

# **Access and Participation Plan 2025-26 to 2028-29**

# **Farnborough College of Technology**

## **Access and participation plan 2025-26 to 2028-29**

### **Introduction and strategic aim**

Farnborough College of Technology, located in Farnborough, Hampshire, is a successful Further and Higher Education institution. Our mission is to evolve as a Technical Community University, promoting social mobility, sustainable industries, and inclusive lifelong learning. Over the past eight years, we have continued to grow both in size and ambition with high expectations for all our learners. Our achievements include maintaining outstanding financial health, retaining an outstanding Ofsted rating, and building a strong reputation as a responsive provider. Drawing on our rich aviation history, dating back to the Royal Aircraft Establishment (RAE), we proudly host the Advanced Research and Innovation Centre (ARIC). This £5 million investment in training and research was developed in partnership with employers and other stakeholders. One of our key goals is to achieve a 'beyond outstanding' impact, with a relentless focus on surpassing the OfS Bronze Teaching Excellence Framework rating.

Aligned with our vision to "create learners who will be a success for themselves, the economy, and society," the University Centre Farnborough (UCF) has thrived in partnership with the University of Surrey for over 20 years. Much of our higher education provision is quality assured by this validating partner. UCF serves approximately 400 learners across various pathways, including Engineering, Education, Sport, Humanities, and the Creative Arts. Our programmes range from Two-Year Accelerated Degrees and Higher Technical Qualifications to Top-Up Degrees, Higher Apprenticeships, Teacher Training, and un-prescribed professional courses. We offer flexible modes of engagement, allowing some learners to enrol full-time or part-time and to access courses both remotely and in-person.

In line with our goal to "advance through the richness of diversity," we are committed to widening access and participation for all learners, including those engaged with or aspiring to engage with Higher Education. This commitment extends to offering lower-than-average course fees, such as £5,500 per year for Higher Technical Qualifications. Monitoring access and participation, along with implementing intervention strategies, is pivotal to our success. They are therefore given a central place within management and leadership, including the Equality, Diversity, and Inclusion Committee, which was created to ensure equality in student access, outcomes, and experiences across our provision.

## Risks to equality of opportunity

With careful consideration of student outcomes, learner experience and the use of the Equality of Opportunity Risk Register (EORR) the following 5 risks, to opportunity from within the student lifecycle, have been identified.

**Risk 1:** A lower proportion of students from the lowest socio-economic backgrounds (using the Indices of Multiple Deprivation) access higher education after completing Further Education at Farnborough College of Technology. Evidence suggests that this is a result of knowledge and skills (EORR 1), access to information and guidance (EORR 2), perceptions of higher education (EORR 3), limited choice of course type and delivery mode (EORR 5) and cost pressures (EORR 10).

**Risk 2:** A lower proportion of black students continue their studies at University Centre Farnborough. Evidence suggests that this is a result of limited choice of course type and delivery mode (EORR 5) insufficient academic support (EORR 6) and cost pressures (EORR 10).

**Risk 3:** A lower proportion of students eligible for free school meals at KS4, complete their studies at University Centre Farnborough. Evidence suggests that this is a result of limited choice of course type and delivery mode (EORR 5) insufficient academic support (EORR 6) and cost pressures (EORR 10).

**Risk 4:** A lower proportion of students from the lowest socio-economic backgrounds (using the Indices of Multiple Deprivation) attain a degree classification of 2:1 or higher at University Centre Farnborough. Evidence suggests that this is a result of insufficient academic support (EORR 6) and cost pressures (EORR 10).

**Risk 5:** A lower proportion of students with a reported disability attain a degree classification of 2:1 or higher at University Centre Farnborough. Evidence suggests that this is a result of insufficient academic support (EORR 6) and cost pressures (EORR 10).

## Objectives

**Objective 1:** University Centre Farnborough will increase the proportion of Farnborough College of Technology students entering Higher Education (all providers) from deprived socio-economic backgrounds (IMD Q1 & Q2) by 2029 to 25% through increased information, advice and guidance (in partnership with targeted schools and with our own Further Education cohorts), the development of new programmes to extend choice and additional financial support.

**Objective 2:** University Centre Farnborough will increase the continuation rates of black students by 2029 to 72% through targeted transition and support initiatives specific to continuation, including the development of new programmes to extend choice, increased academic support, and additional financial support.

**Objective 3:** University Centre Farnborough will increase the completion rates of students eligible for free school meals by 2029 to 60% through targeted support initiatives specific to completion, including the development of new programmes to extend choice, increased academic support, and additional financial support.

**Objective 4:** University Centre Farnborough will increase the attainment rates of students from deprived socio-economic backgrounds (IMD Q1 & Q2) by 2029 to 64% through targeted support initiatives specific to attainment, including increased academic support and additional financial support.

**Objective 5:** University Centre Farnborough will increase the attainment rates of students with a reported disability by 2029 to 70% through targeted support initiatives specific to attainment, including increased academic support and additional financial support.

## **Intervention strategies and expected outcomes**

### **Intervention strategy 1:**

University Centre Farnborough will increase the proportion of Level 3 Farnborough College of Technology students entering Higher Education (all providers) from deprived socio-economic backgrounds (IMD Q1 & Q2) by 2029 to 25%.

### **Risks to equality of opportunity**

The risks to equality of opportunity, with reference to the Equality of Opportunity Risk Register include: knowledge and skills (Risk 1), access to information and guidance (Risk 2), perceptions of higher education (Risk 3), limited choice of course type and delivery mode (Risk 5) and cost pressures (Risk 10).

### **Evidence Based Rationale**

The TASO toolkit and related research concerning access to higher education were used to explore best practice and to identify additional activities suitable to our provision type and context. Current Higher Education learners were also consulted to further understand the barriers to higher education and with reference to the Equality of Risk Register. In addition, key College staff (academic and support) have contributed to new and existing strategies based on their knowledge and experience, including new schemes to support progression such as the *Farnborough Finishing School*.

### **Evaluation**

The activities contained within each intervention strategy will be evaluated (using type 1 and type 2 evidence) to establish whether they lead to the appropriate intended outcomes i.e. an increase in Farnborough College of Technology students accessing higher education from the lowest deprived socio-economic backgrounds (IMD Q1 & IMD Q2). Individual activities will be monitored in a timely manner to understand if they lead to an increase in prospective student enquiries, applications, interviews, offers and enrolments from the targeted group. Evaluations will utilise the Monitoring and Evaluation Framework (diagnose, plan, measure, reflect) and with an emphasis upon outcome and impact. The access and participation plan and related targets will be considered throughout the academic cycle including termly reporting at the Equality, Diversity and Inclusion Committee and annually via the Annual Review of Higher Education including further intervention where necessary.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<p><b>Risk 1 / Activity 1</b></p> <p><b>(Promotion of Higher Education)</b></p>	<p>External marketing activity tailored towards Higher Education including prospective students from deprived socio-economic backgrounds (IMD Q1 and IMD Q2).</p> <p>Targeted marketing within communities / postcodes with higher rates of IMD Q1 and Q2.</p> <p>Community events and training held with no participation costs. <b>(NEW)</b></p> <p>Higher Education specific website. <b>(NEW)</b></p>	<p>Marketing Budget and associated staff resources.</p>	<p>Increased enquiries, applications and enrolments to University Centre Farnborough from IMD1 and IMD 2 students.</p>	<p>Activity supports Risk 2</p>

