



NORTH EAST SURREY COLLEGE OF TECHNOLOGY (NESCOT)

2019-20 access and participation plan

1.0 Summary and Context

This Access and Participation Plan sets out how North East Surrey College of Technology (NESCOT) plans to widen access to Higher Education for students from under-represented groups and support such students whilst on a programme.

The Agreement has been developed in accordance with the College's Equality and Diversity Policy and Action Plan designed to meet the requirements of the Equality Act 2010.

In 2019-20 the College will spend 15% of Higher Fee income above the basic fee on access, student success and progression measures and financial support to underpin its commitment to widening participation. This is set to rise to 15.8% in 2022-23. In context it should be noted that the College pays, on average, 15% of the fee income it receives to its validating HEIs in the form of capitation fees. The average full time student tuition fee is £6,356; after adjustment for capitation the net additional income from fees above the basic rate is negative.

Context

NESCOT is a further education college based in the borough of Epsom and Ewell, Surrey. There are 7500 students overall of whom 492 are OfS-funded and 677 students are registered on post-level 3 provision. The College locates higher education, both prescribed and non-prescribed, at the core of its mission. The College is revising its strategic plan for the period 2018 to 2023 (*NESCOT 2023*). The new strategy is framed by its vision and key priorities.

Vision

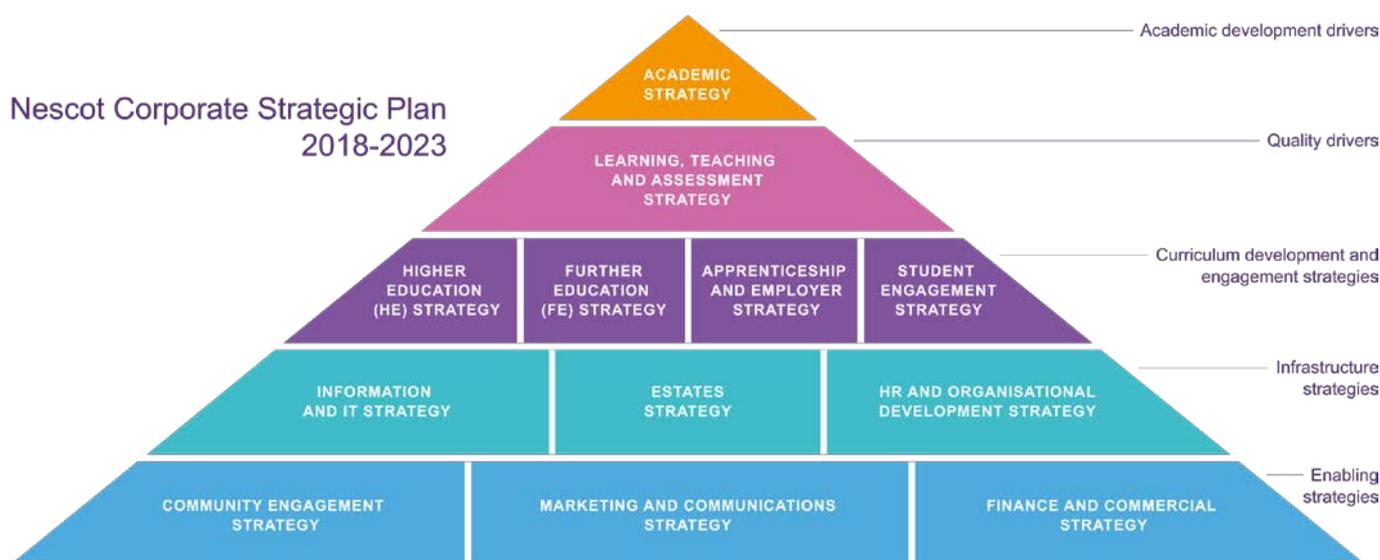
'Nescot - The College of Choice for Students, Staff and Employers'

Key Strategic Priorities

1. Outstanding teaching and learning and assessment in an innovative and safe environment
2. Continuing financial stability and growth
3. Helping our students to develop the skills, attitudes and qualifications they need to succeed at work

4. Engaged with employers and other organisations to offer courses and qualifications that are innovative, relevant and in demand
5. Developing strong relationships with schools and community groups to give clear information, advice and guidance
6. We are an employer of choice

NESCOT 2023 is supported by a number of sub-strategies which includes higher education.



