

Hereford College of Arts: Summary of 2020-21 to 2024-25 access and participation plan

What is an access and participation plan?

Access and participation plans set out how higher education providers will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education.

You can see the full access and participation plan for Hereford College of Arts [on our website](#).

Key points

The focus of our access and participation plan is on improving outcomes for specific groups of students. Data shows that, at Hereford College of Arts, outcomes are lower for certain groups of students.

See pages 1-9 of the full plan

Compared with the rest of Higher Education:

- Hereford College of Arts recruits fewer students from Pakistani, Bangladeshi, or Afro-Caribbean backgrounds

Hereford College of Arts internal records show that:

- Students are less likely to complete their studies if:
 - They come from a neighbourhood where few people go on to higher education.
 - They are aged between 46-55.
- Students are less likely to achieve a degree award of 2:1 or above if:
 - They come from a neighbourhood where few people go on to higher education.
 - They are in receipt of Disabled Students Allowance.
- Students in receipt of Disabled Students Allowance are less likely to progress to highly skilled employment or further study.

Overall, the number of our students progressing to highly skilled employment or further study has improved since 2014. However, we wish to further improve this area.

Fees we charge

At Hereford College of Arts, the maximum fees charged are:

- £9,000 for full-time students
- £4,500 for part-time students

See page 28 of the full plan

Financial help available

We offer financial support to students from underrepresented groups. This helps students access higher education and continue studying until their course is completed. The support includes:

- A **first-year bursary** of £1000 if the student's household income is below £25,000
- A **hardship fund** of up to £500 each term to support students who are in receipt of a full maintenance loan who experience hardship during their time at college
- A **care leavers bursary** of £1000 each year for students who can show a letter from the local authority showing they have been in care since the age of 14.

- Support with **travel costs** for students who would otherwise struggle to attend an interview or open day.

We have a full list of bursaries available and who is eligible on our website.

Information for students

- Prospective students are given information through the college website, prospectus, at open days and interviews and in their written offer.
- Current students are given regular information on financial and other support available through email, poster campaigns, our student survey and individually through course teams.
- We have a dedicated page for Care Leavers on our website, which gives details of financial and other support for care leavers: <https://www.hca.ac.uk/student-services/care-leavers>.

See page 27 of the full plan

For current, up-to-date information, see our website.

What we are aiming to achieve

Our overall aim is ensuring that all students can access higher education in the creative arts, achieve their potential on our courses and progress to a career that aligns with their goals.

See pages 9-11 of the full plan

Hereford College of Arts has identified the following areas of focus:

- **Support pupils in schools situated in areas of economic deprivation to access creative higher education.** We are working with local arts networks and schools to encourage students to take part in creative activities and support local schools in delivering arts provision.
- **Creating diverse pathways to higher education.** We are reintroducing foundation degrees to create accessible pathways to higher education.
- **Students from low participation neighbourhoods and low-income backgrounds – By 2024-25 we will:**
 - Increase the number of students accessing higher education by 25%
 - Improve the continuation rate (the proportion of students continuing to the next year of their course) so that it is the same as other students.
 - Improve the attainment of a good degree so that it is so that it is the same as other students.
- **Mature Students – By 2024-25 we will:**
 - Increase the number of students accessing higher education by 14%
 - Improve the continuation rate of 46–55-year-old students (the proportion of students continuing to the next year of their course) so that it is the same as other students.
- **Ethnic Minority Students – By 2024-25 we will increase the number of ethnic minority students accessing higher education by 133%**
- **Disabled students – By 2024-25 we will:**
 - Improve the attainment of a good degree by students in receipt of disabled students' allowance so that it is the same as other students.
 - Increase the number of students who self-declare as disabled when they enrol progressing to highly skilled employment or further study at the end of their course by 33%

What we are doing to achieve our aims

See pages 11-23
of the full plan

We have identified five key activities to support achievement of our aims and targets.

1. Improving our **research, data, and evaluation** to support individual students and to measure how far our programmes and initiatives meet their aims and objectives.
2. Taking an evidence-based approach to our **curriculum development and design**, so that it is inclusive in content and delivery and engages students in their own personal development.
3. Developing our **staff training** so that all staff are aware of how to support students in reaching their potential and gaining personal, social, and professional skills alongside discipline-specific knowledge.
4. Developing **collaborations** with external partners to support creative education in the wider region and meet our outreach goals of working to raise attainment for schools in deprived areas.
5. Developing our **community** so that all students feel engaged with their own personal development and professional practice and so that our students enrolled on Further Education courses and mature students enrolled on short course programmes feel able to progress to Higher Education.

How students can get involved

See page 23 of
the full plan

We worked with our student council to design our access and participation plan. Students are represented as student governors on our Academic Quality and Standards committee which is responsible for overseeing implementation of the plan.

To get involved with this work or if you have any questions, please contact s.crowson@hca.ac.uk

Evaluation – how we will measure what we have achieved

See page 24-26 of
the full plan

We are developing our internal data capacity and processes so that we can effectively collect data to monitor and evaluate:

- Overall progress against the five areas of activity outlined above, which align with our whole-college strategy.
- Our progress against meeting the specific targets and actions in our Access and Participation Plan
- The impact on students of these initiatives to support all students to access an inclusive and worthwhile higher education experience in the creative arts,

We will use external resources such as the Transforming Outcomes and Access Evaluation Toolkit to help us design and evaluate new programmes of activity.

The Scholarship lead monitors, evaluates progress and reports on the Access and Participation Plan at Senior Leadership Team Meetings, and Academic Quality and Standards Governors meetings.

Contact details for further information

Please contact s.crowson@hca.ac.uk for further information.