



University
Centre
Somerset

Part of Bridgwater & Taunton College

Access Agreement 2018-2019

1. Introduction

The University Centre Somerset (UCS) was launched in March 2017 and is part of the newly established Bridgwater and Taunton College, created by the merger of two well-established higher education providers: Bridgwater College and Somerset College in June 2016.

This Access Agreement is the first to be completed as University Centre Somerset and is the first full agreement to be written by solely by Bridgwater and Taunton College as a fully merged institution. Whilst the College aims to continue the trajectory of work undertaken to improve access to date from both colleges pre-merger, it is also an opportune moment to reconsider the focus and priorities as UCS now moves forwards.

The agreement has been completed in consultation with the College's HE Student President and HE Student Governor; representing the student body.

2. Executive Summary

The purpose of this agreement is to set out the priorities and areas for improvement that University Centre Somerset needs to make to further improve access to higher education.

The Agreement will show that UCS and the College more widely, is committed to improving participation rates in underrepresented groups. It will also demonstrate that UCS and the College's primary purpose is to provide routes into education, at appropriate levels, for all that wish to access it within the communities it serves.

UCS, as part of Bridgwater and Taunton College, already makes a significant contribution in improving access to higher education for underrepresented groups. It is fully supportive and involved in the National Collaborative Outreach Programme (NCOP) and is the founder of the Bridgwater College Trust that sponsors multiple Academy Trusts in the local area.

The main areas of the focus for UCS going forwards will be to undertake activities that improve access and retention for:

- students and potential future applicants residing in identified local POLAR3 Wards,
- including as a key priority, residents of West Somerset, that is also an 'Opportunity Area' identified by the Government,
- continue to focus on raising attainment in schools that are part of the College's Academy Trusts,
- priority student groups, namely care leavers, disabled students, black and ethnic minority students and those from low income backgrounds.

3. Context

3.1. About University Centre Somerset

Vision and Mission

The University Centre Somerset's mission, vision and strategy will be derived from that of the College and is currently being determined. It will continue to have widening participation at the centre of its operation and recruitment approaches.

The College's Mission Statement is: 'We will inspire our students, customers and communities to achieve success by providing:

- Outstanding teaching, learning and skills development
- Creative and exciting partnerships with our students, staff and employers
- A welcoming, safe, inclusive and supportive environment'

The College's Vision is to be a world class education and training organisation which creates outstanding development and progression opportunities for our students, customers, and communities through leading edge practice and partnerships with employers.

Overview of University Centre Somerset

UCS gives the overall focus for higher education courses delivered by Bridgwater and Taunton College, across all three of its main centres (Bridgwater, Cannington and Taunton). The development of a university centre was one of the primary drivers for the merger of the two colleges in 2016, uniting the two largest providers of HE in the county. It is intended that the benefits of this will be far-reaching and will help to address the issue of Somerset being a 'cold spot' for the study of higher education. Working with employers, it will help to increase graduate employment opportunities in the county to try and limit the 'brain drain' from the area and the pull of graduates towards London in particular.

Both colleges pre-merger had a successful profile of delivering higher education, with both achieving a rating of 'confidence' by the QAA in the Higher Education Review (HER), both colleges also had a number of good practice areas noted.

3.2. Profile of students at University Centre Somerset

UCS has a predominantly White British student population, reflecting the profile of the local region. Statistics derived from Somerset County Council's analysis of the local demographic, based on the 2011 census data from the Office for National Statistics (ONS)¹ show the local population are 94.6% 'White British' and have only 2% with a non-white ethnic origin (which is significantly below the national average of 14%).

Somerset is in line with the average for the South West's profile of health with 5.1% of the local population describing their health as 'bad or very bad' in the 2011 census. This increases when looking at West Somerset in particular, even among the 16-24 age group which returns a higher average than for the rest of Somerset.

Areas of Bridgwater, namely Sydenham and Hamp areas contained above average concentrations of adults with long-term disability or health condition and dependent children. Taunton Deane shows one of the highest concentrations of people in the country living in supported medical/care conditions.