Nescot is a diverse institution that respects and celebrates differences in race, disability, gender, age, gender identity, sexual orientation, faith and religious beliefs, background or personal circumstance. We work to ensure that everyone feels valued and included in the college community and is enabled to achieve their full potential.

The Access and Participation Plan sets out how the college intends to widen access to higher education and support student success during 2019-2020. The agreement articulates with the College Equality and Diversity Improvement plan.

Quality Review Visit and Quality Indicators

In March 2018 QAA published the report of its Quality Review Visit to NESCOT that took place in October 2017. The outcome was disappointing for the College. The main judgements of the report were that: -

There can be confidence that academic standards are reliable, meet UK requirements, and are reasonably comparable with standards set and achieved in other providers in the UK.

There is limited confidence requiring specified improvements before there can be confidence that the quality of the student academic experience meets baseline regulatory requirements

The main area of concern affecting the judgement were historical full time HE student continuation rates relating to students entering the

College in 2011/12 to 2013/14. Since then HE student continuation rates have improved significantly. For 2014/15 entrants they were 1.5% below benchmark; in the current year full time continuation rates are 3.5% above benchmark. A comprehensive improvement action plan is being implemented in consultation with the Office for Students. A key strategic priority for higher education at NESCOL is to achieve an improved QRV report and to move through the Gateway.

Student Profile

In 2017-18 there are 492 OfS-funded students studying full time and part-time higher education programmes. The College works with Kingston University, University of Greenwich, University of Surrey (on 'teach out') and University of West London. It is also an approved Edexcel Centre with Pearson.

Our provision ranges from Foundation Year to Masters level programmes and includes Higher National Certificates and Diplomas, Foundation Degrees, Honours Degrees (including three Level 6 Progression (Top-up) awards), Integrated Masters and Master of Science.

Higher education students at NESCOL reflect the following characteristics: -

- 59% are female; 41% are male
- 23% are from ethnic minority groups.
- 11% had a declared disability or identified learning support need
- 42% are studying on a part-time basis
- 43% of students are from Surrey; 14% from Greater London; 13% from the South East
- 28% are from low-income backgrounds

2.0 Assessment of current performance

Current Metrics

- 28% of NESCOL's higher education students are from neighbourhoods with the three highest deciles of multiple deprivation. 38% of NESCOL's higher education students are from the three least deprived neighbourhoods based on IMD 2015. In Surrey, 70% of population centres (LSOAs) are in the three least deprived neighbourhoods.
- Using POLAR 3, 9% of NESCOL's students are drawn from neighbourhoods with the lowest levels of participation in higher education compared to 11% for HE nationally.
- 23% of NESCOL's higher education studies are from ethnic minority backgrounds. This compares with 9% for the Surrey population generally.

- 41% of NESCOT students are male; this is slightly less than the HE average (43%).
- 68% of NESCOT students are mature students.
- 68% of NESCOT students live locally
- 11% of NESCOT students declare a disability; 12% do so nationally.
- 58% of NESCOT students progress internally from a lower level course at the College. NESCOT is a vocational further education college and does not offer A levels: the majority of NESCOT's HE students have entered their programmes with a vocational qualification.

