

UniversityCampus
Oldham

UNIVERSITY CAMPUS OLDHAM

ACCESS AGREEMENT 2018/19

Institution: University Campus Oldham

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Introduction

The University Campus Oldham (UCO) forms part of The Oldham College and has been a transformational driver for students who have studied at UCO for over a decade.

Oldham is a particularly deprived borough within Greater Manchester. UCO is uniquely placed to capitalise on the potential here to stimulate real opportunities for growth and impact on the social, cultural and economic development of the town.

'A strong labour market with a growing, youthful population

Oldham is home to a growing, young population with a continuing upward trend in educational achievement

The borough's population is currently 224,900 but is predicted to grow to 241,100 by 2022

Within a 30 minute drive from Oldham town centre the total population is 2.7 million

The age profile population within this 30 minute catchment area is younger than the UK average, providing a long-term sustainable pool of labour

Over a third (37.7%) of the borough's population are classified as 'Wealthy Achievers', 'Urban Prosperity' or 'Comfortably Off' by CACI's Acorn consumer classification system

The borough's working age population is over 157,000 with 34.2% profiled in the 25 - 44 year old age group (both of percentages are higher than the national average)¹

Local Educational Context: Oldham and the Greater Manchester City Region

According to 2012-13 data, Oldham residents generally have access to a high concentration of higher education provision (based on being within a one hour drive of higher education provision) – as Oldham is within the Greater Manchester local authority the large universities of that area are easily accessible but being to the East of the city, the universities of South and West Yorkshire are also readily accessible (Appendix B).

However, despite this accessibility in terms of geographical position there is not a correlation with the participation of young people in HE. The majority of the Oldham wards are classified as 8/10 on the HE provision decile, although participation is generally well below the national average. Somewhat perversely, Saddleworth East is lower in terms of accessibility to HE, but has the highest young HE participation rate in Oldham.

Although Oldham's school and college performance has improved, the proportion of Oldham residents who have acquired a degree has fallen increasingly behind Greater Manchester and national averages. The number of graduates per head of the population was 30% higher in Greater Manchester than in Oldham in 2004, and nationally 45% higher than in Oldham. By 2013, this gap had grown to 41% in Greater Manchester and 55% nationally.

Within Oldham, an average of 29% young people aged 15 years old (leaving school in 2005-6) entered HE by the time they were 19 (by 2010-11). This compares poorly to the national average of 34.8%. As might be expected based on socio economic data, the central wards within Oldham are classed as low participation in HE amongst young people. St James ward is just 11%, whereas Saddleworth East has very high participation at 58%. (Appendix C). Within Oldham's surrounding areas, the lowest participation wards tend to be based in North and East Manchester (Harpurhey, Beswick and Clayton, Blackley, Newton Heath and Bradford), although Middleton West is the poorest at 10%.

¹ http://www.oldham.gov.uk/info/200693/the_place/1218/key_statistics accessed 21.04.2017

The expected % of young people entering HE is based on GCSE attainment. Nationally, the expectation is that 36.6% of young people will enter HE, whereas the actual percentage who do is 34.8%. There is a very mixed picture in Oldham. Centrally within Oldham, HE participation is much lower than expected. Chadderton North, Saddleworth East and Royton North all have higher participation in higher education than expected. In addition, surprisingly, at 29% the Waterhead ward also has much higher participation in higher education than expected – i.e. – the expectation is low based on GCSE performance. Within the wards surrounding Oldham, Hyde Newton is the poorest, followed by the three Middleton wards.

Within the North West, the majority of areas around Cheshire and Liverpool have a higher proportion of young people participating in HE than expected given GCSE attainment. However, there are numerous clusters of areas, particularly around Manchester where participation in HE is much lower than expected.

School achievement in Oldham by ethnicity still needs improvement and this is an area that UCO, given the diverse groups on our courses, will continue to work on.

% of children attaining the expected level at KS2 by ethnic group				
	White	Mixed	Asian	Black
England	79	80	80	77
Greater Manchester	80.8	80.8	79.2	77.8
OLDHAM	82	72	77	74
<i>Source: Educational inequalities in Greater Manchester²</i>				

UCO has developed from an outpost of the University of Huddersfield (UoH) into an integral part of the Oldham College family. Following the introduction of Student Number Control UoH withdrew from the partnership giving UCO the opportunity to develop the curriculum for more students to progress through from further education and non-traditional routes into a higher education experience. UCO then worked with Teesside University (TU) in validating 10 new Foundation Degrees – first cohort September 2015. However, the new TU Pro Vice Chancellor took a strategic turn away from collaborative working and withdrew from the UK based College partnerships. The University of Huddersfield programmes are being taught out along with the TU programmes and UCO has new partnerships with UCLan, Sheffield Hallam University and the University of Bedfordshire. The range of partners is enabling UCO to develop bespoke, tailored, local, employer focussed preparatory programmes, foundation degrees, top up degrees, and honours degrees that will enable students to progress into employment, address employers’ needs and improve access to education for the wider community.

² Educational inequalities in Greater Manchester <http://documents.manchester.ac.uk/display.aspx?DocID=24970> accessed 20th June 2017

There are several key large employers in the town³ (public and private), the predominate business model is SME. The improved travel links to central Manchester presents opportunities for increased and expanding business links.

Given its economic and social working environment, the College already has well established widening participation strategies to make higher education accessible to learners locally, regionally and nationally from a diverse range of backgrounds. This access submission sets out how the College's widening participation strategies are to be continued and enhanced for 2018/19.

Widening Participation Strategy

The College's vision is: **'To help our students gain the skills, knowledge and experience they need to progress in life and work.'**

And its values are **'ambition, integrity, inclusion, responsiveness, courage'**

The College's strategic objectives are included at Appendix A and these indicate that the College is committed to widening participation at every level within its governance, management and academic structures.

³ Trinity Mirror Group, Diodes Incorporated, Ferranti Technologies, Seton Healthcare Ltd, Park Cake Bakeries, Innovative Technologies, Ambassador Textiles, and Nov Mono Pumps, First Choice Homes Oldham, Voluntary Action Oldham, Pennine Acute Hospitals Trust, The Christie NHS Foundation Trust, and Greater Manchester Waste Disposal Authority.

UCO fees, student numbers and fee income

UCO, unlike many providers of HE in FE, had maintained its fees at the basic £5995 until the submission to raise these for September 2017 starters.

