

CALDERDALE COLLEGE



INSPIRING LEARNERS TO SUCCEED IN LIFE & IN WORK

# ACCESS AGREEMENT

## 2018/19



**Our Values | Your Values**

Integrity, Fairness, Openness, Enjoyment, Democracy,  
Rule of Law, Individual Liberty, Respect & Tolerance

**Calderdale College Access Agreement 2018/19**

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## Preface

Calderdale College has a proud tradition of offering lifelong learning to the Calderdale community. This means that anyone, no matter what age or background, can access a programme of study at the level that is appropriate to them, and begin a learning journey that can take them right through to graduation on a BA (hons) degree programme.

Higher education students rely on a tuition fee loan to pay their fees, and we know that those tuition fee loans are paid back in an affordable way. We also know that the worth of a HE qualification is far more than the cost of the tuition fee; its real worth is that it is transformative and life-changing, developing important skills and knowledge and leading to exciting employment opportunities and new possibilities.

Through increasing its HE tuition fees in 2018/19, Calderdale College will be in a position to give even more support for people from underrepresented and disadvantaged backgrounds to access and be successful on its HE programmes. The College is committed to:

- Creating a Level 4 Bursary scheme to financially support new HE students in their first year;
- Offering more financial support for disabled students with the DSA application process;
- Creating a new post to support prospective students' accessing HE and support the success of current HE students, with a focus on Mature, Disabled and BME students;
- Putting in place a mentoring scheme to build student resilience and confidence when facing the challenges of balancing study and other life commitments.

Fulfilling the commitments in this Agreement will have a positive impact on the way that the people of Calderdale and of the wider region, regardless of their postcode or date of birth, can access and be successful in higher education.

A handwritten signature in black ink, appearing to read 'K Robson', with a long horizontal line extending to the right.

**Karen Robson**

Head of Higher Education, Access and Professional Studies

## Calderdale and Calderdale College

1. Calderdale College is a Further Education College in Halifax, West Yorkshire, and the only provider of higher education in the Metropolitan Borough of Calderdale. It offers foundation degrees and BA (hons) top-up degrees validated by the Open University; higher national certificates and diplomas (HNCs and HNDs); and teacher education programmes in partnership with the University of Huddersfield.
2. In 2016, the College won the AoC Beacon Award for Employer Engagement for its innovative work in attracting and distributing £100m funding within the region, demonstrating responsiveness to business needs and working closely with the Leeds City Region LEP and Skills Service. It also holds Leaders in Diversity status, for its outstanding work in promoting, embedding and adopting an institutional approach to Equality, Diversity and Inclusion.
3. The borough of Calderdale is a large geographic area with a relatively small population of around 208,400 inhabitants<sup>1</sup>, three-quarters living in urban areas including the six main towns of Brighouse, Elland, Halifax, Hebden Bridge, Sowerby Bridge and Todmorden. Four-fifths of Calderdale is described as rural in the 2011 Census<sup>2</sup>.
4. Calderdale is the 89<sup>th</sup> most deprived Local Authority District in England<sup>3</sup>, with around 13.5 per cent of inhabitants living in neighbourhoods ranked by Indices of Multiple Deprivation (IMD 2015) as being within the worst 10 per cent in England<sup>4</sup>.
5. In 2015/16 around 50 per cent of higher education students had addresses in widening participation postcodes. Several wards most local to the College fall into POLAR3 Quintiles 1 and 2, showing particularly low participation rates in higher education among young people within those areas.
6. The College serves its local population by providing accessible higher education enabling non-traditional students to participate and achieve good outcomes. Small class-sizes, regular one-to-one tutorial time with programme tutors, dedicated academic and pastoral support all combine to provide a safe learning environment for students to re-enter education, often after an extended break.
7. Students enrolled on HE programmes at the College come from a wide range of backgrounds, with wide variances in academic, professional and life experience. These varying support needs are met through the successful co-ordination of various strands of