Commentary on Performance

- NESCOT has increased the numbers of students drawn from less affluent communities using IMD indicators; however, new POLAR 3 statistics indicate that it may not be reaching students with the lowest levels of HE participation. Previous targets were set using POLAR 2 datasets which should be reviewed as monitoring data is less readily available.
- Published TEF data – albeit using comparatively old datasets from 2011/12 to 2013/14 entrants – does not show significant differences in retention rates for disadvantaged students.
- The College is continuing to achieve the target set to maintain the number of HE students from minority ethnic backgrounds which is significantly above that of the local population and reflects the College's wider travel-to-study footprint. TEF data shows a 3% point negative difference in retention for full time white students. This is in the context of TEF datasets which showed a fall in overall continuation rates for full time students over the reporting period. More recent data shows a significant increase HE continuation rates which may translate to this performance gap.
- The proportion of male students on HE programmes has not increased in line with the Access plan and has remained in line with the 2013/14 baseline. Full time female students have a higher non-continuation rate than male students. This is in the context of TEF datasets which showed a fall in overall continuation rates for full time students over the reporting period and may reflect the gender profile of the NESCOT study body.
- TEF data indicates a higher level of non-continuation for full time mature students than younger students.
- The number of higher education students declaring a disability enrolling at NESCOT has increased from the baseline set in the 2013/14 Access and Participation Plan. It is, however, below the targets set in the agreement. Again full time continuation rates are 3% below the benchmark for disabled students using published TEF data. NSS results in terms of satisfaction with assessment and feedback are above benchmark.

3.0 Ambition and strategy

Ambition

NESCOT believes that a high quality, vocationally-orientated higher education offer is at the heart of its vision to be the 'college of choice'. Wherever possible students on level 2 and level 3 courses should be able to see an internal pathway to a higher education-level programme including apprenticeships that is relevant to their interests and career ambitions. 68% of NESCOT's HE students live locally; 58% have progressed from a NESCOT FE course. When asked NESCOT's HE students state their main reasons for progressing to an HE course at the College as being the student-focused support they receive from their teaching teams and the interactive and activity-based teaching styles. This is important given the typical entry profiles of students and their FE experience. We must therefore ensure that our students are supported at all stages in the student lifecycle to be successful learners. This has been highlighted by the College's recent QRV outcome related to historical non-continuation rates and is amplified by the OfS report on non-continuation rates and the relationship to entry qualifications and qualifications types¹. Access and participation is at the heart of the College's strategic vision.

Priorities

1. Improving non-continuation (student retention) for HE students generally; and
2. Improving non-continuation rates for target groups – white students, students with a disability and mature students.

These are primarily concerned with the 'success' stage in the student lifecycle.

Access

NESCOT delivers vocational programmes and does not offer A levels. The qualification profile of NESCOT entrants tends to be significantly lower than that of local school 6th forms and Sixth Form Colleges. Over 60% of NESCOT's FE students are drawn not from Surrey, whose schools perform well in terms of GCSEs and A level achievement, but from neighbouring London boroughs. NESCOT prioritises 1) the achievement of the very best outcomes for all of its students; and 2) embedding a culture of aspiration and progression to the next level which includes higher education study, whether

¹ <https://www.officeforstudents.org.uk/data-and-analysis/non-continuation-rates-and-transfers/>

that be a traditional university, at an FEC such as NESCOL or via an apprenticeship. 30% of NESCOL's level 3 students progress to HE.

The College has developed new provision which, building on existing FE programmes, reaches students from lower participation neighbourhoods. The first entrants were in 2016/17 so data will not yet have fed through to data reporting systems. This is a high priority initiative for the College with significant investment and student-centered support.

The College is working in partnership with a local school to develop new pathways from Year 8/9 onto vocational pathways. Central to the approach is to embed advice and guidance around apprenticeships and higher apprenticeship progression. NESCOL already offers a number of very successful higher apprenticeships and this initiative seeks to widen access to opportunities that may be attractive to lower participation neighbourhoods.

NESCOL is a partner member of the National Collaborative Outreach Project based at the University of Surrey with Royal Holloway London, University of the Creative Arts, Surrey County Council, Guildford College and Farnborough College of Technology. It is already working closely with the project to deliver outreach activities that reflect the distinctiveness of the HE in FE offer. It has run a number of very successful higher apprenticeship events at the College using current higher apprentices as advocates.