<p><b>Risk 1 / Activity 2</b></p> <p><b>(Information advice and guidance)</b></p>	<p>Internal advice and guidance aimed specifically at our current learners (including targeted IMD 1 &amp; IMD 2) yet to access Higher Education including <i>Degree Academy</i>.</p> <p>Careers / Progression events specific to Higher Education including open events, careers talks, one to one guidance, taster sessions and visiting speakers including subject-specific activities delivered and advertised to those in target areas.</p> <p>Higher Education specific website. <b>(NEW)</b></p> <p>Progression programme: <i>Farnborough Finishing School (NEW)</i> and the <i>Degree Passport</i> scheme including skills building activities to support attainment and progression of further education learners at Farnborough College of Technology.</p>	<p>Learner Services Budget and associated staff resources.</p>	<p>Increased enquiries, applications and enrolments to Higher Education from IMD1 and IMD 2 students.</p>	<p>Activity supports Risk 2</p>
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<p><b>Risk 1 / Activity 3</b></p> <p><b>FOCUS - outreach programme</b></p>	<p>Outreach programme (FOCUS) delivered in partnership with HEON and local HEON partner schools. Created to widen participation, the programme targets relevant Yr 10 and Yr 11 students with the intention of raising aspiration and attainment of learners for next steps including study skills, provider visits and taster sessions. <b>(NEW)</b></p>	<p>Contributing HEON budget and associated activities.</p>	<p>Increased enquiries, applications and enrolments to Higher Education from IMD1 and IMD 2 students.</p>	<p>Activity supports Risk 2</p>
<p><b>Risk 1 / Activity 4</b></p> <p><b>School Liaison Strategy</b></p>	<p>Farnborough College of Technology school liaison strategy with more than 15 participating feeder schools. The programme includes Post-16 option evenings, discovery days, interactive fairs, assemblies and webinars created to raise engagement, aspiration and progression.</p>	<p>School Liaison budget including staff resources</p>	<p>Increased enquiries, applications and enrolments to both Further and Higher Education from IMD1 and IMD 2 students.</p>	<p>Activity supports Risk 2</p>
<p><b>Risk 1 / Activity 5</b></p> <p><b>HE Bursary</b></p>	<p>Guaranteed Higher Education bursary for IMD Q1 and IMD Q2 students accessing higher education at University Centre Farnborough.</p> <p>Additional associated hardship bursary for learners in greatest financial need. <b>(NEW)</b></p>	<p>Higher Education Bursary Bursary Administration</p>	<p>Increased enquiries, applications and enrolments to University Centre Farnborough from IMD1 and IMD 2 students.</p>	<p>Activity supports Risk 2</p>

<p><b>Risk 1 / Activity 6</b></p> <p><b>Local / National Need</b></p>	<p>Increased provision of programmes that meet the skills need and increase opportunity / employability.</p> <p>Development of programmes at Level 4 &amp; 5 with clear links to employment. <b>(NEW)</b> Including Higher Apprenticeships and Higher Technical Qualifications.</p> <p>Introduction of smaller credit programmes and exit awards. <b>(NEW)</b></p>	<p>Programme development and Validation costs.</p> <p>Associated staffing costs.</p>	<p>Increased enquiries, applications and enrolments to University Centre Farnborough from IMD1 and IMD 2 students.</p>	<p>Activity supports Risks 2 &amp; 4</p>
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## **Intervention strategies and expected outcomes**

### **Intervention strategy 2:**

University Centre Farnborough will increase the continuation rates of black students by 2029 to 72%.

### **Risks to equality of opportunity**

The risks to equality of opportunity, with reference to the Equality of Opportunity Risk Register include: limited choice of course type and delivery mode (EORR 5) insufficient academic support (EORR 6) and cost pressures (EORR 10).

### **Evidence Based Rationale**

The TASO toolkit and related research concerning continuation within higher education were used to explore best practice and to identify additional activities suitable to our provision type and context. Current Higher Education learners were also consulted to further understand issues that may impact continuation with reference to the Equality of Risk Register. In addition, key College staff (academic and support) contributed to new and existing strategies based on their knowledge and experience including new schemes to support continuation such as additional systemised monitoring of student progress and intervention strategies.

### **Evaluation**

The activities contained within each intervention strategy will be evaluated (using type 1 and type 2 evidence) to establish whether they lead to the appropriate intended outcomes i.e. an increase in continuation for black students. Individual activities will be monitored in conjunction with in year retention to understand how they might contribute towards the overall strategy. Evaluations will utilise the Monitoring and Evaluation Framework (diagnose, plan, measure, reflect) and with an emphasis upon outcome and impact. The access and participation plan and related targets will be considered throughout the academic cycle including termly reporting at the Equality, Diversity and Inclusion Committee and annually via the Annual Review of Higher Education including further intervention where necessary.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<b>Risk 2 / Activity 1</b>  <b>HE Progress Tutor</b>	<p>Increased academic support for learners including intervention specific to target group:</p> <p>The employment of a Higher Education Progress Tutor with interventions specific to target group. <b>(NEW)</b></p>	Staff costs and associated activities.	Increased retention of students specific to target group.	Activity supports Risks 3, 4, & 5
<b>Risk 2 / Activity 2</b>  <b>Peer Mentor Scheme</b>	<p>Increased academic support for learners including intervention specific to target group:</p> <p>Introduction of a Peer Mentor scheme to provide peer to peer support for learners with interventions specific to target group. <b>(NEW)</b></p> <p><i>The Peer Mentor Hub:</i> delivery of peer-to-peer workshops and drop-in sessions. <b>(NEW)</b></p>	Paid Peer Mentor scheme and associated management and activities.	Increased retention of students specific to target group.	Activity supports Risks 3, 4, & 5

<p><b>Risk 2 / Activity 3</b></p> <p><b>Academic Skills</b></p>	<p>Provider strategies to support learner progress throughout the student life cycle including intervention specific to target group:</p> <p>Learn to Learn: enhanced delivery of academic skills including common module delivered across Level 4. <b>(NEW)</b></p> <p>Introduction of Higher Education only study spaces within LRC (including quiet areas). <b>(NEW)</b></p>	<p>Staff costs and associated activities.</p>	<p>Increased retention of students specific to target group.</p>	<p>Activity supports Risks 3, 4, &amp; 5</p>
<p><b>Risk 2 / Activity 4</b></p> <p><b>Induction programme Flying Start</b></p>	<p>Website (<b><i>Flying Start</i></b>) to support with student induction and preparations for study including related academic support material available for reference throughout the student cycle. <b>(NEW)</b></p>	<p>Website development and associated costs.</p>	<p>Increased retention of students specific to target group.</p>	<p>Activity supports Risks 3, 4, &amp; 5</p>
<p><b>Risk 2 / Activity 5</b></p> <p><b>Additional monitoring and intervention</b></p>	<p>Additional interim progress boards to check on student progress including learner interventions where necessary. <b>(NEW)</b></p>	<p>Additional staffing costs to facilitate boards and intervention.</p>	<p>Increased retention of students specific to target group.</p>	<p>Activity supports Risks 3, 4, &amp; 5</p>

<p><b>Risk 2 / Activity 6</b></p> <p><b>Financial Advice &amp; Intervention</b></p>	<p>Guaranteed Higher Education bursary for continuing minority ethnic students. <b>(NEW)</b></p> <p>Free financial advice and guidance provided to all Higher Education students. <b>(NEW)</b></p>	<p>Higher Education Bursary Bursary Administration</p>	<p>Increased retention of students specific to target group.</p>	
<p><b>Risk 2 / Activity 7</b></p> <p><b>Local / National Need</b></p>	<p>Introduction of smaller credit programmes and exit awards that support a greater demand from employers for students with qualifications at Levels 4 &amp; 5. <b>(NEW)</b></p>	<p>Programme development and Validation costs. Associated staffing costs.</p>	<p>Increased retention of students specific to target group.</p>	<p>Activity supports Risks 3, 4, &amp; 5</p>

## **Intervention strategies and expected outcomes**

### **Intervention strategy 3:**

University Centre Farnborough will increase the completion rates of students for free school meals by 2029 to 60%.

