

Hereford College of Arts

Access Agreement 2018-19

Background

Hereford College of Arts is a dedicated arts college with a specialist focus on art, media, design, popular music and performing arts. We offer eleven undergraduate degrees and one post-graduate degree alongside a range of further education and short course programmes.

Our mission is to empower creativity and enrich our world through transformative arts education.

Valuing every student, their needs and potential lies at the heart of our vision and values:

Vision

- Hereford College of Arts is widely recognised as a leading arts school, rooted in place but connected to the world.
- Students are empowered with skills for life and work, to succeed in education, employment and entrepreneurship, and to have a positive impact on the world.
- A vibrant creative community, we welcome a rich diversity of people, with different experiences and perspectives.
- We make an inspiring contribution to the cultural and economic life of the region and beyond.

Values - we support students to be:

- Collaborative: we believe creative collaboration gives people the power to change the world.
- Inquisitive: we urge our students to question, seek the wider context, think critically, and use arts to engage with society.
- Brave: we support and challenge individuals to achieve their ambitions, to tackle important issues, and to take bold creative risks.
- Inventive: we encourage an appetite to take on problems and a resourceful, creative approach to solving them.
- Individual: we respect the individual needs and interests of all members of our creative community, and provide a safe space for unique creative voices to develop and thrive.

The College is committed to sustaining and improving open and fair access and student success from underrepresented groups entering higher education.

- We continue to maintain the numbers of entrants from non-traditional routes (Level 3 vocational pathways) who predominately progress from state schools and colleges.
- Our outreach work is delivered through programmed partnership work with schools and colleges. These special collaborative relationships ensure our outreach provision continually adapts and is responsive to new ways of working together.

1. Fees, student numbers and fee income

We will continue to provide high levels of teaching and contact time with regular access to tutors, technical support, resources and additional learning support. The College has set a level of fee that continues to provide this level of resource while supporting measures to maintain open and fair access in its outreach activities:

- Hereford College of Arts has a set fee for all UK full-time undergraduate students at the College of £9,000 per annum for September 2018 entry across all its BA (Hons) degree courses.
- For part-time courses the College has set an annual fee of £4,500 per annum for September 2018. The actual fee is based on the full-time equivalent for the course. All part-time courses are 0.5 FTE. No part-time tuition fee will exceed the statutory maximum fee of £6,935 in any academic year.

2. Access, student success and progression measures

We will continue to support students from disadvantaged backgrounds throughout their whole life cycle at HCA to prepare them not only for progression to higher education but to support their journey through and beyond their course.

- The College has allocated a total of 10.5% of accountable funding to support access, success and progression measures in 2018-19.
- 7.4% of additional income has been allocated to support student bursaries and financial hardship in 2018-19.
- The estimated cost for access, student success and progression measures countable under OFFA guidelines will be £109,000 in 2018-19.

The College will continue to maintain the level of expenditure that was previously funded by Student Opportunity funding. This will be in addition to the levels of expenditure highlighted above.

Our work with Schools & Colleges

As a further education college with higher education provision we are well placed to support students from the classroom to university level. This is underpinned by our long-term relationships with schools and colleges, and because of our specialist art, design, performing arts and music status our work extends over a large geographical reach.

At this stage, the college has no plans to enter into formal schools sponsorship due to its scale and specialist, vocational provision; however, it has strong evidence of partnership and collaboration with schools and colleges through its outreach work:

Schools – progression to further education

- We work closely with staff in secondary schools to ensure our schools activities are aspirational and supportive to improving attainment. We do this by delivering a lively programme of careers talks, assemblies, mock interviews, practical workshops in the

classroom, free inspiring competitions, portfolio guidance and lunchtime activities using graduate mentors and academic staff.

- We offer a free, flexible programme of taster days to Years 9, 10 & 11 to raise aspirations and to convey to pupils that a college environment is supportive and exciting.
- Success criteria on schools activities is based on feedback from teachers and pupils, number of attendees.
- We use our final year shows to promote aspirational progression to higher education and career pathways into employment through a weeklong programme for schools and parental engagement.
- We support progression to Level 3 courses by offering portfolio and audition surgeries, bridging the gap between school and college events and offering financial support to further education students from low income backgrounds.
- We will continue to support classroom teachers through practical CPD workshops to underpin teaching and learning.
- The College delivers to Key Stage 5 students who study courses at Level 2 and Level 3 including onto Extended Diplomas. As part of level 3 courses, these students have access to taster workshops, portfolio preparation workshops and mock interviews. This is part of successful preparation of students to go onto higher education.
- Achieving a pass or above at GCSE English and maths in Year 11 underpins our information, advice and guidance to schools. We continue to endorse the importance of these attainments through our own entry requirements onto Level 2 & 3 courses and via our campaign – Why English and maths matters in the Arts.

