



Bexhill 6th Form College

Access and Participation Statement 2019-2021

Higher Education

Responsible post holder	HE Strategic Lead
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Next review	
Relationship to Strategic Objectives	1,2,3,and 4
Publication Method	Website

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1. Vision, Mission and Strategic Objectives

VISION

‘Outstanding College, Outstanding Opportunities’

MISSION STATEMENT

Bexhill College provides outstanding educational opportunities for the young people and the wider community of Rother, Hastings and beyond.

STRATEGIC OBJECTIVES

1. To deliver a responsive curriculum, which provides enriching opportunities that develop students’ broader skills and increases their enjoyment, achievement and positive participation in society
2. To deliver outstanding learning, teaching and assessment that places the College in the top 25% nationally facilitated by a well-trained, effective staff, supported by excellent leadership and management at all levels
3. To promote and celebrate diversity, that respects and values the individual and ensures all groups are equally successful
4. To continue to promote a safe and inspirational learning environment providing personalised support and high quality resources
5. To maintain the College’s strong financial base as ‘outstanding’ to support the delivery of the College’s objectives.

VALUES

The College has identified the following six values to underpin our work.

- **Excellence:** Pursuing excellence in everything we do
- **Can do attitude:** Looking for solutions in every challenge
- **Courage:** Taking the right decisions in each situation
- **Respect:** Always acting with integrity and treating others with dignity
- **Team working:** Achieving success thorough working with others
- **Achievement driven:** Having the energy and enthusiasm to achieve outstanding results

2. Introduction and Context

The Access and Participation statement outlines the College’s commitment to widening access and participation to students from disadvantaged areas and providing accessible, transparent and fair information, advice and guidance to all. Building on the success of the Teacher Training Programme (DET/ProfGCE at level 5 and 6) delivered in association with Canterbury Christ Church University, the College introduced HE level 4 and 5 Advanced Practice in Early Years Education. Following positive QAA and EE reports the college has introduced Healthcare Practice for England level 4 and 5 and now plans to develop further level 4 and 5 courses providing vocational Higher Education which makes a real and positive difference to people’s lives through:

- Encouraging applications from the community who may not have previously considered HE level study.
- Maintaining value for money, keeping affordable fee model
- Fair and effective admissions policy
- Additional support to improve success and progression in Higher Education
- Flexible provision to support transition into Higher Education alongside meaningful vocational experience.
- The College recruits HE students from a local catchment area, with 100% of students to date being recruited from the region. In Hastings, 30% of *LSOAs in the district are among the most deprived 10% nationally, making it one of the 13 most deprived local authorities in England by this measure. Sidley in Bexhill is also included as one of the most deprived LSOAs.
- The HE students at the college have 75.68% of students who are female and 24.32% male.

The creation and implementation of the 2019-2021 Access and Participation statement will continue to be managed by the HE Board (including student representative) however the responsibility of the creation and implementation will be by the College's Board of Governance.

**A Lower Layer Super Output Area (LSOA) is a GEOGRAPHIC AREA. Lower Layer Super Output Areas are a geographic hierarchy designed to improve the reporting of small area statistics in England and Wales.*

3. Statement on Access, Student Success and Progression

The College to meet its strategic objective 3. *To promote and celebrate diversity, that respects and values the individual and ensures all groups are equally successful.* . Has responded to student feedback and provided a progression route from level 3 to level 4 and 5 in Advanced Practice in Early Years Education. Progression from this course has been 100% employment with students continuing studies to a full degree. During the 2 year programme 72 % of students are employed in Early Years before they have completed their studies. Case studies of past students demonstrate good career progression. The HND delivery mode has also been changed in response to students' feedback, enabling specialist placements to fit around their current work commitments. The programme of study is planned and delivered to support students working in a variety of settings and a holistic approach to delivery has been developed which has been beneficial in meeting students' different needs and this has been commended by the External Examiner. The Teacher training programme trains and supports teachers and trainers from a wide range of subject areas and this is celebrated and used as a tool to explore the wider context of teaching and learning in the post compulsory environment. The college has responded to the different needs of in service trainees and supports a range of different routes into teaching. The college uses focus groups and student feedback to promote and develop access and widening participation. The College's Admissions Policy is clearly aligned to the College's overall strategic objectives , and our vision Outstanding College, Outstanding Opportunities ensuring we provide accurate and accessible information about the college and operate a fair, friendly and efficient applications and enrolment procedure. We ensure that; all students have necessary information about how the college is organised, introduce all courses with a clear induction explaining how they are structured, delivered and assessed and provide access to high quality care and guidance and support for all students to support their learning goals and progression. We actively promote equality of opportunity in all areas of college life and to be open and constructive in our response to problems and to offer a fair, open and prompt complaints

