



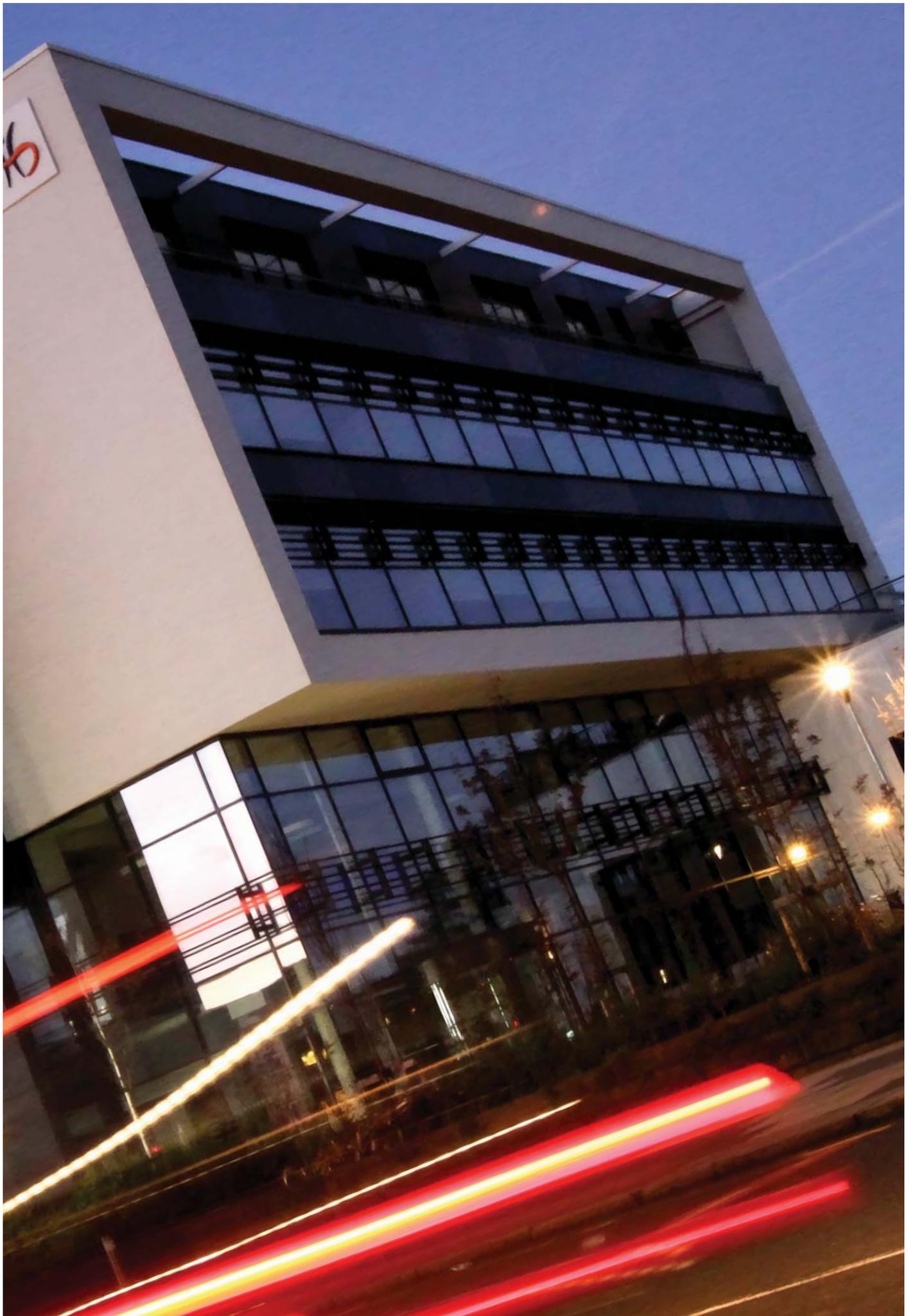
HIGHER EDUCATION ACCESS AGREEMENT

2016/17

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College Mission:

To inspire, challenge and transform lives

College Core Values:

1	Integrity and honesty	We act honestly, ethically and legally in all we do
2	Openness	We are open to new ideas and share knowledge
3	Trust and mutual respect	We treat everyone with fairness and integrity
4	Courage	We have the courage to act on our convictions
5	Social responsibility	We are responsible to our colleagues, students and the environment where we live and work
6	Accountability	We are accountable for our actions and seek to improve lives
7	Excellence	We strive for excellence in all we do

Overview of the Access Agreement

This Access Agreement relates to the setting of fees for UK and EU students entering Higher Education courses at Hugh Baird College (HBC) for 2016/2017 and outlines the College's commitment to widening participation (WP) by providing equal opportunity for all. The College is working towards the strategic aims of the recently published National Strategy for Access and Student Success in Higher Education (April 2014), which focuses on a student lifecycle approach to access, retention, student success and progression to further study or to/within employment.

