



## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by Hereford College of Arts against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

#### 1. Ambition and strategy

Hereford College of Arts's ambition and strategy as detailed in the 2019-20 access and participation plan:

HCA's ambition and strategy for the 19-20 Access and Participation Plan (APP) worked across the three strands of student journey from enrollment to post-graduation.

We committed to focus on potential students living in areas of low socio-economic status, mature students and those in receipt of DSA or self-declaring mental health problems (Access).

We committed to support lower-achieving mature students and younger students who self-declare a disability to achieve as high a percentage of first-class honours degrees as their peers (Success).

We committed to make careers and enterprise a central pillar in our new college strategy and develop a Graduate Launchpad programme to support new graduates, using graduate outcomes data to gather information (Progress).

Additionally, we committed to student engagement in the ongoing development and delivery of the wider College strategy.

Our APP also includes a key focus on the use of data across all areas of the student journey. This includes information on access, student profiling, and a closer tracking of student progress to ensure that students from under-represented groups are supported, including post-graduation.

HCA also pledged to support a new focus on student wellbeing with the newly appointed Wellbeing Officer (role now revised to Wellbeing Development Lead) and to continue to develop our external collaborations with a range of stakeholders.

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by Hereford College of Arts of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Hereford College of Arts's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

### Statistical targets and milestones

| Reference Number (lifecycle stage) | Description   | Baseline year | Baseline data | 2018-19 milestone | 2019-20 milestone | Units of target | Comparison year | Actual performance in comparison year | Target self-assessment |
|------------------------------------|---|---------------|---------------|-------------------|-------------------|-----------------|-----------------|---------------------------------------|------------------------|
| T16a_01 (Access)                   | Maintain overall level of students with Disabled Student Assessments(DSA's) within student body.  | 2013-14       | 13%           | 15%               | 15%               | Percentage      | 2019-20         | 11                                    | No progress            |
| T16a_02 (Access)                   | 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.  | 2015-16       | 49%           | 51%               | 51%               | Percentage      | 2019-20         | 55                                    | Expected progress      |
| T16a_03 (Access)                   | 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 | 2015-16       | 84%           | 84%               | 84%               | Percentage      | 2019-20         | 88                                    | Expected progress      |
| T16a_04 (Student success)          | Maintain and increase retention levels from first enrolment date to course completion.  | 2013-14       | 77%           | 80%               | 81%               | Percentage      | 2019-20         | 93                                    | Expected progress      |
| T16a_05 (Access)                   | Maintain current percentage of new entrants in the 18-25 age range from State Schools.  | 2013-14       | 99%           | 98%               | 98%               | Percentage      | 2019-20         | 98                                    | Expected progress      |

**Other milestones and targets**

| Reference Number (lifecycle stage) | Description  | Baseline year | Baseline data | 2018-19 milestone | 2019-20 milestone | Units of target                    | Comparison year | Actual performance in comparison year | Target self-assessment |
|------------------------------------|--|---------------|---------------|-------------------|-------------------|------------------------------------|-----------------|---------------------------------------|------------------------|
| T16b_01 (Access)                   | Participation in HE Taster Workshop days.                      | 2015-16       | 167           | 190               | 200               | Headcount                          | 2019-20         | 143                                   | Limited progress       |
| T16b_02 (Access)                   | Partnership Agreements in place with schools ad FE/HE Colleges | 2015-16       | 29            | 30                | 30                | N/A (see description / commentary) | 2019-20         | 26                                    | Expected progress      |

### 3. Investment commitments

#### 3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

| Financial year    | 2019-20             |                  |                  |
|-------------------|---------------------|------------------|------------------|
|                   | Predicted spend (£) | Actual spend (£) | Difference (ppt) |
| Access investment | £31,000.00          | £57,000.00       | 84%              |
| Financial Support | £65,000.00          | £79,000.00       | 22%              |

### 4. Action plan

Where progress was less than expected Hereford College of Arts has made the following commitments to increase the rate of progress against their targets.

