



Access Agreement for the Academic Year 2018 – 2019

1 Introduction

This Agreement has been prepared following a decision by the governors of Solihull College and University Centre to reserve the right to raise its undergraduate tuition fees above the basic fee level for the programmes over which it has the appropriate authority¹ for all new Higher Education student enrolments from September 2018 onwards.

The College is committed to ensuring that not only are tuition fees affordable for all under-represented and disadvantaged groups, but that studying higher education is both realistic and achievable for all sectors of our local communities, and therefore it is envisaged that the maximum fee² will only be applied to any high-cost provision, if at all.

The programmes that Solihull College and University Centre have fee setting authority for fees in excess of £6000 for 2018/19 are those validated by Newman University, Coventry University and the University of Northampton. The fees set for these programmes will be £7500 for all new entrants. Pearson Higher Nationals are within scope of this access agreement but the fees for these programmes will not be set above £6000.

The College will only increase fees in line with inflation subject to governmental agreement, for example through the TEF³ or other permissions, but may raise programme fees which set below permitted levels up to those permitted levels if additional, and at the time of setting unforeseen, factors necessitate increases to maintain economic viability. Any increases, whether due to inflation or as adjustments towards the maximum permitted levels, will be rounded to the nearest £5.00 and publicised on our website, and in writing to any prospective students who have declared an interest in any affected programmes, within 10 days of any decision being made.

Clear information about the tuition fees that apply to all⁴ courses and programmes of study at Solihull College and University Centre, and the financial support available to students is provided on the College website, with advice from the Student Services team, and other professionals provided at interview, or in writing if requested by any interested party.

Other means of providing tuition fee information will be through student services and College open events, with the student's offer letter specifying the fees due for the duration of the programme, and outlining any and other expected expenditure such as that required for trips, printing and other necessary resources.

The Agreement is integral to the College's mission *"to make significant contributions to the local and regional economies and beyond, by providing high quality vocational education and training for individuals, employers and the wider community"* and is a constituent factor in our vision *"to be the organisation of choice for learning for young people, adults and employers"*

¹This is covered in detail in the section Scope of the Agreement.

²This is currently £9,250 for full-time undergraduate programmes and £6,395 pro rata for part-time undergraduate programmes.

³The Teaching Excellence Framework

⁴Including courses and programmes of study not covered by this agreement.

through their recognition of our excellent and distinctive experiences in vocational education and training.”

2 The College

Solihull College is a large general further education college situated to the south-east of Birmingham providing a range of programmes from entry level to higher education in all fifteen sector subject areas as defined by the Skills Funding Agency, and has an annual turnover of approximately £33 million. It receives funds from the Skills funding Agency and for Higher Education income from HEFCE, from Student Finance England (SFE) and via franchise arrangements with the College's Higher Education Institutional partners⁵.

Over £55 million has been spent on the College estates in the last ten years, with a major redevelopment of the larger, Blossomfield campus in South Solihull at which 80% of learners study, completed in 2012. This included new built facilities for land-based provision and arts and a purpose-built Computer block completed in September 2014.

The Woodlands campus, in the north of Solihull, an area of significant social and economic disadvantage, was newly-built in 2006 and extended in 2013 to include Motor Vehicle and Construction workshops. An Advanced Manufacturing Centre was opened in the summer of 2014 with support from the Local Enterprise Partnership, and in October 2015 the facilities were further developed by the construction of an aviation centre which includes an aeroplane hangar.

The College was subject to a Quality Assurance Higher Education Review in February 2016 which confirmed our commitment⁶ to offering high-quality Higher Education.

QAA's judgements about Solihull College and University Centre:

- The maintenance of the academic standards of awards offered on behalf of degree-awarding bodies and other awarding organisations **meets UK expectations.**
- The quality of student learning opportunities **meets UK expectations.**
- The quality of the information about learning opportunities **meets UK expectations.**
- The enhancement of student learning opportunities **meets UK expectations.**

The Teaching Excellence Framework awards announced in June 2017, positioned Solihull College and University Centre as a Gold Standard institution, recognising that “continuation is significantly above benchmark for full and part-time students”, that “students achieve excellent outcomes with respect to progression to employment or further study” and that we have “outstanding personalised provision which is appreciated by students and secures exceptional levels of engagement and commitment to learning and study.”

⁵ See Scope of the Agreement

⁶ <http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Solihull%20College/Solihull-College-HER-16.pdf>

3 Our Students

The College's student profile consists of 3600 16 to 19 year olds, 8000 adult learners, 700 Management and Professional students, 1000 Apprenticeships and 900 Higher Education students which is on average comprised of 8% from North Solihull postcodes, 45% from Birmingham codes and the remainder from south of the borough⁷.

The proportion of Solihull residents qualified to level 4 is slightly above the England average, whereas the proportion of residents with no qualifications is lower than in the West Midlands region generally and nationally, which is a key driver for the College's successful strategies to engage people in lifelong learning and close the equality gap which has resulted in around 50% of the higher education students coming from widening participation backgrounds.