### **Risks to equality of opportunity**

The risks to equality of opportunity, with reference to the Equality of Opportunity Risk Register include: limited choice of course type and delivery mode (EORR 5) insufficient academic support (EORR 6) and cost pressures (EORR 10).

### **Evidence Based Rationale**

The TASO toolkit and related research concerning completion within higher education were used to explore best practice and to identify additional activities suitable to our provision type and context. Current Higher Education learners were also consulted to further understand issues that may impact completion with reference to the Equality of Risk Register. In addition, key College staff (academic and support) contributed to new and existing strategies based on their knowledge and experience including new schemes to support completion such as the introduction of smaller credit qualifications at Level 4 and Level 5 to meet local needs.

### **Evaluation**

The activities contained within each intervention strategy will be evaluated (using type 1 and type 2 evidence) to establish whether they lead to the appropriate intended outcomes i.e. an increase in completion for students previously eligible for free school meals. Individual activities will be monitored in conjunction with in year retention to understand how they might contribute towards the overall strategy. Evaluations will utilise the Monitoring and Evaluation Framework (diagnose, plan, measure, reflect) and with an emphasis upon outcome and impact. The access and participation plan and related targets will be considered throughout the academic cycle including termly reporting at the Equality, Diversity and Inclusion Committee and annually via the Annual Review of Higher Education including further intervention where necessary.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<p><b>Risk 3 / Activity 1</b></p> <p><b>HE Progress Coach</b></p>	<p>Increased academic support for learners including intervention specific to target group:</p> <p>The employment of a Higher Education Progress Tutor with interventions specific to target group. <b>(NEW)</b></p>	<p>Staff costs and associated activities.</p>	<p>Increased retention of students specific to target group.</p>	<p>Activity supports Risks 2, 4, &amp; 5</p>
<p><b>Risk 3 / Activity 2</b></p> <p><b>Peer Mentor Scheme</b></p>	<p>Increased academic support for learners including intervention specific to target group:</p> <p>Introduction of a Peer Mentor scheme to provide peer to peer support for learners with interventions specific to target group. <b>(NEW)</b></p> <p><i>The Peer Mentor Hub:</i> delivery of peer-to-peer workshops and drop-in sessions. <b>(NEW)</b></p>	<p>Paid Peer Mentor scheme and associated management and activities.</p>	<p>Increased retention of students specific to target group.</p>	<p>Activity supports Risks 2, 4, &amp; 5</p>

<p><b>Risk 3 / Activity 3</b></p> <p><b>Academic Skills</b></p>	<p>Provider strategies to support learner progress throughout the student life cycle including intervention specific to target group:</p> <p>Learn to Learn: enhanced delivery of academic skills including common module delivered across Level 4. <b>(NEW)</b></p> <p>Introduction of Higher Education only study spaces within LRC (including quiet areas). <b>(NEW)</b></p>	<p>Staff costs and associated activities.</p>	<p>Increased retention of students specific to target group.</p>	<p>Activity supports Risks 2, 4, &amp; 5</p>
<p><b>Risk 3 / Activity 4</b></p> <p><b>Induction programme Flying Start</b></p>	<p>Website (<b>Flying Start</b>) to support with student induction and preparations for study including related academic support material available for reference throughout the student cycle. <b>(NEW)</b></p>	<p>Website development and associated costs.</p>	<p>Increased retention of students specific to target group.</p>	<p>Activity supports Risks 2, 4, &amp; 5</p>
<p><b>Risk 3 / Activity 5</b></p> <p><b>Additional monitoring and intervention</b></p>	<p>Additional interim progress boards to check on student progress including learner interventions where necessary. <b>(NEW)</b></p>	<p>Additional staffing costs to facilitate boards and intervention.</p>	<p>Increased retention of students specific to target group.</p>	<p>Activity supports Risks 2, 4, &amp; 5</p>

<p><b>Risk 3 / Activity 6</b></p> <p><b>Financial Advice &amp; Intervention</b></p>	<p>Guaranteed Higher Education bursary for students eligible for free school meals. <b>(NEW)</b></p> <p>Free financial advice and guidance provided to all Higher Education students. <b>(NEW)</b></p>	<p>Higher Education Bursary Bursary Administration</p>	<p>Increased retention of students specific to target group.</p>	<p>Activity supports Risk 4</p>
<p><b>Risk 3 / Activity 7</b></p> <p><b>Local / National Need</b></p>	<p>Introduction of smaller credit programmes and exit awards that support a greater demand from employers for students with qualifications at Levels 4 &amp; 5. <b>(NEW)</b></p>	<p>Programme development and Validation costs. Associated staffing costs.</p>	<p>Increased retention of students specific to target group.</p>	<p>Activity supports Risks 2, 4, &amp; 5</p>

## **Intervention strategies and expected outcomes**

### **Intervention strategy 4:**

University Centre Farnborough will increase the attainment rates of students from deprived socio-economic backgrounds (IMD Q1 and Q2) by 2029 to 64%.

### **Risks to equality of opportunity**

The risks to equality of opportunity, with reference to the Equality of Opportunity Risk Register include: insufficient academic support (EORR 6) and cost pressures (EORR 10).

### **Evidence Based Rationale**

The TASO toolkit and related research concerning attainment within higher education were used to explore best practice and to identify additional activities suitable to our provision type and context. Current Higher Education learners were also consulted to further understand issues that may impact continuation with reference to the Equality of Risk Register. In addition, key College staff (academic and support) contributed to new and existing strategies based on their knowledge and experience including new schemes to support attainment such as the use of additional academic support led by the HE Progress Tutor and Peer Mentor scheme.

### **Evaluation**

The activities contained within each intervention strategy will be evaluated (using type 1 and type 2 evidence) to establish whether they lead to the appropriate intended outcomes i.e. an increase in attainment for students from the lowest socio-economic backgrounds (IMD 1 & IMD 2). Individual activities will be monitored in conjunction with in year retention to understand how they might contribute towards the overall strategy. Evaluations will utilise the Monitoring and Evaluation Framework (diagnose, plan, measure, reflect) and with an emphasis upon outcome and impact. The access and participation plan and related targets will be considered throughout the academic cycle including termly reporting at the Equality, Diversity and Inclusion Committee and annually via the Annual Review of Higher Education including further intervention where necessary.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<b>Risk 4 / Activity 1</b>  <b>HE Progress Tutor</b>	Increased academic support for learners including intervention specific to target group:  The employment of a Higher Education Progress Tutor with interventions specific to target group. <b>(NEW)</b>	Staff costs and associated activities.	Increased retention of students specific to target group.	Activity supports Risks 2, 3, & 5
<b>Risk 4 / Activity 2</b>  <b>Peer Mentor Scheme</b>	Increased academic support for learners including intervention specific to target group:  Introduction of a Peer Mentor scheme to provide peer to peer support for learners with interventions specific to target group <b>(NEW)</b>  <i>The Peer Mentor Hub: delivery of peer-to-peer workshops and drop-in sessions. <b>(NEW)</b></i>	Paid Peer Mentor scheme and associated management and activities.	Increased retention of students specific to target group.	Activity supports Risks 2, 3, & 5