The Higher Education courses at the College are awarded by either the University of Central Lancashire (UCLan) or Edge Hill University (EHU). The

College offers both franchised and validated models at undergraduate Foundation Entry, Foundation Degree, Full Honours Degree and Post Graduate Certificates in Education (PGCE) courses. The College has an established relationship with both Universities and works closely with both partners on all aspects of the widening participation agenda.

Introduction to the College

Hugh Baird is a medium sized general further education college with an annual turnover of approximately £20 million. The College provides education at all levels and across a variety of subject specialisms through academic and vocational streams, developing and enhancing knowledge and skills. The College delivers training to over 6000 students, 200 14-16 year olds full and part-time, 1500 16-18 year olds, over 400 HE student's full and part-time and 600 apprentices. Based in Bootle, Sefton, the College attracts students from across the region with a significant proportion of these residing in South Sefton and North Liverpool. The local area has high levels of deprivation and the College is located in a neighbourhood that is within the 1.1% most deprived in the country. In relation to employment opportunities it is the 26th most deprived (out of 32482) neighbourhood; a rate that places it within the most 0.08% deprived in the country. A further illustration of the socio economic context within which the College operates is provided by the Socio economic Performance Indicator Report (SePI) published by Ofsted, which shows that the College's further education students are classified as living in the 5th most deprived areas out of the 224 national Further Education providers; a ranking that places the College's students within the most deprived 2.5% nationally.

The College provides crucial provision and opportunities to its local communities and sets out to create an exciting, vibrant and successful learning environment. The College is ambitious on behalf of its students, staff and community and seeks to challenge all students throughout their time at the College to reach their potential and achieve their goals. Hugh Baird College has recently undergone an Ofsted inspection in February 2015 with an overall judgment of Good. Strategic planning and partnerships were deemed to be highly effective with governors and managers ensuring that the College's provision is in line with local training needs and priorities for community development so that its programmes are in the best interest of learners. The report also states that learners achieve high standards in their practical work and develop good communication, skills, attitudes and behaviors that prepare them well for future employment.

Higher Education at the College

The primary focus of Higher Education in the College is on teaching, learning and the development of vocational expertise, with an emphasis on employability and the economic and social regeneration of the local economy embedded within all programmes.

There is a continuing emphasis on the development of Foundation Degrees and Honours level Top ups involving all areas of the College, which will encourage a pro-active attitude across the College and enhance students learning opportunities.

As the breadth of HE provision continues to increase, the College recognises the need for significant commitment to invest in the development of the estate, resources and supporting quality assurance infrastructure, to ensure that this creates enhanced opportunities and benefits for current and future students. Higher Education has become fully adopted into the systems within the College, including marketing strategies and management information systems.

College Strategic Aims

The overarching themes in relation to the College's strategy are demand led growth based on high quality. This includes the recent introduction of 14 to 16 year old provision, expanding the apprenticeship provision and the expansion beyond full time 16 to 18 year old provision. There is a clear focus on raising aspirations of all students and to aim high in relation to progression to higher education provision at the College. There is also a clear community focus and the raising and meeting of local aspirations.

The College has 8 strategic aims that encapsulate its work:

- 1 Deliver outstanding quality across all aspects of the curriculum and College services.
- 2 Provide a dynamic curriculum which meets the local and national priorities and the community as a whole by developing key transferable skills and employability.
- 3 To work creatively and collaboratively to provide high quality and efficient services to all.
- 4 Maintain outstanding financial status through growth of current and new income streams.
- 5 Build and maintain strong relationships with key stakeholders to maximise reputational opportunities.
- 6 Deliver outstanding teaching and learning and assessment.
- 7 Invest in the creation of an education estate that supports raised aspirations for learners of all ages.
- 8 Build a national reputation for high quality maths and English delivery.

HE Strategic Aims:

- To increase student numbers and promote an inclusive approach to achieve sustained growth in HE that keeps students engaged locally and is linked to the regeneration of the area.
- To increase the number of HE students through planned and structured growth to develop and grow full cost provision.

HE Student Experience Aims:

- To continue to widen participation and enhance the quality of IAG.
- To enhance the development of students before, during and after their studies.
- To enable students to contribute to the shaping of their learning experience and celebrate and share their achievement.
- To provide an excellent HE experience and strong HE identity.
- To support transition to HE for students.
- To enhance the development of students before, during and after their studies.
- To enhance student feedback mechanisms.
- To impact positively on the learning experience.
- To provide a supportive HE tutorial scheme.
- To enable students to contribute to the shaping of the learning experience.
- To celebrate and share the achievements of our students, staff and communities.