POLAR classifies local areas or wards into 5 groups based on the proportion of 18 year olds who enter HE aged 18 or 19 years old. The lowest young participation is quintile 1 (most disadvantaged) up to quintile 5 with the highest rates (most advantaged). Birmingham and Solihull wards adjacent to each other demonstrate POLAR characteristics that vary from POLAR 3 to POLAR 1.

In North Solihull, where the college's Woodlands campus is situated, the majority of the POLAR classification wards are areas of significant deprivation, with staying-on rates around 11%, and in South Solihull, the majority of the wards are in POLAR Quintile 5. Staying-on rates in the immediate catchment areas around our Blossomfield campus are over 70%, however, the main arterial roads into Birmingham has most wards categorised as POLAR Quintile 2 or POLAR Quintile 3 with participation rates post-16 typically around 25%.

As part of our strategic aims to widen participation, we have developed curriculum pathways from Further Education to levels 4, 5 and 6 which respond to the training and development needs of our local employers. These flexible routes enable students to achieve degrees (level 6) whilst working and living locally.

⁷ Participation from further away varies but is not statistically significant as it tends to be under 2%

4 Our Strategic Goals

Solihull College and University Centre is committed to promoting and sustaining the high standards which have consistently delivered the best possible learning opportunities for its students, and has developed a number of related, subsidiary and inter-dependent strategies⁸:

- To provide an environment in which all students can enjoy their learning, be ambitious and have very high standards of academic and personal achievement which will enable them to progress to employment, further study and enterprise.
- To maintain leadership and management that will continue to ensure the highest possible standards of teaching, training, learning, assessment and support.
- To offer innovative and responsive programmes that meet the needs of employers and students, respond to the demands of the economy and continuously explore new market opportunities.
- To implement effective strategies that respond to local economic growth opportunities and social priorities.
- To develop resources and inclusive learning environments that are of a consistently high quality, support the College's evolution, promote sustainability and inspire learning.
- To operate management processes which maintain outstanding financial stability and continuously improve the efficient use of resources.

These college-wide strategic goals provide the framework from which the wider Higher Education Strategy has been developed, which is that the College:

- will continue to develop vocational pathways from the full-time further education provision and respond to the needs of local employers;
- will identify the most appropriate accreditation routes and will develop Higher Education provision through both our own funding and through appropriate partnerships;
- will continue to offer Higher Education provision that is both high quality and affordable;
- will provide educational, professional and academic opportunities which are accessible to all members of the local community and in particular to those from disadvantaged areas and non-traditional backgrounds.

⁸ Available from the college's website at <http://www.solihull.ac.uk/about-us/policies/>

5 Scope of the Agreement

5.1 Courses Covered by this Agreement

This agreement covers only those courses for which Solihull College and University Centre receives direct funding from the Higher Education Funding Council for England (HEFCE) such as Higher National Awards (HNC and HND) validated by Pearson Edexcel at Level 4 and 5, and courses delivered as part of non-franchised partnership agreements⁹. It covers both part-time and full-time study modes, and any and all hybrid variations on those modes of study for all programmes for which the College has fee-setting authority.

This agreement does not cover any programmes of study delivered by, or at, the college as part of franchise agreements such as foundation degrees, bachelor's degrees or 'top-up' degrees with Higher Education Institutions. Fees for these courses and programmes of study are set by the respective validating universities¹⁰ and are covered by their Access Agreements.

5.2 Students Included within this Agreement

Subject to the course conditions outlined in 5.1 above, this agreement is applicable to all home and European students studying a higher education programme at Solihull College.

Students deemed to have equivalent level qualification (ELQ) status should in the first instance contact our HE Admissions Officer in Student Services as there may be other considerations with regards to tuition fees, and financial obligations.

Non-EU students, and students who are classified as Overseas Students are not covered by this agreement.

5.3 Renewal

Subject to factors such as government legislation or restructuring of the corporation and its governance, this agreement will remain valid for three years from September 2018.

⁹ Currently Coventry University, Newman University and Northampton University

¹⁰ Currently Oxford Brookes University and University of Warwick

6 Access Records

As confirmed by Solihull College and University Centre's recent QAA Higher Education Review, our policies, procedures and operation of recruitment, selection and admission meet the Expectation in Chapter B2 of the Quality Code¹¹ in that they adhere to the principles of fair admission. They are transparent, reliable, valid, inclusive and underpinned by appropriate organisational structures and processes.

6.1 Current Student Access in Respect of Widening Participation

6.1.1 Part-Time

There has been an increase in the number of part-time students studying HE from approximately 107 in 013/14 to 219 in 2016/17. This has had a direct impact on the participation of traditionally under-represented groups as disadvantaged young students are twice as likely to study part-time compared to the most advantaged. In keeping with national statistical norms, the predominant growth demographic has been with mature learners who have increased by 12 per cent from 2014 and it is part of the College's business planning to continue developing provision, particularly work-based, which will build on our successes in this area.

