



Access Agreement 2018- 2019

Access Agreement 2018-2019

Introduction to Bury College

Bury College is a large tertiary college in Greater Manchester. The College attracts students from a wide geographical area including Bury, Rochdale, Manchester and Lancashire. The College has, for many years, offered a wide range of full and part-time higher education qualifications that meet the needs of students who want to enhance their career prospects, are looking for a career change or simply wish to continue their education to a higher level.

Bury College works in partnership with a range of higher education providers including the University of Bolton, University of Cumbria and Pearson. The higher education curriculum portfolio reflects the College's tertiary and community nature with qualifications available in both full and part time modes of delivery.

Bury College's mission statement is defined as:

Developing individual potential. Inspiring excellence. Promoting prosperity through knowledge.

The four key strategic aims for achieving this mission statement are:

- To develop Bury as a university town through the co-ordinated development of new higher education programmes with key partners
- To ensure that Bury College's higher education offer remains relevant to the needs of the community and employers as identified through the external needs analysis report
- To provide opportunities for progression onto vocationally relevant higher education programmes
- To ensure continued high quality provision and further improve the higher education experience for learners

Bury in context

The total population in Bury is currently 187,884 of which 49% are male and 51% are female. The 2011 census identified that 85.3% of the population were White compared to 87.1% in the North West with the largest ethnic group being Asian or Asian British at 4.9% compared to 2.7% for the region. In terms of deprivation, Bury is ranked as the 132nd most deprived local authority in the Index of Multiple Deprivation 2015. This is an increase of 41 places. In comparison, Manchester is the 1st most deprived local authority in England, Rochdale is the 25th and Bolton is ranked at 64th in the index. Over the past 11 years there has been an

increase in the proportion of the Bury population qualified to NVQ 4 and above (or equivalent) from 25% in 2014 to 37% in 2015 and a decline in the proportion of the population with no qualifications from 13.5% in 2004 to 8.2% in 2015.

The profile of students studying at Bury College on university programmes between 2013/14 and 2015/16 is detailed as follows

Table A: *Profile of students studying on university programmes for both full and part time modes of delivery 2013/14 – 2016/17*

Category	2013/14	2014/15	2015/16	2016-17
Age:				
18-20	85	127	143	166
21+	196	144	174	193
Disability:				
Student has a learning difficulty or disability	40	39	50	61
No learning difficulties or disabilities	233	230	260	287
No information provided	8	2	7	11
Gender:				
Male	70	48	70	89
Female	211	223	247	270
Students with a widening participation postcode:				
Yes	119	138	150	157
No	162	133	167	202
Largest Ethnicity Category:				
White British	216 (77%)	210 (77%)	222 (73%)	276 (77%)
Asian/Asian British – Pakistani	27 (10%)	24 (9%)	26 (8%)	28 (8%)
Total number of Students	281	271	317	359

The age profile of the College's university students has increased to 46% of the population being under 21 years of age compared to 45% in 2015/16.

The number of students declaring a disability has increased steadily since 2013/14 with 61 (17%) of the student population identifying as having a learning difficulty or disability compared to 40 (14%) in 2013/14

The College has also experienced a small increase in the percentage of males enrolling in 2016/17 (25%) compared to 22% in 2015/16 and 18% in 2014/15. In 2013/14 (25%) of the student population were male.

The percentage of students identified as coming from a widening participation postcode has decreased in 2016/17 to 44% compared to 47% in 2015/16 and 50% in 2014/15. The second largest ethnicity category is Asian/Asian British – Pakistani which represents 8% of the total Higher Education population in Bury College in 2016/17 (8% 2015/16) compared to 4.9% in Bury and 2.7% in the region.

Bury College’s Higher Education portfolio 2018/19 and course fee structure

The table detailed below provides an overview of the range of programmes that will be delivered by Bury College, the tuition fee for the 2018/19 academic year and the forecast number of students.