Partnerships Aims:

- To engage with new university partners and other awarding bodies to engage with professional, statutory and regulatory bodies (PSRBs).
- To be proactive in partnership working with the LEP.
- To develop external partnerships that provide tangible benefits to HE students.

Employability Aims:

- To enhance the career outcomes of all HE students through supporting employability, enterprise and innovation.

- To provide students with real work experiences which enhance their opportunities for employment.
- To increase employer engagement to support employability, enterprise and innovation by enhancing the career outcomes of all HE students.
- To increase work experience, work placement and voluntary work.

Strategic approach to access

The strategies for Higher Education curriculum development and delivery within Hugh Baird College continue to reflect the key national political, economic and social priorities for Higher Education. Emphasis on employability has been embedded through the development of Foundation Degrees, and also by ensuring that the whole HE curriculum develops both the academic and the vocational requirements of the respective disciplines.

Emphasis has also been placed upon adding e-Learning opportunities and supporting materials to traditional face-to-face teaching methods to widen access to the curriculum for a diverse range of student groups. This approach involves established teams consisting of tutors, technicians and facilitators who work together to provide effective learning opportunities for all students.

As a Higher Education provider, HBC is aware of the need for graduates to compete in global markets and the need to offer relevant provision such as ICT, business and management. The College is also working with employers who complement high value sectors such as creative industries, IT and enterprise along with the high employment sectors such as social care and retail. New programmes support industry innovation and key sector priorities such as sporting, recreational, cultural, social and personal services. Care is a particular sector which has employment opportunities locally and this is a key area of expansion.

The local job market has been in a state of flux for a number of years with significant growth in key sectors associated with the Visitor Economy, SuperPort, Low Carbon Economy and Knowledge Economy. These four strands are highlighted by the Liverpool City Region Local Enterprise Partnership (LEP) as being the region's transformational projects that will drive the medium to long-term growth of the economy and as such can directly relate to areas of employability. STEM continues to be a key development area in order to address both the skills shortage and the development of skills required in the future.

The University Centre building (opened in January 2014) has been built to accommodate this growth in student numbers, and includes a discrete learning resource centre for HE students, designed to accommodate the need for additional stock as well as individual learning space. The College has subsequently purchased a church, which is in the process of being converted to an HE Performing Arts Centre and will provide practical workspaces for Performance, Audio, Photography and Creative Make up programmes. The teaching and learning facilities have been designed in consultation with teaching

staff and student focus groups.

This level of growth has necessitated the development of an HE specific infrastructure - a College Quality Unit which has the function of monitoring and enhancing teaching and learning, pastoral care, data and Higher Education Quality Assurance. Across the College roles have developed to focus on emerging HE needs in areas such as Admissions, retention and progression, student support, student voice activities, the HE student experience, employability, new technologies, staff development, scholarly activity and curriculum development.

Widening Participation

As a Widening Participation (WP) institution, the College has a Single Equality Scheme and welcomes applications from students with equivalent experience and life skills and has a strong commitment to providing access to education for all. The College has achieved Career College status and is proud of its strong vocational focus at all levels, with employability firmly embedded in teaching.

Raising the aspirations and access of mature and underrepresented students is a key priority for the HBUC. The proportion of mature students enrolling at the HBUC has increased over the last two years due to the increased HE offer.

Key priorities are: (Strategic Partnerships target)

- To target the local business sector to develop bespoke courses that offer flexible learning opportunities.
- To develop Professional Statutory Regulatory Body (PSRB) qualifications that can be delivered at both full and part time level.
- To develop partnerships with local Schools and Colleges
- To enhance employability skills.

Assessment of our access and student success record to date

The Student Opportunity Allocation currently supports widening participation significantly: our record to date demonstrates this commitment.

	Male %	Female %
2013/14	32%	68%
2014/15	31%	69%

% of HE students under 25 at the start of their course (social-economic target)

2013/14 45%

2014/15 41%

% of disadvantaged students from the local area (location target)

2013/14 66%

2014/15 30%

% Internal progression (low-participation neighbourhoods target)

2013/14 33%

2014/15 22%

% Retention Course Completion FdA

2013/14 92%

2014/15 97% (predicted)

% Retention Course Completion Honours Level

2013/14 100%

2014/15 97% (predicted)

% Higher Education Success Rates

2013/14 85%

2014/15 87% (predicted)



Fee, Access Agreement financial commitments and financial support for students 2016/17

Fee income

The College recognise that the higher education sector remains subject to continuous change. Therefore it will continue to review the fees in close consultation with OFFA, and reserve the right to amend this agreement and fees in the future, particularly in response to any reduction in funding allocation. The College will clearly advertise any changes where relevant and ensure students receive appropriate advice and guidance.

