unique insight into the student life cycle.

Monitoring of the Access and Preparation Plan will be overseen by both the University Centre Colchester Academic Board, and the Colchester Institute governing body. Both groups have incorporated the student voice through student membership.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
Students entering their studies in 2019/20 may be subject to an to an annual inflationary increase. This increase will be governed by the RPA-X rate for the academic year.		
Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£9,250
Foundation year / Year 0		*
HNC / HND		£6,165
CertHE / DipHE		£9,250
Postgraduate ITT		£9,250
Accelerated degree		£11,100
Sandwich year		£1,850
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
HNC / HND	VIRTUAL LEARNING ALLIANCE - 10026108	£6,165
HNC / HND	OLC (EUROPE) - 10021609	£6,165
First degree		*
Foundation degree		*
Foundation year / Year 0		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree	Colchester Institute - 10001535 - Fees are charged on a pro-rata rate dependent on intensity of part-time delivery. Intensity is calculated through calculating the full programme cost (e.g 3 x 9250) and dividing by the volume of part-time years of delivery.	£6,900
Foundation degree	Colchester Institute - 10001535 - Fees are charged on a pro-rata rate dependent on intensity of part-time delivery. Intensity is calculated through calculating the full programme cost (e.g. 2 x 9250) and dividing by the volume of part-time years of delivery.	£6,170
Foundation year / Year 0	Colchester Institute - 10001535 - Fees are charged on a pro-rata rate dependent on intensity of part-time delivery. Intensity is calculated through calculating the full programme cost (e.g.1 x 6000) and dividing by the volume of part-time years of delivery.	£3,084
HNC / HND	Colchester Institute - 10001535 - Fees are charged on a pro-rata rate dependent on intensity of part-time delivery. Intensity is calculated through calculating the full programme cost (e.g. 1 x 6000) and dividing by the volume of part-time years of delivery.	£3,084
CertHE / DipHE	Colchester Institute - 10001535 - Fees are charged on a pro-rata rate dependent on intensity of part-time delivery. Intensity is calculated through calculating the full programme cost (e.g. 2 x 9250) and dividing by the volume of part-time years of delivery.	£6,170
Postgraduate ITT	Colchester Institute - 10001535 - Fees are charged on a pro-rata rate dependent on intensity of part-time delivery. Intensity is calculated through calculating the full programme cost (e.g. 1 x 9250) and dividing by the volume of part-time years of delivery.	£4,650
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR2) (Young, full-time, first degree entrants)	Increase the number of undergraduates from Low Participation Neighbourhoods (P2)	No	2012-13	43%	47%	48%	48%	48%	Aspirational targets	
T16a_02	Access	Low income background	Other statistic - Socio-economic (please give details in the next column)	Increase the number of undergraduates with a low household income (<£25,000)	No	2014-15	25%	29%	30%	30%	30%	Aspirational targets	
T16a_03	Access	Low participation neighbourhoods (LPN)	HESA T1b - Low participation neighbourhoods (POLAR2) (Young, full-time, undergraduate entrants)	Increase the number of undergraduates from Low Participation Neighbourhoods (P2)	No	2012-13	43%	47%	48%	48%	48%	Aspirational targets	
T16a_04	Access	Low participation neighbourhoods (LPN)	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Increase the number of undergraduates from Low Participation Neighbourhoods (P3)	No	2012-13	43%	47%	48%	48%	48%	Aspirational targets	
T16a_05	Access	Disabled	Other statistic - Disabled (please give details in the next column)	Increase the number of undergraduates with a declared disability	No	2014-15	25%	33%	35%	35%	35%	Aspirational targets	
T16a_06	Access	Gender	Other statistic - Gender (please give details in the next column)	Increase the number of female undergraduates	No	2014-15	37%	45%	47%	47%	47%	We believe this target can be discontinued	
T16a_07	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Increase the number of BEM undergraduates	No	2014-15	14%	22%	28%	28%	28%	Aspirational targets	
T16a_08	Student success	Multiple	HESA T5 - Projected degree (full-time, first degree entrants)	Increase the number of Good degrees (1st, 2:1), including those obtained from POLAR 2 & 3 groups.	No	2014-15	66%	70%	71%	72%	72.5%		
T16a_09	Student success	Low participation neighbourhoods (LPN)	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Increase the undergraduate success rates, including those obtained by students from POLAR 2 & 3 groups.	No	2014-15	76%	80%	81%	82%	82.5%	Aspirational targets	
T16a_10	Access	State school	Other statistic - Applications (please give details in the next column)	Increase the number of students progressing from Further Education to Higher Education at Colchester Institute	No	2014-15	13%	25%	30%	30%	31%	Aspirational targets	
T16a_11	Access	Disabled	Other statistic - Disabled (please give details in the next column)	Increase the number of undergraduates with a declared learning disability	No	2014-15	7%	16%	18%	19%	20%	Aspirational targets	
T16a_12	Access	Socio-economic	Other statistic - Socio-economic (please give details in the next column)	Increase the number of young white male undergraduates from disadvantaged backgrounds.	No	2015-16	18%	23%	24%	25%	26%	Aspirational targets	
T16a_13	Progression	Multiple	Other statistic - Other (please give details in the next column)	Those students in work or further study after 6 months	No	2014-15	94%	95.5%	96%	96.5%	97%	Aspirational targets	
T16a_14	Access	Attainment raising	Other statistic - State School (please give details in the next column)	Achievement of A-C Grade GCSE Maths and English	Yes	2015-16	14%	18%	20%	22%	24%	All students entered are undertaking GCSE resubmissions having failed to achieve the quals during their school education	
T16a_15	Access	Attainment raising	Other statistic - State School (please give details in the next column)	Achievement of Level 3 Quals	Yes	2015-16	84%	86%	87%	88%	89%	Aspirational targets	
T16a_16	Access	State school	Other statistic - State School (please give details in the next column)	Increase number of students entering degree level study	Yes	2015-16	396	405	410	415	420	Aspirational targets	

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Engagement with parents at focused progression information sessions.	No	2015-16	40	200	250	300	300		Tailored summer school that prepares students for life