We currently have 403 Full Time students and 35 FTE Part Time students on HE programmes. UCO is in a transition period where UoH degrees are being taught out, our quality and support structures are being developed and an ambitious programme of new, more relevant courses are being developed. This is all seen as crucial work for the town. The proposed increased in fees provides opportunities to resource the work required to address local needs and continue to provide distinctive HE in Oldham.

Scope of the Agreement

This agreement relates to the tuition fees for full and part time UK (and EU at the time of writing) students on the following programmes in receipt of HEFCE funding delivered by the University Campus Oldham:

- HE Preparatory programmes
- Foundation degrees
- Undergraduate honours degrees
- Higher national certificates and diplomas
- Initial teacher training qualifications
- Other undergraduate programmes e.g. HNC/D

Students applying to the above courses which start from September 2018 will be included in this agreement.

Fee Levels

UCO intends to continue to charge full time undergraduate entrants tuition fees of £7,500 for the majority of class-based programmes and between £8,000 and £9,000 for specialist programmes e.g. the Creative and Performance programmes. This will take effect for the academic year 2018/19 and following.

UCO intends to use this additional income to develop links with local schools and colleges to raise aspiration and attainment, to support access to HE, to support progression, retention, success, and attainment for students and to resource specialist and academic support and infrastructure for students.

The measures and resources developed and established will benefit all students. These actions will enable UCO to give particular focus on targeting specific groups, i.e. white working class males, BME students, care leavers, disabled students, mature students.

Academic and Curriculum Developments

During UCO's transitional phase, some of the support mechanisms that were provided through UoH (for example access to the electronic library resources, access to UoH careers service) have been developed to now be delivered at UCO. The spaces and location of support is key – in addition to the Learning Resources Centre, we have added the Graduate Hub and the Academic Success Centre which now provide spaces for students to engage with support and access bespoke services. These work on both drop in one to one and group facilities with staff based in the spaces.

The LRC team are working to provide physical and online materials and access to resources to support the new programmes.

As the planned withdrawal of UoH and TU programmes progresses UCO is now working with 3 new partner universities. Course teams have been pro-active in writing new curriculum and developing materials to deliver franchised programmes with our new partners. (Appendix B).

Quality Assurance Context

UCO was initially inspected by the Quality Assurance Agency in March 2013 and an interim visit has taken place in February 2015. This had a positive outcome and in terms of good practice referred to course handbook and employability as a result of the academic and vocational skills which result from the focus on the teaching and learning strategy.

The QAA has signalled that the next review visit will take place in 2017/18.

Widening Participation Plans

Access Agreement Statement for Greater Manchester Higher and NCOP 2018-19

The Oldham College is committed to working in partnership with other HE providers to raise aspirations to HE. The Oldham College is part of Greater Manchester Higher, one of the HEFCE-funded National Networks for Collaborative Outreach, which we have sustained beyond the lifetime of the HEFCE funding. Through this Network we will continue to promote our existing outreach activities through our Network website and contribute to a collaborative programme of HE awareness-raising activities for state schools in Greater Manchester. We will use the Network as an opportunity to share best practice, grow the evidence base for what works and identify and reduce cold spots within our region.

Through Greater Manchester Higher we will also contribute to HEFCE's National Collaborative Outreach Programme (NCOP), where we will work with other Network partners to deliver a programme of activities targeted at NCOP learners which complements our existing outreach work. This will include delivery of campus visits, subject-specific activities and summer schools and supporting mentoring programmes.

Target

Ref	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary
						2016-17	2017-18	2018-19	2019-20	2020-21	
	WP/Outreach (Collaborative)	Greater Manchester Higher is a collaboration of universities and further education colleges from Greater Manchester working together to provide high quality outreach activities for local schools and colleges.	Yes	2014-15	87 secondary schools engaged with	98 secondary schools	106 secondary schools	114 secondary schools	122 secondary schools	130 secondary schools	

UCO is a member of the Manchester Network for Collaborative Outreach which is run through Manchester Metropolitan University.

Through the focus of the NCOP, UCO is increasing its outreach work with local schools and colleges to raise aspirations and develop progression of local students into higher education students. This will also run alongside the development of academic pathways for students at Oldham College to progress either into access provision and thence into university level education or directly into study at the University Campus at Oldham.

Access: Developing links with local schools and Colleges through liaison and outreach work

While UCO is not a large institution and therefore not in a position to provide 'sponsorship' arrangements we are committed to building on and developing further our work with local schools and colleges which promotes Higher Education, aspiration to progress to HE and supports attainment. For example, the FdA Graphic Design team delivering sessions to school pupils across this academic year (2016/17) with a view to enlightening school pupils and raising aspirations about the possible progression routes through HE and on to employment whilst the same time working with the pupils on practical projects at the school and on the UCO premises. The success of this model will be cascaded out to other programmes. Attendance is consistent and positive feedback has been received from teachers and staff. Building on these outreach projects and delivering sessions on campus will be a key activity in the UCO calendar for each course and team to be involved in.

During 2018/19 we intend to put in place collaborative projects. This work will be in collaboration with 2 of our feeder schools. Using our own staff and student mentors we will support groups of students to improve attainment in their studies. The projects will be focussed on 2 areas of our provision: Creative and Digital, and Business and Finance.

The intention is to stimulate improved outcomes for these students and improved engagement in their schoolwork in preparation for further study.

The project will be reviewed each term with the schools taking part to assess the effectiveness of the projects, to regularly update our input, identify both good practice and areas to address for improvement.

The longer term intention is to continue this work, rolling it out in 2019/20 to other schools/feeders and other subject areas e.g. care/social sciences.

Student Success and progression

There is no consistent pattern across UCO with some courses performing well on retention and progression and others not meeting targets. Therefore, UCO needs to continue to do more to improve student success and progression to meet targets consistently. The support required to address will have been initiated in 2017/18. By 2018/19 enhancements and appraisal of the success and efficacy will assist in setting out the next phases.