Data from the 2015/16 Somerset Joint Strategic Needs Assessment (JSNA)², published in June 2016, show that of the 110,000 children under the age of 18 living in Somerset between 5,000 and 10,000 are in particular need, the majority living in the most deprived

¹ <http://www.somersetintelligence.org.uk/census-datasets/>

² <http://www.somersetintelligence.org.uk/cyp>

urban wards. About 14,300 live in low-income households which tend to be clustered particularly in Taunton, Bridgwater and Yeovil.

The Index of Multiple Deprivation (IMD) 2015³ shows wards in Sedgemoor, specifically the inner domains of Bridgwater to be among the top 10% of the most deprived areas in the country.

Participation in HE – POLAR 3

| Quintile (1, least participation and most disadvantaged, 5 most participation and most advantaged) | Wards | Location | Participation rates |
|---|-----------------------|------------------|---------------------|
| 1 | Pyrland and Rowbarton | Taunton | 19.6% |
| | Halcon | Taunton | 20.5% |
| | Blackbrook and Holway | Taunton | 18.6% |
| | Hamp | Sedgemoor | 9.0% |
| | Victoria | Sedgemoor | 16.6% |
| | Sydenham | Sedgemoor | 10.4% |
| | Bower | Sedgemoor | 18.0% |
| | Woolavington | Sedgemoor | 19.19% |
| | Highbridge | Sedgemoor | 15.8% |
| | Williton | West Somerset | 19.6% |
| | Alcombe East | West Somerset | 18.7% |
| 2 | Lyngford | Taunton | 23.1% |
| | Wellington North | Wellington | 28.2% |
| | Eastover | Sedgemoor | 21.2% |

According to UCAS⁴ the proportion of Somerset's 18 year-old population entering higher education remains below the national average in 2016. The UK average for 18 year old participation in HE in 2016 was about 31%, the Somerset area has consistently come in beneath this national average for participation. Most notably, Bridgwater and West Somerset at 22%, Yeovil at 21% and Taunton Deane just shy of the national average at 30.6%. Somerset as a whole reports only an estimated 39% participation in HE by the ages of 30 compared to 48% nationally.

Analysis of the current student body on HE programmes (level 4 and above on any course, prescribed, or non-prescribed professional courses) demonstrates that of the 419 first year students in 2016-17, 166 come from deprived wards in Somerset. This is 40% of the first years at UCS, which is a considerable percentage of the student body. By far the highest proportion of these (18%) come from deprived wards in Bridgwater.

³ <http://dclgapps.communities.gov.uk/imd/idmap.html>

⁴ www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/he-entry-rates.

The proportion of first years is higher than the number of second year students who come from deprived wards. Out of the 300 second year students in 2016-17, 113 come from deprived wards. This is 38% of the second years. Again the highest proportion of these (16%) come from deprived wards in Bridgwater.

More detailed ongoing analysis of the data relating to students from deprived wards is planned to enable targeted action planning.

4. Strategic approach to access and student success

4.1. Key targets

The following targets have been set to focus activity. Those involved in recruiting particularly work to support and guide students from these categories, to encourage them to aspire to and apply for Higher Education. All programme teams focus on the support and the retention of their students. The Trust focuses on many aspects of improving the academic environment for children in schools which cannot be adequately captured in this form of target and milestone but is covered within the broader intent of obtaining 'Good' or 'Outstanding' outcomes from Ofsted. Tutors and the learning support team work together to support students with Long Term Health Conditions to achieve, holding case conferences to support where necessary. Milestones set below will be reviewed and reported on at appropriate committees and to the Governors.

| Description of Activity | Baseline Data | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|------------------------|---------|---------|---------|---------|---------|
| Increase applications from FE students moving into HE in Somerset | 152 | 165 | 168 | 170 | 177 | 185 |
| Increase applications from care leavers | 10 | 11 | 11 | 11 | 12 | 15 |
| Increase applications from disabled students | 99 | 107 | 107 | 109 | 113 | 115 |
| Increase applications from black and minority ethnic groups | 34 | 34 | 34 | 35 | 36 | 37 |
| Increase applications from students from a low-income background | Not currently measured | 65 | 70 | 75 | 78 | 82 |
| Improve retention on all programmes | 75% | 77% | 78% | 79% | 79% | 80% |
| Continue to increase the number of children achieving 5 A* to C at GCSE in Bridgwater College Academy | 53% A*-C at BCA | 54% | 55% | 56% | 57% | 58% |
| Increase the achievement rate of students with Long Term Health Conditions | Not measured | 30% | 34% | 36% | 38% | 40% |

