

Fareham College – TEF Year 2

Fair Access and Widening Participation Statement

Fareham College is committed to providing the means by which non-traditional learners can experience and succeed in higher education. Fair access to higher education is a strategic priority for the UK government to improve the 'life chances and opportunity for all, and enhance the competitiveness and productivity of the economy'. Graduates are financially better off and are likely to be employed, thus widening participation aims to remove barriers to HE, gives students more choice, improves the quality of teaching, produces employable graduates and offers higher education that is value for money.

The College is located in an HE 'cold spot' where HE participation rates are low overall. Local provision of higher education is vocational, accessible, responsive and employer-focused, and provides HE opportunities for those who may otherwise not have access to HE.

Fareham College employs a range of initiatives to enhance participation rates in higher education:

Public information – the College publishes detailed pre-course information about content, costs, awards and the complaints-handling process to help students make the right choice and informs them of any changes made since application. This supports continuation, success and a good student experience.

Information, Advice and Guidance – highlights the benefits of entering higher education and offers detailed information and guidance to prospective applicants to avoid wrong course choice, clarifies student expectations and supports the student from pre-entry to successful completion and transition into work or education.

Funding – the College accesses all available funding to support access to HE and successful outcomes for WP students eg the disabled, BME groups, young white males, service families and those with mental health problems, who require additional investment to remove barriers to transition, continuation and progression.

Transition – encourages progression into the College's HE courses from Level 3 making use of mature students, ambassadors and alumni, in the workplace and the community and through collaborative outreach networks, such as NCOP and the local enterprise partnership (LEP).

Student surveys – participation in the National Union of Students' (NSS) and Destination of Leavers from Higher Education (DHLE) surveys publicly demonstrates the College's performance on student satisfaction, retention and graduate employment to prospective applicants.

Curriculum – aimed at inclusion, the curriculum is responsive and offers flexible study options and delivery models at sub degree level ie short cycle courses rather than the traditional three year degree and a variety of vocational,

professional and technical programmes and apprenticeships in response to local community and employers' needs to maximise opportunities for progression into employment.

Teaching and Learning – high quality, stimulating pedagogy, assessment and feedback foster an inclusive learning environment and elicit the best performance from students unfamiliar with the expectations of higher education; a programme of interventions and learning support underpin student retention, helps students to overcome barriers and provides insight into the issues HE students are experiencing; emphasis is placed on workplace skills, making sure that Fareham College graduates master an academic subject and leave equipped with the employable skills and attributes to take their place in the world of work.

Student engagement – ensures the student body is as diverse as possible; early interventions are employed using student ambassadors and alumni as mentors to support WP students in overcoming any lack of identity as HE students and the most difficult challenges to encourage continuation and progression on programmes of study.

Student Retention, Attainment and Success – all measures are employed to mitigate any chance of a poor student experience leading to withdrawal from the course.

Employer involvement – the government is concerned with social justice, social mobility and encouraging enterprise to address the skills shortages in the labour market and the supply of higher skills; the College's HE programmes are devised in conjunction with the LEP strategic themes – transition into employment, development of world class skills, raising business investment in skills, responsive skills and employment system. The College acknowledges the value of employers as careers advisers for prospective applicants; employer involvement in curriculum, assessment and programme design ensures technical and professional HE qualifications are relevant and course content is current to the occupation or sector to facilitate progression into high value jobs and longer term employment.

Evaluation and assessment – providing higher education locally at sub degree level raises aspirations towards HE, removes barriers to progression, closes skills and attainment gaps and ensures that those with the ability have the chance of benefitting from higher education; learning is personalised to maximise rates of retention, attainment and progression; WP students acquire the knowledge, skills and attributes valued by employers, thereby enriching their personal and professional lives and are supported to achieve a good qualification and progress into work.

The College constantly reflects on how its strategies and activities impact on successful student outcomes and examines the reasons for this, to better target resources and funding for future cohorts.

Higher Education Equality and Diversity Impact Measures

HE Data				Ethnicity		Retention
	Starts	Retention		White	226	93%
Gender				Mixed	3	66%
Male	180	92%		Unknown	2	50%
Female	56	96%		Black Caribbean	1	100%
overall	236	90.3%		Black other	1	100%
				Chinese	1	100%
				Other Asian	1	100%
				Indian	1	100%
					236	93%