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<sup>1</sup> ONS Calderdale population estimate 2015 <https://dataworks.calderdale.gov.uk/dataset/population-estimate/resource/21caefd3-2f27-4242-b8f9-9002abe16e8a>

<sup>2</sup> Calderdale Council Joint Strategic Needs Assessment <https://www.calderdale.gov.uk/v2/residents/health-and-social-care/joint-strategic-needs-assessment/calderdale-demographic-information>

<sup>3</sup> Calderdale Data Works IMD 2015 Infographic <https://dataworks.calderdale.gov.uk/dataset/calderdale-imd-2015-results-at-isoa--neighbourhood-and-ward/resource/2a358ef3-3842-447b-9cec-77454afebd3b>

<sup>4</sup> Calderdale Council Joint Strategic Needs Assessment <https://www.calderdale.gov.uk/v2/residents/health-and-social-care/joint-strategic-needs-assessment/inequalities/deprivation>

support designed to give every student the ability to succeed, regardless of their background.

8. The way that Academic Skills Support (ASK) is integrated into mainstream teaching was highlighted as an area of good practice by QAA in their 2014 Review of the College<sup>5</sup>. This support is given through two members of part-time ASK Tutors, who work to deliver workshops with programme groups and give one-to-one tutorial and email support to individual students to develop their academic skills. The work is undertaken through close collaboration with teaching teams, to effectively identify and deliver the support where it is most needed.
9. The College Learner Services team provide services that support students to access and to be successful in higher education. The Admissions team provide advice and guidance on the application and interview process, running information events for prospective students. Student Advisers provide support students with applications through UCAS and to Student Finance England for funding and finance, while also offering counselling to students where they are referred, or self-refer.
10. Monitoring of student progress, both academic and personal, is co-ordinated through Promonitor, a central system where concerns, appointments and interventions can be recorded for viewing by the various support teams. A student's profile can be categorised as 'at-risk' on this central system, so that everyone can be aware and react accordingly.

### **Raising Attainment Among School Age Young People**

11. The College runs an Early College Transfer Programme (ECTP) with disengaged young people aged 14+ from the Calderdale area. In 2016/17 there are 10 young people who transferred from local schools and Pupil Referral Units (PRU) and 34 young people re-entering mainstream education after having been home-schooled. The pass rates and progression to further and higher education for young people on the Programme is outstanding, and is evaluated annually. In 2017/18 this programme will expand to include 17 school transfers and 57 young people from a home-schooled background and is expected to expand further in the coming years.
12. The College will continue to strengthen its collaborative and institutional approach to raising attainment in schools through the ECTP and National Collaborative Outreach Programme (NCOP) project, and through working within the Go Higher West Yorkshire network. It is recognised that a strategic priority for OFFA is school sponsorship, however the College's immediate priority is on developing its work with school-age young people as an external partner.

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<sup>5</sup> Calderdale College Latest Review, QAA Website <http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10001093#.WTIYN-vyvcs>

13. During 2018/19 the College will establish a review of its engagement with schools to review its position on school sponsorship, re-examining how it can best engage with school-age young people to raise attainment. By the end of 2018/19 it will produce a strategy document outlining its key priorities in this area, and commit to a target for 2019/20.

### **Collaborative Activity with Go Higher West Yorkshire**

14. The College is a member of Go Higher West Yorkshire (GHWY), an established consortium started in 2011 by twelve HE providers in West Yorkshire. The Go Higher West Yorkshire partners represent a broad and diverse range of institutions offering a vast array of different courses, subjects, qualifications and modes of study. We are also committed to the National Collaborative Outreach Programme (NCOP) Project, secured by Go Higher West Yorkshire, which operates in the first instance until December 2018.
15. Two members of staff are now employed at the College as part of the NCOP Project. Both will undertake to be the link with the central NCOP team, managed through GHWY. The project will involve outreach work both within the College and the local community, working with young people and key influencers from the target wards.
16. The College has representation on the GHWY Board, the Business Engagement Planning Group (BEPG) and the Widening Participation Planning Group (WPPG). The GHWY WPPG has a focus on working with specific target groups, which include: Looked-After Young People and Care Leavers, NNCO schools which do not form part of NCOP and Y7 and 8 pupils in NCOP schools, mature and part time learners, young carers, and current HE students from non-traditional backgrounds.