4.2. Raising attainment in schools for those from disadvantaged and under-represented groups

The College has effective relationships with local schools through its Academy Trust, in 2016 (from the 2016 Bridgwater College Trust Annual Report⁵) this spanned four separate academies; Bridgwater College Academy (BCA) (an all-through academy from nursery to secondary), Hamp Academy, Brymore Academy and West Somerset College. All together the Trust is responsible for around 3,000 pupils in Somerset, many attending schools in some of the most deprived wards of the county. This work aims to raise aspirations of pupils to progress into HE and to raise standards at the schools, including attainment. In 2016 the annual report detailed the significant improvement in standards that have been seen as a result of the Trust's interventions, not least in terms of attainment.

The Trust plans to expand over the next two to three years such that a further 1000 children could be part of this successful model in a school that could be judged as 'Good' or 'Outstanding' by Ofsted, and no longer in schools that are struggling or failing. Key elements found to be successful are: strengthening the management and building resilience so that the individual schools/academies are less vulnerable; sharing good practice across the trust through the building of professional networks.

The Trust supports the academies in strategic areas of operation and intervention. Activities across the Trust, in 2016, included:

- Radical redesign of education to provide one all through lifelong learning campus focused strongly on individualised learning pathways and a seamless transition from preschool to university level education and training or employment (BCA).
- Improving the quality of teaching and learning and to increase parental involvement (Hamp)
- Improve teaching and learning through the use of AfL and the consistent application of the schools assessment policy (Brymore)
- Improving the quality of leadership and management by sharing good practice in teaching and learning through delivering bespoke CPD (West Somerset)

In 2016 Bridgwater College Academy the Secondary phase gained the best results it has ever achieved with 53% of pupils obtaining 5+ A* to C including English and Maths and a very impressive Progress 8 score of +0.68 (0.0 was the expected score). Hamp Academy achieved above their expected progress level where the overall attainment for Key Stage 2 writing, reading and maths results was equal to that of the national average. This followed its achievement of a 'Good' Ofsted rating in the previous year. Brymore Academy also achieved its best ever results in 2016 with 46% of pupils achieving 5+ A*-C including English and Maths and a Progress 8 score of +0.47.

The overarching strategic intent of the Bridgwater College Trust is to ensure that *every* child in *every* Academy achieves by attending an Academy that:

- positively impacts on their life chances as a result of making *outstanding* progress academically.

⁵ <http://www.bridgwater.ac.uk/college-information.php?category=7&page=266>

- provides rich and diverse opportunities which stretch individuals, raise their aspirations and broaden their horizons.
- prepares young people well for the next stage in their learning and personal development.
- has an unconditional positive regard for children and young adults making them feel valued and included.
- nurtures their personal development in a safe environment where students develop an advanced understanding of their responsibilities to themselves and others.

The Bridgwater College Trust is a high performing Multi-Academy Trust because...

- a) The overarching vision and ambition of the Trust is being realised on a daily basis in each of the Academies. All of the Academies within the Trust are at least 'Good' with many being 'Outstanding'- our ambition, to ensure that every child makes outstanding progress academically, is seen in outcomes and is sustained over time.
- b) The Trust is regarded as a centre of excellence for teaching, learning and assessment. It is the recruitment, continued professional development and retention of exceptional teaching talent and support staff that enables the Trust to secure its key strategic intent of ensuring that every child achieves.
- c) The Trust's continued school improvement strategy is built around an evolving pool of talented Academy leaders and teachers who know the impact of their work, the difference that they are making and how they are identified within succession plans. The Trust has a talent management plan that has matured and includes staff at all levels across the Trust. Senior leaders have worked in more than one Trust Academy and middle leaders and the best teachers are deployed across the Trust to sustain and deepen impact.
- d) The Trust and individual Academy improvement is a symbiotic process whereby Academy improvement is delivered and supported by the Trust and the Trust priorities are delivered by the Academies. This co-dependency facilitates greater capacity for improvement than individual Academies could achieve alone.
- e) The Trust has highly developed processes in place for assessing where each Academy is in terms of its improvement journey as a result of effective peer and external review and is able to intervene responsively where improvements are needed.
- f) Governance arrangements, at Trust level and locally, are highly effective as a result of clearly delegated and retained responsibilities of the Board, CEO and LGBs. Accountability routes are clear and run directly from the Board into each classroom.
- g) The BCT regularly audits the skills of the Board and senior teams to identify and address skill deficits, plan for succession and training.
- h) The Trust has significantly improved all of its schools to the extent that those that were once weak now have the capacity and strength to support new schools joining the MAT or schools beyond the Trust.
- i) The Board has in place effective structures that ensure that current risks are well managed and mitigated and that there is a 3-5 year risk anticipation plan in place which is under regular review.
- j) All of the Academies are having a positive impact on the wider communities that they serve as a result of access to enhanced facilities and extended services that reach