<p><b>Risk 4 / Activity 3</b></p> <p><b>Academic Skills</b></p>	<p>Provider strategies to support learner progress throughout the student life cycle including intervention specific to target group:</p> <p>Learn to Learn: enhanced delivery of academic skills including common module delivered across Level 4. <b>(NEW)</b></p> <p>Introduction of Higher Education only study spaces within LRC (including quiet areas). <b>(NEW)</b></p>	<p>Staff costs and associated activities.</p>	<p>Increased retention of students specific to target group.</p>	<p>Activity supports Risks 2, 3, &amp; 5</p>
<p><b>Risk 4 / Activity 4</b></p> <p><b>Induction programme Flying Start</b></p>	<p>Website (<b><i>Flying Start</i></b>) to support with student induction and preparations for study including related academic support material available for reference throughout the student cycle. <b>(NEW)</b></p>	<p>Website development and associated costs.</p>	<p>Increased retention of students specific to target group.</p>	<p>Activity supports Risks 2, 3, &amp; 5</p>
<p><b>Risk 4 / Activity 5</b></p> <p><b>Additional monitoring and intervention</b></p>	<p>Additional interim progress boards to check on student progress including learner interventions where necessary. <b>(NEW)</b></p>	<p>Additional staffing costs to facilitate boards and intervention.</p>	<p>Increased retention of students specific to target group.</p>	<p>Activity supports Risks 2, 3, &amp; 5</p>

<p><b>Risk 4 / Activity 6</b></p> <p><b>Financial Advice &amp; Intervention</b></p>	<p>Guaranteed Higher Education bursary for IMD Q1 and IMD Q2 students. <b>(NEW)</b></p> <p>Additional associated hardship bursary for learners in greatest financial need. <b>(NEW)</b></p> <p>Free financial advice and guidance provided to all Higher Education students. <b>(NEW)</b></p>	<p>Higher Education Bursary Bursary Administration</p>	<p>Increased enquiries, applications and enrolments to Higher Education from IMD 1 and IMD 2 students.</p>	<p>Activity supports Risks 1 &amp; 3</p>
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## **Intervention strategies and expected outcomes**

### **Intervention strategy 5:**

University Centre Farnborough will increase attainment rates of students with a reported disability by 2029 to 70%.

### **Risks to equality of opportunity**

The risks to equality of opportunity, with reference to the Equality of Opportunity Risk Register include: insufficient academic support (EORR 6) and cost pressures (EORR 10).

### **Evidence Based Rationale**

The TASO toolkit and related research concerning attainment within higher education were used to explore best practice and to identify additional activities suitable to our provision type and context. Current Higher Education learners were also consulted to further understand issues that may impact attainment with reference to the Equality of Risk Register. In addition, key College staff (academic and support) contributed to new and existing strategies based on their knowledge and experience including new schemes to support attainment such as the use of additional academic support led by the HE Progress Tutor and Peer Mentor scheme.

### **Evaluation**

The activities contained within each intervention strategy will be evaluated (using type 1 and type 2 evidence) to establish whether they lead to the appropriate intended outcomes i.e. an increase in attainment for students with reported disability. Individual activities will be monitored in conjunction with in year retention to understand how they might contribute towards the overall strategy. Evaluations will utilise the Monitoring and Evaluation Framework (diagnose, plan, measure, reflect) and with an emphasis upon outcome and impact. The access and participation plan and related targets will be considered throughout the academic cycle including termly reporting at the Equality, Diversity and Inclusion Committee and annually via the Annual Review of Higher Education including further intervention where necessary.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<p><b>Risk 5 / Activity 1</b></p> <p><b>HE Progress Tutor</b></p>	<p>Increased academic support for learners including intervention specific to target group:</p> <p>The employment of a Higher Education Progress Tutor with interventions specific to target group <b>(NEW)</b>. Including DSA support.</p>	<p>Staff costs and associated activities.</p>	<p>Increased retention of students specific to target group.</p>	<p>Activity supports Risks 2, 3, &amp; 4</p>
<p><b>Risk 5 / Activity 2</b></p> <p><b>Peer Mentor Scheme</b></p>	<p>Increased academic support for learners including intervention specific to target group:</p> <p>Introduction of a Peer Mentor scheme to provide peer to peer support for learners with interventions specific to target group. <b>(NEW)</b></p> <p><i>The Peer Mentor Hub:</i> delivery of peer-to-peer workshops and drop in sessions. <b>(NEW)</b></p>	<p>Paid Peer Mentor scheme and associated management and activities.</p>	<p>Increased retention of students specific to target group.</p>	<p>Activity supports Risks 2, 3, &amp; 4</p>

<p><b>Risk 5 / Activity 3</b></p> <p><b>Academic Skills</b></p>	<p>Provider strategies to support learner progress throughout the student life cycle including intervention specific to target group:</p> <p>Learn to Learn: enhanced delivery of academic skills including common module delivered across Level 4. <b>(NEW)</b></p> <p>Introduction of Higher Education only study spaces within LRC (including quiet areas). <b>(NEW)</b></p>	<p>Staff costs and associated activities.</p>	<p>Increased retention of students specific to target group.</p>	<p>Activity supports Risks 2, 3, &amp; 4</p>
<p><b>Risk 5 / Activity 4</b></p> <p><b>Induction programme Flying Start</b></p>	<p>Website (<b><i>Flying Start</i></b>) to support with student induction and preparations for study including related academic support material available for reference throughout the student cycle. <b>(NEW)</b></p>	<p>Website development and associated costs.</p>	<p>Increased retention of students specific to target group.</p>	<p>Activity supports Risks 2, 3, &amp; 4</p>
<p><b>Risk 5 / Activity 5</b></p> <p><b>Additional monitoring and intervention</b></p>	<p>Additional interim progress boards to check on student progress including learner interventions where necessary. <b>(NEW)</b></p>	<p>Additional staffing costs to facilitate boards and intervention.</p>	<p>Increased retention of students specific to target group.</p>	<p>Activity supports Risks 2, 3, &amp; 4</p>

<p><b>Risk 5 / Activity 6</b></p> <p><b>Financial advice &amp; intervention</b></p>	<p>Guaranteed Higher Education bursary for students with a reported disability. <b>(NEW)</b></p> <p>Free financial advice and guidance provided to all Higher Education students. <b>(NEW)</b></p>	<p>Higher Education Bursary Bursary Administration</p>	<p>Increased retention of students specific to target group.</p>	<p>Activity supports Risks 2, 3, &amp; 4</p>
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## Whole provider approach

University Centre Farnborough / Farnborough College of Technology is committed to meeting the general and specific duties contained in the Equality Act 2010. We believe that all students and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of the College. The promotion of equality, diversity and inclusion is integral to the pursuit of the College Mission and Vision:

**Vision:** Creating learners who will be a success for themselves, the economy and society.

**Mission:** A Technical Community University, facilitating learners' social mobility, fuelling sustainable industries, and empowering inclusive lifelong learning communities.