NESCOL expects that there will be increasing linkage through the NCOP project and its mainstream schools liaison work to raise awareness of the variety of pathways into higher education, particularly 'learn while you earn'. These support widening access for lower participation groups. Of equal importance will be messages around aspirations to higher attainment through these routes i.e. employers expect high achievement at the point of entry and not see the routes as a second class pathway.

Whilst it has been difficult in recent years for FECs to engage with schools, particularly in the local Surrey area where nearly all schools have successful sixth forms and where the number of pupils attending independent schools is the highest nationally at 25% of all pupils in the county, recent changes following the Lord Baker amendment have permitted the College to re-engage with many schools. NESCOL has invested in the training of two level 6-qualified members of NESCOL's school liaison team who now visit schools and are able to discuss non-traditional pathways into higher education including higher apprenticeships. A number of student ambassadorial roles have been created drawing upon students and apprentices at HE levels and they will be linking with the schools higher apprenticeships.

Success

Improving higher education student continuation rates across the College is a fundamental priority. To put this into context, full time continuation rates on higher education courses increased by 9% between 2013/14 and 2014/15 (student entry year) and by a further 5% in 2016/17. The current full time continuation rate is 3% above the national average.

The College's Quality Improvement Action Plan for higher education programmes has involved a forensic focus on programmes where student retention has been identified as an issue. Intensive care meetings are held between the Deputy Principal level and course teams where students are flagged at risk of withdrawal and where there have been low levels of retention. The focus of these meetings is on the interventions required to retain students to be successful on their programmes. The senior management team, HE Board and the Corporation's Curriculum and Quality Committee receive reports at all meetings on progress on the HE Improvement Action Plan.

The review of performance has identified the need to improve continuation rates for specific groups who are white students, students with a disability and mature students. The initial approach will be to understand the intersection between success factors and other characteristics of the student population and to undertake appropriate statistical analyses. Based on these analyses the HE Board will wish to explore a range of options which may include commissioning additional research including focus groups and other studies with student groups. Based on this appropriate interventions and differential strategies will be developed and implemented.

The College has strengthened its strategic relationships with schools through membership of local schools' Governing Bodies For example, the Chair of NESCOL is the Vice Chair of a secondary school that attracts students from outside the area from more disadvantaged neighbourhoods.

The outreach and careers team has been strengthened at NESCOL and, particularly in the context of the Lord Baker amendment to the Technical and Further Education Bill, it has an increased role in explaining the multiplicity of routes into higher education through vocational pathways and higher-level apprenticeships.

NESCOL is a member of an NCOP bid that has a focus on raising student attainment in schools where there are lower levels of progression to higher education and we will be active in this project raising awareness of the range of pathways into higher level study including higher apprenticeships.

We will measure, evaluate and monitor the impact of these activities as follows: -

- Growth in HE students numbers at NESCOL. The targets for these are set out in NESCOL's Curriculum Plan and Academic Strategy.

- Growth in Higher apprenticeships. The targets for these are set-out in NESCOT Curriculum Plan and Academic Strategy.
- Growth in apprenticeship numbers. The targets for these are set-out in NESCOT Curriculum Plan and Academic Strategy.
- Increased internal progression from Level 3 to NESCOT HE provision.
- An increase in the number of Schools Liaison visits undertaken by the College IAG and related teams.
- Raising GCSE English and Mathematics achievement rates for students undertaking resits as part of the condition of funding requirement.

The Senior Management Team, HE Board and Curriculum and Quality Committee of the Corporation will review the effectiveness of these strategies through KPI monitoring reports and regular reports submitted to the Committee.

Progression

NESCOT will continue to work with students at level 2 and level 3 to encourage progression to higher education study. The majority of NESCOT's higher education provision is from students progressing to HNC/Ds and Foundation Degrees with the opportunity for top-up to degrees.

The College has an established an on-campus employment and employability centre (the 'Employer Hub'). This innovative facility provides students with practical support finding part-time and full-time employment and delivers workshops and advice on CV preparation, interview techniques, work experience and apprenticeship placements.