6.1.2 Non-traditional entry requirements

Solihull College and University Centre has a historically strong access record for welcoming applicants with a wide variety of entry qualifications including BTEC Diplomas and Access to HE and in certain cases, no formal qualifications but have been admitted based on their work experience and successful interview. In 2016 over 70% of the students (full or part-time) were classified as non-tariff (TEF metric contextual data) – and 12% of students held high or medium tariff grades. The College does not operate any specific recruitment targets for students of this type but will continue to monitor and review the situation to ensure that the current position is at least maintained.

6.1.3 Internal applications from students from deprived areas already studying at Solihull College and University Centre

The recruitment of internal Level 3 students (35% of whom are from the three lowest POLAR Quintiles) is promoted through a range of activities which includes presentations at level 3 tutorials, inviting students to higher education events and attendance at the higher education fairs. That we currently have 91 First year HE students who have progressed from our Level 3 programmes is indicative of our successes in increasing widening participation in the local area.

¹¹ See <http://www.qaa.ac.uk/publications/information-and-guidance/uk-quality-code-for-higher-education-chapter-b2-recruitment-selection-and-admission-to-higher-education>

6.1.4 Mature Students

In 2016 over 35% of our total HE students were aged at least 21, of whom 51% were on one of our full-time courses – predominantly work based.

6.1.5 Care leavers

The College has Looked After Children studying on programmes for 16-18 year olds, and who will become care leavers at the age of 18. If any of these students progress onto our HE programmes, we continue to support them with our Welfare officer, and also make any additional support arrangements through Student Services.

6.1.6 Low-participation neighbourhoods

The College has an established record of successfully recruiting from areas that have low participation indices for both adults and school leavers entering Higher Education. In 2016 over 35% of students came from POLAR Quintiles 1 and 2, with only 25% coming from high participation areas, and therefore the College does not set specific targets for increasing recruitment from these demographics, but continually reviews its position to ensure that these achievements are maintained.

6.1.7 Students with disability

Dedicated student services staff considers each application to study HE at the College individually to ensure that every student has access to the most appropriate support for their needs. Information regarding disabilities, learning difficulties or other identified support needs is dealt with sensitively, and prospective students are advised to disclose conditions which may affect their learning prior to interview so that expert advice and guidance can be provided prior to enrolment.

Members of the course teams are accompanied at interview by support staff, and agreements made with students identified as having particular needs as to how the college will provide the necessary support during their studies.

Typically, over 10% of our HE students self-identify as having a disability, with approximately another 5% identified through our induction processes to highlight conditions such as dyspraxia and dyscalculia of which the student may not previously have been aware.

Where appropriate, the HE Additional Needs Tutor liaises with course teams to provide advice on adjustments to a programme of study which may help a disabled student to achieve at levels comparable with their peers, and our data confirms that there is no difference in either retention or attainment from students with identified needs and those without.

Although only a very small number of students receive a Disabled Student Allowance (DSA), the college does have dedicated student needs assessors to support applications

from both current HE students and learners on our Level Three courses who wish to progress.

All students are allocated a personal tutor who ensures that support is both effective and remains consistent with need, particularly in cases where needs may change during a programme of study.

Wheelchair access is possible at both Blossomfield and Woodlands campuses, with lifts and other assistive facilities such as handrails and braille signage also available.

As part of the Access Agreement's implementation, we will support HE students who have been identified at the start of the programme as in need of further help with Dyslexia testing by financing additional staff to help with enrolment and identifying assessment arrangements such as suitable examination support, or conditions. Testing and assistance of this type is currently provided for non-HE students, and as part of existing arrangements for our HE cohort, but we intend to increase the scope and intensity of what we do now, particularly over a student's first ten weeks of study. We also intend to provide additional support for students across the HE provision with study skills, English, maths outside their main programme of study as a supplemental aid to improving retention and success of these targeted groups.

6.1.8 Schools Liaison

Solihull College and University Centre employs as part of its commitment to widening participation and improving access in the local area a full time Schools Marketing and Events Officer with specific responsibility for providing a dedicated point of contact between schools and sixth forms in the Greater Birmingham and Solihull area, and the students/learners and parent of those student/learners who attend those institutions.

As part of our commitment to raising both attainment levels and aspirations, we are currently investigating the possibility of a scheme where final year pupils can contact alumni from their local school who have progressed to our college to find out exactly what is required for studying at HE level. Initial research suggests that particular demographics such as young white males are more likely to relate to information given by one of their peers if there is an obvious commonality, although whether we can accommodate nuances of this nature has not yet been fully rationalised.

7 Financial Support for Low Income Students

The College will offer bursaries to students from low income households and will review the use of bursaries and fee waivers to identify whether the provision of bursaries has had a corresponding improvement in retention or success.

In order to be eligible for a bursary, students must:

- be studying for either a full-time HND or HNC part-time (first year only) or other validated level 4, 5 or 6 programme (first year);
- be liable for the new tuition fee rates;
- be from England or part of the European Union (except for other UK countries);
- be studying at least 25% intensity of the full-time course;
- have a household income of £26,000 or below.