The College aims to create a culture of inclusiveness and to challenge discrimination in order to remove barriers to the educational and personal progression of individual learners. To achieve this aim, the college will not tolerate unfair or unlawful discrimination. The policy encompasses the general equality duty, addressing the following protected characteristics:

Age, Disability, Gender reassignment, Marriage and civil partnerships, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation.

The Socio-economic background of an individual is not one of the protected characteristics identified by the Equality Act 2010. However, the College recognises that deprivation can be relevant when guiding and supporting learners through their education. When students have experienced deprivation, they may have poor prior educational attainment and low expectations, which may impact negatively on the success of the individual if they are not identified and supported appropriately.

The College defines equality, diversity and inclusion in the following ways: Equality - the fair and lawful treatment of students and staff and the promotion of equality of opportunity between different groups Diversity – the characteristics and experiences that make each individual who they are Inclusion – learning and working cultures that recognise and are welcoming of equality and diversity and reflect this in their structures and practices.

The Legislative Context The Equality Act 2010 replaced all previous anti-discrimination laws and establishes the public sector Equality Duty. The main aims of the 2010 Act are to provide protection of the protected characteristics from the following prohibited conduct: Direct discrimination; Indirect discrimination; Victimisation; and Harassment.

The Equality Duty consists of a general duty and some specific duties. The General Duty Section 149 of the Act imposes a general duty on the College, when exercising its functions, to have due regard to the need to: Eliminate unlawful discrimination, harassment and victimisation; Advance equality of opportunity between different groups; and Foster good relations between different groups The legislation makes it clear that complying with the duty might mean treating some people more favourably than others, where doing so is permitted by the Act, such as taking positive action to promote equality, or making reasonable adjustments for disabled people. The Specific Duties Section 153 of the Act enables ministers to make regulations imposing specific duties on public bodies. The specific duties are legal requirements designed to help the public bodies meet the general duty.

The current specific duties are: Publication of Equality Information to demonstrate compliance with the general equality duty. The information will include information relating to people who share a protected characteristic who are employees or students of the College. The information will be in two main categories:

Information to identify equality issues. Examples of this include equality monitoring information about employees or students, or information about the effect of College activities on people with different protected characteristics.

Information about steps taken to have due regard to the aims of the general equality duty. For example, records about how the College had due regard in making certain decisions, information that was considered in that decision-making (including engagement), consideration of steps to mitigate adverse impacts, or details of policies to address equality concerns. Publication of Equality Objectives Publish equality objectives that are required to further the aims of the general equality duty. The objectives will be specific, measurable and published in an accessible format.

The college seeks to involve staff, students and governors in the development, implementation and assessment of the equality, diversity and inclusion policy. Much of the above work is undertaken and monitored by the college's Equality, Diversity and Inclusion Committee.

The College aims to be recognised as a leader of equality, diversity and inclusion in its work and as an example of good practice. This Policy sets out the framework within which the college intends to promote equality and prevent discrimination against all members of the College community. The College respects and celebrates the diversity of students and staff, and the social and intellectual benefits of diversity. The College seeks to eliminate direct discrimination, indirect discrimination, victimisation and harassment.

The College monitor and evaluate the implementation of the policy and its objectives. Progress is reported regularly to the Equality, Diversity and Inclusion Committee, the Senior Management Team and to governors. The findings of monitoring and evaluation processes will be used to update the policy and its objectives.

## Student consultation

Student consultation took place during the initial stages of assessment to understand the concerns of students from across the University Centre including learners from underrepresented groups and at differing stages of the student lifecycle. After this initial consultation, and with reference to our own assessment of performance, risks and targets associated with the equality of opportunity were established. These were subsequently worked on with a smaller group of class representatives and peer mentors to confirm appropriate interventions and incorporate within the plan.

Feedback from Student Consultation	Student Lifecycle / Risk	Reference / Intervention Activity
<b><i>'Some people have said that there is no point as their parents have managed without one (degree) and so they don't need one either'</i></b>	Access / Perception of Higher Education	Risk 1 / Strategy 1; Risk 1 / Strategy 2; Risk 1 / Strategy 3; Risk 1/ Strategy 4
<b><i>'I came to University late but would have appreciated more information when I was younger'</i></b>	Access / Information and Guidance	Risk 1 / Strategy 5; Risk 2 / Strategy 6; Risk 3 / Strategy 6; Risk 4 / Strategy 6; Risk 5 / Strategy 6.
<b><i>'Students from all backgrounds do struggle (financially) especially if the student is a parent or carer or has less money to start with'</i></b>	Access & On Course / Cost Pressure	Risk 1 / Strategy 5; Risk 2 / Strategy 6; Risk 3 / Strategy 6; Risk 4 / Strategy 6; Risk 5 / Strategy 6.
<b><i>'I think more information on the money support available both at Uni and outside would help.'</i></b>	On Course / Cost Pressure	Risk 2 / Strategy 6; Risk 3 / Strategy 6; Risk 4 / Strategy 6; Risk 5 / Strategy 6.

<b><i>'Sessions on budgeting or debt would be really useful'</i></b>		
<b><i>'More time and support outside of the classroom to improve grades and to understand feedback'</i></b>	On Course / Insufficient Academic Support	Risk 2 / Strategy 1 & 2; Risk 3 / Strategy 1 & 2; Risk 4 / Strategy 1 & 2; Risk 5 / Strategy 1 & 2.
<b><i>'More quiet space within the UCF for HE study'</i></b>	On Course / Insufficient Academic Support	Risk 2 / Strategy 3; Risk 3 / Strategy 3; Risk 4 / Strategy 3; Risk 5 / Strategy 3.
<b><i>'I feel prepared for what comes next. The tutors have been really good in advising on our Masters and most of the class have got definite plans for next year'</i></b>	Progression / Progression from Higher Education	Continued progression strategies

## **Evaluation of the plan**

The Access and Participation Plan and associated activities will be monitored regularly, via the Vice Principal and through the Equality, Diversity and Inclusion committee, to assess the progress of interventions and impact upon objectives. The committee meets termly to receive progress reports and to challenge and support findings. Reports will be further shared across the University Centre via the Higher Education Working Group to ensure that all staff and students are actively engaged with both the plan and any further refinement of the plan. Evaluative reporting will be included at weekly Senior Management Team meetings, termly Subcommittee / Committee meetings of Governors and as a standing item within the Annual Higher Education Review which is shared with our validating partner and published on the University Centre Farnborough website.

## **Provision of information to students**

Higher Education course fees are published annually on the University Centre Farnborough (UCF) website and in advance of the UCAS application cycle. The same course fees are also stated alongside individual programme specifications so that prospective students are clear as to the costs and throughout their programme of study. Additional guidance and signposting is provided, via the university centre admissions team and again on the UCF website, with external links to Student Finance England, Student Finance Calculator and various Grants and Allowances specific to Higher Education students.