The College sees its role as vital in offering opportunities for the local community and its further education students to access Higher Education locally and at an affordable cost. Due to the development of the HE offer at the HBUC the College has decided that it needs to increase its fees beyond the current level of £6,000 for full time courses.

The increased fees reflect the additional costs incurred of validated courses and partnerships. Consideration has also been taken into account with courses that will be charged at different levels, in particular niche courses and those within the creative industries discipline.

For 2016/17 the College intends to charge new home and EU students entering Higher Education programmes at Hugh Baird College up to a maximum of £9,000 in an academic year for full time undergraduate programmes. New part time students will not be charged more than the maximum fee of £4,500. Fees will not be subjected to the 3.19 inflation per cent.

The new proposed fees for 2016/17 new full time entries are:

Degree	Level	Tuition fee	Bursary / Scholarship Package
Foundation Entry	Level 3 +	£6,000	
Foundation Degree	Level 4 & 5	Up to £9,000	Up to £500 first year of study only
Full Honours Degree Top-up	Level 6	Up to £9,000	Can apply for the moving on scholarship

The increased fees will only apply to new Foundation Entry, Foundation Degree year 1 and top up honours degree full time students in 2016-17. From 2017-18 all full time students will be charged the new fees as outlined for each course on the College website.

Students who have enrolled on a full time Foundation Degree in 2015/16 will continue to be charged the £6,000 fee for year 2 in 2016/17, the new fees will not apply to them.

Any student enrolling onto a top up honours degree in 2016/17, regardless of whether they are new to the College or not, will be charged the new tuition fees for that course, which will be advertised on the College website.

The College will communicate the changes in fees to all students who are enrolling on higher education courses for 2016/17 on the College website and at interview.

Access Agreement financial commitment

The recent growth of HE at the HBUC has seen new provision attract applicants from a range of backgrounds which has resulted in a more diverse student body. In this context the College has seen a decline in the number of disadvantaged students in 2015/16, therefore an approximate 18% of additional fee income from the increase in fees above the £6,000 minimum per student will be allocated to outreach. (Outreach / WP Target)

Retention is predicted to increase in 2014/15 and this is thought to be based not only on the financial support the College gifts to the students, but also the pastoral care that is in place. Further enhancement is planned due to the increase in student numbers and growing provision in the form of tutorial and study support in order to continue to maintain these figures. Therefore an approximate 64% of additional fee income from the increase in fees above £6,000 minimum per student will be allocated to student success in the form of a bursary gift, moving on scholarships, enhanced pastoral support and academic study support. (Student support target)

In 2014/15 the College will collect its first data for graduate destinations. It is predicted that progression to full honours level at the College will be good as new courses mature to offering the top up courses, however progression to course related employment is another key priority of the HBUC. Therefore an approximate 18% of additional fee income from the increase in fees above the £6,000 minimum per student will be allocated to student progression in the form of careers guidance and postgraduate study guidance. (Student support target)

The predicted additional fee income from the increase in fees above the £6,000 is to be spent on outreach, student success and progression.

Outreach activity	18%
Student success – to include the HBUC bursary gift, moving on scholarship, tutorial and study support	64%
Student progression	18%

% calculated in additional fee income above the £6,000 threshold, includes the student opportunity fund.

In addition to the support package outlined above, there are a range of activities and support mechanisms planned to raise aspiration and to enable student success through the College's commitment to WP.

Financial Support for Students

Rationale

The College has seen a rise in applications since the growth of HE provision. Non-traditional route students are making increasing applications and this confirms that Hugh Baird is successful in attracting and retaining students from under-represented groups and the College is confident that their planned approach for 2016-17 will further improve access, success and progression for these student groups.

The college is proposing a variety of access measures in order to widen participation. These are expanded on below:

The Hugh Baird University Bursary Gift

The College is committed to helping all students within their first year of study to purchase course related equipment as well as help towards the cost of international trips. Within 2014/15 there has been an increase in HE students participation in either course related or cross directorate international trips to enhance the student experience. The opportunity to participate in these activities, for students who may not have had the opportunity to travel before, is invaluable and highlights the commitment by the College to offer life-changing opportunities for all of its students.

The College acknowledges that not all students can afford course related equipment; therefore the Bursary Gift will enable students to receive help towards equipment whilst they are studying.

The College will allocate a HBUC Bursary Gift up to £500 for all new first year full time Foundation Degree students. The HBUC Bursary Gift will be linked to student attendance, punctuality and achievement.

Hugh Baird University Centre Moving On Scholarship (Financial support target)

The College recognises the need to support disadvantaged students who may not otherwise progress to a full honours degree and will allocate a limited amount of awards (5) of £500 for students that have been accepted for a full time top up year at the HBUC made available by application.