The following criteria will mean that the student is not eligible for a bursary:

- Student is transferring in from another institution;
- Student is NHS-funded for their course;
- Course fees are paid or part-paid through a sponsorship arrangement (such as if an employer is covering the full or part cost of the course);
- Student is normally a resident in Scotland, Wales or Northern Ireland;
- The programme of study is covered by a partner institution's Access Agreement;
- Student is undertaking a postgraduate initial teacher training course leading to qualified teacher status;
- Student is undertaking a postgraduate qualification.

Recipients of the full-time scholarship will receive a £1,000 cash payment subject to satisfactory attendance and submission of work.

Recipients of the part-time scholarship will receive a proportional fee waiver of up to £1,000 against their first year course fee liability.

OFFA high fee commitment in 2018/19

We will spend £36000 or 35% of our OFFA higher fee income on bursaries and financial support for higher education students studying on validated programmes at Solihull College and University Centre.

8 Record of Student Success

The majority of our Higher Education programmes have Success Rates above 85% with a uniform level of attrition proportionately spread across all student demographics, and no statistically significant differences in performance levels whether or not the students are non-representative/disadvantaged or representative/non-disadvantaged students.

We are therefore confident that any college initiatives having positive impacts on retention and/or achievement levels generally also result in corollary improvements in the retention and/or achievement of disadvantaged/non-representative students.

As a consequence, Solihull College and University Centre will continue to focus on:

- Collecting, analysing, monitoring and evaluating student feedback to enable swift resolution of issues that may contribute to attrition/achievement through;
 - Student Surveys
 - Programme Quality Boards
 - Student Focus Groups
 - Student Representation at/on Boards and Committees
 - Personal Tutor Scheme
- Developing our Virtual Learning Environment (VLE) so that engagement can be maintained with at-risk students if their attendance is not possible;
- Pre Induction, induction and transition programmes to develop study skills and the provision of bookable academic support sessions with specialist staff in addition to course team and personal tutor input;
- Support with English, Maths and IT across HE areas for students who are identify as , or who are identified by the personal tutors as likely to benefit from, further support to aid retention;
- Specialist Examination and Study Skill support;
- Monitoring and tracking of attendance with 1:1 personal tutor reviews which can identify any issue which may inhibit or impact upon academic achievements;
- The setting of SMART targets to help students manage personal and/or academic issues;
- Sharing successful strategies to support at-risk and other students through our long-established HE Forum, HE Quality and Standards Committee and HE Strategy Group;
- Managing student expectations by ensuring that all advice and guidance provided in relation to the college and its programme of study is accessible, accurate, up-to-date, comprehensive and covers not just the academic requirements, but also the demands and pressures which may be expected from studying HE.

9 Student Support

The College is committed to ensuring that all students have the opportunity to fulfil their potential, particularly those whose circumstances mean that additional support and attention may need to be in place, which means that a high proportion of our pre-HE student demographic is comprised of those from the list below, maintaining, or increasing, the overall student numbers who progress onto Higher Education will continue to ensure that these target groups are recruited into an environment with which they feel comfortable and supported, and that their career aspirations can be aligned with local economic need.

Our student cohort has in significant numbers (the list is not intended to be exhaustive) individuals who are:

- care leavers;
- carers;
- diagnosed as having behaviour management issues;
- diagnosed as having mental health issues;
- disabled;
- ex-offenders;
- following a variety of religions and belief systems;
- from low-income backgrounds;
- lesbian, gay, bisexual and transgender;
- mature;
- minority ethnic;
- not typically using English as their first language;
- past sufferers of different forms of abuse or neglect;
- registered as DSA;
- single parents;
- women returners

The College employs a wide range of successful methods to identify these high risk students at an early stage and support them in a number of different ways throughout their course and enable them to progress, such as providing bursaries, academic scholarships, specialist software (e.g. for those identified as dyslexic/dyspraxic/dyscalculic), expert support staff, counsellors and on-site accommodation.

10 Student Engagement and Consultation

Student engagement is integral to college strategy¹², policy, management and curriculum delivery, and takes place at all levels and in many different formats within and across Solihull College and University Centre. It is a key component of the college's monitoring activities with student representation on the HE Quality and Standards Board, HE Strategy Group, Governing Council (we have 2 Student Governors) and our Student Voice Steering Group.

Gathering and reacting to student input with regards to course management and monitoring is factored into action planning for the year ahead when and where appropriate, with documentation such as this approved through our clearly defined student representative system whereby student input, feedback and opinion is formally sought and acted upon at all levels.

The College VLE is well-used by part-time students and is therefore targeted as a way of eliciting their responses in addition to the other feedback and management mechanisms which the college recognises may not be the most efficient ways of interacting with these students.