The resources and steps required will include:

- i) Additional Academic Skills tutors working with individuals and groups (we do have 2 Full time colleagues currently). Additional tutors to deliver numeracy and computer literacy are required.
- ii) The enhancement of the Peer Assisted Learning (PALs) scheme, these are successful on some but not all courses. Expertise has been developed and could be further enhanced through resourcing alumni to take part in the scheme as well as continuing to build the expertise of current students.
- iii) Additional staff to support the Learning Needs of students, this currently is outsourced from agencies but would benefit from more specialist input e.g. for dyslexia, which is based on the campus.
- iv) Additional pastoral care – as stated above the mental health needs of students is increasing and specialist staff on site will support students through times of crisis. Student feedback has consistently requested the provision of on-site mental health support.
- v) A key area to continue to improve, monitor and enhance is the retention of student on all programmes. The HE Work Placement Officer's input will supplement and drive this strand of UCO's work.
- vi) A Student Engagement officer will be employed with a brief to assist in enhancing student engagement and participation across QA processes, and address TEF initiatives.
- vii) The recruitment of student interns to support the above with organising cultural and recreational projects and develop activities and events will assist in making key connections with the student body.
- viii) The maturation of the student body into engaging and initiating their own events requires facilitation from UCO centrally. It is proposed that an NUS style Sabbatical role is created to co-ordinate cultural events.
- ix) Resources will be earmarked to support student exhibition of work – ranging from poster displays showcasing dissertations at our annual scholarly symposium, to support for finished work at our creative arts' end of year Festival of Creativity.
- x) A calendar and framework of opportunities to share good practice within the organisation and with our partners and stakeholders.

Financial Support

Scholarship/Bursaries for students

Given the economic and social environment, the College would like to continue and enhance its bursary scheme by offering each new student by either:

- awarding £500 towards a *scholar's* bursary e.g. specialist equipment, national/international trip or
- the award of a *progress* bursary of £500 for each new starter to higher education. The students who satisfy the criteria for the progress bursary will be monitored to assess the impact in terms of their retention and achievement.

We have based this figure on £500 per new first year student. We have proportioned it to 75% relating to Student with household residual incomes up to £25000 and the remaining 25% relating to other under-represented groups. The progress bursary will be paid in two instalments of £250 following the satisfactory attendance and engagement with the course. The payment dates will be November and July. The Scholar's Bursary will be paid/used as appropriate to the context which will be made clear to prospective students in advance.

The UCO Hardship Fund

Students will continue to be eligible to apply to the Hardship Fund. This will be broken down into categories corresponding to the nature and urgency of the need.

- One-off payments to address immediate need, e.g. the delays experienced by some students awaiting their first payment from SFE (Student Funding England) in September. This has particularly affected carers and parents.
- Funds to carry out assessment of learning needs for current and prospective students – many of our students require their Learning Needs statement updated for HE and a significant number have not had their Learning Needs identified – UCO paid for 15 of these from September 2016 – April 2017.
- Larger payments for emergency situations e.g. a house fire

Support for academic achievement

As the number of students is expected to increase as a result of the expansion of the degree portfolio this will enable UCO to provide additional academic support strategies to address the needs of HE students from non-traditional backgrounds.

UCO has 2 Academic Skills tutors. The tutors already in place support students in their study through one to one sessions, timetabled classes on academic English and academic skills e.g. referencing, and drop in session – all students have access to this resource.

Both the Academic Skills tutors and lecturers are now involved in summer activities for applicants and prospective students and transition workshops for existing students.

These support students through each stage of HE, from new/novices for whom access to HE may be a daunting prospect to those progressing from Year 1 to 2 and Year 2 to 3. We are currently developing an online dissertation preparation short programme for second year students who have family/caring commitments during the summer.

Support for Disabled students

Changes to the funding of HE support from the DSA and criteria of support has stretched previous arrangements whereby the Oldham College co-ordinated and provided the additional support for UCO students. UCO responded pro-actively by creating a new HE Disability Support Officer post and appointed to this from September 2016. It is planned to increase the number of support staff through the access agreement funding available from 2017/18 and beyond where needs are identified.

The Disability Officer works with staff and students from the Admissions stage and throughout the academic year in co-ordinating specialist support, supporting students through the process of applying for DSA and identifying support needs and arranging assessments. During 2016/17 15 students were suspected of being dyslexic and all were supported (at a cost of c. £350 each) to have a formal assessment. All proved positive and their needs are being supported.

During 2015/16, the number of students requiring support for Additional Learning Needs or those with a registered disability increased proportionately by 10%, this continued into 2016/17.

12% of UCO students have a statement of educational needs. This is expected to continue and grow as we reach out to widen participation and support students through their studies.

The HE Disability Officer has also surveyed the students and ascertained that of the 50+ students declaring learning needs, a high proportion of these have mental health issues.

Mental Health Support

Student panels, academic and support staff have been reporting an increase in requests from students for support to address mental health issues.

MIND Oldham are currently providing a pilot drop-in service one afternoon per week. This is not sufficient to address the increasing need for a service to support students on a more permanent and reliable basis. The additional fee income will therefore be utilised to put in place at least 1 HE Mental Health Pastoral Officer.

Progress Support

UCO has a well-established personal academic tutorial system, however, given the multi-faceted needs of students and the support required through the stages of each programme we intend to employ Progress Coaches from 2017/18 and build on this in 2018/19 to enhance this support.

The Progress Coaches will act as both an advocate and coach to signpost support available, maintain contact with those students at risk and work with those progressing well to facilitate and stretch achievement levels.

The Progress Coaches will work with UCO He Data officer, tutors and managers to analyse attendance, retention, progress at course and year level. The team will identify and prioritise areas where students may need interventions to avert withdrawals, find ways to support students and positively impact on progress and success. The coaches will review and monitor this work and feedback at course and campus level.

Students will also be involved in reflecting on this support and the effectiveness of the interventions and activities.

Careers support and advice

UCO employs a Careers Officer who is based on campus 3 days per week throughout the year. The careers service is available to all students on course and graduates of UCO for 2 years following their course.

The Careers Officer has been instrumental in organising events, sees students on a 1 to 1 and group basis, provides advice on employment and volunteering opportunities and on applying for post-graduate courses.

UCO launched an annual Employability Week in February 2017. This was co-ordinated through the Careers Office and will be expanded in future years. The intention is to involve tutors and students in planning and putting on more activities, course and industry specific talks and fairs around employer links and opportunities.

As student numbers grow it is anticipated that more staff and specialist staff will be needed to support this element of our progression project to continue to raise the aspirations of applicants, students and graduates.

The increased fees raised during 2017/18 will support the creation of an HE Work Placement/Internship officer. A student employability officer post will be created to work alongside this post and the wider careers and employability team will then be equipped and charged with further employer liaison events and activities e.g. competition briefs for Graphic Design students and school pupils

Monitoring and evaluation arrangements

UCO is relatively new to the monitoring, evaluation and data collection pertaining to the various strands and targets of OFFA's reporting requirements. UCO has therefore been strengthening its structures to address this and utilise our Quality Assurance and governance structures to ensure information is shared and sought with the involvement of governors, senior managers, academic and support staff and students.