beyond just formal education.

- k) The Trust has expanded in size and as a result is a significant presence across Bridgwater and the surrounding wider community directly responsible for the education of 5000 students.
- l) The Bridgwater College Trust is regarded as a Trust of 'Best Practice' and is held in high regard for the quality of the education it provides.

Key Trust Objectives

EDUCATION STRATEGY

- a) Deliver a BCT school improvement strategy that focusses specifically at primary and secondary outcomes.
- b) Deliver a Trust wide understanding of the principles of effective teaching and identify the core expectations for each classroom across the Trust.
- c) Deliver a BCT Trust wide model for the continued professional development of pedagogy and practice for teaching and classroom based support staff.
- d) Deliver a comprehensive talent map across the Trust for teaching staff with identified potential next steps and training plan.
- e) Deliver a Trust wide approach for safeguarding the well-being of young people and meeting the needs of all learners.

BUSINESS STRATEGY

- a) Identify the key staff teams required to support the four core strategies of the strategic plan.
- b) Deliver single finance system across all academies.
- c) Deliver the central coordination of ICT and network management across all academies.
- d) Centrally manage all aspects of HR and HR legal support across all academies.
- e) Centrally coordinate all strategic elements of site development across all academies.
- f) Centrally manage BCT and individual Academy risks.
- g) Develop ancillary businesses to support and sustain the financial stability of the Trust

GOVERNANCE STRATEGY

- a) Review governance arrangements across the Trust to ensure that the Board has the ability to hold senior colleagues and local governors to account.
- b) Evolve systems and structures to enable the Board to have oversight of the Trust, individual Academies and drill into specific areas as required.
- c) The BCT operates separate Finance and Audit committees.
- d) Deliver a comprehensive policy review in light of a revised Scheme of Delegation.
- e) At Trust level there is an annual audit of skills and appraisal of performance for Trustees and senior colleagues.

TRUST GROWTH STRATEGY

- a) Articulate the BCT 'compelling offer' – what does being a part of the BCT mean?
- b) Evaluate the BCT capacity for further expansion. Identify the type/fit of school that aligns to our strategic goals and then
- c) Deliver a strategic plan for sustainable Trust growth

4.3. Progression to HE at the College

The College remains committed to providing focused information and support for progression through FE and into HE and the new University Centre Somerset for students studying at the College. Part of the rationale for creating UCS was to help differentiate the HE level of study, partly to attract students into HE generally but partly also to encourage those studying FE provision at the College to stay and progress. The College will be making a significant financial investment into UCS, beyond the branding, over the coming years to ensure that facilities and supporting resources are of a high quality.

4.4. Target groups, priorities and opportunities

OFFA's identified priority groups:

- Opportunity Areas – 12 new areas identified by government:
The Government has identified 12 new 'Opportunity Areas' nationally.⁶ The one that is within reach of the College is West Somerset. This area is due to receive a share of £60million government funding to help improve social mobility in the area. Part of this funding will also see West Somerset receive a share of £1million from the Careers & Enterprise Company to help support young people progress into the world of work. This funding aims to ensure that every pupil in a West Somerset secondary school or college meets with four employers during their education. Evidence suggests that this significantly increases rates of employment and earnings. The funding will see local partnerships formed with early years providers, schools, colleges, universities, businesses, charities and local authorities. The partnership will focus on giving children opportunities to reach their full potential. West Somerset will be given prioritised access to a wider support package to help young people from nursery right through to starting work.⁷
- White males from socio-economically disadvantaged backgrounds
- Black and minority ethnic students
- Disabled students
- Mature and part-time learners