## **Fees, Student Numbers and Fee Income**

### **Fees**

17. Students enrolling on a full-time higher education programme in the academic year 2018/19 will be charged a higher fee above the basic annual tuition fee. Annual tuition fees for higher education programmes will be charged as follows:

a. Higher National Certificates (HNC) & Diplomas (HND)	£7,000
b. Foundation Degrees (FDs)	£7,000
c. BA (Hons) top-ups	£8,000
18. In 2018/19 there will be no increase of annual tuition fee for continuing students. Any student continuing onto a second or third year of their current programme will not see a fee increase in 2018/19. No inflationary increases will be applied to tuition fees for new or continuing students in 2018/19.
19. No part-time student will be charged more than the maximum part-time annual tuition fee of £6,750.

20. In 2016/17 almost all HE students (97 per cent) have applied for a tuition fee loan.

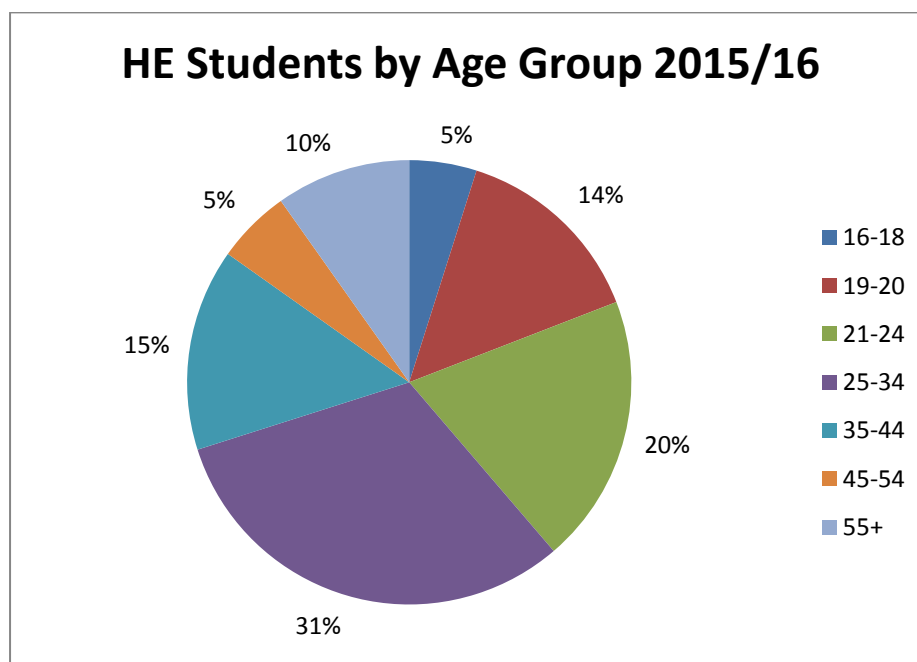
### Student Numbers

21. In 2015/16 the College had 204 full-time higher education students. 80 per cent of these students remained on their course by the end of the academic year; 92 per cent of the remaining students gained a qualification. As a measure of overall Achievement, the proportion of students who remained and subsequently gained a qualification was 74 per cent.

22. The College has made significant progress in overall Achievement for HE students during the past three years, from 59 per cent in 2013/14, to 67 per cent in 2014/15 and 74 per cent in 2015/16.

23. A student's home address can be used as an indicator of social deprivation. Around 49 per cent of Calderdale's HE students have addresses which indicate they are less likely to participate in HE study (using the POLAR3 classification<sup>6</sup>).