In 2016/17 UCO established the new UCO Quality and Registry department, built on its admissions department, appointed an HE Data Officer.

UCO is supported by Oldham College's central data management system which enables the interrogation of data and analysis of trends. The measures agreed within the access agreement will be monitored and discussed at faculty, UCO and whole College level. This will ensure that progress is monitored and the necessary actions or adjustments made to targets as further information and analysis is available.

UCO will monitor and evaluate the use and allocation of the funds, the activities and ascertain and measure the impact these have. For example, we carried out an initial survey on the 2015/16 £1,000 Bursary award. Many of the respondents stated that they were carers, without the bursary they would have had to find part time work and the majority used the funds on transport, food and course-related materials. Through further activities and discussions with students there are a range of possible uses of the Bursary - these vary from course to course. For example, the Creative courses favour increased access to specialist facilities and equipment and the provision of study trips; FdA Children and Young People programme and Early Years have are planning to offer residential study trips to students to enhance the programme's content.

Each new initiative will be rolled out and the short term and long term impacts measured against concrete elements e.g. student satisfaction, impact on studies, grades, success, progression and retention.

The monitoring and evaluation of increased fees and allocation of resources to address the key aims of Widening Participation will be reported on each term through UCO's QA processes, and will be presented to the Principalship and governors.

Targets and milestones

These will form key targets that will be set at appraisals of staff. Updates on performance against target will be on the standing items course and faculty meetings and therefore reported on regularly.

The integration of these imperatives into the daily workings of UCO will not be an awkward adjunct, rather this will present opportunities to comment on the concrete reality of UCO's work in the setting of Oldham with its challenges and opportunities.

The reporting milestones are scheduled at key points of the year: enrolment, midway through Semester 1, the end of Semester 1, Mid-year Module Boards, the start of Semester 2, midway through Semester 2 and at the end of each academic year.

This reflects the content and sections and timings of completion of course Annual Evaluation Reports. The targets, milestones and provision of support across the access agreement coexists and integrates with our work to address the TEF.

Assessment of performance

The funds being applied for will assist in enhancing UCO's success across the student lifecycle from raising interest and awareness, to gaining access in a prepared state to the appropriate programme, progression through each stage, success at the culmination and successful preparation for employment/further study. In evaluating where we can improve on **access** while most of our current students are from the local area and we have a diverse student population, (see Annex 1). For the year 2016/17 we had a reported 270 students from BME backgrounds and 305 who identified as white.

The student population is predominantly female – 391 females against 184 males. This is concentrated along traditional lines where the caring courses are in some cases cohorts are exclusively female:

Learner Count			Grand Total
	Female	Male	
HEBC Business, Construction & Project Management	34	57	91
HEDC Digital & Creative Industries	39	67	106
HEET Early Years & Teacher Education	143	30	173
HEHS Health & Social Sciences	175	30	205
Grand Total	391	184	575

The students at UCO are predominately non-traditional and older (60%) than those at a traditional campus, 40% are over 25, 27% are 21-24, and 33% are under 21.

Work will continue to address:

- i) Improving progression from The Oldham College Level 3 programmes
- ii) The recruitment of young white males from working class low participation backgrounds
- iii) The current make-up of e.g. the Business Management programmes – white males are under-represented; and the Health programmes are over-represented by non-traditional females from BME groups.
- iv) Differentiation in achievements from BME groups
- v) Recruitment of younger students
- vi) Investment in activities based in local schools that raise awareness,
- vii) Investment to raise achievement in school and the development of longitudinal engagement. Pilots will focus on areas of curriculum i.e. Creative courses, Business and Management and Social Sciences.

Indication of expenditure

We intend to allocate 377,000 on expenditure, an increase on the previous year in line with the anticipated increase in numbers. This will include £60,000 on access, of which 8.2% is OFFA accountable funding; £45,000 on progression, of which 6.1% is OFFA accountable funding; and £100,800 on success activities, of which 8.2% is OFFA accounting funding. This refers to the amounts in tables 6a and 6b.

The varying figures are based on the need for support at an early stage which ensures students are prepared for the programme. It will be key to assess and support their individual Learning Needs, this work may begin prior to starting their programme as we target e.g. specific schools/colleges and potential feeder courses.

Once on programme the progression through the stages will be supported on both individual and group levels - group activities will increase hence spreading the resource implications.

The larger investment in activities to support success, incentives, support around pastoral and academic interventions and addressing the specific needs of the WP groups is needed. Students face real difficulties in maintaining their motivation and energy mid-way and towards the end of their programmes – this is a real challenge. It can be exacerbated by financial challenges and impacts on mental health and stress levels.

Addressing the progress, retention and success of our BME students requires increased interventions that are sensitive to the specific needs of these groups. Both the Oldham College and are developing strategies to understand the needs of BME groups, collecting, monitoring and reviewing the data and trends on the progress of BME students C.F. other sections of the population. Recommendations are still to be agreed and acted upon. For example this may include mentor support, peer support, or progress coaches with a BME remit to support and improve success and progress of BME students.

Access, student success and progression measures

We intend to provide a range of activities, events, initiatives and build-infrastructure and services to address each of the above – inevitably too there will be overlap of these:

For example, UCO recruits Student Ambassadors each year who also carry out these within UCO, this will continue each year.

UCO will build on events initiated last year through GM Higher and now through the NCOP scheme. UCO will continue to initiate and put on recruitment and awareness raising events that target cold spot wards in Oldham. This will be further enhanced by competitions, prize-giving events, exhibitions of school pupils' work judged by UCO students and a celebration event as the culmination. Further recruitment and involvement of UCO students and ex-students as ambassadors will add to this and give traction as we make inroads into the hard to reach communities.

The additional staffing as outlined above will address supporting progression and success. In addition, cultural and study trips will enhance the student experience where such activities have not been a part of many students' worlds.

Progression from Foundation Degree to Top – up Degree

Students will be supported in progressing from Foundation Degree to the relevant Top-Up Degree in their subject area. This will include transition activities prior to completing their programme, a series of activities and links with level 6 learners, peer support systems during their final year and academic support sessions during the summer in preparation for Level 6 study. The expectations of study at Level 6 will be clearly signposted utilising a range of informative and interactive methods.