procedure. We will achieve this by: Assessing each application carefully and fairly, ensuring appropriate course placement/employment is in place and an appropriate mentor to support studies in a holistic and meaningful way. Assess skills and provide support to develop these skills. Offering places to applicants who have the potential to do well in Higher Education at the College. The requirements for the HE courses set out by the awarding bodies are clearly advertised and explained to students. Bexhill College welcomes applications irrespective of background and from mature students with industry experience who enrich the programmes. The College is committed to providing impartial advice and guidance to ensure our applicants and students are placed and supported on appropriate courses from application through to course completion and onwards to their future destinations and this is evidenced in the QAA review Bexhill College January 2016 *“Students whom the review team met spoke positively about the support and guidance they receive throughout the application process. Particularly highly regarded were the accuracy and clarity of the information provided, the very helpful discussions and interview with higher education tutors highlighting the challenges and expectations of higher education study, and exploring their capacity to undertake the programmes successfully. The evidence shows that the College effectively implements fair, transparent and inclusive procedures for the recruitment, selection and admission of students. The review team therefore concludes that the Expectation is met and the level of risk is low.”* QAA review Bexhill College 2016 referring to evidence for Chapter B2 of the UK QAA Quality Code.

The college engages with employers and work placements ensuring close communication and support within the work place to ensure academic staff and mentors are better placed to support the needs of individual students and their progression. This is evidenced in QAA review January 2016 2.21 2.22 *“Work-based learning is integral to the Diploma in Education and Training with Professional Graduate Certificate in Education and Training. Workplace mentors normally receive training from the University link tutor. For those unable to attend College, tutors deliver individual training sessions in the workplace. The College has introduced workplace mentors for students on the Higher National Diploma in Advanced Practice in Work with Children and Families to support and develop students' knowledge and experience gained at work. The College has appropriate processes to ensure the suitability of mentors, maintains close links to ensure that expectations are clear, and has developed a dual observation system which works effectively to support mentors in their role. Students confirm that they feel well supported and value the work-based learning aspect of the courses that allows them to apply skills learned in the classroom. Feedback from mentors confirms that the close links are effective.”* QAA review Bexhill College 2016

The college endeavours to continually reflect and develop programmes to meet and support students' needs. This can be evidenced in External Examiner feedback for *“Students are positive about both the programme and placements/employment prospects and were responsible for finding the required placements in different settings. Students were very positive about the quality of teaching and felt well supported. Students stated that tutors were very accessible and feedback was given in a timely manner. Tutorials and support are readily available when requested. Each student had received at least one visit from their Unit 1 assessor in each setting. Induction included sessions regarding referencing and developing study skills appropriately. Students felt resources to support the programme were sufficient with good access to online journals, resources were also available on Moodle and in the library. Some students are progressing to top up degree and work with children.”* EE report 2018

5. Conclusion

Bexhill College is focussed on achieving 'Outstanding College, Outstanding Opportunities' as set out in our strategic objectives and values. We constantly strive to develop and improve our practice through a variety of measures; Collaboration with CCCU (for example enabling us to participate in annual and periodic reviews with outside agencies) External Examiners reports and Student feedback. These methods enable us to critically review our data with a collaborative approach informing our self-assessment process. Informing and shaping our practice to meet the needs of everyone wishing to study HE vocational training/course at Bexhill College. Delivering programmes that meet their needs and aspirations. Ensuring that all students are supported to succeed in their studies and progression.

https://www.qaa.ac.uk/docs/qaa/reports/bexhill-college-her-16.pdf?sfvrsn=d429f281_4

QAA review 2016