Colleges – progression to higher education

- Our partnership work with other colleges is a strategic target for the college's Access Agreement and where our most intensive outreach work is undertaken. The College has already exceeded its 2020 target and now has 29 colleges with active progression agreements. The College will continue to maintain this level of partnership.
- Our progression agreements are highly regarded by our further education partners. Both parties sign the agreement for a period of 3 academic years. The College has the flexibility to review the offer to progression students on an annual basis which allows us to adapt where support has the greatest impact.
- Our annual offer to progression colleges includes at least one visit to each college to work with first or second year Level 3 students; this activity takes on a variety of forms from aspirational talks about next steps, masterclasses in specific subjects, portfolio guidance and interview skills sessions.
- We also invite students from progression colleges to attend Taster Days held at the College. It gives them an insight into studying in a degree environment as well as providing them with hands-on skills through workshop based activity. We have recently reviewed our Taster Day targets in response to the challenges facing further education colleges – in particular, restricted timetabling and costs involved with transport.
- The College has seen a lower take-up of taster day attendees and has identified this as an area to improve. It will offer financial support towards transport costs to colleges taking part and create a more bespoke delivery to the Taster Day programme. It will also be piloting a residential taster initiative which will include a programme of practical workshops,

masterclasses, performances, overnight stay, as well as talks and tips on studying for a degree.

- We will also be reviewing the way we support and improve access for prospective students with disabilities, with a focus on mental health and well-being support.
- The College ensures that applicants and their families have a positive experience at interview days. We recognise that this process can be daunting and we continue to refine our interview experience on an annual basis with admission staff, academic staff, front of house and our student ambassadors. We also aim to interview every applicant.
- In 2018, UK Students enrolling from progression colleges will receive a progression college bursary of £500 for full time study (£250 for part-time study). The bursary will be paid in three instalments: 25% payable in the autumn term, 25% in the spring term and 50% in the summer term. Satisfactory work, attendance and good progress during the year are required to ensure all payments are made.
- We support our own further education students studying on Level 3 courses. They receive the progression bursary if they choose to continue their undergraduate study with us together with guaranteed progression on successful completion of their further education course. They also benefit from collaborative projects with our degree-level students and interdisciplinary teaching across both programmes.
- Final destination/progression of Level 3 vocational students are recorded annually with the majority progressing to higher education or further training.
- We continue to support our own Level 2/3 students to attain GCSE grades C or above in English and maths alongside their main qualification.
- In 2018 we will create tailored events to encourage part-time, mature progression. We will do this by putting on a range of free taster activities, use case studies and accessible information on financial support. We will use our popular Portfolio Course (Foundation Diploma in Art & Design) as an entry route – an intensive yet highly supported pre-degree course tailored for part-time study and progression.
- The College will focus more taster days at schools rather than in College and increase its focus on its FE students(Key Stage 5) to encourage positive destinations to further education, high education and employment. The College currently measures progression data for its current FE students, 91% go to positive destinations including HE.

Work in the Community

We will continue to invest in activities to raise awareness, aspiration and early intervention with hard to reach groups through:

- Hosting family-friendly events at college and at community gatherings
- By collaborating with agencies across third party sectors such as health & well-being agencies, youth sector, local authority and creative arts organisations in the region.
- Creative Connections Herefordshire – the College leads on a new partnership of creative and heritage organisations who work to raise aspirations in young people through arts and culture. Whilst this project is not funded by the College or part of its OFFA or NCOP activities the work of the partnership complements outreach and schools work. The principle of the partnership is to bring together opportunities through arts, culture and education for young people to engage in high quality activity both in and out of formal education.

Complementary work with NCOP and Opportunity Areas

The College is an active member of the Aim Higher West Midlands Consortium. We are committed to delivering, through NCOP funding, bespoke projects in 5 geographical wards in our region, in partnership with Herefordshire & Ludlow College and Shrewsbury College. Our delivery will focus on years 9-11, across 9 identified secondary schools. The programme will feed directly back to University of Worcester who have overall responsibility for delivering the projects rural strand. The College is in a strong position to complement this work by:

- Having good records of working with identified schools due to long-term relationships.
- An excellent understanding of local knowledge, school personnel, and good open lines of communication with schools to broker this work.
- Active members of regular forums such as Careers Advisers and Head teachers.
- The College's own outreach work within these schools will focus on specialist, creative interventions and progression routes into the creative industries therefore will be distinctive to NCOP interventions.

The College is not located within the 12 new Opportunities Areas identified; however, it will be open to supporting this initiative, particularly in West Somerset and Stoke-on-Trent.

