

## Access and participation statement for

### Tyne Metropolitan College

#### 1. Introduction

Tyne Metropolitan College is a mixed economy college offering a wide range of provision in the Higher Education sector. The College is strategically committed to promoting its higher education programmes to students coming from all widening participation categories, and to achieve this aim it undertakes a range of activities directed towards raising aspirations, eliminating artificial barriers to entry and enhancing the learner experience. By focussing on teaching for learning the College expands its participation and success in the higher level skills agenda with an emphasis on employability and vocational learning.

The programme offer includes a wide range of Foundation Degree, HNC/D and professional level courses that employers require to meet their higher level skills solutions.

The College HE Strategy is reviewed every three years, and underlines the College's commitment to the growth of HE provision as well as its aspirations in raising the participation rates of the residents of North Tyneside and the wider College community. The College has a committed team of staff teaching and supporting HE provision, whose priority is high quality Teaching and Learning, high quality learning environments, and exceeding student and employer aspirations in meeting and exceeding their expectations.

#### 2. Learner support

##### 2.1 Academic support

Students are provided with a range of academic support during their study at Tyne Metropolitan College. These include programme evening support tutorials, College on-line support through the Moodle VLE platform, and pre-assessment tutorial sessions.

##### 2.2 Pastoral support

Programme leaders provide a range of support, including the pastoral element and students also have access to academic mentors to provide subject specific support and encourage the development of study skills. Programme leaders help students to understand performance and targets and are able to direct wider support such as accessing student services including finance, next step advice and guidance and personal support from the Student Welfare Officer as well as directing to external agency support should this be required.

##### 2.3 Resources

Students are able to utilise facilities and technology across all campuses. The libraries include learning hubs where research and study is supported by library staff. Each

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academic department has an independent learning zone where academic mentors are available as well as pastoral, performance and progression tutors to provide support. In addition a Higher Education Gateway facility is available to underpin next step to top up degree year and resources to provide support including finance. The Higher Education research room is also a resource where students can utilise project space, research independently or as a group and is accessible beyond the timetabled classroom hours.

#### 2.4 Advice and guidance

In addition to the Pastoral, Performance and Progression tutors, the College can provide impartial advice to all students on their existing programmes, and progression opportunities. This service holds Matrix Quality Standard accreditation.

### 3 Widening participation activities

The following outreach activities are undertaken by Student Services, Marketing and Academic staff

- a) Local Schools events
- b) Regional UCAS events
- c) Open Evenings each month to provide information and advice
- d) Open Days each year to promote employer links and provide advice
- e) Specialist employer recruitment event for intern and sponsored pathway opportunities

### 4 Monitoring

The number of enrolments are reported through the College Individual Learner Record. This data is compared to the annual data released by HESA classified by Low-participant neighbourhoods (LPN) which are defined within HEFCE's Participation of Local Areas (POLAR) classifications, POLAR2 and POLAR3. This data is also provided each year within the HEFCE allocation, and allows for comparison between academic years.

### 5 Reporting

The College reports the performance of the students undertaking its Higher Education Courses during and at the end of the programme. Performance Monitoring meetings are held with programme managers to monitor in-course data such as recruitment, attendance, student survey responses and retention.

At the end of the academic year, all programme data is reviewed and analysed for retention, achievement, and progression and the results reported to the Board of Governors along with a completed annual Self Evaluation Document.