HE provision is delivered at both of our campuses, and although we have an increasing number of HE students, it isn't typical, or practical, for students across all programmes to associate with students other than those on their programme of study. The common room at Woodlands and the University Centre have provided more communal social spaces. However, the college does take great care to ensure that focus groups and other student gatherings are administered in ways which allow and encourage participation from all students regardless of their mode of study, programme area or campus.

All HE courses, regardless of the awarding body have a named student representative logged with the Student Enrichment Coordinator who is responsible for their training. They either volunteer or are nominated by their cohort, and if there is more than one nominee, the role is either shared or a ballot takes place.

Written guidance on the representative role is provided on the HE Student Hub (part of our internal VLE) and the College makes efforts to ensure that responses are provided to students when they provide feedback, either via the meeting and reporting structures outlined above, taking part in surveys or giving informal feedback in class.

The student representatives, in addition to training for their role at all levels of the college's management structure have dedicated pages on the Student Hub intranet to help to ensure that they are aware of duties for the year, events as they come up and for general consultation on cross-college matters such as the content of this Access Agreement.

There are several job roles in our student representative system as indicated on the Solihull College and University Centre Student Representation Schematic Diagram reproduced as Table 1 at the end of this section.

¹² The Student Voice Engagement Strategy is available on the College website.

HE Student Council comments are fed back to the Student Voice Steering Group as an iterative mechanism to encourage students' involvement in our feedback systems with all matters raised in meetings attended by Student Representatives responded to through the meeting system and on the Student Hub section of the intranet.

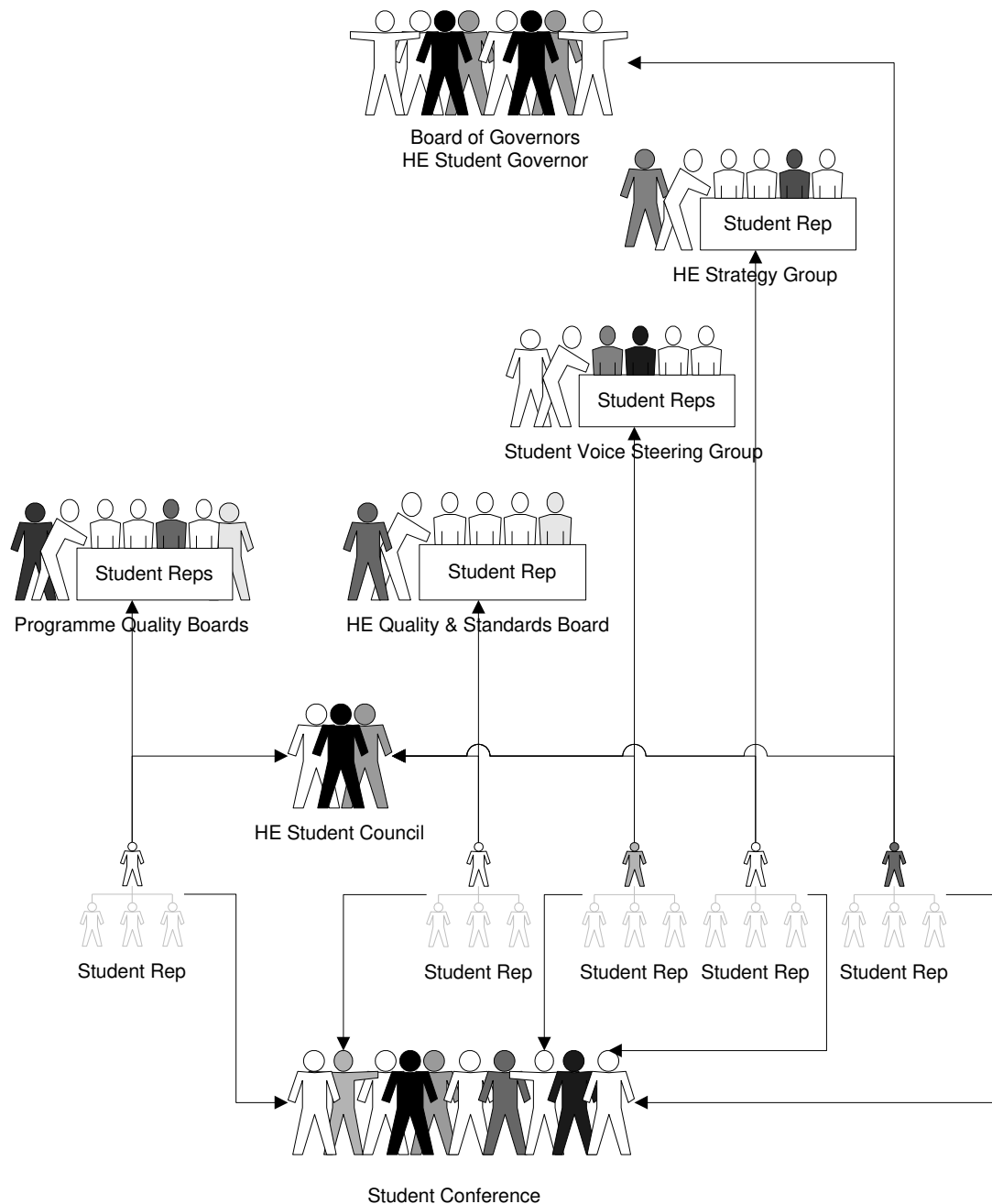


Table 1: Schematic Diagram Showing Student Representation

11 Equality and Diversity Statement

In preparing this Access Agreement, Solihull College and University Centre has taken into consideration its responsibilities as set out in the Equality Act 2010.