| Reference Number | Steps that will be taken in the future to make expected progress against target   |
|------------------|---|
| T16a_01          | This target is not in our 2020-21 Access and Participation Plan. However, we are formalising our use of ProMonitor as an internal digital communication system to ensure that we can improve our communications between student, course tutor and AMT and pick up students who might be eligible for DSA support early in the year. We successfully piloted AMT working within course areas in 20-21 which we hope to take forward and which will also signpost DSA provision to students who might be eligible. In Spring 2020 we formed a new cross college Equality and Diversity Working group to address the APP and also wider concerns around social justice within art education. This included the nomination of a staff member to work as project manager for the APP to ensure work is approached with clear actions and targets and is kept on track. |
| T16b_01          | This measure of impact against our future targets is no longer a key focus in our 2020-21 access and participation plan. Instead, as part of our access evaluation strategy (itself part of our APP data action plan) we are looking impact/evidence in a more nuanced way, considering quality of interaction as well as raw numbers. In 2020-21 we have developed new strategies to mitigate the effect of COVID, including virtual open days, increasing our strategic social media use, developing systems and processes that let us collect evidence and use this in a more informed way, and continuing to develop connections with local outreach networks as well as key 'on the ground' contacts within schools and colleges.  |



## 5. Confirmation

Hereford College of Arts confirms that:

| Student engagement   |                               |
|--|-------------------------------|
| Have you worked with your students to help them complete the access and participation plan monitoring student submission?  |                               |
| Yes  |                               |
| Have you engaged with your student body in the design, evaluation, and monitoring of the plan?   |                               |
| Yes  |                               |
| Verification and sign off  |                               |
| Hereford College of Arts has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider. |                               |
| Yes  |                               |
| Accountable officer sign off   |                               |
| Name   | Abigail Appleton              |
| Position   | Principal and Chief Executive |

## Annex A: Commentary on progress against targets

Hereford College of Arts's commentary where progress against targets was less than expected.

|   |
|---|
| <b>Target reference number: T16a_01</b>   |
| How have you met the commitments in your plan related to this target?   |
| We have not met the commitments in our plan related to this target.   |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?   |
| Yes. We have taken steps to create a more robust pipeline so that students currently in receipt of EHCP's studying on our FE courses are more aware of our specialist HE offer. We have increased our intake of students in receipt of EHCP's studying with us at FE level. In 2019/20, the number of students with EHCPs in place at HCA FE increased from 5 to 18 students, this equates to a growth of 260% based on 18/19 figures. We are developing and strengthening our internal recruitment pipeline with regular opportunities for FE students to visit our HE centre when buildings re-open and visits with tutors and lecturers across both centres. We conducted outreach activities at a local school for students with learning disabilities to encourage supported moves to post-16 education. On the advice of our Student Services manager, in 2019-20 we included questions in our newly designed cross-college student survey (part of our APP data action plan and evaluation strategy) to find out whether students were aware of DSA provision and, if they were not, signpost them to our Academic Mentoring Teams (which provide interim support and advice/support on applying for a DSA). (optional) These actions followed concerns from the AMT (who also offer support to students in their course areas) that students who would benefit from DSA support were not always applying for support or approaching AMT in a timely manner. Our internal stats for 2019-20 corroborate this; two students applied too late in the year for successful applications. |

|   |
|---|
| <b>Target reference number: T16b_01</b>   |
| How have you met the commitments in your plan related to this target?   |
| We have not met the commitments in our plan related to this target. The ability of our teams to conduct outreach to colleges and schools and for schools and colleges to visit HCA was impacted by lockdown in March 2020.  |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?   |
| Yes. Our outreach teams have been in digital and telephone contact with key contacts in schools and colleges. Research into social media use found there was a strong educational community on twitter and new outreach accounts were created. New features such as a live 'chat' button were placed on our website with staff on hand to answer questions. Remote outreach activities were developed, including video content and remote presentations/outreach content. |

## Annex B: Optional commentary on targets

Hereford College of Arts's commentary on any of the targets listed in [Section 2](#).

| Reference Number | Optional commentary |
|------------------|---------------------|
| T16a_01          |                     |
| T16a_02          |                     |
| T16a_03          |                     |
| T16a_04          |                     |
| T16a_05          |                     |
| T16b_01          |                     |
| T16b_02          |                     |