To be eligible for the HBUC Moving On Scholarship a 2nd year full time student will need to fulfil the following criteria:

- Ordinarily resident in England or European Union
- Must be starting their first Higher Education top up year
- The student must have a declared residual household income of less than £25,000
- Successful interview

Activities to promote Effective Collaboration and Partnership

Pre-entry to HE – 14 to 16 year olds (Outreach / WP target)

The College is focused on a whole cycle approach to widening participation (WP) with the introduction of the 14-16 year old Career College being at the heart of the WP strategy. It is envisaged that some of the students will be the first to graduate at the Hugh Baird University Centre (HBUC) in 2021. This long-term vision aims to inspire young people to achieve and will form part of the stretching and challenging targets set out in this Access Agreement.

HBUC will work in collaboration with the 14-16 year old department within the College to arrange and organise 'Inspiring to HE' events and projects that will enhance the student's curriculum. HE student mentors will work alongside HE staff to work on projects to inspire and motivate the students in order to progress onto FE courses at the College. Further support will be given at FE level in order to continue to nurture students in making informed decisions to progress to HE.

Pre-entry to HE – 16 to 18 year olds (Strategic Partnerships target)

The HBUC works closely with its University partners to facilitate access to appropriate higher education, which meets the individuals' needs. The College has a long standing relationship with both the University of Central Lancashire (UCLan) and Edge Hill University (EHU) and are currently seeking further collaborations for the proposed Maritime courses.

Further outreach activity will come in the form of collaboration with a local 6th Form College in order to offer alternative routes to Higher Education and a strong emphasis on staying local to gain a degree that is embedded in employability.

This will be achieved through organised events and workshops and may also include working in collaboration with some of the undergraduates at the HBUC on projects and showcasing the student's work in an exhibition at the HBUC.

Student Support (student support target)

The College will develop a support service package to provide information on access to HE, advancement through the HE levels and progression to employment or further study.

This three-stage service will be available to all prospective and continuing students in the form of:

- Advice through tutorials at both FE and HE level
- 1:1 appointments – advice on pre-entry, on course and moving on
- Presentations at open events
- Study support services whilst studying at the HBUC
- Careers advice and guidance
- Postgraduate advice and guidance
- An advanced tutorial system to monitor the student lifecycle in the form of attendance, punctuality, success and moving on.

Equality and Diversity

Principles of equality and diversity are embedded into the planning of Learning and Teaching. The College abides by Single Equality Duty to ensure reasonable adjustments are made where appropriate and initial assessment data recorded on group profiles promotes planning for individual student needs.

The College has developed this Access Agreement to meet the legislative context of the Equality Act 2010. The Equality and Diversity Committee terms of reference reflects the social, moral and legal responsibilities of the Equality Act 2010. The College is also duty bound to take due regard of E&D as a direct result of the Memoranda set up with University partners.

Student Experience and Engagement

(Enhancement target)

The student experience and student engagement strategies underpinning this area of work aims to provide a student experience that is student centred and responsive to the students as individuals.

The College provides excellent academic and pastoral support for all its students and this is regularly highlighted at validation events by university review panels, by external examiners and through student feedback.

The effectiveness of student engagement is assessed through Module Evaluation and HE Questionnaires throughout the academic year, and the NSS annually. The questions asked are reviewed annually and results benchmarked against similar HE provision locally and nationally. All survey results are monitored via course team meetings and the Higher Education Quality (HEQ) meeting, with focus groups used to further explore issues.

The overview of engagement is produced annually via Annual Course Reviews, partner University Annual Monitoring Reports (AMRs) and the College Self Assessment Report.

Key priorities are to:

- Provide the best possible experience for our students.
- Achieve high levels of student satisfaction.
- Provide opportunities for our students to work in partnership with the HBUC in the development, planning and operational management of the University Centre.

Supporting teaching and learning

To support teaching and learning we will provide opportunities for students to participate in:

- Study support drop in or self-referral sessions
- Clubs and societies
- Community project work
- Voluntary work
- Study trips and visits
- Lecture programme
- Live and competition briefs
- Validation and PCR events
- Engagement with quality assurance and enhancement
- Work based learning activities

The college recognise that academic and support staff are the foundations of students' success and this continues to be a focus of student enhancement. Pastoral care is a key strength at the College and both academic and support staff play a significant role in developing the students confidence and academic ability in order to work towards their goals on graduation.

The HE Teaching, Learning and Assessment Strategy, communicates an active learning approach to curriculum design and delivery.

Student Voice and Consultation (Enhancement target)

We are embedding opportunities for students to be fully engaged with all aspects of the operation of Higher Education at the College. It is imperative that the student voice is a key component in the success of the University Centre in order to continually improve the student experience throughout their period of study with us.