The College's priority groups for 2018/19 are:

⁶ <https://www.gov.uk/government/news/social-mobility-package-unveiled-by-education-secretary>

⁷ <http://www.somersetintelligence.org.uk/social-mobility.html>

- White males from socio-economically disadvantaged backgrounds
- Mature and part time learners
- Care leavers
- Disabled students
- Those from low income backgrounds
- Black and Minority Ethnic (BME) students
- Students with children, especially single parents
- Carers with responsibility for caring for others
- Those from designated POLAR 3 Quintile 1 and 2 wards

These groups will particularly be targeted in West Somerset and the most deprived and lowest participation rate wards in Taunton and Bridgwater localities.

There is a commitment within UCS to explore and analyse the data in relation to the above groups as data systems are combined following the merger and this becomes feasible. It is intended that Key Performance Indicators will be set in relation to supporting those in the above categories, which will then be monitored through the UCS committee structure, reporting ultimately to the Governors. Once this work is completed the resulting data, analysis, actions and impact will also be reported to the Office for Fair Access.

UCS is committed to promoting Equality and Diversity and this remains a fundamental priority of the institution. The approach is apparent across the college from the Admissions policy to the Extenuating Circumstances policy, the support provided by the Learning Support team and the work of the individual tutors. The Equality and Diversity Committee regularly review progress in this area and report to the Governors.

4.5. Access plans and the National Collaborative Outreach Programme (NCOP)

- The College is working in partnership with all other regional universities and HE providers through the National Collaborative Outreach Programme. The College is a partner in the Next Steps South West consortium led by Plymouth University, covering target wards in Cornwall, Devon and Somerset. This collaboration builds on the success of the former regional NNCO networks: the Devon Collaborative Outreach Network and Next Steps Cornwall.
- Working within the targeted remit of the NCOP initiative, this programme focuses on pupils in Years 9-13, identified as medium/high achievers, with low HE aspiration, and domiciled within nominated postcodes (HEFCE POLAR3 and Gaps Analysis). A diverse range of outreach projects will be designed and delivered collaboratively by partners in the consortium, with robust evaluation of impact throughout.
- The funding for these projects will continue to sit outside the College's Access Agreement, but their presence within the College directly sits within the broad access and outreach "offer" and contributes to a rich evidence base which can be used to track student access, success and progression throughout the life-cycle. The Next Steps South West provision for target groups complements the broader outreach work to promote higher education to the wider range of WP target groups such as other age groups or those with other indicators of disadvantage.

- Across the consortium, other benefits of this complementary programme are being maximised to add momentum and efficiency to Widening Participation Access programmes. Through sharing best practice, avoiding duplication, enabling specialisation from a wider pool of providers, allowing a broader representation of partners at a larger number of events, and pooling resources, partners are able to make best use of resources for targeting under-represented groups in HE.
- It is important that under-represented groups in need of support who are not targeted through the NCOP activities are still included within the College's activities through this Access Agreement, such as those in geographical areas other than the wards being targeted through the NCOP projects. Also those children whose aspirations to progress to HE need to be supported in order to increase the uptake for HE in Somerset, but who again, do not live in the targeted wards.
- Activities relating to the NCOP and funding received in relation to it is not shown in this access agreement. This agreement instead focuses on the additional activities planned to be carried out by the College in addition to its work through the NCOP.
- In the same way, the College aims to avoid repetition of the activities being carried out as part of the West Somerset 'Opportunity Area', but will work in liaison with other projects to support social mobility in West Somerset.

5. Fees and spending

5.1. Fee limits

Following merger fee levels and limits varied across courses at the centres. From 2017/18 fees are planned to be brought into alignment and to have more parity between fee levels across higher education courses at the merged college. The College plans to grow and to build the newly launched University Centre Somerset, in order to do so in a robust and meaningful way it must invest to enable this. Investment will continue in having smaller group sizes and greater contact time than is often the case in universities, thereby supporting students to achieve.

The maximum fee for full time higher education courses will not exceed £8,500 in 2018/19. A maximum fee of £5330 will be charged for part-time higher education programmes, per academic year. It is anticipated that the majority of full time programmes will have a fee of £8000, but the higher rate allows for more enterprising value-added activities within certain programmes to be appropriately funded.