We value and celebrate the diversity of all our students, staff, visitors, contractors, sub-contractors, service providers, suppliers, former staff and students, and are committed to providing an environment free from discrimination, bullying, harassment or victimisation, where all members of our community are treated with respect and dignity, and valued for their individuality and contributions.

We strive to ensure that every person associated with the functions of the College does not face discrimination with regard to any aspect of their identity, such as age, disability, gender (including gender reassignment, marital status, pregnancy and maternity), ethnicity (including race, colour or nationality), religion or belief (including non-belief) or sexual orientation.

The principles of equality of opportunity, diversity and inclusivity also apply to the way in which staff and students should treat each other, visitors, contractors, sub-contractors, service providers, suppliers, former staff and students and any other persons associated with the functions of the College, including those who seek to apply to work or study with us and/or who have previously worked or studied with us.

Solihull College and University Centre promotes equality of opportunity for all through:

- collecting and maintaining student and staff equality profile data analysis that allows us to support our aims and monitor our effectiveness;
- compliance with legal obligations;
- embedding equality into our strategic and operational planning;
- ensuring that all staff are equipped with the appropriate skills and knowledge on matters of equality, diversity and inclusion;
- ensuring student and staff support services, buildings, facilities and media are, as far as reasonably possible, accessible to all;
- ensuring that staff, students and their representatives are provided with appropriate forums and network groups to raise and discuss equality and diversity issues;
- ensuring that all contractors and service providers operating on our premises or on our behalf are aware of, and adhere to, our policies on equality and diversity;
- implementing, operating and continually evaluating the effectiveness of strategies to prevent discrimination, harassment and victimisation;
- involving all community stakeholders in the development and delivery of our equality and diversity aims and priorities;
- promoting a culture of mutual respect in our internal and external communications.

While specific responsibility falls on **all students and staff** to ensure that their behaviour towards each other is respectful, non-discriminatory, and encourages a fully-inclusive environment, it is expected that the whole-college community shares in the obligation to maintain these aims and intentions.

12 Provision of Information to Prospective Students

Clear information about the tuition fees¹³ that apply to Solihull College and University Centre's Higher Education and the financial support available to students is, and will continue to be, publicised on the College website at www.solihull.ac.uk.

We provide such information to UCAS and to the Student Loans Company in a timely fashion for incorporation in their databases for each academic year and ensure compliance to the mandatory information required in relation to Key Information Sets and Wider Information Sets as required for HEFCE, Unistats, and other bodies to whom we report as part of our normal college operating procedures.

Our Student Services Department can be contacted by telephone and/or in writing for additional guidance and to respond to questions or requests for supplementary information, and individual advice is always provided at course interview prior to any offers of a place.

Information specific to the costs of College-owned and other local accommodation is given on the College website and individual advice can be provided by Student Services upon request either by e-mail, telephone or at personal interviews which can be arranged by appointment.

¹³ See also Section 1.

13 Monitoring and Evaluation Arrangements

The Deputy Principal and the Dean of Higher Education and Curriculum Innovation are responsible for the delivery and monitoring of this Access Agreement.

Monitoring and evaluation of progress against the targets related to our outreach activities will be measured using internal data streams and external data sources via UCAS and HESA, and reported through the Higher Education Strategy Group and Senior Management Team, and ultimately to the College Governors.¹⁴

As part of our existing management processes, data will be attributed to each and every activity covered by this agreement and will be collected through two routes: feedback from participants in specific events and student consultation. Both sets of data will be collated throughout the year and reported through the College's management structure to ensure that evaluation is embedded in the College's strategies.

This will ensure that evidence will continue to be used to shape future policy decisions and that the activities can be evaluated for their effectiveness in supporting disadvantaged and underrepresented groups, and if it is found there are any gaps in performance of these demographics, particularly in they do not align with the remainder of the cohort, measures can be, and will be taken to address any differences.

Evaluation of progress against the targets will feed into the College's Equality and Diversity Annual Report and action planning to help prioritise the most effective activities and initiatives.

The action plans, will include, but not be limited to, increased oversight, re-allocation of resources such as staff (both teaching and support personnel) and facilities, and the determination of more effective metrics which will allow the earlier identification of any attainment gaps.