Course	Mode of attendance	2018/19 tuition fee	Forecast number of students
BA Business Management	FT	£7,500	10
Professional Graduate Certificate in Education (14+)	FT	£7,500	15
FdA Health Care	FT	£7,500	10
BSc Criminology and Sociology	FT	£7,500	14
FdA Design Media Makeup	FT	£7,500	10
FdA Sports Science and Coaching	FT	£7,500	10
BSc International Tourism Management	FT	£7,500	12
FdA Hair Management	FT	£7,500	10
FdA Beauty Management	FT	£7,500	10
BA Professional Development (top up)	FT	£7,500	10
BA Working with Children and Families	FT	£7,500	15
HND Public Services	FT	£7,500	10
HND Animal Management	FT	£7,500	10

HND Creative Media Production	FT	£7,500	10
BA Hair Management (top up)	FT	£7,500	10
BA Beauty Management (top up)	FT	£7,500	5
BA Working with Older Adults	FT	£7,500	15
FdA Teaching Assistants	PT	£3,800	10
FdA Early Years Childhood Studies	PT	£3,800	10
Professional Graduate Certificate in Education (14+)	PT	£3,300	15

Access Measures and Performance to Date

Achievement of 2015/16 - 2016/17 Access Agreement targets

Target Description	2015/16 Actual	2015/16 Target	2016/17 Actual	2016/17 Target
Students from WP postcode gain access to HE	47%	52%	44%	53%
Increased enrolments from internal students onto first year of programme	48%	53%	53%	54%
Students from ethnic groups enter in HE programmes	24%	25%	23%	26%
Students entering part time programmes	26%	34%	24%	35%

An analysis of the achievement to date of the 2016/17 Access agreement targets indicates that further work needs to be undertaken by the College to ensure that the identified targets are achieved by the end of the 2018/19 academic year. The College will place greater emphasis on targeting applicants from widening participation postcodes through working closely with partner universities and Greater Manchester Higher as detailed below. In addition, the College continues to promote internal progression routes for both full and part time programmes and it is expected that this percentage will increase for the 2018/19

academic year. Similarly, the percentage of students from BME groups is expected to increase in 2018/19 as a result of the range of activities detailed below

Pre-16 outreach activity

Bury College works with over 50 high school partners, offering a wide range of supportive activities to help school staff, their pupils and parents to make an informed choice when planning their future education and career. The sessions include targeting cohorts of learners in schools who have the potential to progress onto higher education but come from backgrounds with little or no higher education experience. Specifically, the College will work with learners with the following characteristics:

- Students from BME backgrounds
- White working class males
- Students with disabilities

Each activity will facilitate in the raising of attainment through linking with the Key Stage 4 curriculum in terms of ensuring that pupils are aware of how the session links back to the core subjects. Masterclasses, taster sessions and workshop sessions are offered where pupils can experience college life and gain a greater understanding of how their post 16 study programme can eventually lead on to studying at a higher level. The range of activities are delivered to partner high schools include a music summer school, a performing arts summer school, a debating challenge, maths challenge, a computer taster session, hardware and networking taster session and web design taster session. The College intends to grow this provision further to ensure that there are clear progression routes from high school liaison activity through to progression onto Further Education and subsequently higher education. This growth will particularly focus on strengthening progression onto vocationally orientated higher education provision, which the College has developed a particular specialism in, such as Sports Science and Coaching, Engineering and Public Services.

Bury College is also an active member of Greater Manchester Higher, a National Collaborative Outreach Programme, which enables the College to develop and deliver a range of activities aimed at learners and teachers in schools and colleges within the local and regional area and specifically pupils and students from wards with low higher education participation rates. As part of this project, Bury College has appointed a Higher Education Outreach Advisor who works with the targeted high schools and internal college students to raise awareness of Higher Education and co-ordinate events and activities.

Internal progression activity

As part of the planning of the transition process for post 16 students, a range of activities take place throughout the academic year to promote progression into Higher Education. Activities include presentations from Higher Education staff on the range of programmes available, support in writing UCAS applications, tours of the new University Centre and a bursary for internal students who progress directly on to a Bury College programme subject to satisfactory attendance and performance. Students will also have the opportunity to access Information Advice and Guidance sessions which will be held twice weekly and facilitated by the Higher Education Outreach Advisor.