Fees for 2018-19 will not exceed the following per annum for full time courses:

| Type of full time course | Maximum Fee in 2018-19 per annum |
|----------------------------|----------------------------------|
| HNC/HND | £8000 |
| Foundation Degrees | £8500 |
| One year level 6 Top Ups | £8000 |
| Three year Honours Degrees | £8500 |

Part time courses:

Normally, the part time fee is pro-rata the full time rate. However it should be noted that some part time Foundation Degrees are delivered over three years, such as computing programmes whilst others such as Early Childhood Studies and Health and Social Care are over four years.

Those programmes with a three year part time route will have a tuition fee of more than the part time basic fee cap (of £4625). For example where a foundation degree is £8000 per year over two years full time it would cost a total of £16,000. The part time rate would be £16,000 divided by 3 which is rounded to £5330 per annum for each of the three years.

Where programmes are delivered part time over four years, the tuition fee would not exceed the basic part time fee cap as £16,000 divided by 4 is £4000 per annum.

Summary of part time fees for 2018-19:

| Type of part time course | Maximum Fee in 2018-19 per annum |
|---|---|
| HNC over 2 years | £4000 |
| PGCE/Cert Ed | £4000 |
| Foundation Degree over 3 years (where full time fee is £8000, as most are expected to be) | £5330 |
| Foundation Degree over 4 years (where full time fee is £8000, as most are expected to be) | £4000 |

The College reserves the right to negotiate fees not exceeding the above, in relation to its work with individual employers.

The fee levels for all franchised (indirectly funded) courses are those determined by the franchising institution and contained in their own Access Agreement. Programmes validated by Oxford Brookes are an example of this.

In addition to the tuition fees stated above, the College reserves the right to charge students for additional professional registration, value-added activities and/or sector skills requirements.

Fees are reviewed annually, during the spring term. We intend to increase fees in line with the Office for Budget Responsibility's forecast for RPI-X (the retail price index, excluding mortgage interest payments). This includes reviewing and increasing the fees for continuing students.

UCS informs students of fees and bursaries through the website and the prospectus. Guidance and advice is also offered in person by appropriate staff.

5.2. Indication of spend

The money projected for 2018-19 towards access and student success measures (OFFA-countable) are as follows:

| | |
|-----------------|---------|
| Access | £89,600 |
| Student Success | £71,200 |
| Progression | £41,600 |

6. Financial support

6.1. Financial support for students

The College has provided financial support for students since 2016-17, the first year this has been fully implemented and extended to cover the entire merged college. As such there is no evaluation available at the time of writing this agreement, as a full cycle of implementation has not yet occurred. It will be fully evaluated in Autumn 2017. However an initial review has taken place in order to monitor the take up of the awards in year. Account has been taken of the findings of this review in the plans set out below.

The funds have eligibility criteria and are primarily targeted at those from lower income households but funds will be prioritised for those who meet additional criteria, including care leavers, those from ethnic minorities, disabled, or those with dependents or with caring responsibilities.

The College has pledged to continue the same approach to the provision of financial support in the form of a bursary (£600), emergency support fund (£600), a DSA Technology Support Fund (£200) and a HE Diagnostic Support Fund (£250) during 2017-18 and 2018-19 (subject to the outcome of a full evaluation).

For 2018-19 the College is committed to providing support funds on a similar basis but will add further priority groups into the fund to address the priority areas identified in this agreement:

- namely white males from economically deprived areas
- those from designated POLAR wards that are quintile 1 or 2.
- mature and part time learners

Details will primarily be made available to students via the website.

Summary of types of funding available and eligibility criteria:

In line with the College's HE Student Support Funding Policy students who are able to access these funds are limited to **students studying prescribed higher education courses**.

Prescribed courses are:

- Higher National Certificates (HNC)
- Higher National Diplomas (HND)
- Foundation Degrees (FD, FdA, FdEng, FdSc)
- Bachelor Degrees (BA/BSc) top ups; only where they are not continuing study directly from a level 5 qualification in the previous year.

- Bachelor Degrees (BA/BSc) three year degrees.

Each fund has specific grounds of eligibility that should be consulted prior to making an application. Students will be considered for all funds for which they are eligible.

Students studying with any of the College's partner universities are able to access all of these funds, subject to eligibility.