We offer financial support, in the form of bursaries, to underrepresented groups to access higher education courses and to support with continuation and completion while on programme. All higher education students, belonging to groups identified within the plan, will be eligible for a bursary of £500 per year of study. In addition, a bursary for exceptional hardship further supports all students facing financial difficulty. Bursary information including application, eligibility and the level of support are available on the University Centre Website: [www.ucfarnborough.ac.uk](http://www.ucfarnborough.ac.uk)

**Annex A:** Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

## Assessment of Performance

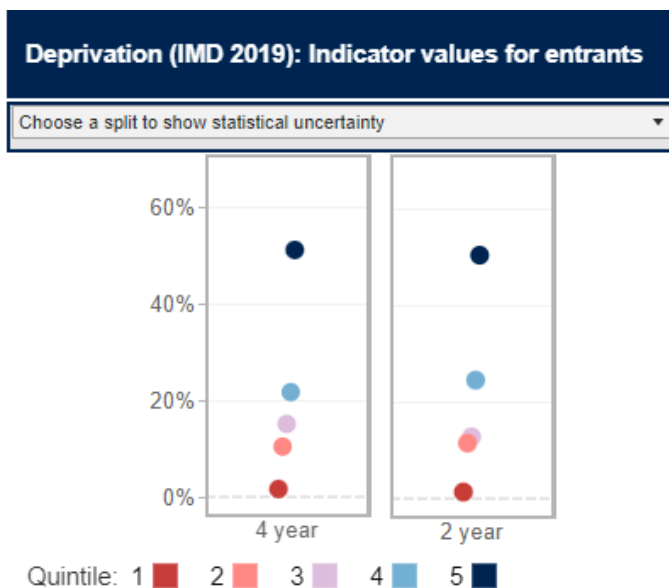
The following assessment of performance identifies the most significant indicators of risk to the equality of opportunity based on recent University Centre Farnborough student outcomes. To identify provider risks we have used the Office for Students Access and Participation data dashboard as the primary source for analysis. Other types of data, to further understand performance and risk, include our National Student Survey (NSS) results, Graduate Outcomes (GO) results and Individualised Learner Record (ILR) reports.

Further considerations to support the assessment of performance and to understand our priorities pertaining to the risk to equality include our own provider context and place within the wider higher education sector. We have used the Access and Participation Plan to map our risks to equality against the Office for Students, Equality of Risk Register (EORR) and to link our own student performance against the most prevalent risks for all students within the student lifecycle.

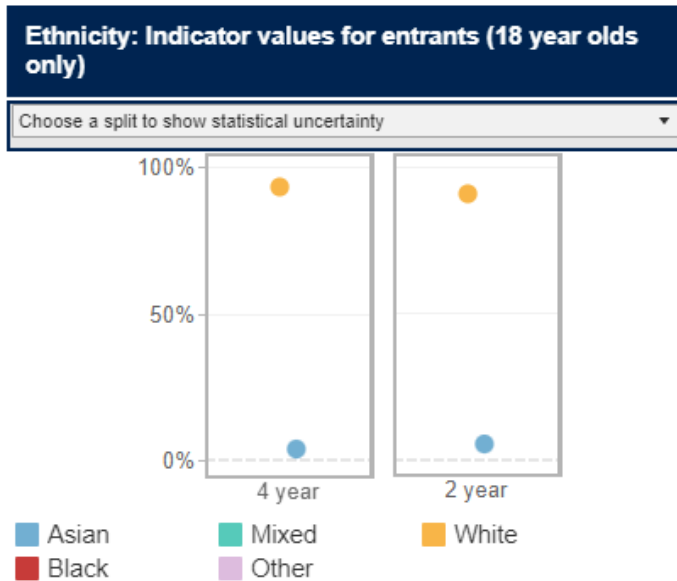
Due to our smaller student cohorts, we have considered our intake as a whole (mode and level) and often needed to use data aggregates to fully understand how particular groups perform.

## Risks to Equality of Opportunity: Access

**Risk to Access (i):** A lower proportion of students from the lowest socio-economic backgrounds (using the Indices of Multiple Deprivation) access higher education at University Centre Farnborough.



**Risk to Access (ii):** A lower proportion of students from minority ethnic backgrounds access higher education at University Centre Farnborough



**Risk to Access (iii):**

A lower proportion of students from the lowest socio-economic backgrounds (using the Indices of Multiple Deprivation) access higher education after completing Further Education at Farnborough College of Technology.

**Progression of Farnborough College of Technology students progressing from Further to Higher Education (all providers)**

No progressing, %

BY ACADEMIC YEAR, POLAR

Polar Academic year	1		2		3		4		5		Total	
	No progressing	%	No progressing	%	No progressing	%	No progressing	%	No progressing	%	No progressing	%
2018-19	11	14.10%	10	12.82%	25	32.05%	16	20.51%	16	20.51%	78	100.00%
2019-20	19	9.90%	18	9.38%	30	15.63%	59	30.73%	66	34.38%	192	100.00%
2020-21	18	10.78%	24	14.37%	25	14.97%	30	17.96%	70	41.92%	167	100.00%
2021-22	15	12.00%	18	14.40%	18	14.40%	31	24.80%	43	34.40%	125	100.00%
2022-23	19	10.92%	17	9.77%	33	18.97%	35	20.11%	70	40.23%	174	100.00%
<b>Total</b>	<b>82</b>	<b>11.14%</b>	<b>87</b>	<b>11.82%</b>	<b>131</b>	<b>17.80%</b>	<b>171</b>	<b>23.23%</b>	<b>265</b>	<b>36.01%</b>	<b>736</b>	<b>100.00%</b>

**Regional progression (all providers) from Level 3 to Level 4 (within 2 years of completing Further Education) including national comparator**

Surrey & NE Hants catchment		2019/20	
Surrey	Sustained a level 4 or higher destination	5108	71.2%
Hampshire	Sustained a level 4 or higher destination	7306	64.6%
<b>National comparator</b>		<b>157,127</b>	<b>77.6%</b>

<https://explore-education-statistics.service.gov.uk/data-tables/progression-to-higher-education-or-training/2021-22?subjectId=262bb879-c26c-47c0-d271-08dc2255ee92>

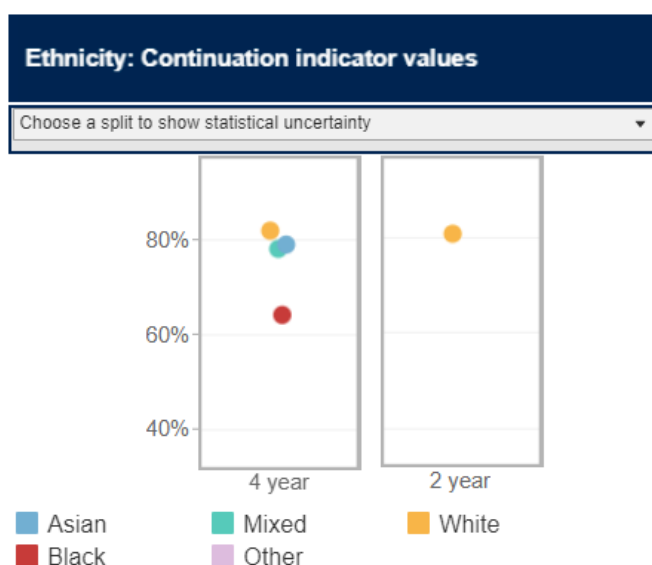
### Summary and rationale for inclusion / exclusion of access risks within the Access and Participation Plan:

Ethnic minorities and those from the lowest socio-economic backgrounds (IMD; FSM; ABCS) are less likely to access higher education at University Centre Farnborough. In terms of risk, objective and intervention both have been targeted before and within previous Action and Participation Plans and with little progress. As a smaller provider, with no student accommodation and cohorts predominantly made up of learners living around the immediate surround, it has been very difficult to influence Access for these specific groups.

Opportunities by the Office for Students to broaden the scope of the Access and Participation Plan have led us to reexamine how we might contribute to the equality of Access and through our own Further Education students, where we are more able to achieve the greatest impact. Upon further inspection of our own Further Education progression data students from lower socio economic backgrounds (risk iii) are at the greatest risk in terms of accessing higher education and therefore have been included as Risk 1 within the Access and Participation plan.