We will continue to listen to our students to ensure that their views are considered in our planning for the future of the University Centre. We will continue to develop partnerships with the students in order to further enhance their experience.

The HE student body has been consulted in the writing of this Access Agreement. Progress towards achievement of the Access Agreement targets will be reported back to the Student Experience Team (SET) to enable the student body to be a part of the experience.

Key priorities are:

- Ensuring high rates of satisfaction in the National Student Survey as well as internal student questionnaires and surveys.
- Ensuring that student engagement is embedded in the development of new and existing courses through validation and re-validation events.
- Ensuring student feedback is used effectively to improve the student experience.
- Involve students in further development of study zones, specialist workshops, the lecture programme and social spaces.
- Ensuring engagement in end of year course reviews.
- Ensuring engagement in the student experience meetings, cross college committees, student council and governance.
- Ensuring students have a voice at moderation and external examiner meetings.
- Involve students in the recruitment and selection process of new staff.
- Consulting students in the planning process for new buildings and physical HE environment as well as purchasing of resources.

Student Achievement (Student achievement target)

The achievement of higher-level qualifications is essential in recognising the achievements of our students. The College holds an annual Awards Ceremony that recognises the outstanding achievements of students. End of year degree show 'Best in Show' awards are presented to students from industry experts who judge students on their work and distance travelled, many of whom are past students working as professionals within their discipline.

Achievements such as competition successes and live industry projects are featured on the website and in HE news items. The students' artwork, framed and displayed throughout the whole of the college reflects the College's pride in their skills, achievements and abilities.

We will continue to work with students to enable them to achieve their potential through developing confidence and creating aspirational and realistic targets.

Creating supportive environments through the Personal and Academic Tutorial system and study support programme that encourage students to stretch and challenge their expectations within both academic and vocational study.

Our objective is for all students to achieve their full potential in both their academic studies and personal development.

Key priorities are:

- Support the transition to Higher Education at all levels.
- Support academic study by providing study skills workshops, 1:1 and drop in sessions.
- Provide high quality, effective and appropriate teaching, learning and assessment which is central to the student experience.
- Continue to provide high quality pastoral care in order to nurture transition, confidence, achievement to full potential, progression and personal development.
- Develop our internal progression and transition support.
- Develop the Higher Education Achievement Record (HEAR).
- Developing students as scholars in order to aid the progression to Honours level as well Level 7 study.
- Develop graduate skills workshops to aid in the transition from HE to the workplace.

Student Life Cycle (Student support services target)

We will continue to support students from disadvantaged backgrounds throughout the whole life cycle at the HBUC in order to prepare them for further study or employment.

This will be through:

- Accessible and individually focused student study support starting with initial assessment at induction and throughout their study period at the HBUC.
- Providing a team of dedicated staff to support and deliver academic study skills opportunities.
- Developing a 'Moving On' guidance and support programme.
- Continuing to provide a counselling service to support all HE students.
- Continuing to provide a focused Personal and Academic Tutorial policy that enables students to become independent learners throughout their life cycle at the HBUC and plan for progression.

Access Measures and Outreach (Strategic

Partnerships target)

The HBUC will continue to work collaboratively to widen its engagement outside of the College with schools and colleges, the local community as well as with regional and national partners in order to nurture the growth of its applicant pool.

Key priorities are:

- Target 6th Form Colleges to raise awareness of progression pathways and provide activities and subject specific workshops.
- Produce a programme of events, workshops and activates both on and off campus designed to raise aspirations and ensure that all students have equal opportunities to reach their full potential from pre-16 to FE, HE and beyond.
- Target local businesses and provide flexible learning options.
- Continue to promote the HE offer through open events and an end of year summer festival to celebrate the achievements of all the HE students and allow for engagement from prospective students, parents, partners and employers.
- Continue to develop the Progression to University event to both internal and external students.
- Develop a study skills programme in the summer for new and progressing

students to aid the transition to HE or a new level within the HBUC.

Supporting Student Transition

There is a focused Progression to University event that takes place at the College to predominantly target Level 3 students but also involving the 14–16 cohort in order to promote higher aspirations. Talks include practical information on UCAS and finance; key aspects of studying at undergraduate level at the HBUC, the opportunity for potential students to meet with tutors to discuss subject areas and support and explore the physical HE environment.

As they progress through HE levels, all students benefit from regular progress review meetings, individual target setting through PDP and exit interviews with tutors to review needs or establish student potential for the target award.