Students in the final year of their Honours Degrees will be able to access information on further specialist Masters/professional study. The careers service will provide 1 to 1 and group sessions, timelines for submitting completed application forms and support in preparing personal statements. There will be a calendar of visits from admissions tutors from Masters courses e.g. in popular areas in Health from Salford University and our partner universities.

Supporting students' attendance and participation at the annual UCO Research Symposium will enhance the connections across each year and beyond e.g. as 3rd year students present their work to fellow students and staff – many of these will then embark on study at Masters level, and will return to present the following year as alumni of UCO.

Submission of work to a range of competitions will be encouraged and supported for each programme e.g. the D&AD competitions for creative arts students, the annual British Conference of Undergraduate Research for Social Science students. This will be embedded into the programmes and will result in raising students' aspirations – whether further study or employment – through these undertakings.

Alumni activities and links will be further enhanced, UCO is developing a LinkedIn alumni group and there are closed subgroups attached to most courses. Cultural events, themed events e.g. workshops on entrepreneurial skills, social events and bite-sized sessions throughout each year and the holiday periods will celebrate the educational and work achievements of the UCO Alumni and provide a critical forum for sharing and further development.

Building on the annual Employability Week there will be opportunities for further engagement of local and regional employers. Students will meet employers, be engaged in work based activities/live briefs and develop the skills to apply for roles in the workforce, hone skills and continue as Life Long Learners. The Careers service will provide employability sessions alongside the HE Work Placement Officer – these will cater for 1 to 1 requests and groups. The annual 'Industry Week' will continue and provide a focus for each course to invite guest speakers, employer links and will be open to all students. These 2 services will develop a Job Shop service for students and employers and will tap into local and regional networks supporting student progression into work. This service will remain available to our alumni beyond the completion of their programme.

Equality and Diversity

UCO, as part of the Oldham College family, has developed this access agreement in relation to the Equality Act 2010 and the agreement forms part of the equality and diversity programme. Equality and diversity is embedded in all our processes and interactions with students. UCO already monitors its student body annually to gauge the success of this work and identify where targeted action may be required.

The portfolio of courses available at UCO over last 2 years has resulted in a concentration of traditionally female occupations in health and social care which has resulted in a student population that is largely female (2013/14 and 2014/15 70%). The increasing number of courses and wider choice of academic subject that is being extended through the new validations over the next few years will help redress this balance and create opportunities for example for increased outreach and recruitment of white working class male students.

Provision of information to prospective students

The provision of accurate and reliable information to prospective students and stakeholders is a key area of activity that is being developed. UCO senior managers have run sessions with Marketing staff on KIS, WIS and CMA guidance.

Information on the fees, financial support, scholarships and bursaries available through UCO channels will be made available on our website, at the campus and guidance will be offered throughout the student journey.

Interview, enrolment and induction will further embed and signpost information and sources to assist students in accessing support.

In addition a range of advice and support external to UCO will be signposted on our website and through leaflets and the VLE.

Consulting with students

Student Engagement and Student Union

The UCO Student Forum was asked what services could further improve the student experience, student representatives feedback that more support for students experiencing both stress and mental health issues was required. This is also reflected across the HE sector as a key issue facing students.

UCO is planning to recruit a student engagement officer in 2017/18 who will provide the link between students, academic staff, services and resources and will be the enabler for the development of student involvement in curriculum development, social activities and societies and the student union.

As UCO has a relatively small number of students this resource will be key to developing involvement from the wider student population. UCO has a student representative on the Governing body of the College and this post will also enable support for this development. During 2016/17, we have been consolidating the modes and channels of student engagement e.g. we now have a termly Student Forum where student representatives meet directly with members of the Principalship team and heads of the support services – IT, Estates, Library. From this we held a more student facing induction which included a Fresher's Fair – the first at UCO. We are also eager to include students in all activities and QA and see the students as partners in an evolving collaboration. The first UCO Scholarly Symposium took place in July 2016 and included contributions from students and staff. This annual event continues in June 2017 with more students involved and a wider variety of artefacts being included e.g. posters.

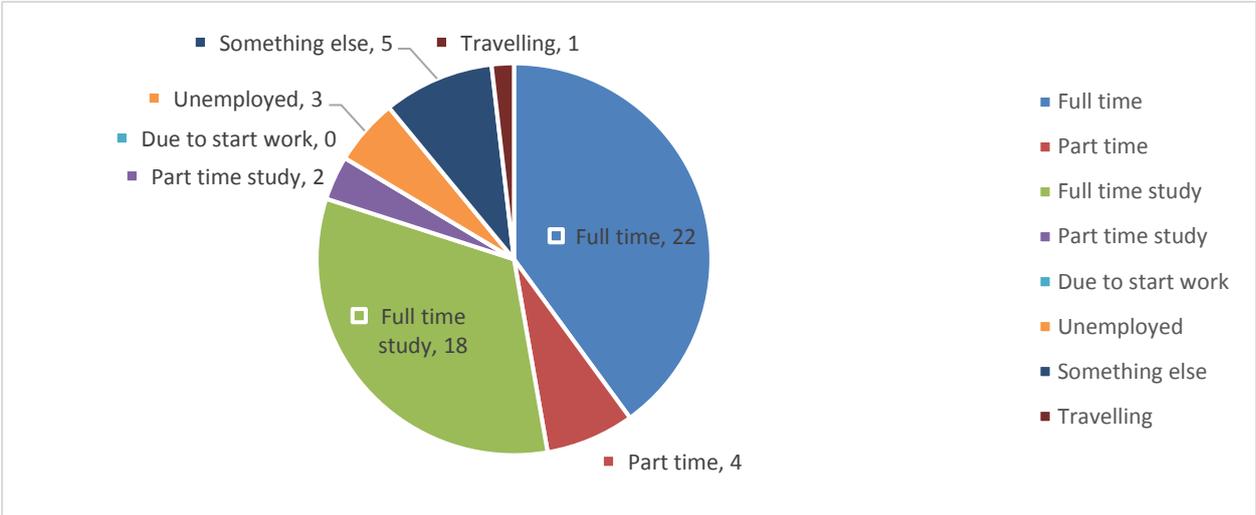
A suite of Student Representative training events took place in 16/17 to be added to in 17/18. An accompanying handbook is planned. We are planning to support more attendance at conferences for students to support our strategy.

