



Fair Access and Widening Participation Statement (OfS)

Audience	STUDENT
Requirement	ESSENTIAL OFS
Policy Owner	DIRECTOR OF QUALITY, FACULTY & HE
1st Delegation	SLT
Last Delegation	TSCQ
Review Cycle	Annual
Last Review	Nov 22
Due for Review	Nov 23

Fair Access and Widening Participation Statement

Fareham College is committed to providing the means by which non-traditional learners can experience and succeed in higher education (HE). Fair access to higher education is a strategic priority for the UK government to improve the 'life chances and opportunity for all and enhance the competitiveness and productivity of the economy'. It is vital that impartial Initial advice and guidance (IAG) is offered to all learners around opportunities for HE routes, Thus, widening participation aims to remove barriers to HE, give students more choice, improve the quality of teaching, produce employable graduates, and offer higher education that is value for money.

The College is located in an HE 'cold spot' where HE participation rates are low overall. However, our local provision promotes an internal progression opportunity for our learners, is accessible, responsive and employer-focused, providing opportunities for those who may otherwise not have access to HE.

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

Public information – the College publishes detailed pre-course information about content, costs, awards and the complaints-handling process to help students make the right choice and informs them of any changes made since application. This supports continuation, success and a good student experience. **Information, Advice and Guidance** – highlights the benefits of entering HE and offers detailed information and guidance to prospective applicants to avoid wrong course choices, clarifies student expectations and supports the student from pre-entry to successful completion and transition into work or education.

Funding – the College accesses all available funding to support access to HE and successful outcomes for WP students, e.g. the disabled, ethnic minorities, service families and those who require support with mental health, who require additional investment to remove barriers to transition, continuation and progression.

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

Student surveys – participation in the National Union of Students' (NSS) and Graduate Outcomes surveys publicly demonstrates the College's performance on student satisfaction, retention and graduate employment to prospective applicants.

Curriculum – aimed at inclusion, the curriculum is responsive and offers flexible study options and delivery models at sub-degree level, i.e. short-cycle courses rather than the traditional three-year

degree and a variety of vocational, professional and technical programmes and apprenticeships in response to local community and employers' needs maximising opportunities for progression into employment. **Teaching and Learning** – high quality, stimulating pedagogy, assessment, and feedback foster an inclusive learning environment and elicit the best performance from students unfamiliar with the expectations of HE; a programme of interventions and learning support underpin student retention, helps students to overcome barriers and provides insight into the issues HE students are experiencing. Emphasis is placed on workplace skills, ensuring that Fareham College graduates master an academic subject and leave equipped with the employable skills and attributes to take their place in the world of work.

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

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

Evaluation and assessment – providing HE locally for L4 and L5 programmes raise aspirations and remove barriers to progression, narrowing the skills and attainment gaps and promoting positive routes into HE.

Learning is personalised to maximise retention rates, attainment, and progression. Each student acquires the knowledge, skills, and attributes valued by employers, thereby enriching their personal and professional lives and are supported to achieve a suitable qualification and progress into work. The College constantly reflects on how its strategies and activities impact successful student outcomes and examines the reasons for this to better target resources and funding for future cohorts.