Students studying with Oxford Brookes University, due to the franchise nature of the agreement, are additionally able to access their financial aid offer, subject to eligibility: (<http://www.brookes.ac.uk/studying-at-brookes/finance/financial-aid/financial-aid/>).

Students studying higher level provision but with a professional body or awarding organisation are not eligible to access these funds.

Funds will be allocated on a first come first served basis for those who meet the criteria until available funds have been exhausted after which no further funding will be available. Students can apply once they are enrolled on an eligible programme. Students should refer to the College's web site for further details and conditions linked to the awards.

Summary of types of funding and eligibility criteria:

| Type of funding | Fund Available | Eligibility Criteria | Year in which award may be received |
|---|---|--|-------------------------------------|
| <p>HE Diagnostic Support Fund for the full diagnostic assessment when conducted by Bridgwater and Taunton College</p> <p>Advice can be provided from the Learning Support team: learning.support@bridgwater.ac.uk</p> | Grant of £250 | <p>Must be studying a Higher National, Foundation Degree or BA/BSc including top up programme in 2018/19.</p> <p>Must not have had a previous DSA diagnostic assessment with Bridgwater and Taunton College.</p> | 2018-19 |
| <p>Disabled Student Allowance (DSA) Technology Support Fund</p> <p>Advice can be provided from the Learning Support team: learning.support@bridgwater.ac.uk</p> | Grant of £200 towards the cost of higher specification equipment identified by the Technical Needs Assessment (TNA) | <p>Must be studying a Higher National, Foundation Degree or BA/BSc top up programme</p> <p>Must have had their Disabled Student Allowance (DSA) confirmed Higher specification equipment identified as part of the TNA</p> | 2018-19 |
| <p>HE Bursary Fund Means-tested bursary to support costs directly related to their studies.</p> <p><i>Please note that payments for eligible applications will only be made at set points and only to</i></p> | <p>Grant of £600 on a priority basis (pro-rata for part time students)</p> <p>Applications can be made from June 2018 prior</p> | <p>Students must have a household income threshold of £25,000 or less as assessed by Student Finance England (SFE).</p> <p>Students must be entitled to and approved to receive, or are in</p> | 2018-19 |

| | | | |
|---|--|---|----------------|
| <p><i>students who are currently enrolled.</i></p> <p>Advice can be sought from the College's Student Support Team: studentsupport@bridgwater.ac.uk</p> <p>Please refer to the conditions of funding on the website.</p> <p>Priority will be given to the following:</p> <ul style="list-style-type: none"> • White males from socio-economically disadvantaged backgrounds • Mature and part time learners • Care leavers • Disabled students • Those from low income backgrounds • Black and Minority Ethnic (BME) students • Students with children, especially single parents • Carers with responsibility for caring for others • Those from designated POLAR 3 Quintile 1 and 2 wards | <p>to enrolment but after confirmation of a place on an eligible course and then throughout the academic year until the funds available for this bursary are exhausted.</p> | <p>receipt of, the full student loan for 2017-18.</p> <p>Do not already hold a higher level qualification such a degree, foundation degree, CertHE or HNC/D.</p> <p>Are not in receipt of, or eligible for, a Maintenance Loan from the Student Loan Company (SLC)</p> <p>If students receive full or part sponsorship (for example from an employer) for their tuition fees they are not eligible for this bursary.</p> <p>The College will prioritise applications based on the conditions specified. This means that there is a limited amount of funding, eligible students within the groups identified will receive funding before those who are not.</p> | |
| <p>HE Emergency Discretionary Fund</p> <p>Funds are granted on a needs basis and prioritised to the groups indicated above.</p> <p>Advice can be sought from the College's Student Support Team: studentsupport@bridgwater.ac.uk</p> | <p>Grant of up to a maximum of £600 per eligible full time student (pro-rata for part time students).</p> <p>The amount will be based on the level needed within each eligible application</p> | <p>Must be enrolled on a Higher National, Foundation Degree or BA/BSc including top up programme.</p> <p>Students must be able to supply evidence that they require the funds to help mitigate circumstances that are impacting negatively upon their studies. This encompasses a wide range of possible circumstances.</p> <p>The College will prioritise applications based on the conditions specified. This means that there is a limited amount of funding, eligible students within the groups identified will receive funding before those who are not.</p> | <p>2018-19</p> |

| | | | |
|--|--|--|--|
| | | Must not already be in receipt of similar emergency funds from their university partner. | |
|--|--|--|--|

6.2. Evaluation of financial support and spending

The College is currently re-shaping its committee reporting structures for higher education following merger and the establishment of UCS. This provides an opportunity to review how these structures can actively support the monitoring and evaluation of data about access, student success and progression. Whilst much is already embedded the College will make provision in the new structure to evaluate with more direct alignment with the targets and milestones within this agreement.