Figure 1 Percentages of HE Students by Age Group 2015/16



24. 81 per cent of HE students at the College are mature (aged 21 or above). 50 per cent fall into the 21-24 and 25-34 age ranges and 10 per cent are aged 55 or older (see Figure 1).

25. Around 12.3 per cent of the 2015/16 HE student population were from Black or Minority Ethnic (BME) groups, 1 percentage point below Calderdale's 13.3 per cent BME population<sup>7</sup>.

<sup>6</sup> Higher Education Statistics Agency <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/definitions#ethnicity-applicable-e1>

26. The proportion of students with disabilities or specific learning difficulties is low, with only 10 HE students (5%) disclosing a disability in 2015/16, a decline from 25 students (12%) in 2013/14, and 17 (8%) in 2014/15.

## Access, Student Success and Progression Measures

### Issues Identified

Table 1 Access, Success and Progression Issues

	Issues
ACCESS	A. Decline in the number of <b>disabled students</b> enrolling on HE programmes
	B. Low numbers of internal <b>Level 3 students progressing</b> to HE at the College
SUCCESS	C. <b>Retention for BME students</b> is below that for White British students (-4.32pp in 2015/16)
	D. <b>Retention for certain age groups</b> is below target (80%): 25-34: 77% (-3pp) 35-44: 70% (-10pp) 55+: 70% (-10pp) These three groups made up 56% of the total HE population in 2015-16.
	E. The <b>pass-rate for disabled students</b> is significantly below Non-Disabled (-14pp in 2015/16)
	F. The <b>pass-rate for one age group</b> is below target: 19-20: 83% (-7pp in 2015/16)
PROGRESSION	<i>No Immediate Issues</i> DLHE data shows the progression rate into employment or further study for full-time HE leavers is currently 95.7% (0.9pp above benchmark) and for part-time is 95.9% (-2.1pp below benchmark). However, both are above the indicator for HE in FE (94.9%). Neither are considered to be significant.

27. Data from 2015/16 and prior, suggest that there are several Access and Student Success issues that need to be addressed (see Table 1):
- The decline in the number of disabled students enrolling on HE programmes
  - Low numbers of internal Level 3 students progressing to HE programmes at the College
  - Retention for Black and Minority Ethnic (BME) students is significantly below that of White British students
  - Retention for certain age groups is below the College target
  - The pass-rate for disabled students is significantly below that for non-disabled
  - The pass-rate for 19-20 age group is below target

<sup>7</sup> Calderdale Council Joint Strategic Needs Assessment <https://www.calderdale.gov.uk/v2/residents/health-and-social-care/joint-strategic-needs-assessment/calderdale-demographic-information>

28. There are no immediate Progression issues that have been identified. Progression into employment or further study is slightly higher for full-time HE students than for part-time HE students, but both indicators compare well with the 2012/13 sector-wide indicator (+0.8 [FT] and +1.0pp [PT] against 94.9%<sup>8</sup>).

### Access, Success and Progression

*The College intends to contribute **14.5 per cent** of the tuition fee income above the basic fee towards creating a new post to support student access, success and progression.*

29. The support provided by the Academic Skills (ASK) Team can be seen to be effectively supporting students to gain their qualifications (the pass rate for 2015/16 was 92%), but it does not – and is not designed to – address the holistic needs of students (for example, the retention rate in 2015/16 was relatively low at 80%).
30. Activities to support progression into HE by under-represented groups will be part of the NCOP Project which has the aim of increasing progression by young people from target wards and those from BME backgrounds. However, this is a collaborative project for the Leeds City Region, not an institutional one, and should not be relied on to address the College's priorities.
31. To support improvements against issues A. – F. in Table 1 (above) a new post will be created that will work with prospective and existing HE students in order to:
- a. Promote the financial support arrangements that already exist and will come to exist under this Agreement;
  - b. Liaising with internal and external strands of support, such as the existing provision in Learner Services, and local organisations offering more specific support;
  - c. Work alongside the NCOP Project Calderdale College team to promote progression to HE by those in under-represented groups on FE programmes;
  - d. Work alongside the existing ASK Team, signposting students and making them aware of the academic skills support that is available;
  - e. Monitor attendance of existing HE students and support teaching teams to intervene with those 'at-risk', and to support the administration of the Level 4 Bursary scheme;
  - f. Co-ordinate a mentoring scheme with the aim of developing prospective and new students' ability to be resilient to the challenges of balancing their study and other life commitments.