All students are supported to undertake personal and professional development (PDP) to aid their progression during their time at college. Each student is assigned a personal academic and pastoral tutor who is responsible for supporting the PDP process.

The college runs structured UCAS support sessions which provide advice and guidance to students applying for further study. Furthermore, UCAS support sessions are scheduled to assist students to write their personal statements. The Director of Faculty for academic vocational provision co-ordinates all UCAS applications to ensure progression to higher education is maximised both internally and externally.

The college runs an annual Higher Education Opportunities Fair which invites higher education institutions, volunteer and gap year organisations to meet with our students. The HE Opportunities Fair is an excellent opportunity for students to meet university representatives, discuss further progression opportunities and to gather information about Higher Education Institutions. It is also an opportunity for students to consider volunteering roles to build their experience and further develop employability skills.

The overall aims of these strategies are to support students in developing their employability skills and improve their prospects of progression to employment and further study.

Equality and Diversity

The Equality and Diversity Working Group review gap analyses in terms of student performance and outcomes. It provides an annual report to the governing body of the College. These links to the College's Access and Participation plan.

The analysis of achievement and participation gaps is an integral part of NESCOL E&D and quality improvement strategies. The governing body of the College receives 'gap analysis' reports on a scheduled basis.

Consultation with the Student Body

The HE Student Council nominates a representative to the HE Board. The HE Board reviews the Access and Participation Plan. The HE Student Council is appointed via a process of nominations from each HE course. Each HE course nominates/elects at least one course representative who, in turn, is a member of the HE Student Council. In addition, the student course representatives are members of the Staff Student Consultative Committee and Board of Study, which are in place for all higher education programmes. Consultation with students is also embedded into the teaching and learning self-evaluation document process.

4.0 Access, student success and progression measures

Delivery of the Ambition and Strategy

NESCOL will

- Through the appointment of a new Director of Higher Education ensure that the College has credible progression routes into higher level study across as much of the FE curriculum as possible.
- Ensure, through effective research, there are a range of valid interventions available to support targeted students who are at risk of withdrawal to achieve success on their programmes.
- Continue to invest in embedded schools liaison to raise awareness of non-traditional pathways into higher education e.g. higher-level apprenticeships.
- Work relentlessly to identify and implement effective interventions to support higher education students to be retained and to succeed on their chosen programmes.

- Work in partnership with schools to provide alternative pathways in year 8/9 for students to progress to higher-level study.

Monitoring and Evaluation

In order to evaluate performance and plan and monitor improvements against targets arising from the SED, the college utilises an ‘Accountability Framework’. This framework is used in creating a cross college view of HE to produce a series of evidence based judgements which inform targets, which is part of the improvement planning process. The review of impact and in-year actions occurs at five points across the academic year (and student journey) as part of the College’s self-assessment and evaluation cycle.

At each review point evidence is produced for panel scrutiny. Panels include members of the Senior Management Team and, where appropriate, Governors and peers from other institutions. This will cover strategies and action plans developed to address needs and gaps in access, student success and/or progression. It also scrutinises the suitability of curriculum progression routes as feeder qualifications and awarding bodies change.

The College has identified a number of gaps in progression to higher education. This is within the context of a further education college that specialises in vocational education, does not offer traditional academic qualifications such as A levels and in a local environment where 25% of secondary age students are educated in private schools and all state schools have 6th forms. The gaps and the College’s response are as follows: -

TARGETS / ‘GAPS’	COLLEGE ACTIONS
Increase the number of students drawn from disadvantaged post codes forming ILR data returns from (2013-2014 baseline of 20%)	Continued careful monitoring of student recruitment profiles, outreach activity and linkage with the NCOP project.
Increase the percentage of HE students entering from ethnic minority backgrounds and retain this proportion throughout the student lifecycle.(20-25%)	Continued monitoring of the student recruitment profile. Continuous review of the curriculum and development of new pathways.
Increase the percentage of students with disability/learning difficulties entering on HE courses (2014-2015 baseline of 9%)	Identify and commission appropriate research involving linked HEIs to understand the institutional and local context.