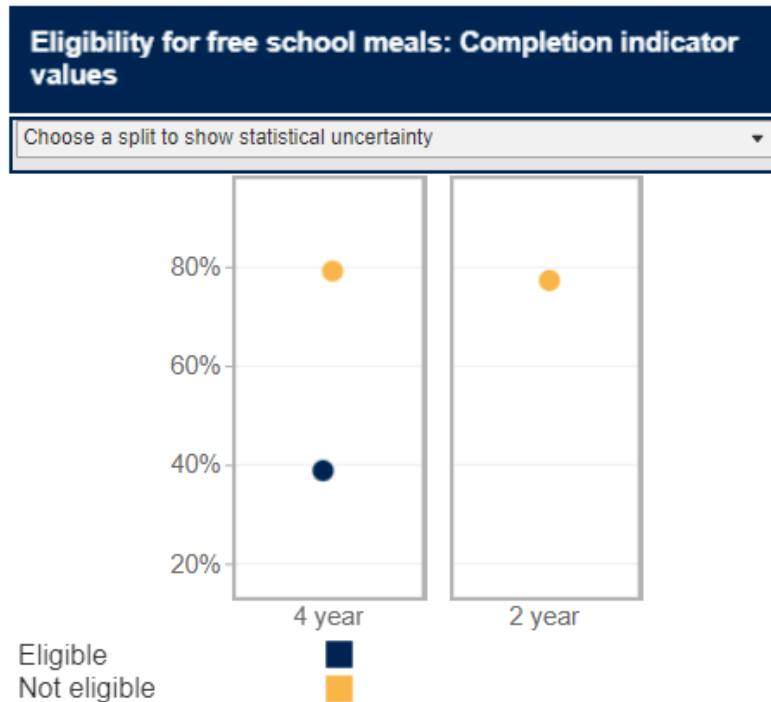
### Risks to Equality of Opportunity: Continuation

A lower proportion of black students continue their studies at University Centre Farnborough. Although the risk can only be identified within a 4 year aggregate the risk to equality is clear. This is Risk 2 within the Access and Participation Plan. Other potential risks include disability and students eligible to Free School Meals. Neither have been selected as targets as the continuation gap appears to be closing for students who declare a disability (when viewed in aggregate mode). The interventions selected for Completion will support any risk to continuation for students eligible for Free School Meals and to set as an additional target was considered disproportionate to the smaller student numbers.



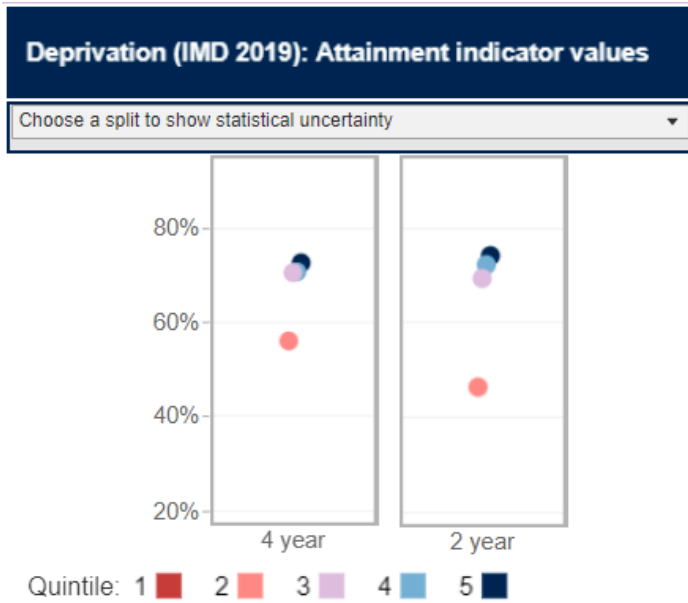
### Risks to Equality of Opportunity: Completion

A lower proportion of students eligible for free school meals at KS4, complete their studies at University Centre Farnborough. Although the risk can only be identified within a 4 year aggregate the risk to equality is clear. This is Risk 3 within the Access and Participation Plan. Other potential risks include ABCS, Ethnicity and disability however these are not as clearly stated and have therefore not been selected as risks within the plan.



### Risks to Equality of Opportunity: Attainment (i)

A lower proportion of students from the lowest socio-economic backgrounds (using the Indices of Multiple Deprivation) attain a degree classification of 2:1 or higher at University Centre Farnborough. The evidence from the data dashboard is clear. This is Risk 4 within the Access and Participation Plan.



**Risks to Equality of Opportunity: Attainment (ii)**

A lower proportion of students with a reported disability attain a degree classification of 2:1 or higher at University Centre Farnborough. The evidence from the data dashboard is clear. This is Risk 5 within the Access and Participation Plan. Other potential risks identified include the attainment for students within the lower TUNDRA quintiles and those of mixed ethnicity however this evidence, due to smaller numbers, appears to be less reliable and so has not been included within the plan.



**Risks to Equality of Opportunity: Progression**

Fewer progression risks have been identified within the Office for Students Access and Participation data dashboard. Where there are potential disadvantages (4 year



aggregated ABCS data, 4 year aggregated ethnicity data, 4 year aggregated IMD data & 2 year aggregated disability data) the variable student response rate, smaller student numbers and stability of evidence make this difficult to select and target. Although not identified within the plan University Centre Farnborough will continue to support all learners in progression and with a continued focus on student groups with lower national performance rates.

**Annex B:** Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.

## Evidence base and rationale for intervention

The TASO toolkit and related research, concerned with the equality of access and participation within higher education, were used to explore best practice and to identify additional activities suitable to our provision type and context. Current Higher Education learners were consulted to further understand issues that may impact access and participation with reference to the Equality of Risk Register. In addition, key College staff (academic and support) contributed to new and existing strategies based on their knowledge and experience.

The activities contained within each intervention strategy will be evaluated (using type 1 and type 2 evidence) to establish whether they lead to the appropriate intended outcomes. Individual activities will be monitored in conjunction with in year data to understand how they might contribute towards the overall strategy. Evaluations will utilise the Monitoring and Evaluation Framework (diagnose, plan, measure, reflect) and with an emphasis upon outcome and impact. The access and participation plan and related targets will be considered throughout the academic cycle including termly reporting at the Equality, Diversity and Inclusion Committee and annually via the Annual Review of Higher Education including further intervention where necessary.

### Intervention Strategy 1

**Link to objective:** University Centre Farnborough will increase the proportion of Farnborough College of Technology students entering Higher Education from deprived socio-economic backgrounds (IMD Q1 & Q2) by 2029 to 25%.

**Link to Equality of Risk Register (EORR):** knowledge and skills (Risk 1), access to information and guidance (Risk 2), perceptions of higher education (Risk 3), limited choice of course type and delivery mode (Risk 5) and cost pressures (Risk 10) all play a part in limiting access to higher education.

**Intervention activity:** The following activities have been developed to raise higher education participation for students from deprived socio economic backgrounds.