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<sup>8</sup> Indicator for 'Other undergraduate leavers', Taught at FECs, in *Higher education indicators for further education colleges*, HEFCE 2016/01

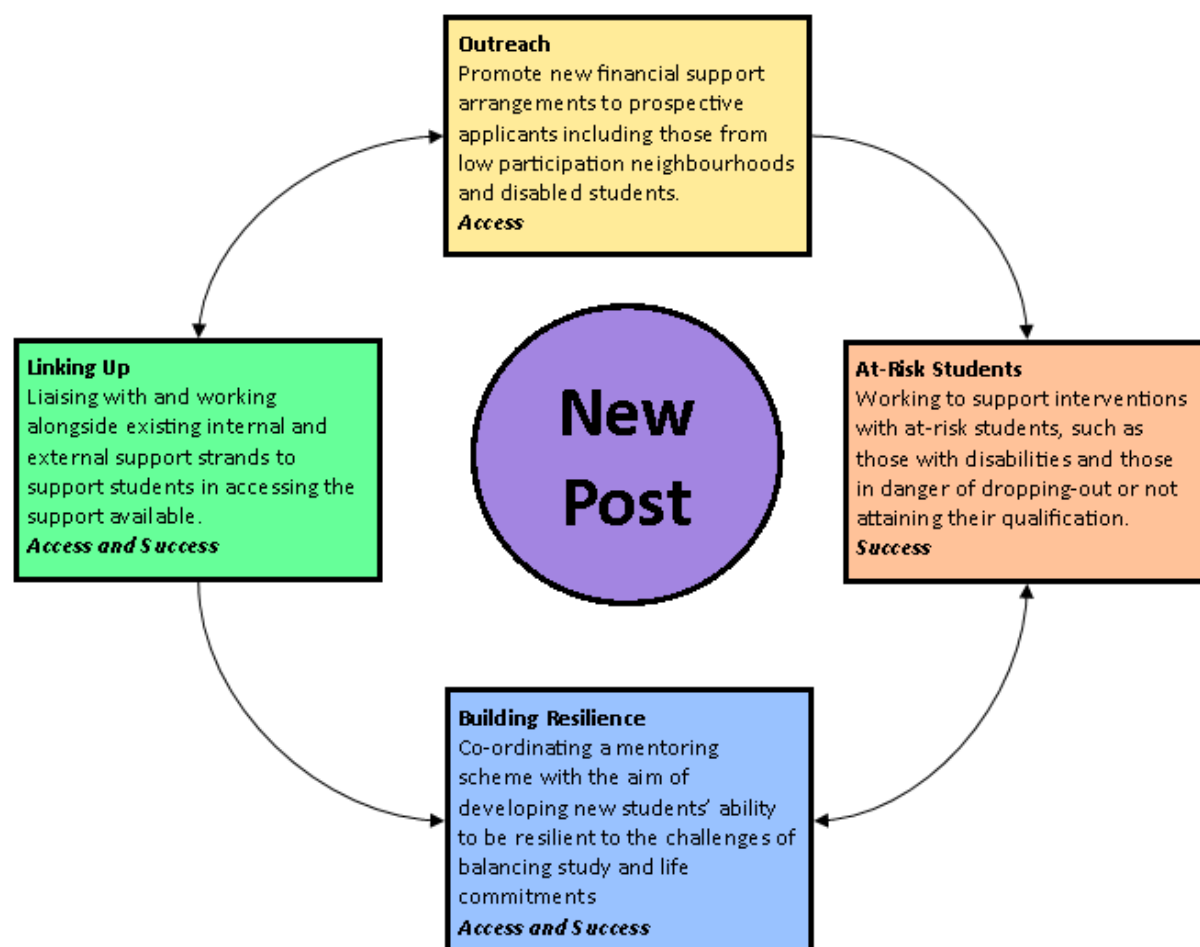


Figure 2 How the new post will address Access and Success Issues

32. The new post-holder will contribute to the targets for 2018/19 by working with prospective and existing students with disabilities, from BME backgrounds and across the age groups identified in Table 1. More detail on this work can be found in table 2.

Table 2 How the new post will support Access, Student Success and Progression

New Post Holder Activity	Target group/s	Stage
<b>Outreach and Promotion</b> Working alongside Learner Services and the NCOP Project team at Open Events and HE Days, and promoting HE and the new financial arrangements in this Agreement to those with disabilities and Level 3 learners	<ul style="list-style-type: none"> <li>Prospective disabled students</li> <li>Level 3 learners with the potential to progress to HE</li> </ul>	Access
<b>Linking-up</b> Helping to co-ordinate support strands (including internal pastoral and academic services, and external support agencies) where needed for specific individuals – acting as a single point of contact	<ul style="list-style-type: none"> <li>BME students</li> <li>Mature students</li> <li>Disabled students</li> <li>Young HE students (19-20)</li> </ul>	Access; Success

<b>Working to support 'at-risk' students</b> Monitoring attendance of existing HE students and helping to put interventions in place for those 'at-risk'	<ul style="list-style-type: none"> <li>• BME students</li> <li>• Mature students</li> </ul>	Success
<b>Level 4 Bursary</b> Supporting the administration of the new Level 4 Bursary scheme	<ul style="list-style-type: none"> <li>• All level 4 students in receipt of the full Maintenance Loan</li> </ul>	Access; Success