Transition activity

In order to support applicants with the transition into higher education at Bury College, online materials are developed which enable applicants to access information on a range of matters including study guides, academic referencing, subject reading lists and financial and learner support. These materials are accessed through a dedicated higher education website and enables applicants to become familiar with the academic and practical aspects of their programme prior to enrolling.

Higher Education students by gender, ethnic background and widening participation postcode

Gender	Ethnic background	WP post code16/17	Non WP Post code 16/17	WP post code15/16	Non WP Post code 15/16	WP post code14/15	Non WP Post code 14/15
Male	White British	31	37	26	25	16	21
Male	BME	7	10	10	4	8	3
Female	White British	83	127	88	118	77	96
Female	BME	33	22	31	21	33	17

The total number of learners identifying as White British male from widening participation post codes has increased from 16 in 2014/15 and representing 43% of the total intake of this demographic to 31 in 2016/17 and representing 46% to the White British male cohort. In comparison, 8 male BME learners were enrolled in 2014/15 and representing 73% of the demographic but only 7 BME males from widening participation background were enrolled in 2016/17 representing 41% of the total BME male cohort. The largest demographic in each academic year is White British females from non-widening participation post codes. However, female BME students from widening participation post codes represent the

majority of learners from the female BME demographic with 60% in 206/17 and 2015/16 and 66% in 2014/15.

In order to facilitate the improving trend of Whiter British males from widening participation backgrounds entering the College's higher education provision, addition focus will be placed on ensuring that internal Bury College students have the opportunity to participate in awareness raising events as describe above with particular emphasis on promoting the career opportunities that can be accessed from qualifications such as Sports Science and Coaching, Engineering and Public Services which each have a higher percentage of this demographic at Level 3. Additional work will also be undertaken to focus on male BME students from widening participation backgrounds through internal and external events which will target Level 3 programmes which traditionally have a higher percentage of learners falling into this category.

Planned expenditure in 2018/19

In order to improve access to Higher Education and the attainment of the identified widening participation targets for 2018/19, £80,000 (50 percent) of the additional revenue secured through higher tuition fees will focus on targeted activities that raise awareness of the benefits of higher education

Student Success measures and performance to date

Student achievement

	2013/14	2014/15	2015/16	2016/17
Number of students	281	271	317	359
In year retention	88%	93%	94%	93%
Non continuation percentage of entrants who are no longer in HE the year after they entered	22%	20%	21%	17%
Achievement Rates	91%	88%	91%	TBC

Retention and achievement and non-continuation rates are monitored by the College. An analysis of the Key Performance indicators identifies that non-continuation rates are 17% in 2016/17, compared to 21% in 2015/16. In year retention rates overall dipped by one percentage point in 2015/16 to 93% compared to 94% in 14/15. Overall achievement rates in 2015/16 improved to 91% compared to 88% in 2014/15 and are equal to the 2013/14 rate.

In order to support student success, Bury College has, in addition to its tutorial system, an established Student Engagement process that enables student representatives to take an active role in the management of Higher Education at Bury College. Specifically, the role of a HE representative is:

- To be the voice of students studying on their course.
- To be actively engaged with how decisions are made
- To liaise with their tutors on a regular basis.
- To represent their peers' opinions and interests and address issues that impact on the quality of the educational experience at Bury College by attending various meetings and activities.
- To work with Bury College to develop policies and educate students about important issues regarding their education.
- To keep abreast of student issues regarding their course, through actively engaging the opinion of their peers.
- To feedback information to the University staff as appropriate.

Enhanced student experience and engagement

In order to further improve student engagement, it is intended that nominated student representatives will be provided with the opportunity to attend accredited leadership training in 2018/19. This will help the student representatives to achieve the objectives of their role as described above and to ensure that future policies are developed in full consultation with the student body.