¹⁴ As noted earlier: HE Strategy Group and College governance includes student representation

14 Outreach activities

At the time of producing this Access Agreement, the College is committed to collecting data about, monitoring, evaluating and continuing with all of the following outreach activities.

| Outreach Activity | Aim(s) | Target Group(s) | Outputs/Results | Measure(s) of Success/Failure/Impact. |
|---------------------------------|--|--|--|---|
| Liaison work with local schools | To raise aspirations and understanding of HE in school-age students to support the raising of attainment levels to maximise opportunities for progression. | Teenage students in schools, sixth forms and other colleges within Solihull College's catchment area, targeting in particular the aspirations of and attainment of young white males | Increased awareness of HE generally, including the level of qualification necessary for enrolment and progression, increased understanding of the accessibility of HE and the opportunities available to young people. | KPIs include: <ul style="list-style-type: none"> • Applications of school students to College courses. • Feedback from school students and teachers • data of local young people through College into HE. • Attainment levels of 16 year-olds locally |
| College support schemes | To provide financial support to young people from low income families to study at College at FE level and then later progress into HE | Students from low income families | Increase in the FE participation rates of students from low income families and increased staying on rates of those young people, into HE | <ul style="list-style-type: none"> • Student data |
| Careers services | To provide careers information, advice and guidance in local schools and within the College | Teenage students in schools within the College's catchment area and all current College students | Increased awareness of career opportunities and routes through HE Increased understanding of the accessibility of HE | KPIs include: <ul style="list-style-type: none"> • Feedback from school students/learners and teachers. • Applications of school students/learners to College courses. • data of local young people through the College into HE. |

| | | | | |
|---|--|--|---|--|
| Progression activities within the College | To provide focused information and support for progression through FE and into HE for College students | Full time College students aged 16-19 | Increased number of applications to providers of HE (including, but not restricted to, Solihull). | Number of UCAS applications from College students. |
| Retention Activities | Aim(s) | Target Group(s) | Outputs/Results | Measures of Success/Failure/Impact. |
| Tutorial programme | To provide 1:1 support and target setting for students | All HE students, with individualised tutorial support for each student | Target setting and tutorial support enables and enhances student progress on programme and beyond. Individualised academic and pastoral support aids the retention of students. | <p>KPIs include:</p> <ul style="list-style-type: none"> • continuation data, • success, • destinations (– analysis of the data on progression to postgraduate programmes or employment.) <p>Student feedback is consistently positive, however the College has identified key areas of operation to focus on as a result of collecting and analysing these opinions which includes adding to tutorial provision</p> |
| Scholarships and Bursaries | Provide financial assistance to students who would otherwise be at risk of not completing. | Students from low income families and/or students unable to support themselves sufficiently during their programme of study. | Students identified as requiring assistance retained to the end of each academic year & therefore eligible/able to progress. | Increased number of at-risk students on programme at the end of each academic year |

| | | | | |
|---|---|---|--|---|
| HEI partner activity | To provide access to the relevant HEI partner to inspire and support progression to post graduate study or employment | All HE students who study on a programme that is linked with a HEI | By providing access to the HEI, through visits, liaison with HEI staff and access to student unions and resources, progression and retention are aided. | <p>KPIs include:</p> <ul style="list-style-type: none"> • Destination data; • Feedback from students; • Feedback from HEIs. |
| Dyslexia, Dyscalculia and other identified disability support needs | Provide expert support and assistance via trained staff and targeted resources | Students identified as dyslexic, dyscalculic, diagnosed as having dyspraxia etc | Individual student attainment levels in line with students not diagnosed as dyslexic, dyscalculic, diagnosed as having dyspraxia etc | <p>KPIs include:</p> <ul style="list-style-type: none"> • continuation data, • success, • destinations. |
| Work-based learning projects | To provide opportunities for students to gain work place experience and therefore employability skills | All programmes where work based learning is appropriate/ applicable | <p>By participating in work-based learning projects, students gain employability skills and industry awareness.</p> <p>These activities also aid retention by providing a realistic and engaging experience of the work place, relevant to the programme of study.</p> | <p>KPIs include:</p> <ul style="list-style-type: none"> • Continuation and retention data; • Student feedback; • EE reports; • Employer feedback. <p>Employer feedback has been very positive as demonstrated with the good practice points noted in the College's recent HER</p> <p>EE reports also praise the high quality of provision and opportunities with these programmes</p> |

| | | | | |
|---|--|--|---|---|
| Educational visits | To provide enrichment and relevance to HE study by supporting the learning with visits to employers, trade shows, HEIs etc | All HE students, with visits relevant to the programme of study | Improved understanding of industry and subject area, enriched learning opportunities and a widened educational experience aid student retention and support progression: both through the programme and after graduation. | <p>KPIs include:</p> <ul style="list-style-type: none"> • Continuation and retention data; • Student feedback (Students appreciate and request more visits in their feedback); • EE reports; • Employer feedback. <p>The College has identified, and will continue to find, opportunities to embed more educational visits into its HE provision.</p> |
| Enhancing Student Success/Reducing Attainment Gap Activities | Aim(s) | Target Group(s) | Outputs/Results | Measures of Success/Failure/Impact. |
| Study Support | To provide students with additional support and teaching over and above that given as part of their course | Students identified as requiring, or desiring, additional academic input to maximise their achievements. | Increased grade profile across HE cohort | <p>KPIs include:</p> <ul style="list-style-type: none"> • continuation data; • success; • destinations; • Student feedback. |
| Personal Development Planning | Use of the PDP process to enhance student success | All HE students | Use of the PDP process and output to support students in their success on programme and development of employability skills. | Individual success data. Student feedback. |
| Tutorial programme | To provide 1:1 support and target setting for students | All HE students, with individualised tutorial support for | Targets and tutorial support enables and enhances student | <p>KPIs include:</p> <ul style="list-style-type: none"> • Continuation data; |