<b>Mentoring Scheme</b> Co-ordinate a new mentoring scheme to develop students' resilience to the challenge of study and life commitments	<ul style="list-style-type: none"> <li>• All HE students, prospective and current</li> </ul>	Access; Success; Progression

## Financial Support

*The College intends to contribute **24.6 per cent** of the tuition fee income above the basic fee towards financial support for students, creating a Level 4 Bursary Scheme and increasing the HE Hardship Fund to £15,000.*

33. Often students face the prospect of having to cope on a reduced income while they study for a HE qualification. Mature students especially are more likely to need to access financial support while studying; more likely to drop-out than younger students; and cite the difficulty of balancing existing aspects of their lives while studying as the main reasons for thinking of withdrawing or suspending from a HE programme<sup>9</sup>. Thus, finance is a barrier to access and student success for many students at the College, as the student population includes a large proportion (81%) of mature students (see Figure 1).

34. As part of the National Scholarship Programme (NSP) the College gave awards to students, as fee reductions and/or cash bursaries, between 2012/13 and 2014/15. Of the two measures, cash bursaries were seen to be more effective in supporting students to participate fully in their programmes. Since the NSP concluded, the College has had no bursary or fee reduction scheme in place.

### Level 4 Bursary Scheme

35. The College will introduce a Bursary scheme, aimed at reducing the burden of meeting living expenses for its full-time students.

- g. A £500 payment will be given in three instalments to all students enrolling on a level 4 programme in 2018/19 during their first year of study. One instalment of £200 will

<sup>9</sup> Million+ & NUS (2012) *Never Too Late to Learn* <http://www.millionplus.ac.uk/policy/reports/never-too-late-to-learn>

be given in November, a second instalment of £200 in March, and the third of £100 in July.