Key Performance Indicators linked both to financial support and spending as well as the targets included within the Access Agreement will be reported through the internal committee structure up to the Governors. An evaluation of the outcomes will be included in the annual Self Evaluation Document which is produced in the Autumn once the impact can be seen.

An initial review has been conducted ahead of launching the policy and procedure for 2017-18. The review has taken account of feedback from the support managers responsible for co-ordinating different aspects of the funds.

Key findings are:

- The bursary fund has had the most significant uptake to date (March 2017).
- There have been a few applications for the Emergency Discretionary Fund but none have met the eligibility criteria. Some have been referred to the bursary fund as a result.
- The DSA/ALS related funds are deemed to be working effectively.

Table 7 - Targets and milestones

Institution name: Bridgwater and Taunton College

Institution UKPRN: 10000878

Table 7a - 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 menu) | Baseline year (drop-down menu) | Baseline data | Yearly milestones (numeric where possible, however you may use text) | | | | | Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum) |
|------------------|---|--|---|---|--|---|------------------------|--|---------|---------|---------|---------|--|
| | | | | | | | | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | |
| T16a_01 | Access | Low participation neighbourhoods (LPN) | Other statistic - Applications (please give details in the next column) | Increase applications from FE students moving into HE in Somerset | No | Other (please give details in Description column) | 152 | 165 | 168 | 170 | 177 | 185 | |
| T16a_02 | Access | Care-leavers | Other statistic - Care-leavers (please give details in the next column) | Increase applications from care leavers | No | Other (please give details in Description column) | 10 | 11 | 11 | 11 | 12 | 15 | |
| T16a_03 | Access | Disabled | Other statistic - Disabled (please give details in the next column) | Increase applications from disabled students | No | Other (please give details in Description column) | 99 | 107 | 107 | 109 | 113 | 115 | |
| T16a_04 | Access | Ethnicity | Other statistic - Ethnicity (please give details in the next column) | Increase applications from black and minority ethnic groups | No | Other (please give details in Description column) | 34 | 34 | 34 | 35 | 36 | 37 | The baseline data is very challenging at that minimum level. The aspiration is always to improve but the reality of achieving is challenging given the ethnic mix of the local region (2011 Somerset County Council data for Somerset show only 2% of the local population are black or minority ethnicities). |
| T16a_05 | Access | Socio-economic | Other statistic - Low-income backgrounds (please give details in the next column) | Increase applications from students from a low-income background | No | Other (please give details in Description column) | Not currently measured | 65 | 70 | 75 | 78 | 82 | It is planned to measure and monitor data in relation to this target, as exact data is not currently available |
| T16a_06 | Student success | Attainment raising | Other statistic - Completion/Non continuation (please give details in the next column) | Improve retention on all programmes | No | Other (please give details in Description column) | 75% | 77% | 78% | 79% | 79% | 80% | |
| T16a_07 | Student success | School sponsorship | Other statistic - Low-income backgrounds (please give details in the next column) | Continue to increase the number of children achieving 5 A* to C at GCSE in Bridgwater College Academy | Yes | 2015-16 | 53%A*-C at BCA | BCA 54% | BCA 55% | BCA 56% | BCA 57% | BCA 58% | |
| T16a_08 | Progression | Disabled | Other statistic - Disabled (please give details in the next column) | Increase the achievement rate of students with Long Term Health Conditions | No | 2015-16 | Not measured | 30% | 34% | 36% | 38% | 40% | |

Table 7b - 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) |
|------------------|-------------------------------|-----------------------------------|------------------------------|--------------------------------------|---------------------------------|---------------|---------------|--|---------|---------|---------|---------|--|
| | | | | | | | | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | |
| | | | | | | | | | | | | | |

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.