

Ealing Hammersmith and West London College Higher Education Access and Participation Statement 2016-2017

Institution:

Ealing Hammersmith and West London College

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The college's HE portfolio currently includes a Higher National Certificate and Diploma and Diploma in Education and Training and PGCE Teacher Education QTLS. We are keen to work with our partner universities to develop this level of delivery further

Widening Participation Priorities for 2016/2017

How HEFCE WP funding will help to deliver these priorities

The college adopts, and will continue to adopt, many strategies in order to ensure that HE is made possible for and attractive to a wide variety of students, these are listed below, they are amplified in the succeeding section.

- i. Limiting fees to be both sustainable and realistic
- ii. Financial information being made available in a way that is timely, full and accurate
- iii. IAG that is thorough, individualised and supportive.
- iv. Delivery of taster, summer school and transition to HE courses
- v. Smaller class sizes that build on student growing autonomy
- vi. Timetabling to accommodate the students' employment needs
- vii. Access to tutors and study skills sessions that seek to build autonomy in students
- viii. Delivery of courses that are highly valued by employers and lead to real employment opportunities

i. Fee Limits

The college seeks to minimise its costs to students while recognising that high quality learning, teaching and assessment are critical to ensuring the success of students. Students are often debt averse and given the likely socio-economic demographic of potential students it is even more likely that these students will be less likely to invest in their own education. Consequently, the level of tuition fee set by the college is informed by the view that;

- a) that the cost of full time higher education to students should not act as an entry barrier to those capable of benefiting from such an education and otherwise be willing to engage in it
- b) that income from tuition revenue should be managed to enhance their learning, and encourage their progression and achievement.

ii & iii Robust Information and IAG

The college will work together with the student finance, professional bodies and its partners within the local community to conduct at least four information events that seek to ensure that students will be equipped with current and realistic information that allows them to make informed choices about the benefits of engagement with HE. They will, where possible, have access to programmes that are supported by student finance, grants, bursaries and awards that mitigate cost. All students will be given the opportunity to participate in a full and diagnostic interview where preparedness for HE study will be evaluated and augmented by referral to summer courses or transition courses, in the main these courses are free or are run at little cost.

iii. Taster Days, Summer School and Transition to HE Courses

The college recognises the learning needs of its students and the importance of positive early engagement with HE. Consequently the college delivers, and seeks to continue to deliver courses that build on and recognise their prior learning thereby allowing students to engage fully with HE from the outset. These courses are, and will be, augmented by summer schools that seek to allow students to make effective transition between the course levels.

v., vi. & vii. Small class sizes and access to tutors

The college operates a policy where students are taught in groups that allow them to seek support from both peers and staff. Classes are delivered to suit the working needs of the students this includes evenings. This is particularly important in the first year where students are often unconfident in their capacity to engage at HE level successfully. This is augmented by the students' access to tutors at time that prioritise the needs of students. All classes are timetabled at weekends and evenings in order to accommodate the employment patterns of students.

viii. Close liaison with employers and professional bodies to maximise graduate employment

The college recognises that many of our likely students seek value for money when investing in their education; graduate employment is highly valued by our students. Consequently the college has developed close relationship with employers and professional bodies to ensure that those courses that we offer are nationally and internationally recognised and that they offer excellent articulation routes. By continuing to offer and develop a portfolio of courses that offer real advancement, the college seeks to ensure that those students who are reluctant to invest in their own education and are likely to be debt adverse can see and value the benefits of HE.

Support for Outreach Activities

The College is as such not in a position to set resource intensive targets. The fees outlined above will be introduced in academic year 2016/2017 and will apply equally to United Kingdom students and to students who are nationals of any other state of the European Union.

Evaluating the effectiveness of widening participation strategies

The College will undertake an annual monitoring process of this Widening Participation Strategy to confirm compliance and progress that is described within its annual operating plan. The methodology and priorities for consideration will reflect those of the HEFCE widening participation plan. The annual report will be considered at the college's HE Steering Group and will be presented together with the College SED to the Governing Body.

Using WP allocation to sustain collaboration and partnerships

The College works closely with its partner HEI, and Employer Groups to ensure that students are working to achieve degrees that are characterised by currency of practice, the development of high level skills and are likely to enable the students to gain graduate employment.