TARGETS / 'GAPS'	COLLEGE ACTIONS
<p>Increase the number of internal Level 3 students progressing to HE to 70 in 2016/17 (2014-2015 baseline of 64) and to 100 by 2019-20.</p>	<p>Internal 'outreach' with Level 3 students who have the potential to progress to Level 4 and above, deploying early interventions in Year 12 to raise aspirations.</p> <p>Continued review of internal progression pathways and the development of new pathways to HE where gaps and skills needs are identified.</p> <p>Internal NCOP project activity with targeted students from postcodes with low levels of HE participation.</p>
<p>Increase the number of male students entering HE programmes by 6% in 2016-17 (2015-16 baseline 42%) and maintain a balanced gender profile throughout the student lifecycle</p>	<p>Current analysis of data trends suggests that this issue has largely been resolved. It is proposed to keep the area under review.</p>
<p>Improve retention of students from disadvantaged post codes from 70% (2013-14 baseline) to 85% by 2019-20</p>	<p>Disadvantaged students are flagged through College systems. Students are risk assessed and interventions initiated where there is concern about students' continuation. Programme teams use a range of strategies that are deployed at an early stage. These may include additional study skills support, referral to specialist teams within the College and external agencies as appropriate.</p>
<p>Increase the percentage of students entering graduate level employment or higher level study (including progression to Degree top-up) from 71.2% to 75% by 2019/20.</p>	<p>Continue to embed employability and careers advice into course programmes including employer inputs.</p>

TARGETS / 'GAPS'	COLLEGE ACTIONS
<p>Increase the number of students increasing their GCSE English and Maths resit attainment by one grade to 50% by 2019/19 thus providing access to Level 3/HE progression from a baseline of 27% English and 31% Maths)</p>	<p>An English and Maths resit strategy has been developed which is reported to governors. The strategy has had success in improving the number of A* to C grades in maths (31% in 2016/17); 17% in English.</p>

The targets will be reviewed next year to ensure that the College continues to set and deliver ambitious and stretching targets. The measures form the agenda for monitoring activity and the development of action plans in the event that progress against the targets is not being achieved. As evidence of this, the College previously provided a progression bursary for students who progressed from the College's own level 3 courses. After careful evaluation of the scheme using quantitative and qualitative data, it was concluded that the bursary was having insufficient impact. The scheme has therefore been closed but consideration is given to students on the basis of individual need.

Care Leavers

The bulk of Nescot's HE students are internal progressors. A rich history of information and associated support which has been put in place already exists. All progressing students including young carers, care leavers and others who may require close scrutiny on transition from FE to HE are flagged using the central student information systems as part of the tutorial process. Students in the FE area who are identified as looked after children (LAC) have monthly meetings with the Welfare team and regular PEP (Personal Education Plan) meetings. The College routinely liaises with the relevant social work team who support the young people. The current analysis of the 24 LAC students suggests that they are mostly enrolled on L1 and L2 courses, particularly in Foundation Learning. Students may progress from to aspire to higher education but the current evidence suggests that this is in very small numbers. The College will commit to provide targeted support for students who have the potential and aspiration to progress to higher education. The College is proposing to undertake action research in this area.

All incoming students undergo rigorous IAG with both the central admissions and course teams. As a result, vulnerable students and support needs are identified early in the student journey.

Where financial support is required students are directed to the support team who liaise to put in place payment plans to cater to existing or arising needs

as far as possible. The progression bursary is no longer in place, it being judged to not have had impact.