1. Promotion of Higher Education
2. Advice and Guidance
3. Outreach Programme
4. School Liaison Programme
5. Higher Education Bursary
6. Increased variety of course type and duration

Opportunities by the Office for Students to broaden the scope of the Access and Participation Plan have led us to reexamine how we might contribute to the equality of Access. Rather than targeting learners accessing higher education at University Centre Farnborough we have decided to concentrate upon learners accessing higher education (all providers) from our Level 3 provision at Farnborough College of Technology and more specifically students from lower socio economic backgrounds (IMD Q1 and Q2). The intervention activity selected has been chosen to compliment provider context and with consideration of the TASO toolkit and EORR. The activity intent is to raise attainment and aspiration, prepare learners with the appropriate advice and guidance to

progress, alleviate financial pressure and to expand programme choice to meet student, local and national need.

## **Intervention Strategy 2**

**Link to objective:** University Centre Farnborough will increase the continuation rates of black students by 2029 to 72%.

**Link to Equality of Risk Register (EORR):** limited choice of course type and delivery mode (EORR 5) insufficient academic support (EORR 6) and cost pressures (EORR 10) all play a part in limiting access to higher education.

**Intervention activity:** The following activities have been developed to raise higher education continuation for black students.

1. Targeted academic support (*Progress Tutor*)
2. Peer Mentorship scheme
3. Learn to Learn (*Academic Skills*)
4. Enhanced induction and support (*Flying Start*)
5. Additional monitoring and intervention
6. Financial advice and intervention (including *Bursary*)
7. Increased variety of course type and duration

The intervention activity selected has been chosen to compliment provider context and with consideration of the TASO toolkit and EORR. The intent is to raise the continuation of black students through activities that raise academic development, foster learner independence, increase attainment, provide appropriate intervention, alleviate financial pressure and expand programme choice to meet student, local and national need.

## **Intervention Strategy 3**

**Link to objective:** University Centre Farnborough will increase the completion rates of students previously eligible for free school meals by 2029 to 60%.

**Link to Equality of Risk Register (EORR):** limited choice of course type and delivery mode (EORR 5) insufficient academic support (EORR 6) and cost pressures (EORR 10).

**Intervention activity:** The following activities have been developed to raise higher education completion previously eligible for free school meals.

1. Additional academic support (*Progress Tutor*)
2. Peer Mentorship scheme
3. Learn to Learn (*Academic Skills*)
4. Enhanced induction and support (*Flying Start*)
5. Additional monitoring and intervention
6. Financial advice and intervention (including *Bursary*)
7. Increased variety of course type and duration

The intervention activity selected has been chosen to compliment provider context and with consideration of the TASO toolkit and EORR. The intervention intent is to support students previously eligible for free school meals through activities that raise academic

development, foster learner independence, increase attainment, provide appropriate intervention, alleviate financial pressure and expand programme choice to meet student, local and national need.

#### **Intervention Strategy 4**

**Link to objective:** University Centre Farnborough will increase the attainment rates of students from deprived socio-economic backgrounds (IMD Q1 and Q2) by 2029 to 65%.

**Link to Equality of Risk Register (EORR):** insufficient academic support (EORR 6) and cost pressures (EORR 10).

**Intervention activity:** The following activities have been developed to raise higher education attainment rates of students from deprived socio-economic backgrounds (IMD Q1 and Q2).

1. Targeted academic support (*Progress Tutor*)
2. Peer Mentorship scheme
3. Learn to Learn (*Academic Skills*)
4. Enhanced induction and support (*Flying Start*)
5. Additional monitoring and intervention
6. Financial advice and intervention (including *Bursary*)
7. Increased variety of course type and duration

The intervention activity selected has been chosen to compliment provider context and with consideration of the TASO toolkit and EORR. The intervention intent is to support students from lower socio economic backgrounds through activities that raise academic development, foster learner independence, increase attainment, provide appropriate intervention, alleviate financial pressure and expand programme choice to meet student, local and national need.

#### **Intervention Strategy 5**

**Link to objective:** University Centre Farnborough will increase attainment rates of students with a reported disability by 2029 to 70%.

**Link to Equality of Risk Register (EORR):** insufficient academic support (EORR 6) and cost pressures (EORR 10).

**Intervention activity:** The following activities have been developed to raise higher education attainment rates of students with a reported disability.

1. Targeted academic support (*Progress Tutor*)
2. Peer Mentorship scheme
3. Learn to Learn (*Academic Skills*)
4. Enhanced induction and support (*Flying Start*)
5. Additional monitoring and intervention
6. Financial advice and intervention (including *Bursary*)
7. Increased variety of course type and duration

The intervention activity selected has been chosen to compliment provider context and with consideration of the TASO toolkit and EORR. The intervention intent is to support



students with a reported disability through activities that raise academic development, foster learner independence, increase attainment, provide appropriate intervention, alleviate financial pressure and expand programme choice to meet student, local and national need.

# Fees, investments and targets

2025-26 to 2028-29

Provider name: Farnborough College of Technology

Provider UKPRN: 10002412

## Summary of 2025-26 entrant course fees

\*course type not listed

### Inflation statement:

We will not raise fees annually for new entrants

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9000
Foundation degree		N/A	9000
Foundation degree	Work Based Learning	N/A	6000
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	5500
CertHE/DipHE		N/A	9000
Postgraduate ITT		N/A	9000
Accelerated degree		N/A	9000
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	4500
Foundation degree		N/A	4500
Foundation degree	Work Based Learning	N/A	3000
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	2750
CertHE/DipHE		N/A	4500
Postgraduate ITT		N/A	4500
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

# Fees, investments and targets

## 2025-26 to 2028-29

Provider name: Farnborough College of Technology

Provider UKPRN: 10002412

### Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

#### Notes about the data:

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OIS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

**Table 6b - Investment summary**

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£262,000	£275,000	£288,000	£302,000
Financial support (£)	NA	£38,000	£40,000	£42,000	£45,000
Research and evaluation (£)	NA	£230,000	£240,000	£260,000	£280,000

**Table 6d - Investment estimates**

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£26,000	£27,000	£28,000	£29,000
Access activity investment	Post-16 access activities (£)	£236,000	£248,000	£260,000	£273,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
<b>Access activity investment</b>	<b>Total access investment (£)</b>	<b>£262,000</b>	<b>£275,000</b>	<b>£288,000</b>	<b>£302,000</b>
<b>Access activity investment</b>	<b>Total access investment (as % of HFI)</b>	<b>81.1%</b>	<b>80.9%</b>	<b>80.7%</b>	<b>80.5%</b>
<b>Access activity investment</b>	<b>Total access investment funded from HFI (£)</b>	<b>£197,000</b>	<b>£207,000</b>	<b>£217,000</b>	<b>£228,000</b>
<b>Access activity investment</b>	<b>Total access investment from other funding (as specified) (£)</b>	<b>£65,000</b>	<b>£68,000</b>	<b>£71,000</b>	<b>£74,000</b>
Financial support investment	Bursaries and scholarships (£)	£33,000	£34,000	£35,000	£37,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£5,000	£6,000	£7,000	£8,000
<b>Financial support investment</b>	<b>Total financial support investment (£)</b>	<b>£38,000</b>	<b>£40,000</b>	<b>£42,000</b>	<b>£45,000</b>
<b>Financial support investment</b>	<b>Total financial support investment (as % of HFI)</b>	<b>11.8%</b>	<b>11.8%</b>	<b>11.8%</b>	<b>12.0%</b>
Research and evaluation investment	Research and evaluation investment (£)	£230,000	£240,000	£260,000	£280,000
<b>Research and evaluation investment</b>	<b>Research and evaluation investment (as % of HFI)</b>	<b>71.2%</b>	<b>70.6%</b>	<b>72.8%</b>	<b>74.7%</b>