Fig. 1

UCO Student Destinations 2014/15

In targeting support and enhancing the progression outcomes of our graduates we have included 2014/15 data to inform the activities:

UCO Student Destinations 2014/15, All courses. Total Number of Graduates: 98, Total Number of Respondents: 55, Response Rate: 56%



Of the students who responded to the survey the majority remained in Greater Manchester, reflecting the make-up of our students.

Region	No Employed
Greater Manchester	24
West Yorkshire	1
Widnes	1

56% of these were in undergraduate level work that related to their studies:

Job Title	Total
Stock control clerks and assistants	1
Nursery nurses and assistants	2
Teaching assistants	2
Production managers and directors in construction	1
Managers and proprietors in other services n.e.c.	2
Senior professionals of educational establishments	1
Construction project managers and related professionals	1
Care workers and home carers	2
Sales and retail assistants	1
Call and contact centre occupations	2
Housing officers	1
Graphic designers	2
Elementary construction occupations	1
Educational support assistants	1
Welfare professionals n.e.c.	3
Commercial artists	1
Business and related associate professionals n.e.c.	2

20 of these students progressed to further study:

Course	Total
PGCE Primary Teaching	3
BA Drama	3
BA Performing Arts	1
PGCE Early Years	1
PGCE Early Key stage 1	1
PGCE Further Education	1
BSc Construction Management	1
BSc Construction Project Management	1
BSc Quantity Surveying	2
MA Social Work	2
PGCE for Lifelong Learning	2
BSC Health and community studies	1
GCSE Science	1

Our targets are to improve those progressing to further study through the support activities outlined above.

In addition we are focussed on supporting progressing students into higher paid, graduate level roles through our enhanced engagement with careers, employability services and activities, our alumni and contacts with employers.

We are awaiting the 2015/16 destinations information which will further inform our activities and targets in progression to education and employment.

APPENDIX A UCO Students Ethnicity

Academic Calendar Day.Year	2016/17
Include In Statistics HE	Yes
Study Year	All (Multiple Items)
Courses.MOA	

Learner Count	Column Labels		Grand Total
	BME	White	
Row Labels			
HEBC Business, Construction & Project Management	60	31	91
HEBCBM Business and Management	55	18	73
UPB01 12/17 BA (HONS) BUSINESS MANAGEMENT		1	1
UFB02 14/17 BA (HONS) BUSINESS MANAGEMENT	16	3	19
UFM04 15/17 FdA Business Management	20	1	21
UFM04 16/18 FdA Business Management	14	6	20
UFM06 16/18 FdA Financial and Professional Services	6	7	13
HEBCCM Construction Management	5	13	18
UPP01 15/17 HNC Construction and The Built Environment		6	6
UPP01 16/18 HNC Construction and The Built Environment	5	7	12
HEDC Digital & Creative Industries	38	68	106
HEDCCM Creative Media	10	5	15
UFM05 15/17 FdA Creative Media Production	2	2	4
UFM05 16/18 FdA Creative Media Production	8	3	11
HEDCGA Games Art	11	31	42
UFT02 14/17 BA (HONS) GAMES ART		10	10
UFT02 15/18 BA (HONS) GAMES ART	4	9	13
UFT02 16/19 BA (HONS) GAMES ART	7	12	19
HEDCGD Graphic Design	14	10	24
UFM07 15/17 FdA Graphic Design	6	2	8
UFM07 16/18 FdA Graphic Design	8	8	16
HEDCPA Performance	3	22	25
UFM02 15/17 FdA Performance		7	7
UFM03 16/17 BA (Hons) Performance		9	9
UFM02 16/18 FdA Performance	3	6	9
UFM03APL 16/17 Accreditation of Prior Learning - Foundation Degree 240 Credits		8	8
HEET Early Years & Teacher Education	79	94	173
HEETEY Early Years	55	43	98
UPM01 15/18 FdA Children and Young People	2	6	8
UFD01 14/17 BA (HONS) EARLY YEARS	18	3	21
UFD01 15/18 BA (HONS) EARLY YEARS	7	4	11
UFM01 15/17 FdA Children and Young People	6	10	16
UFD01 16/19 BA (HONS) EARLY YEARS	11	7	18
UFM01 16/18 FdA Children and Young People	11	13	24
HEETTE Teacher Education	31	55	86
UPD04 15/17 PGCE IN SERVICE (LIFELONG LEARNING POST 16)	4	11	15
UPD03 15/17 CERTIFICATE IN EDUCATION INSERVICE (LIFELONG LEARNING)	1	5	6
UPD03 16/18 CERTIFICATE IN EDUCATION INSERVICE (LIFELONG LEARNING)	1	5	6
UPD04 16/18 PGCE IN SERVICE (LIFELONG LEARNING POST 16)	3	5	8
UPD05 16/19 BA EDUCATION AND PROFESSIONAL DEVELOPMENT		4	4

UFD05 16/17 PGCE PRE SERVICE (LIFELONG LEARNING POST 16)	15	21	36
UDIM3130 16/17 LITERACY & MATHS IN EARLY YEARS	7	4	11
HEHS Health & Social Sciences	93	112	205
HEHSHC Health & Community Studies	89	100	189
UFH01 14/17 BSC (HONS) HEALTH AND COMMUNITY STUDIES	22	17	39
UFH02 14/17 BSC (HONS) PSYCHOLOGICAL STUDIES	5	18	23
UFH01 15/18 BSC (HONS) HEALTH AND COMMUNITY STUDIES	17	22	39
UFH02 15/18 BSC (HONS) PSYCHOLOGICAL STUDIES	9	18	27
UFM08 15/17 FdSc Health and Social Care	7	6	13
UFH01 16/19 BSC (HONS) HEALTH AND COMMUNITY STUDIES	11	3	14
UFH02 16/19 BSC (HONS) PSYCHOLOGICAL STUDIES	6	10	16
UFM08 16/18 FdSc Health and Social Care	12	8	20
HEHSSP Sports Studies	4	12	16
UFM09 15/17 FdSc Sport and Exercise Science	4	5	9
UFM09 16/18 FdSc Sport and Exercise Science		7	7
Grand Total	270	305	575

APPENDIX B – UNIVERSITY CAMPUS OLDHAM

OLDHAM COLLEGE

Strategic Priorities:

Oldham College's Strategic Plan 2013-16 clearly sets out how the College intends to deliver its vision and mission by identifying the following strategic priorities:

- Priority 1:** Provide an outstanding vocational educational experience to ensure all learners reach their potential and are equipped for progression
- Priority 2:** Engage with employers and industry bodies to develop an offer and a curriculum that is aligned to the labour market and employer needs and enables learners to progress
- Priority 3:** Work strategically with key partners in Oldham and the City Region around skills delivery, planning and development, to improve outcomes for Oldham's residents
- Priority 4:** Be inclusive and engage with all of Oldham's communities to improve participation and skills levels in the area
- Priority 5:** Be enterprising and innovative in the way we work and develop new models of education
- Priority 6:** Lead and manage the College effectively to ensure that we are able to achieve our first five strategic priorities

The Higher Education and Higher Skills Strategy 2016-18 outlines the way in which UCO will contribute to address the educational gaps prevalent within Oldham and the City Region.