Public Information

The College website contains a range of information that relates to the College as a whole and specific information that is held under the Hugh Baird University Centre such as: up to date information on student fees and financial support. Information is updated on a regular basis in order to ensure information is accurate, timely and accessible. This also applies to UCAS listings. The HBUC is committed to providing information for current students about learning opportunities we offer in a timely and accessible way in order to remain transparent. This includes a section on the Wider Information Set (WIS), which houses many of the HBUC policy and procedures. Key Information Set (KIS) and destination data is also available on each course fact sheet where relevant. Social media is used to enhance the information about the HE offer as well as success stories and role models displayed on course landing pages.

We publish information on:

- Our mission, core values, overall strategy, leadership and governance
- Equality and Diversity
- Wider Information Set
- Information about us as an institution
- Information about our courses and awards
- Policy and procedures
- Information on Partnerships with Awarding Bodies
- Information on the quality and standards of our programmes
- Unistats and Key Information Set

- Entry requirements
- Benefits of studying at the HBUC
- Financial Support
- Study Support
- How to apply and Admissions
- Student Employability and testimonials
- Parent Pack
- Analysis of HE Expenditure
- Tutor profiles and contact details
- Course summaries

For current students the HBUC holds a week long induction event that includes a fresher's event to enable new and existing students to participate in pre course activities in order to 'get to know' staff and other HE students. UCLan and EHU partnership staff attend the event to present information on the partner universities. This allows students to feel apart of the partner University experience.

Welcome and induction activities are held at the start of every year to ensure all students are given the same information and enjoyable experience. The Virtual Learning Environment (VLE) is also used to communicate with students at both course level and as a directorate through the UC Blog, which allows staff to communicate news articles and current information. This allows for timely information to be distributed to all staff and students. It also allows for students to participate in the clubs and societies, the lecture programme and study support helpline, as well as communicate as a study body on the Student Experience section.

Targets and Measures

As a strategic priority for the College, the development of Higher Education provision has been introduced as a key feature of presentations at the Governors Strategic Conference as well as the Corporation Board and Quality and Standards Committee. The Access Agreement targets and milestones, outlined in the resource plan, will be monitored and reported on in the Higher Education Quality (HEQ) meetings in order to report on progress.

The following targets and milestones are included in the resource template:

- Socio-economic
- Low participation neighborhoods (POLAR 3) (Young, full-time, first degree

entrants)

- Location
- Outreach – WP activity
- Strategic Partnerships
- Student Support Services
- Financial Support – Moving on Scholarship
- Enhancement of the Student Experience
- Supporting Student Achievement and Success

Monitoring and Evaluation

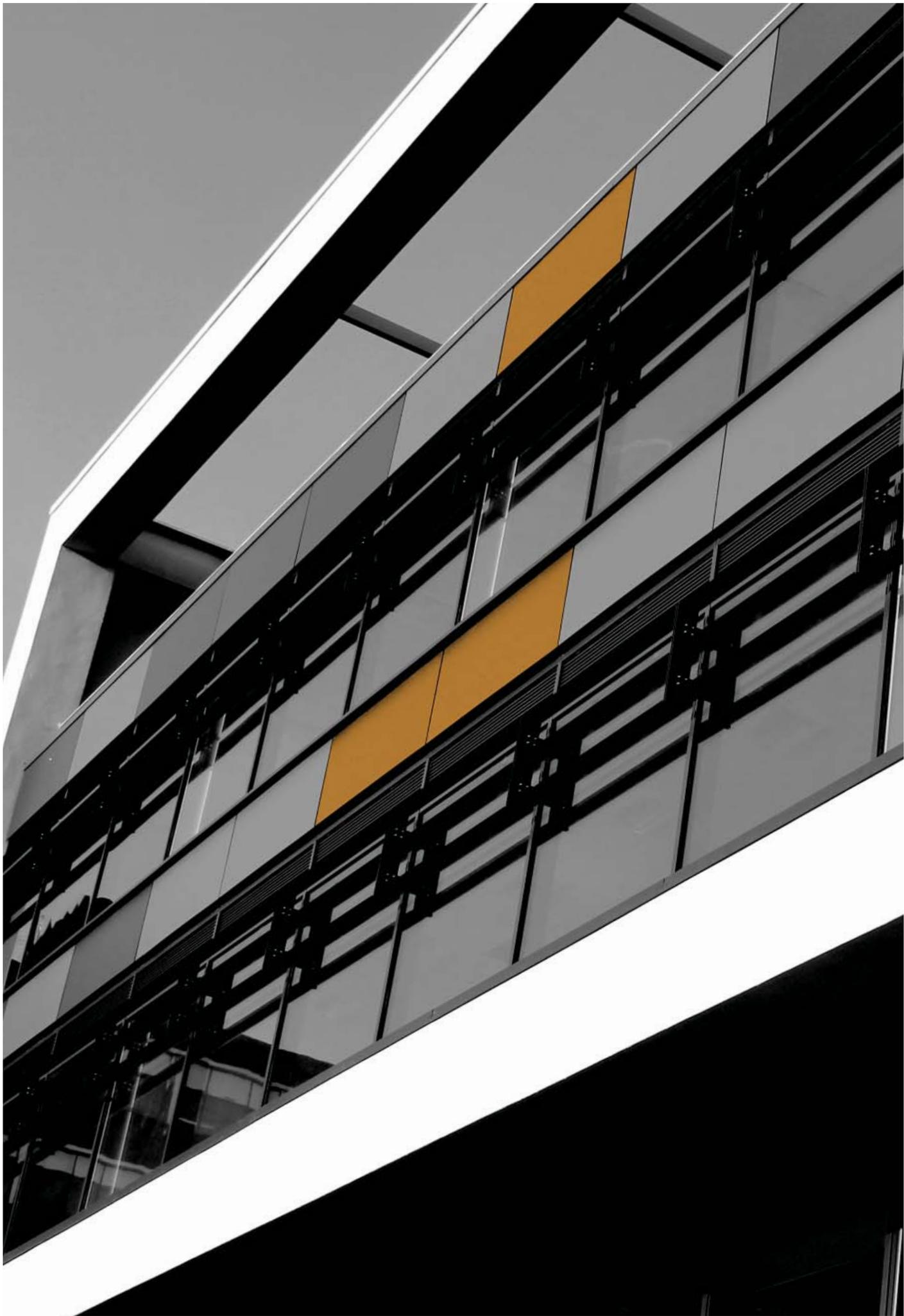
The principal responsibility for monitoring and evaluating widening participation actively lies with the Equality and Diversity Committee chaired by the Vice Principal People, Organisational Development and Culture, as well as cross College staff. Student cohort data including equality and diversity impact measures (EDIMs) are regularly reviewed in addition to the specific targets identified as part of this Access Agreement throughout the quality assurance cycle.