| | | | | |
|--------------------------------------|--|---|---|--|
| | | each student | success and therefore progression. Individualised support aids the reduction of attainment gaps. | <ul style="list-style-type: none"> • Success data; • Destination data; • Student feedback. |
| Quality Improvement Plans | Targeted action planning focussed on improving relatively low success rates and reducing attainment gaps | Programmes with success rates below expected or acceptable levels | Action plans written to address specific issue(s) which are monitored throughout the academic year by SLT | <p>KPIs include:</p> <ul style="list-style-type: none"> • Reduced attainment gap • Increased success rate • Student feedback • EE reports. <p>Courses identified for QIPs demonstrate that this process has a positive impact in addressing areas for improvement.</p> |
| Programme Self-Assessment monitoring | To monitor the progress and achievement of students and analyse data and staff / student feedback to continually improve students success and experience | All HE students | Course Leaders self-assess and report to a Senior Manager on progress made and action planning who in turn reports to monthly HE Strategy Group meetings. | <p>KPIs include:</p> <ul style="list-style-type: none"> • continuation data; • success; • destinations; • Student feedback. |

| Collaboration | Aim(s) | Target Group(s) | Outputs/Results | Measures of Success/Failure/Impact. |
|------------------------------|--|--|--|---|
| University partnerships | To raise aspirations and develop awareness of offer available from the College and University | Level 3 students; Current HE students on Level 4 and 5 programmes | Visits to University Talks from HEI staff Increased links and collaborative working between partner HEI and the College | Number of UCAS applications from Solihull College students.. |
| Local schools | To raise the aspirations of young people in the local area and provide information and guidance as to what HE study and life at a HEI (as well as at a College) entails. | School age learners/students | Effective collaboration between Solihull College and local schools to raise awareness of Higher Education options and opportunities available. | KPIs include: <ul style="list-style-type: none"> • Feedback from school students and teachers. • Applications of school students to College courses. • Progression data of local young people through College into HE. |
| Local and national employers | To provide opportunities to develop awareness of employment opportunities and employability skills through engaging directly with businesses. | School age students. FE students, HE students | Work placements. Visits to and from employers. Internships. Interview practice. | Destination and DLHE data. Employer feedback. |

Table 7 - Targets and milestones

Institution name: Solihull College

Institution UKPRN: 10005946

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 | Mature | Other statistic - Mature (please give details in the next column) | The College is committed to making HE accessible to mature students, in 2015/16 50% of our HE students were aged at least 21. This has increased from 25 % in 2012. The College is committed to removing the barriers for mature students accessing HE and has set a target to increase their recruitment to 51% in 2017 | Yes | 2016-17 | 208 | 215 | 216 | 216 | 217 | 218 | The target applies to mature students on all our HE programmes |
| T16a_02 | Access | Part-time | Other statistic - Part-time (please give details in the next column) | Growth of part-time provision | No | 2016-17 | 201 | 210 | 220 | 220 | 220 | 221 | |
| T16a_03 | Progression | Multiple | Other statistic - Progression to employment or further study (please give details in the next column) | We are committed to running and providing programmes and course from which all our students will be employable and/or prepared for further study | No | 2016-17 | 91% | 92% | 93% | 93% | 93% | 93% | % of achievers for whom we have data (TEF) |
| T16a_04 | Progression | Low participation neighbourhoods (LPN) | HESA T1c - Low participation neighbourhoods (POLAR3) (Young, full-time, other undergraduate entrants) | | No | 2016-17 | 74 | 80 | 80 | 80 | 80 | 80 | Previously POLAR 2 - change to drop down menu |
| T16a_05 | Student success | Other (please give details in Description column) | Other statistic - Completion/Non continuation (please give details in the next column) | Support measues targetted at early intervention | No | 2016-17 | 89% | 90% | 91% | 91% | 91% | 92% | |

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 | |
| T16b_01 | Access | Attainment raising | Other (please give details in Description column) | "Buddy" system where curent HE students are paired with (pupils from) the schools they attended | No | 2017-18 | 0 | 3 | 6 | 9 | 12 | 12 | Scheme to start identifying/recruiting mentors from this year's HE intake. Milestone target shows number of student mentors, not number of pupils mentored or number enrolling at the college as a result of the initiative. |

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.