Student Support

- The College regularly reviews current support measures such as counselling, student financial and academic support to see if improvements can be made in these areas. We continue to invest in student counselling and have put in place a re-defined role of Student Experience Officer to improve signposting, to work closely with external agencies and to create campaigns around student mental health and well-being and will complement position by the recruitment of a new Wellbeing Development Officer position. Staff who offer advice and guidance on financial support are now more visible and accessible to students.
- In addition to study and learning support for all students on disability allowance, HCA have continued to invest in an initiative to support all HE students; 'Study Plus' provides additional support for students with barriers to learning including literacy and other associated learning needs; this provision is delivered by specialist staff by tutor referral or self-referral by the student and is delivered in addition to the course curriculum. Study Plus is available to all students.
- Other areas of support include: professional development, careers advice and progression into employment or post graduate study, health & well-being, IT, library, Careers, financial support, student liaison and student housing.
- The College supports an active Student Ambassador scheme to raise confidence, aspirations and employability skills.
- The College supports the work of current students through exhibitions, pop-up shops, student volunteering and live project briefs with local and regional organisations.
- The College creates opportunities for current students from disadvantaged backgrounds, to take part in national outreach projects, such as United Kingdom Arts and Design Institutions Association (UKADIA), an annual project which brings together art students from across the UK.
- We are committed to showcasing all final year work to a wider audience and support graduates at national events.

- The College runs an Alumni Association and Associate membership scheme for graduates allowing subsidised access to college resources after graduation.

3. Financial Support

In 2018 the college will be offering the following financial support:

- **Cash bursary:** The College will offer a cash bursary with a value of £1,000 for full-time students and £500 for part-time students. To be eligible for the cash bursary a new student will need to be a resident in England or European Union, liable to pay a tuition fee of £9,000 if full-time or £4,500 if part-time, must be a new undergraduate starting higher education for the first time, and have declared residual household income of less than £25,000. This bursary is paid directly to students in 3 instalments: 25% is payable in the autumn term, 25% in the spring term and 50% in the summer term. This bursary is payable in the first year of the course only. Satisfactory work, attendance and progress during the year are required to ensure all payments are made.
- **Progression College Bursary:** All students who have studied at Hereford College of Arts or at one of its Progression Partner Colleges on a further education course within the last 2 academic years are eligible for a Progression Bursary of £500 for full-time students (£250 for part-time), in their first year. This bursary is paid directly to students in 3 instalments: 25% is payable in the autumn term, 25% in the spring term and 50% in the summer term. Satisfactory work, attendance and progress during the year are required to ensure all payments are made. This course must also be their first HE course.
- **Hardship fund:** The College has a financial hardship fund that students apply to if they are suffering genuine financial hardship. The majority of students apply for support at three points during the academic year, which must be supported by evidence of need. The College will also support students in an emergency or matters of urgency.
- **Evaluation:** The College will evaluate the impact of the various forms of financial support to see whether students who receive this support successfully complete the relevant year of study. This figure will be compared against the student body as whole and other relevant benchmarks. The College needs to develop its process of evaluation of financial support and other activities it delivers.

4. Targets and milestones

The College has set the following targets and milestones. These targets are based on data that is accessible and verifiable, and can be compared with existing baseline figures. As an FEC the College does not complete a HESA dataset and therefore measures will be based on ILR return data or other available and trackable data.

- To increase the number of students in receipt of Disabled Students Allowance (DSA) at 15% of the student body and maintain this level.
- Increase and maintain the percentage of students in the student body in receipt of a full higher education maintenance grant or full higher income maintenance loan at 49%.
- Maintain the number of entrants from non-traditional routes (e.g. non-A level) at 81% (2013-14) or above.

- Increase retention levels from first enrolment to course completion from 77% (2013-14) to 81% (2019-20). The College has noticed a negative trend on this target and implementing measures such as the appointment of a well being officer in order to reverse this trend. The College notes that there is no HESA data held that this target can be compared to.
- Maintain current high percentage of entrants from state school or Further Education College in the 18-25 category at 98%.
- Grow participation on HE Taster workshops from partnership colleges to 170. This target has been revised with HE Taster Workshops being more focused and the increased use of school based workshops.
- Strategic Partnerships – increase the number of progression agreements to 30.