A range of additional activities takes place throughout the academic year to support students including the following examples:

- Compulsory study sessions delivered throughout the first semester were introduced in 2016/17 and were broadly successful in enabling First Year students develop a greater understanding of the academic skills required on a Higher Education course. However, in response to additional student feedback gained through the internal student focus groups and as a continuation of a pilot study skills project, students entering the College's Higher Education programmes in the academic year 2018/19 will benefit from a more contextualised approach to the delivery of academic study skills.
- The College has developed a standardised tutorial schedule which is implemented on each Higher Education course. The tutorials include sessions in the Learning

Resource Centre at 'beginner', 'intermediate' and 'advanced' levels, presentations from Additional Learner Support and counselling representatives in semester 1, career planning sessions and student representative led sessions prior to Student and Staff Liaison Committees which are held each semester.

- The Director of Higher Education holds annual focus groups with each cohort of students in semester 2 to review progress against the Continuous Improvement Plan and to ensure the continued enhancement of the students' learning experience. The discussions in each of the sessions centre on the key areas of:
 - Teaching on the course
 - Assessment and feedback
 - Organisation and management
 - Learning resources
 - Overall satisfaction levels

In response to the focus group findings, the College prepares an action plan which addresses the specific issues identified at course level and the cross cutting themes relevant to all courses. The Director of Higher Education disseminates the findings from each of the focus groups to the relevant curriculum teams and Curriculum Directors and agrees actions with specific reference to identifying additional resource and CPD requirements. The final action plan is validated by the Higher Education Quality and Standards Committee. The Director of Higher Education will, following validation of the action plan by the Higher Education Quality and Standards Committee, disseminate the action plan to all students via the VLE and through the established student representation communication channels

Planned expenditure in 2018/19

In order to continue with the improvements in student success and to ensure that students from non-traditional Higher Education backgrounds are sufficiently supported, £60,000 (37.5 percent) of the additional revenue secured through higher tuition fees will focus on targeted activities that support students whilst on programme

Student progression and performance to Date

Destination of leavers

The aggregate percentage of graduates from full time programmes progressing onto employment or further study is 94.8% and 98.3% of graduates from part time programmes

In order to secure a positive destination outcome, the College undertakes a range of activities at programme level to ensure that students are fully prepared for progression into employment or further training. Detailed below is a range of examples:

- Students engage with Personal Development Planning via the tutorial system during which students are encouraged to discuss their career aims and what they must do in order to achieve their goal. During the work experience module, students complete an assignment which embeds employability skills including interview techniques and CV writing
- Throughout the programme of study, student's skills are developed to help them understand the roles they may undertake within the workplace they are studying. In the first year of the programme, students focus on making links between their academic and professional experiences whilst in the second year students are encouraged to develop their wider skills.

Planned expenditure in 2018/19

In order to maintain the high level of student progression in 2018/19, £20,000 (12.5 percent) of the additional revenue secured through higher tuition fees will focus on targeted activities that support students to make a successful transition into employment or further training

Bury College's Commitment to Equality and Diversity

Bury College upholds the advancement of Equality, Diversity and Inclusion as essential to ensuring all students have access to a high quality learning experience and staff to a high quality work environment. Our Vision "Continuous Improvement through Learning" applies to both staff and students.

Bury College's Mission was reviewed in 2009 through a consultative process. It has been created to future proof the strategic direction of the College, as well as to allow involvement and ownership across all College teams and the wider public.

Bury College aims to help individuals and businesses achieve their potential and has an overarching mission of:-

Developing Individual Potential
Inspiring Excellence
Promoting Prosperity through Knowledge

In order to achieve our vision and mission, Bury College must work within a framework of continuous improvement and critical self-evaluation towards a culture of excellence which:

- Promotes and implements a student and client focus in all activities.
- Welcomes people from all sections of the community.
- Demonstrates flexibility and diversity in college activities.
- Promotes collaborative and partnership activities within and beyond Bury College.
- Values staff, promotes team work and actively encourages continuing professional development.
- Demonstrates the importance of internal and external communications.
- Celebrates success
- Strives for continuous improvement and excellence in all activities.
- Anticipates and responds to change and new challenges.
- Supports students to maximise their potential.