5.0 Investment

NESCOT commits to the following level of investment to delivery its Access and Participation plan:

Table 7b - Access and participation plan investment summary as a proportion of higher fee income (HFI) (%)	Academic year			
	2019-20	2020-21	2021-22	2022-23
Higher fee income (HFI)	454,025	520,090	520,090	520,090
Access investment (as % HFI)	5.0	5.0	5.0	5.0
Success investment (as % HFI)	5.0	5.0	5.0	5.0
Progression investment (as % HFI)	4.0	4.3	4.5	4.8
Investment in financial support (as % HFI)	1.0	1.0	1.0	1.0
Total investment (as % HFI)	15.0	15.3	15.5	15.8

In academic year 2019-20 this represents 15% of the higher fee income rising to 15.8% in 2022-23. After adjustment for the capitation fees paid to validating HEIs, this exceeds 100% of the additional fee income.

The College works closely with skills development partnerships such as the Employment and Skills Board which brings together businesses, schools, local authorities, colleges, universities, Third sector organisations and other stakeholders across Surrey to focus on key LEP priorities including the development of new flexible and innovative progression pathways to higher level skills.

In 2019-2020 we plan, wherever possible, to spend tuition fee income above the basic fee on outreach activities that focus on the widening participation of under-represented groups including:

- Individuals from lower socio-economic groups or from neighbourhoods where higher education participation is low
- Work with students at schools and colleges from disadvantaged backgrounds to raise their attainment. This will particularly focus on internal progression but it will also link with the HEON National

Collaborative Outreach Programme (NCOP) led by the University of Surrey, of which NESCOL is a member.

- Disabled people
- Mature and part-time learners
- Care leavers
- Carers
- Estranged young people and students

Outreach activities will include:

- Working with further education students within the college at all levels to promote progression options to vocational HE study including Higher Level Apprenticeships.
- Working with relevant local partnerships to raise aspiration, motivation and achievement amongst key groups
- Providing internal progression events
- Providing 1:1 support for college students researching HE opportunities, completing UCAS applications and appropriate confirming HE progression routes
- Providing 1:1 support for college students to develop their CV, undertake job searches, developing their interview techniques and networking skills
- Providing enhanced 1:1 IAG for late applicants to HE and enhanced on-programme support
- Strengthening of progression routes from feeder schools into Further Education and vocationally-relevant Higher Education
- Providing HE fairs and associated taster activities to promote awareness of HE opportunities in local schools and colleges
- Linking with HEON and its NCOP project to work with students from neighbourhoods with low levels of participation in higher education to deliver curriculum tasters and masterclasses.
- Providing enhanced Information Advice and Guidance and deploying NESCOL's team of qualified careers advisors through outreach to promote the range of routes into higher education including higher and degree apprenticeships, vocationally-specific HE and part time options.
- Jointly marketing HE programmes, where appropriate with other providers to local areas with low HE participation.

6.0 Provision of information to students

NESCOT commits through its HE Terms and Conditions policy to ensure that students have full and transparent information to support their decision making at pre-course, offer and enrolment stages. These comprise

- a) Course title and final award (certificate)
- b) Name of the awarding body i.e. the validating university
- c) Length of the course
- d) Start and end dates of the course
- e) Details of work and study placements
- f) Location of study i.e. campus
- g) Details of any accreditation by a professional, statutory or regulatory body (PSBR) e.g. General Osteopathic Council, British Association for Counselling and Psychotherapy
- h) Timetable information – if not available details of when information will be provided to students
- i) Entry requirements including arrangements for the recognition of prior learning or experience where applicable, additional requirements such as Disclosure and Barring Service (DBS) report etc.
- j) Overview of the course
- k) Course/academic year structure
- l) Details of modules/units including those that are mandatory and those that are options. Information will also be given about how and when decisions are made about which modules are to be offered in any year and how students will be advised of these matters.
- m) An overview of teaching and learning activities
- n) Indicative class sizes
- o) Details of taught hours and independent study required (workload)
- p) Support available for students i.e. learning and disability support that can be accessed by students
- q) Details of the teaching team wherever possible.
- r) Information about assessment and feedback arrangements on the course including informal (formative) and formal (summative) assessments.
- s) Details of the assessment components of each module/unit including how they contribute towards the final award if applicable.
- t) Tuition fees, other course-related costs if applicable.
- u) Accommodation arrangements and costs
- v) Financial support that is available to students.