5. Monitoring and evaluation arrangements

- The College will continue to improve its monitoring mechanisms and to see if there are appropriate benchmarks to assess the College student population against. The College at this point focuses its targets on low income background, state school attendance and disability.
- To ensure that our long-term aims and objectives are fully embedded into a whole institution approach curriculum staff liaise regularly with progression staff at monthly Higher Education Manager's Meetings as a fixed agenda item. Access and student success is also discussed as a regular item on Academic Quality & Standards with Governors and at Course Boards.
- The College is committed to open and fair monitoring and evaluation and has the means to capture the necessary data to produce annual monitoring returns against targets and milestones to measure the success of its Access Agreement which is presented to the Senior Leadership Team and, via Academic Board, to the Board of Governors.
- The College reports to the Office For Fair Access in its Annual Monitoring report.
- Evidence of impact of support is measured by evaluation and monitoring of outreach, onsite and collaborative partnership activities.
- Outreach activity is evaluated from student feedback.
- Case studies and data are identified in the self-assessment process of our quality and diversity reporting which is published on an annual basis.
- The College will continue to develop its monitoring metrics so that it is able to assess the impact of areas such as financial support on the students who receive this type of support and whether it makes a noticeable impact on whether they complete the relevant year of study. The use and development of additional metrics will be part of on-going work around the access agreement.
- The College will research into incorporating a progression target into its 2019-20 Access Agreement. Progression is one of the stages of the student life cycle.

6. Equality and diversity

Widening access and equality of opportunity to students is integral to the culture and ethos of the College. Each year, the College produces an equality and diversity report that captures profile data, case studies, projects and areas of good practice.

Through its outreach work it supports the overall objectives and responds to the challenges and barriers faced by underrepresented groups:

- White males from socio-economically disadvantaged backgrounds – we will develop some bespoke intervention with projects more attractive to boys as part of its schools and colleges programme and via the NCOP work.
- Black and minority ethnic students – our rural location means that we do not attract large number of BME students; however, our outreach work will continue to extend into geographical areas where there is greater concentration of BME students, through our progression colleges and attending UCAS events.
- Disabled students – as a specialist institution with small student cohorts we are well placed to support students and maintain our numbers of students with Disabled Student Assessments (DSA).
- Mature & part-time learners – we will develop tailored activities, develop our links with external agencies and recognise the challenges facing this group such as free workshop sessions and supported progression routes.

7. Provision of information to prospective students

- The College ensures that details of its financial support, bursary schemes and tuition fees are easily located on the college website and in prospectuses, with relevant and up to date information.
- Student finance support, learning support, accommodation, fees and funding are available as handouts at all our open events and interview days. The College ensures that student support staff are on hand to offer one-to-one support and guidance.

8. Consulting with students

The main form of consulting with students takes place through the College's questionnaires – this feedback starts prior to applying and continues through the student experience cycle:

- Taster Day evaluation
- Post-interview surveys
- Informal questionnaires to parents and prospective students at Open Days
- Declined offer survey (after declining our offer of a place)
- Induction Survey on enrolment
- Annual internal survey
- Course Rep system
- Module Surveys
- Student Governors
- Student Union/Student Forums
- NSS Survey
- DLHE Data

Table 7 - Targets and milestones

Institution name: Hereford College of Arts

Institution UKPRN: 10003022

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	Disabled	Other statistic - Disabled (please give details in the next column)	Maintain overall level of students with Disabled Student Assessments(DSA's) within student body.	No	2013-14	13%	15%	15%	15%	15%	15%	
T16a_02	Access	Low income background	Other statistic - Low-income backgrounds (please give details in the next column)	Maintain and increase overall level of students within student body who are entitled to a full higher education maintenance grant or to a full maintenance loan.	No	2015-16	49%	50%	51%	51%	52%	52%	
T16a_03	Access	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Maintain and increase levels of entrants from non-traditional routes targeting L3 vocational route students and FE/HE college partners who offer HND and FDA programmes for progression to appropriate BA Top-Ups	Yes	2015-16	84%	84%	84%	84%	84%	84%	
T16a_04	Student success	Other (please give details in Description column)	Other statistic - Completion/Non continuation (please give details in the next column)	Maintain and increase retention levels from first enrolment date to course completion.	No	2013-14	77%	79%	80%	81%	81%	81%	
T16a_05	Access	State school	Other statistic - State School (please give details in the next column)	Maintain current percentage of new entrants in the 18-25 age range from State Schools.	Yes	2013-14	99%	98%	98%	98%	98%	98%	

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	Outreach / WP activity (other - please give details in the next column)	Participation in HE Taster Workshop days.	Yes	2015-16	167	180	190	200	210	220	Effectiveness of workshops reviewed. Focus of delivery is to take place in schools. Timetabling of pupils to attend college based taster days or events was proving to be logistically more demanding. It is expected that taster events in schools will be easier to organise but also allow access to more pupils.
T16b_02	Access	State school	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Partnership Agreements in place with schools ad FE/HE Colleges	Yes	2015-16	29	30	30	30	30	30	Baseline figure amended and target increased.

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.