



Access and participation statement for Tyne Coast College (TCC)

1. Introduction

Tyne Coast 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 any 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 Degrees, HNC/D, Higher Technical Qualifications (HTQ), Honour Degrees and professional level courses that employers require to meet their higher-level skills solutions, including Higher/Degree Apprenticeships.

The College HE Strategy is reviewed every three years by the external Board and underlines the College's commitment to the growth of its HE provision as well as its aspirations in raising the participation rates of the residents of North and South Tyneside and the wider College community. The College has expanded its provision in the area of Access to HE at level 3 to support progression.

The College has a committed team of staff teaching and supporting HE provision, whose priority is high quality Learning and Teaching, high quality learning environment, proving a range of programmes with differing access points, and exceeding student aspirations in their employment prospects.

2. Learner support

2.1 Academic support

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

2.2 Pastoral support

All learners enrolled onto full time courses are provided with access to a pastoral tutor and/or academic mentor. These staff provide pastoral support to students to monitor and support them during their study programme. These staff can assist students with further support such as referral to an independent Counsellor for mental health and well-being concerns.

2.3 Resources

The college is aware of the broad requirement of students and their study patterns. The college provides access to learning aids (when a student does not have tablets to allow for self-study), extended hours of library opening including weekends and holiday periods,



TyneCoastCollege

dedicated HE Gateway and HE research facilities where students can study in groups or independently.

2.4 Advice and guidance

In addition to the pastoral/academic tutors, the college can provide impartial advice to all students on their existing programmes, and a range of 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 events for intern and sponsored pathway opportunities

4 Monitoring

Student enrolments are reported through the College's Individual Learner Record. This data is defined within the Participation of Local Areas (POLAR) classifications 1 to 5. This data is also provided each year within the funding allocation and allows for comparison between academic years. Annual monitoring across differentiated groups of gender, ethnic, age and disability is reported to external Governors.

The enrolment patterns with national UK recruitment does create variances in the POLAR3 data, and no strategic target is set, although the strategy is to continue "to listen to, and actively engage with, learners and employers to provide HE that is relevant to their needs" (College Strategic Aim 4).

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 and retention, student survey responses and minutes of student fora.

At the end of each academic year, all programme data is reviewed and analysed for retention, achievement, and progression and the results reported to the Governing Board as part of the self-evaluation process. Operational plans are created from this process. External reporting is undertaken through the website, where policies and access statements are available.