

Nescot

Summary of 2025-26 to 2028-29 access and participation plan

What is an access and participation plan?

Access and participation plans set out how higher education providers will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education.

You can see the full access and participation plan for Nescot at www.nescot.ac.uk/about-nescot/uni-level-info/access-participation-plan/

Key points (see pages 3-8 of the full plan)

The focus of our access and participation plan is on improving outcomes for specific groups of students, however by doing this it is likely that many of the changes we make will also positively impact all students.

Nescot data has shown that we have achieved success in supporting some underrepresented groups such as disabled and mature learners, however there is further work to do to with students from neighbourhoods where not many people go on to higher education and households with low incomes, ethnic minority students and young white males. Although we have seen positive progress with these groups we have still more work to do and as such, these groups form the basis of specific targets within the Access and Participation plan.

Alongside this we commit to continue to research, identify and address local needs, LEP priorities, Local Skills Improvement Plan (LSIP) Local Authority Priorities (Surrey Skills Plan) to develop new flexible and innovative progression pathways to higher level skills, improving continuation to levels for young learners within the next 5-year period.

Fees we charge (see Fee Summary Tables, p65 of the full plan)

At Nescot the **maximum fees** charged (2025/26) are £9250 for full-time students and £6395 for part-time students. However, the fees are dependent upon the course you chose and are listed for future years on the website at www.nescot.ac.uk/HEfees

Financial help available (see page 35 of the full plan)

We provide support and advice to students that require help to access the Student Finance package available through Student Finance England and work closely with our Admissions Team to support this.

Financial support is additionally signposted on the website, prospectus and Open Days and discussions with programme teams.

Any student who needs additional help or who is not eligible for support through Student Finance England, for example due to previous study, is eligible to apply to the College Hardship Fund. Nescot has also introduced an excellence bursary targeted at students from underrepresented groups to support progression for eligible high achievers. Detail about eligibility, the selection process and criteria and payment information will be publicised on the [University-level student information](#) page of the Nescot website.

Our latest fee policy can be accessed on the [Policies and Procedures](#) page of our website

Information for students (see page 35 of the full plan)

Prospective students receive information on fees, financial support and course requirements at in person events such as open days, webinars and emails. All information is also available with relevant staff contact details on the website.

Terms and conditions and any other pertinent college information is distributed to students at the time of offer and will be checked at enrolment ([Terms, Conditions, Protection Policy, Regulations for HE Students | Nescot](#))

Current students receive information about fees, financial support and course requirements at Induction events and this is followed by in person visits to classes, communications campaigns through Google Classroom and email. Student Representatives also share information with peers following staff, student consultative committee meetings.

For most current information please see our website: <https://www.nescot.ac.uk/about-nescot/uni-level-info/>

What we are aiming to achieve (see pages 10-12 of the full plan)

Our overall aims are to:

- Support students to access higher education.
- Create an environment where students at Nescot can achieve their full potential and give them more than a qualification.

Based on assessment of risks in the Equality Risk Register framework (p3 Plan) and our performance, we have identified the following areas on which to focus our work:

By 2028/29 we aim to:

- Conduct targeted and specific consultation and initiatives with current students, partner schools, employers and stakeholders to research and produce improved information and guidance for students, from underrepresented groups and IMD Q1 and 2
- Engage with the demographic within the Surrey area through targeted activities to ensure our student cohort reflects the socio-economic mix and demographic of our catchment areas, specifically years 11, 12 and 13.
- Increase participation by developing adaptive delivery models based on student, employer and stakeholder feedback, reflecting a flexible approach to maintaining quality higher education that responds to pressures on student lives and performance
- Design and deliver an effective programme of resiliencebuilding workshops that support students from Black, Arab, Asian and Any Other Asian ethnicities to maintain consistent study and progression and minimise achievement gaps by 2028/29.
- Eliminate gaps in outcome and progression between students from socially and economically deprived backgrounds, and IMS Q1 and Q2 and IMD Q5

What we are doing to achieve our aims (see pages 12 - 30 of the full plan)

- Working with local stakeholders including schools, skills partnerships, current students, employers and local college networks to research factors influencing access and design materials and activities to strengthen the perception of HE for underrepresented groups
- Continue to research and develop onboarding and transitional support resources for entry to higher education
- Develop aspirational role models and work with employers to support onward progression for underrepresented groups
- Target additional support through identification of higher risk students and collating data about support needs for specific groups of learners.

- Continue to implement early support for addressing development of academic skills
- Offer financial support including bursaries or flexible payment methods
- Develop innovative, inclusive modes of delivery and teaching
- Increase the breadth and range of non-traditional courses including Higher Technical Qualifications, (HTQs) and higher and degree apprenticeships
- Further develop students' engagement in the development of the wider professional, academic and personal skills
- Ensure sustainability of programmes for all students through building staff digital skills and working closely with local employers to build clear progression pathways into jobs for the future.

How students get involved (see pages 34-35 of the full plan)

Students have played a key role in the development of Nescot's Access and Participation plan. Our ongoing engagement with both our current and prospective student populations is integral to the overall success of the plan and this is outlined throughout the document through various activities and evaluation methods.

The plan outlines several specific strategies drawing on student engagement including:

- Peer mentor activities
- "Nescot's people" strategy to show the experiences of current Nescot HE learners
- Publication of Nescot HE alumni success stories

Students are also involved through discussions in our Student Council, Staff Student Consultative Committees, Boards of Study and other student meetings through the year. Feedback from a range of sources such as module reviews, Nescot surveys, NSS and destination surveys also help Nescot to engage with students to ensure that views are fully considered in the design and implementation of the access and participation plan and can help us to understand challenges and evaluate the success of the activities described throughout the full access and participation plan

Evaluation – how we will measure what we have achieved (see pages 34-35 of the full plan)

NESCOT will evaluate the plan through a series of evidence data collection and feedback methodologies. These will involve narratives and reporting that are validated and shared via its own and stakeholders' websites, and triangulated by student/employer feedback and any empirical data. We will include students both present and potentially those to be as part of our evaluative process, through our many forms of student consultation and schools' engagement activities as identified in IS1 and IS2. Evaluation of each strategy and individual activities can be viewed on p12-30 of the full access and participation plan.

In addition to publishing findings in relation to individual objectives, the College sets to publish a synopsis of findings and evaluation relating to the Access and Participation objectives in their entirety on an annual basis on the Access and Participation Page of the College website [Access Agreements | Nescot](#)

Contact details for further information

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