- h. Students must be in receipt of the full maintenance loan to be eligible for the Bursary. Students who do not receive the full maintenance loan will still be able to apply for additional financial support through the HE Hardship Fund (see paragraphs 34 – 36).
- i. Payment will be dependent on good attendance and progress. A student who is eligible for the Bursary will receive a payment based on their performance at three checkpoints:

Checkpoint	Target/s	Instalment Paid	Amount
1 – October Half Term	90% Attendance	November	£200
2 – End of Semester 1	90% Attendance and all Semester 1 assessment deadlines met*	March	£200
3 – End of Semester 2	90% Attendance and all Semester 2 assessment deadlines met*	July	£100

\*Students who have successfully applied for mitigating/extenuating circumstances in one or both semesters will be required to meet only the 90 per cent attendance target at the applicable end of semester checkpoint

- j. A student will receive a payment based on their performance at each checkpoint. Payments are not linked to each other, for example, a student may not receive a payment at the first checkpoint due to not meeting the attendance target, but may subsequently receive a payment at checkpoint 2 having met the targets for attendance and progress.

## HE Hardship Fund

- 36. The HE Hardship Fund is currently the main measure to give monetary support – on a means-tested basis – to those suffering unexpected financial hardship or costs. Under current arrangements, students are required to give an account of their income and outgoings to substantiate claims of financial hardship.
- 37. It is expected that students take into account the costs of study (and associated costs) when they consider an application to the College, however, it is recognised that a student's circumstances may change unexpectedly which can have a significant impact on their financial position.
- 38. The HE Hardship Fund will be expanded to £15,000 and will include support for higher education students in the following circumstances:
  - a. Funding the cost/s associated with an application for Disabled Students Allowances (DSA);

- b. For a student in receipt of DSA, funding the first £200 of the cost of a laptop where this is recommended in the student's Needs Assessment;
- c. In the form of a cash loan or grant, where a student can prove financial hardship.

**Table 3 How the Level 4 Bursary scheme and increased HE Hardship Fund will support Access and Success**

<b>Level 4 Bursary Scheme</b>	<b>Target group/s</b>	<b>Stage</b>
The Level 4 Bursary Scheme will provide financial relief for students with low incomes, providing that they meet the conditions in paragraph 35. This financial support should help to remove barriers prospective students might have, such as feeling that they 'can't afford' higher education, and remove the actual barriers for current students that might prevent their full participation in higher education.	<ul style="list-style-type: none"> <li>• Prospective students with an annual income up to £25,000 – who may see finance as a barrier to accessing HE</li> <li>• Current students with an annual income up to £25,000 – who may struggle to meet the financial burden of HE</li> </ul>	Access; Success
<b>HE Hardship Fund</b>	<b>Target group/s</b>	<b>Stage</b>
Funding the costs associated with an application for Disabled Students Allowances will ease the financial pressure on students with disabilities. Assessments for DSA applications may cost several hundred pounds, which can be a real barrier for students wishing to progress.	<ul style="list-style-type: none"> <li>• Prospective disabled students who may see their disability as a barrier to accessing HE</li> <li>• Prospective or current students considering an application for DSA</li> <li>• Current disabled students who may struggle because they cannot meet the requirements of a DSA application</li> </ul>	Access
Where a student has been recommended a laptop, the College will pay the first £200 of the cost of this, removing the financial barrier for any disabled student wishing to access this support, where it has been recommended in a Needs Assessment.	<ul style="list-style-type: none"> <li>• Prospective students considering an application for DSA</li> <li>• Disabled students in receipt of DSA</li> </ul>	Success

## Progression

39. The work undertaken within the Mentoring Scheme will contribute to Progression (see Table 2), as students draw on the confidence- and resilience-building that this scheme will include. The aim is that students who are approaching graduation will have made an informed decision about progression, and will be enabled to perceive a positive pathway for themselves into postgraduate study or employment or highly-skilled employment, regardless of their background or set of characteristics.
40. Progression to employment or further study by HE students at the College is strong, according to DLHE data, and there are no immediate overarching issues that have been

identified. However, enabling good outcomes for all students is important to the College and therefore close analysis of progression data will be undertaken during 2018/19 to scope-out any work that needs to be undertaken to underpin these positive outcomes in future years and to address any inequalities that may exist within the student body.