Source: Bury College Equality and Diversity Commitment and Policy June 2015

Information for prospective students

Communication with prospective students takes place throughout the application cycle and includes detailed information on course content, tuition fees, entry criteria and progression opportunities which is made available in a variety of formats including: prospectus, website (www.burycollegeunicentre.co.uk), course leaflets and open evenings. Applicants for full time programmes apply through UCAS whilst part time applicants apply directly. If an interview is required, applicants are informed of the date two weeks in advance and that they will be required to complete a written task. Feedback is provided to the applicant after the interview and, if the applicant has been unsuccessful, advice and guidance is provided including discussing applying for alternative programmes including Access to Higher Education.

Financial support

Impact on attendance of students in receipt of the bursary

YR Group	Average attendance in semester 1	Average attendance in semester 2
1	97%	95%
2	94%	96%
3	98%	97%

It is intended that the existing internal progression support package available in 2017/18 will be continued in 2018/19 targeting students from low income households (below £25,000). In 2017/18, students in receipt of the bursary had an average attendance of 96% across 2 semesters.

Students meeting both the internal progression and low income household criteria will receive £500 in 2018/19, and in subsequent academic years of the course, subject to the following conditions:

- Enrolment onto a full time undergraduate course*
- Successful completion of a Level 3 qualification at Bury College in the academic year 2017/18
- The achievement of at least 90% attendance and satisfactory academic progress
- Payments will be made in October and April of each academic year of the course subject achievement of at least 90% attendance and academic progress
- Payments will be terminated if a student withdraws, suspends studies, transfers to another institution or fails a programme of study

Students meeting the internal progression criteria will be identified during enrolment and will be informed directly of their eligibility subject to the above conditions. Information on how to apply for the low household income support package, and how to apply for it, will be made available during the course induction period.

*as identified on the predefined list available via this link:

<http://www.burycollegeunicentre.co.uk/fees/bursary.aspx>

Planned expenditure in 2018/19

In order to support students from low income households in 2018/19, £12,375 has been allocated by the College which will be distributed in 2 instalments of £250 in October 2018 and April 2019 subject to the terms and conditions described above

Monitoring and evaluation arrangements

Compliance to this agreement will be monitored through the existing college Higher Education Quality and Standards Committee. Student representatives are invited to attend these meetings and fully participate in that agenda item.

The remit of this group is identified as:

- Oversight and direction of matters relating to the quality of the student experience including :
 - Admissions
 - Annual monitoring and review
 - Periodic subject reviews
 - Analysis of progression and completion statistics
 - Mitigating Circumstances
 - Feedback from and to students and stakeholders
 - Teaching and Learning
 - Learning resources

- Oversight and direction of matters relating to academic standards including:
 - The assessment process
 - External examiners
 - Academic unfair mean
 - Assessment Boards

Widening participation activities and the impact on student retention are also reported annually through the College's Higher Education Strategy which is chaired by the Director of Higher Education and attended by the College's leadership team. The remit of the group is detailed below:

- To oversee the strategic curriculum developments which meet the needs of the local, sub regional and national priorities and contribute to the College's Higher Education strategic objectives

- To have oversight of academic matters relating to programme content development and compliance with the relevant Quality Code of, Framework for Higher Education Qualifications(FHEQ) and the Foundation Degree Qualification Benchmark (FDQB)
- To have oversight of changes legislation, external regulatory frameworks or codes
- To ensure that student recruitment, support and progression activities contribute to the widening participation targets identified in the current Access Agreement
- To monitor the impact on attendance and subsequent attainment of students in receipt of financial support as identified in the current Access Agreement

Consultation with students

Student representatives were consulted on the content of this Access Agreement through the Student Engagement programme. The effectiveness of the measures will be discussed at future meetings.