Fees and bursary arrangements are approved by the College Executive Management Team on behalf of the Governors. The HE student governor, who attends regular meetings, represents the HE student body.

The HE Strategy derives from the College Strategic Plan and also informs the HE Marketing Strategy, which in turn then informs business planning for the forthcoming year.

Key priorities are:

- Analysis of key data to determine widening participation groups.
- Specific tracking of all students who access student financial support, scholarships and bursaries.
- Annual review and monitoring of the Access Agreement, targets and milestones.



**HIGHER
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Table 7 - Targets and milestones

Institution name: **Hugh Baird College**

Institution UKPRN: **10003193**

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Please select target type from the 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)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16a_01	Other statistic - Socio-economic (please give details in the next column)	Hugh Baird College internal progression from FE to HE	No	2015-16	22%	23%	24%	24%	26%	27%	
T16a_02	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Increase the percentage of under 25 year olds into HE	No	2015-16	41%	42%	43%	44%	45%	46%	
T16a_03	Other statistic - Location (please give details in the next column)	increase the percentage of students from the local area to HE	No	2015-16	30%	31%	32%	33%	34%	35%	

Notes

Alongside applicant and entrant targets, we encourage you to provide targets around outreach and student success work (including collaborative work where appropriate) or other initiatives to illustrate your progress towards increasing access, student success and progression. These should be measurable outcomes-based targets and should focus on the number of beneficiaries reached by a particular activity/programme or the number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Table 7b - Other milestones and targets.

Reference Number	Please select target type from the 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)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16b_01	Outreach / WP activity (other - please give details in the next column)	Work alongside students from year 10 and 11 within the region to raise expectations and widen participation in HE.	No	2015-16	3 events	4 events	5 events	6 events	7 events	8 events	
T16b_02	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Work in partnership with a local businesses, Schools and Colleges in order to provide events and activities to highlight the HE provision on offer at Hugh Baird College.	Yes	2015-16	0 events	1 event	2 events	3 events	4 events	5 events	
T16b_03	Student support services	Develop an Infrastructure to support the HE pastoral, study support, retention and progression services in order to support students to achieve.	No	Other (please give details in Description column)	NA	June 2016	June 2017	June 2018	June 2019	June 2020	
T16b_04	Other (please give details in the next column)	Financial Support - Moving on Scholarships to be awarded.	No	Other (please give details in Description column)	NA	0	5	5	5	5	
T16b_05	Other (please give details in the next column)	Develop an infrastructure to enhance the student experience - develop mechanisms for student engagement and the student voice.	No	Other (please give details in Description column)	NA	June 2016	June 2017	June 2018	June 2019	June 2020	
T16b_06	Other (please give details in the next column)	Develop an infrastructure to support student achievement and success.	No	Other (please give details in Description column)	NA	June 2016	June 2017	June 2018	June 2019	June 2020	

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.