The overarching themes in relation to the College's strategy are demand led growth based on high quality, including expansion of progression routes, a clear community focus and the raising and meeting of local aspirations.

UCO is part of the Oldham College Family and, therefore, this strategy also supports the delivery of Oldham College's Vision, Mission and Values and Strategic Objectives.

Strategic aims

- UCO will achieve sustained growth in HE and Higher Skills provision which meets employer, student and community needs, keeps students engaged locally and is linked to the regeneration of the area
- UCO will engage with the community to raise awareness and increase the number of people in Oldham and surrounding areas engaging with HE and higher skills, transforming lives through education, experience, support and inspiration
- UCO will deliver the highest standard in inspirational teaching, learning and assessment informed by professional practice, research and scholarship to enhance the learning experience

- UCO will provide an excellent HE and Higher Skills experience and strong HE identity, sharing our passion, enthusiasm and energy to enhance the development of students before, during and after their studies
- UCO will provide governance and strategy to HE to support its growth, development and enhancement, building the brand, reputation and influence of UCO at Oldham College, with employers and the community
- UCO will develop external partnerships that provide tangible benefits to HE and Higher Skills students
- UCO will enhance the career outcomes of all HE and Higher Skills students through supporting employability, enterprise and innovation and develop individuals who will shape the social and economic fabric of the future

Appendix C UCO Planned programme delivery by University Partner 2017 onwards *The majority of programmes will run as F/T until sufficient demand for P/T is established

UCLan Curriculum Plan

2017-18 Course Title	New or Replacement for	Mode*	Starting
FdSc Sport and Exercise Science	FdSc Sport and Exercise Science	FT/PT	Sept 2017
FdA Sports Coaching	NEW	FT/PT	Sept 2017
BA (Hons) Sports Coaching – Top-up	NEW	FT/PT	Sept 2017
FdSc Health & Social Care	FdSc Health & Social Care	FT/PT	Sept 2017
BSc (Hons) Health & Social Care – Top-up	NEW	FT/PT	Sept 2017
FdSc Health & Social Care (Mental Health)	NEW	FT/PT	Sept 2018
BSc Health & Social Care (Mental Health) – Top-up	NEW	FT/PT	Sept 2020
FdSc Health & Social Care (Assistant Practitioner)	NEW	FT/PT	Sept 2018
BSc Health & Social Care (Assistant Practitioner) – Top-up	NEW	FT/PT	Sept 2020
FdA Performance: Drama and Theatre	FdA Performance	FT/PT	Sept 2017
BA (Hons) Performance – Top-up	BA (Hons) Performance - top up	FT/PT	Sept 2017
FdA Performance: Dance	NEW	FT/PT	Sept 2017
BA (Hons) Performance: Dance – Top-up	NEW	FT/PT	Sept 2017
FdA Graphic Design	FdA Graphic Design	FT/PT	Sept 2017
BA (Hons) Graphic Design- Top-up	NEW	FT/PT	Sept 2017
FdA Media Practice	FdA Creative Media Production	FT/PT	Sept 2017
BA (Hons) Media Practice – Top-up	NEW	FT/PT	Sept 2017
BA (Hons) Community Studies with Health	BA (Hons) Health And Community Studies	FT/PT	Sept 2017
BA (Hons) Digital Art for 3D Games and Media	BA (Hons) Games Art	FT/PT	Sept 2017
FdA Photography	NEW	FT/PT	Sept 2017
BA (Hons) Photography – Top-up	NEW	FT/PT	Sept 2017

FdA Criminology	NEW	FT/PT	Sept 2017
BA (Hons) Criminology – Top-up	NEW	FT/PT	Sept 2017
FdA Digital Technologies	NEW	FT/PT	Sept 2018
BA (Hons) Digital Technologies Top-up	NEW	FT/PT	Sept 2020
FdSc Construction	HNC Construction	FT/PT	TBA
BSc (Hons) Construction	NEW	FT/PT	TBA

Sheffield Hallam University Curriculum Plan

2017-18 Course Title	New or Replacement for	Mode	Starting
BA (Hons) Early Years	BA (Hons) Early Years	FT/PT	Sept 2017
Foundation Entry/BA (Hons) Early Years	NEW	FT/PT	Sept 2018
FdA Children and Young People	FdA Children and Young People	FT/PT	Sept 2017
BA (Hons) Children and Young People – Top-up	NEW	FT/PT	Sept 2017
BSc (Hons) Psychology	BSc (Hons) Psychological Studies	FT/PT	Sept 2017
Foundation Entry/BA (Hons) Psychology	NEW	FT/PT	Sept 2017
FdA Education and Learning Support	NEW	FT/PT	Sept 2017
BA (Hons) top up Education and Learning Support	NEW	FT/PT	Sept 2019

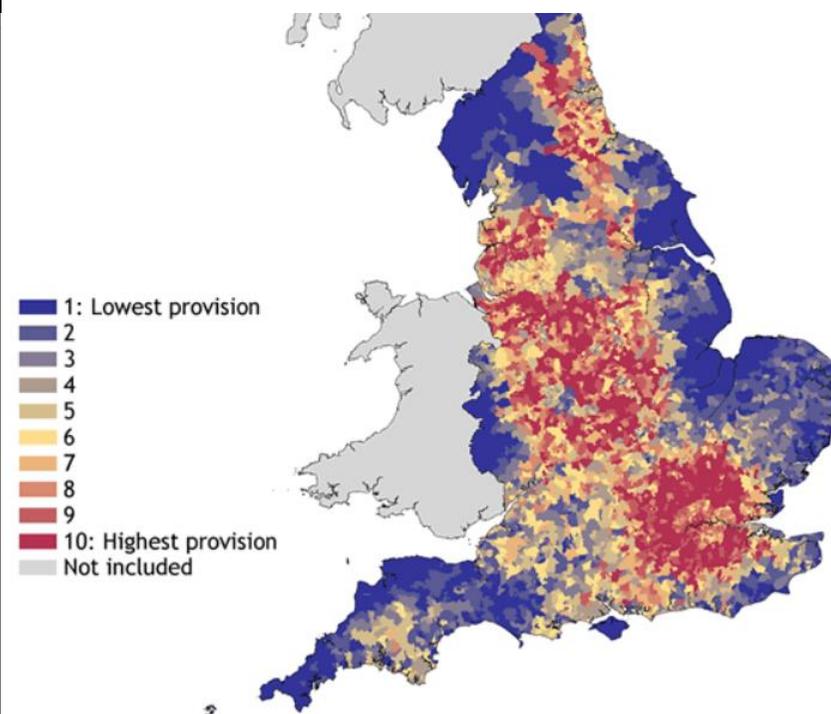
University of Bedfordshire Curriculum Plan