Prospective students are supplied with this information via

- The College website
- Offer letter(s) and related communications
- The Student Handbook – provided to students at induction
- On-programme course communications – typically provided to students by the Programme Leader
- ‘Weblearn’ (online Virtual Learning Environment – VLE)

The College will seek at all times to ensure that information on the College website is up-to-date. Appropriate website information maintenance arrangements are in place. The College will seek to ensure that information is up-to-date in time for the internal HE progression events that take place at the College in the spring term.

Information provided by the College such as in presentations, in the prospectus, leaflets and brochures and on the College website, is accurate at the time of first disclosure. However, courses, College services and content of publications remain subject to change. Changes may be necessary to comply with the requirements of accrediting bodies or to keep courses contemporary through updating practices or areas of study. Circumstances may arise outside the reasonable control of the College, leading to required changes. Such circumstances include, industrial action, unexpected student numbers, significant staff illness (where a course is reliant upon a person’s expertise), unexpected lack of funding, severe weather, fire, civil disorder, political unrest, government restrictions and serious concern with regard to the transmission of serious illness making a course unsafe to deliver. After a student has taken up a place with the College, the College will look to give early notification of any changes and try to minimise their impact, offering suitable alternative arrangements or forms of compensation where it believes there is a fair case to do so.

The College will publish its Access and Participation plan on its website.

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Filename	access and participation plan 10004686 nescot v3
Version Dates	23.05/2018 / 23/07/2018 / 24/07/2018 / 25/07/2018

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

The tuition fee charged in subsequent years may be subject to an annual inflationary increase in line with RPI-X. Any increases will be set by the governing body and notified to students on the College website and the Student Loan Company normally 12-18 months before they apply.

Full-time course type:	Additional information:	Course fee:
First degree	19/20 BSc (Hons) Computing (Top-up) FT	£7,800
First degree	19/20 BA Collaborative Theatre (Top-Up) FT (KU)	£8,800
First degree	19/20 BSc (Hons) Sports Therapy FT (Top-Up)	£7,800
First degree	18/19 BA (Hons) Education Studies FT	£7,100
First degree	19/23 Integrated Masters (MOst)	£8,500
First degree	19/20 BSc Animal Management *(NEW)	£7,800
Foundation degree	19/21 FDegree in Animal Management FT	£7,400
Foundation degree	19/21 FDeg Sports Therapy FT	£7,400
Foundation degree	18/20 Foundation Degree in Education Support FT	£6,600
Foundation year / Year 0		*
HNC / HND	19/20 BTEC HNC in Computing & Systems Development FT	£5,800
HNC / HND	19/21 BTEC HND in Computing & Systems Development FT	£5,800
HNC / HND	19/20 BTEC HNC in Creative Media Production (Moving Image) FT	£6,800
HNC / HND	19/21 BTEC HND in Creative Media Production (Moving Image) FT	£6,800
HNC / HND	19/21 BTEC HND in Performing Arts FT	£6,800
HNC / HND	19/21 BTEC HND in Production Arts FT	£6,800
HNC / HND	NEW BTEC HNC in Theatrical & Media Makeup FT	£5,800
HNC / HND	18/20 BTEC HNC Business Sem 1	£5,300
HNC / HND	18/20 BTEC HND Business Sem 1	£5,800
CertHE / DipHE	19/21 Diploma in Psychodynamic Counselling FT	£7,100
CertHE / DipHE	18/20 Diploma in Psychodynamic Counselling FT	£7,100
Postgraduate ITT	19/20 Professional Graduate Certificate in Education FT	£7,100
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree	- BSc (Hons) Computing (Top-up) PT	£3,900
Foundation degree	- 18/20 FDegree Healthcare Play Specialism	£4,500
Foundation degree	- Foundation Degree in Education Teaching Support Assistants PTR	£4,500
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other	- Certificate in Education	£3,600
Other	- Professional Graduate Certificate	£3,600