41. By the end of 2018/19 a strategy for progression will be produced to clearly set out the agenda for this work and at least one target will be introduced, reviewed and evaluated in subsequent years.

## **Monitoring and Evaluation Arrangements**

42. Monitoring of the Higher and Professional Skills Strategy is undertaken by the Head of Higher Education, Access and Professional Studies and reported at the College Leadership and Management Team (CLMT). Progress against strategic aims is monitored within the annual evaluation process (the Self Evaluation Document) which is signed off by the Board of Governors.
43. Review and evaluation of the measures and associated targets outlined in this agreement will be undertaken by the Higher Education, Access and Professional Studies Management Group and reported via the Academic Board to the Learner Committee of the Board of Governors.
44. The Level 4 Bursary scheme will be evaluated in autumn 2019 using the survey tool developed by Sheffield Hallam University<sup>10</sup>. Students who received the Bursary during 2018/19 will be surveyed to gain a picture of their perception of the effectiveness of the financial support. Outcomes of the evaluation will inform any adjustments that need to be made to the scheme to make it more effective for 2019/20. The two surveys conducted in autumn 2017 and autumn 2018 will provide contextual and baseline data which will help with the evaluation of the Level 4 Bursary Scheme in autumn 2019 (see paragraph 53).
45. An end-of-year evaluation will take place with mentors and mentees who have participated in the mentoring scheme in 2018/19. In the summer, 2019, mentors will be asked to complete a survey about their experience as mentors, and their mentees will complete a survey asking them to evaluate the effect that being a mentee had on their experience and the outcome of their studies, as well as their progression. Both surveys will inform the changes that are made to develop and enhance the scheme for 2019/20.
46. The College will also participate in monitoring and evaluation activities associated with the collaborative Go Higher West Yorkshire NCOP Project. Longitudinal monitoring will take place through the Higher Education Access Tracker (HEAT).

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<sup>10</sup> Closing the gap: understanding the impact of institutional financial support on student success  
<https://www.offa.org.uk/wp-content/uploads/2016/11/Closing-the-gap-understanding-the-impact-of-institutional-financial-support-on-student-success.pdf>

## **Equality and Diversity**

47. The College was ranked by the National Centre for Diversity at number 29 in the FE Sector 2016 top 50, and holds Leaders in Diversity status. It is committed to advancing equality of opportunity to all, regardless of background.
48. The measures outlined in this Agreement will be developed in accordance with the College process designed to ensure that no unlawful discrimination or disadvantage takes place as a result of their implementation.

## **Provision of Information to Prospective Students**

49. The measures outlined in this Agreement will be publicised on the College website and the VLE to ensure that all students, prospective or existing, will have the information they need to understand what the increase in fees means for them and how they may benefit from the measures outlined.
50. Information, Advice and Guidance is available from Learner Services and the Admissions team. During the admissions process, applicants are offered the opportunity to attend information events and advice and guidance is given at every stage, including specific information where the student has disclosed a disability or specific learning difficulty.
51. Outreach with prospective students will be a key part of the role of the new post holder, as will liaising with the existing support strands and the NCOP Project team at the College.

## **Consulting With Students**

52. Consultation with existing higher education students has taken place in the production of this Agreement. Evaluation and monitoring will take place in consultation with students as part of the work of the Higher Education, Access and Professional Studies Management Group and the Learner Committee of the Board of Governors, which includes two student governors.
53. In autumn 2017 and autumn 2018, in preparation for the commencement of the Level 4 Bursary Scheme in 2018/19, an adapted survey will be conducted (along the lines of the Sheffield Hallam survey tool template) with students who have progressed to Level 5 at the College to gain a clear picture of the financial considerations and constraints that they faced during their Level 4 year of study. These two surveys will give good contextual and baseline data which will help with the evaluation of the Level 4 Bursary Scheme in autumn 2019.