

Summary of 2024-25 to 2027-28 Access and Participation Plan**What is an Access and Participation Plan?**

An Access and Participation Plan sets out provisions that will be meaningful and effective in promoting equality of opportunity for underrepresented groups, as determined by the Office for Students (OfS).

[You can see the full Access and Participation Plan for HRUC here.](#)

Key points

Harrow, Richmond and Uxbridge Colleges (HRUC) was formed in January 2023 to create one of the largest further education colleges in England.

College vision: To be an outstanding college group that inspires, transforms lives, and creates futures.

College mission: To deliver an exceptional learning experience that creates opportunities & success for all. We stand for diversity, inclusion, and excellence throughout everything we do, and provide outcomes that drive personal growth, wellbeing and economic opportunity.”

HRUC has 8684 full time students and 3303 part time students. There are 349 (268 home / 81 overseas) full time higher education students and 61 (no overseas) part time higher education students. These represent 3.9% (or 3.0% excluding overseas) of full time and 1.8% of part time student numbers. Higher education income is £2 million 3.6% of the total income.

There are also 547 apprentices with 57 (10.4%) of these being on higher Apprenticeship courses.

The College's higher education provision is delivered at four out of the five College campuses with the majority being delivered at the Uxbridge campus which is also the flagship of the West London Institute of Technology (WLioT).

The majority of HRUC's higher education provision is Pearson Higher National Certificates and Diplomas. These are delivered in: Engineering, Computing & IT, Business, Construction, Travel & Tourism, Art & Design and Public Services. Examples of other higher education provision include Performing Arts, and Accounting. higher Level Apprenticeships are delivered in Engineering and Construction.

Our strategic plan sets out the priorities and aspects that will be focused on towards 2030:

1) Aspiring & Delivering the First Career; 2) Economic Growth & Prosperity; 3) Outstanding Learner Experience; 4) Our People; 5) Sustainability and Delivering for our Planet; and 6) Delivering for students with Special Educational Needs.

The HRUC higher education Strategic Plan is closely aligned with these strategic priorities. Key strategic aims include further improvements in outcomes for all students and growth in numbers, particularly through the WLioT by the further development of modes (full-time/part-time) and duration of study of study as noted above.

Removing barriers to equality of opportunity is a priority for the College. The actions, targets and investment outlined in this Access and Participation Plan demonstrate the commitment the College has to achieving this goal through its higher education provision.

(See pages 1-4 of the Access & Participation Plan and our website for more information).

Fees we charge

The maximum higher education fee for the 2024-25 academic year for home students will be £6500, with those for international students at £8925.

We will not raise fees annually for 2024-25 new entrants.

(See pages 31-32 of the Access & Participation Plan and our website for more information).

Financial help available

Hardship funds are available for students in immediate hardship. All students studying at a college of HRUC are eligible to apply for hardship funds available on the relevant college website.

(See page 22 of the Access & Participation Plan for more information).

Information for students

HRUC is committed to providing clear and accurate information with regards to the finances associated with higher level study.

Our Access and Participation Plan, fees, financial support, and any associated cost details are available on the College website, with links to information provided on the separate College websites.

Further assistance and clarification can be obtained through the College Information, Advice and Guidance service along with support in making a student loan application.

Internally progressing HRUC students are further supported by the provision of financial information at higher education roadshows and workshops.

(See page 22 of the Access & Participation Plan for more information).

How students can get involved

HRUC recognises and values the importance of feedback from students on all stages of the higher education student lifecycle. There are varied and robust systematic approaches to ensure this is gathered regularly and responded to.

The College has utilised these systems to gain feedback on the Access and Participation Plan design and development, this included student focus groups which contributed to the costs/benefits analysis which informed the decision to submit an Access and Participation Plan for approval, and a survey which was sent out to all higher education students to gain feedback on the proposed actions.

During the implementation of the plan target student groups will:

- Be consulted on the programme design for their respective groups and their feedback for developments/amendments implemented where possible.
- Be encouraged to give their views on programme delivery as part of the evaluation of each intervention strategy.

Students will be included in the overall monitoring and evaluation of the Access and Participation plan by:

- HE year representatives receiving regular progress reports at college committees.
- The appointment of an Access and Participation student representative who will sit on the Access and Participation Plan Steering Group.

(See pages 20 – 21 of the Access & Participation Plan for more information).

Evaluation – how we will measure what we have achieved.

The activities to be evaluated, and the approach used, have been incorporated into the development of each intervention strategy with the associated investment noted.

Evidence is expected to be generated in each case with a narrative on the success (or otherwise) of the actions in relation to the targets and desired outcomes supported by data and other findings.

The College intends to share the yearly, interim findings from its plan with staff and students across the College group and with Park Academy.

Along with the OfS, the final evaluation reports will be shared across the College groups and on each College website. Further to this they will be shared across College networks and with relevant employer/community groups. In each case a targeted dissemination conference is planned.

The College is particularly committed to contributing to and learning from insights related to higher education in further education settings.

(See page 21 of the Access & Participation Plan for more information).

What we are aiming to achieve and what we are doing to address keys risks to equality of opportunity

Following a thorough self-assessment which included data analysis and information gleaned from internal, local, and national sources; we identified the following groups at risk of not experiencing equality of opportunity in relation to higher education provision to be the focus of our Access and Participation Plan: people aged 23+, pupils on Free School Meals at Park Academy and vocational students.

Please see the table below for a summary of the risks to equality of opportunity experienced by these groups along with the objectives, targets and actions we will take to address these.

Target group (& student lifecycle stage.)	Key risk to equality of opportunity	Objectives	Targets	Summary of actions we are taking to address key risks to equality of opportunity
People aged 23+ (Access)	People aged 23+ may lack information, confidence, and skills in relation to higher level study. This may be a barrier to their application/enrolment on a higher education course.	To increase HRUC higher education enrolments of those aged 23+	To increase enrolments of those aged 23+ from 24% to 30% of the cohort by 27/28.	This will be achieved by raising confidence and skills in relation to higher level study through the implementation of Introduction to Higher Level Study programmes for people aged 23+ working in partnership with employers and community groups.
Pupils on Free School Meals (Access)	A lack of knowledge and skills including the achievement of GCSE maths at grades 5-9 may be a barrier to application/enrolment on a higher education course for those on free school meals.	To support the achievement of GCSE maths grades 5-9 of pupils on free school meals from year 8 in academic year 24/25 who will be taking their GCSEs Summer '28.	To improve GCSE maths grades 5-9 for the cohort from 13% cohort to 30%. This is a 17-percentage point increase. (Summer '28.)	This will be achieved by delivering a "Skills for Technology" programme with Park Academy for pupils in year 8 24/25 each year until they take their GCSEs Summer '28. The programme will match the GCSE maths curriculum at the appropriate stage. This programme will be further enhanced by running activities related further and higher education and careers in engineering.
Vocational Students (Completion)	A significant proportion of higher education students who have progressed through a vocational route before enrolling on a Higher National programme do not achieve a distinction grade.	To increase the proportion of students achieving distinction grades at HND for HRUC internally progressing home vocational students.	To increase high grades by 7 percentage points to 15% in 27/28 for those receiving a minimum of 2 years study skills support.	This will be achieved through the implementation of programmes of academic skills development for HRUC Level 2 and Level 3 students who wish to progress to HRUC higher education.

See pages 6-8, 10-12 & 13-16 of the Access & Participation Plan for more information.

Contact details for further information.

Please contact Asif Khan Asif.Khan@hruc.ac.uk / 01895 853538 for more information.