2017-18 Course Title	New or Replacement for	Mode	Starting
FdA Business and Management	FdA Business and Management	FT/PT	Sept 2017
BA (Hons) Business and Management - Top up	NEW	FT/PT	Sept 2017
FdA Financial and Professional Services	FdA Financial and Professional Services	FT/PT	Sept 2017
BA (Hons) Financial and Professional Services- Top up	NEW	FT/PT	Sept 2017
MBA	NEW	PT	Sept 2018

APPENDIX D - HE COLD SPOT DATA

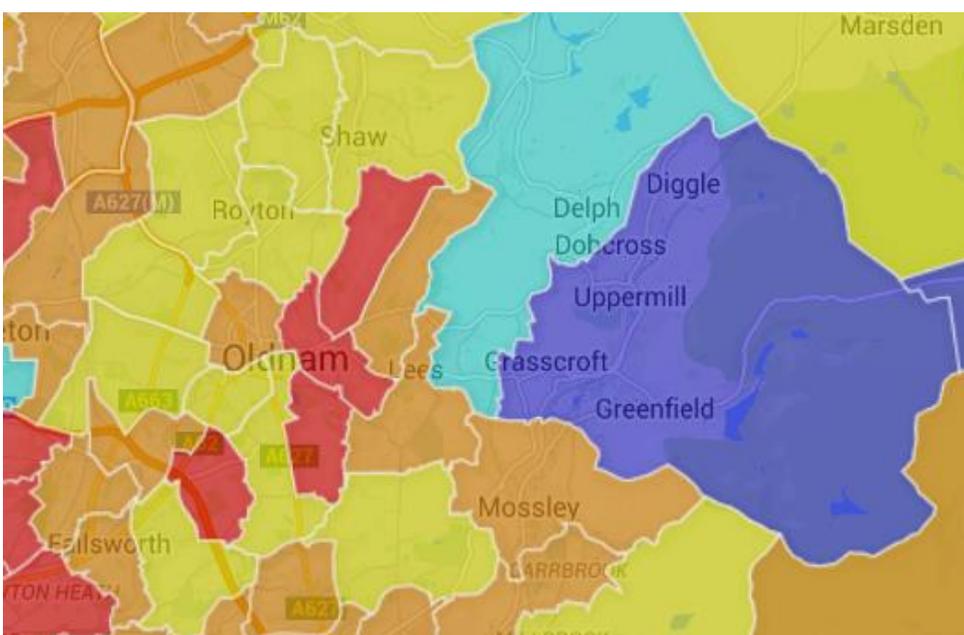
The table shows students studying HE from Oldham in 2012-13 in relation to the population of young people in the area who could enter HE (based on being within a one hour drive of HE provision). If an area has a concentration of provision that could reasonably meet its young population, then it will appear in red. If the young population in an area has little access to HE, then the area will appear in blue. Oldham residents are relatively well served with HE provision with an average score of 8/10. Ironically, the Saddleworth areas are quite low in terms of access to HE, however they have the highest young HE participation rates in Oldham

2001 Census Ward	*Undergraduate Entrants into HE	Potential Demand for HE	HE provision over population	HE provision decile
Alexandra	69,555	915	75.9	8
Chadderton Central	70,915	705	100.7	8
Chadderton North	72,065	805	89.7	8
Chadderton South	73,515	615	119.3	8
Coldhurst	71,120	1,200	59.2	8
Crompton	68,625	585	117.1	8
Failsworth East	63,240	665	95.4	8
Failsworth West	70,690	580	121.9	8
Hollinwood	71,490	800	89.5	8
Lees	63,910	690	92.4	8
Royton North	69,885	585	119.1	8
Royton South	70,285	635	110.7	8
Saddleworth East	54,980	780	70.4	7
Saddleworth West	62,960	750	83.8	8
St. James	64,215	705	90.8	8
St. Mary's	70,880	1,110	63.8	8
St. Pauls	69,825	830	84.1	8
Shaw	66,045	585	113.1	8
Waterhead	66,875	855	78.4	8
Werneth	72,510	935	77.5	8



APPENDIX E – PARTICIPATION OF YOUNG PEOPLE IN HE IN OLDHAM

This map shows the young participation rate across Oldham & GM. The rate is defined as the proportion of young people (15 year olds) who entered HE by the age of 19 (aged 15 in 2005-06, aged 19 in 2010-11 academic years). The table shows young participation in Oldham wards.



Ward	Young Population	Young Entrants	Young Participation	Nat Av Diff (34.8%)
St. James	717	79	11.00%	-23.8%
Hollinwood	873	127	14.60%	-20.2%
St. Marys	1,117	217	19.50%	-15.3%
Alexandra	997	196	19.70%	-15.1%
Chadderton South	769	163	21.20%	-13.6%
Lees	739	157	21.30%	-13.5%
Coldhurst	1,099	269	24.50%	-10.3%
Failsworth West	655	162	24.80%	-10.0%
Waterhead	935	261	28.00%	-6.8%
Failsworth East	684	201	29.40%	-5.4%
Royton South	705	211	30.00%	-4.8%
Chadderton Central	746	232	31.10%	-3.7%
St. Pauls	793	258	32.50%	-2.3%
Chadderton North	728	245	33.70%	-1.1%
Werneth	914	309	33.80%	-1.0%
Crompton	738	252	34.20%	-0.6%
Shaw	731	256	35.10%	0.3%
Royton North	739	270	36.50%	1.7%
Saddleworth West	752	347	46.10%	11.3%
Saddleworth East	829	482	58.10%	23.3%