



Access & Participation Statement

Key Information	
Policy Reference Number	CCSW - APS
ELT Post Responsible for Update and Monitoring	Vice Principal - Innovation, Curriculum and Quality
Published on Website	Yes
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1. Cheshire College – South & West Access and Participation Statement

- 1.1 The College is a general further education college with three main campuses in Crewe, Ellesmere Port and Chester. Courses are offered from Entry level to level 6 in higher education. The student population is made up of full-time learners aged 16-18 years and apprentices, completing level 2 and level 3 programmes such as NVQ's, BTEC's, T levels, and A levels. The College also offers a range of full-cost courses and international study opportunities. In 2023-2024 there were approximately 200 higher education students (approximately 2.0% of the student population) studying a range of higher education programmes across the three campuses. The student cohort is drawn from a wide range of ages and backgrounds. The vast majority reside in the immediate local catchment area and, therefore, the College offers a higher-level learning opportunity to those who may otherwise have not considered, or be unable to access, higher education.

2. Being a HE student at Cheshire College – South & West

- 2.1 The College's student cohort is varied and adds richness to the learning experience. The College recognises that many of its higher education students prefer to stay and study locally and as such our Higher Education programmes offer a progression route from level 3 study such as vocational level 3, A-level or Access to HE programmes in addition to non-traditional entry routes on some courses such as accreditation of prior learning and work experience, providing opportunities for all to access high quality learning.
- 2.2 For many of the College's progressing students, being able to access local, high quality Higher Education courses is key to deciding if studying at a higher level is an option. There are many reasons for this, such as more mature applicants who have community ties such as work or family commitments which means it is difficult to access higher education outside of the local area. Some of the College's Higher Education students have identified the need to be in a familiar learning environment where their needs are recognised and they can feel supported in their learning, perhaps because of physical or mental health conditions, difficulties and/or disabilities or simply because some students recognise, they are not yet ready to live independently and study away from home.

3. The Profile of HE Students (2023-24, 2022-23 and 2021-22)

Descriptor	2023-2024		2022-2023		2021-2022	
	Number 203	%	Number 200	%	Number 230	%
Gender						
Female	80	39%	80	40%	100	43.48%
Male	123	61%	120	60%	130	56.52%
Age Group						
Under 21	86	42%	90	45%	120	52.17%
Twenty-one and over	117	58%	110	55%	110	47.83%
Ethnic Group						
White	184	91%	190	95%	220	95.65%
Black	7	3%	DP*	DP*	0	0
Asian	6	3%	0	0	0	0
Mixed	DP*	DP*	0	0	10	4.35%
Other	DP*	DP*	0	0	0	0
Disability						
No information provided	6	3%	10	5%	0	0%
Disability	49	24%	50	25%	60	26.08%
No known disability	148	73%	140	70%	170	73.92%

Table 1: CCSW's profile of HE Students over a 3-year span.

*DP Where the information has been suppressed for data protection purposes.

Between 2022-23 and 2023-24 there has been a very small change in the overall profile of students studying Higher Education at the College. The gender balance remained stable, with the same number of females enrolled and only three more males than the previous year, keeping the split close to 60% male and 40% female. A clear trend is emerging in age, with adult learners aged 21 and over continuing to make up the majority of the HE cohort. The ethnic diversity of the student body has increased by around 4%, with small but notable rises across Black, Asian, Mixed, and Other ethnic groups. Disability disclosures have remained broadly consistent with previous years, with only marginal variance, while the proportion of learners not providing information has slightly reduced.

- 3.1 The College has built excellent working relationships with local employers and the College's Higher Education provision has been built around meeting the needs of local businesses and commerce. The College has a number of students who work full time and are sponsored by their employer to attend College to achieve a higher-level qualification. Many students who are released from industry attend through the higher apprenticeship routes. The College is responsive to students' needs and endeavours to build Higher Education programmes to meet the needs and requirements of our prospective students. The College has done this by:
- 3.1.1 Responding to student voice and feedback by providing progression routes to Higher Education for students to enable study at the College beyond level 3.
 - 3.1.2 Providing opportunities for students to study Higher Education in a learning environment that is supportive and inclusive learning environment.
 - 3.1.3 Timetabling programmes to best suit the needs of students, for example offering blended learning courses to enable students to be released from industry to attend and achieve or concentrating the timetable into blocks of study including some evening study to enable those with work and/or family commitments to attend Higher Education programmes.

4. The National Student Survey

- 4.1 The National Student Survey is managed by the Office for Students on behalf of the UK Higher Education funding and regulatory bodies. The survey, aimed at final year students, provides information for prospective students and for stakeholders to support a high-quality learning experience gathering students' opinions on the quality of their courses which helps to inform prospective students' choices, provide data that supports institutions in improving the student experience and supporting public accountability.
- 4.2 The NSS Student Survey has seven key themes, and the College is exceeding benchmark in all 7 themes.
- 4.3 Further information can be found at: [National Student Survey data: provider-level dashboard - Office for Students](#)

5. Enabling our students' success

- 5.1 Equality, diversity, and inclusion are central core values of the College and we are proud of our higher education students and their successes.
- 5.2 The support services at the College contribute to the success of our higher education students – these include excellent support for students with identified disabilities and/or difficulties. Students are supported through personalised support plans, financial advice and guidance, and access to Student Advisers offering specific guidance on student finance awards for Care Leavers and Disabled Students Allowance applicants.
- 5.3 All our students have access to qualified careers advisers who will provide one to one guidance interviews to assist with career planning.
- 5.4 For clarification:
- Full-time fee equals 120 credits.
 - Part time fees are based on 50%/ 60 credits and may be subject to change dependent upon the credit value delivered within the year of study.

Tuition Fees for 2022 - 23	Full time (per year)	Part-time (per year)
Full time programmes validated or franchised by a partner Higher Education Institute (HEI)*	£6,165	£2,997
Full time Pearson HNC / HND programmes	£5,700	£2,850
Tuition Fees for 2023 - 24		
Full time programmes validated or franchised by a partner Higher Education Institute (HEI)*	£6,165	£2,997
Full time Pearson HNC / HND programmes	£5,700	£2,850

Table 2: CCSW Tuition fees for HE programmes.

**Our partner HEIs include: The University of Wolverhampton*

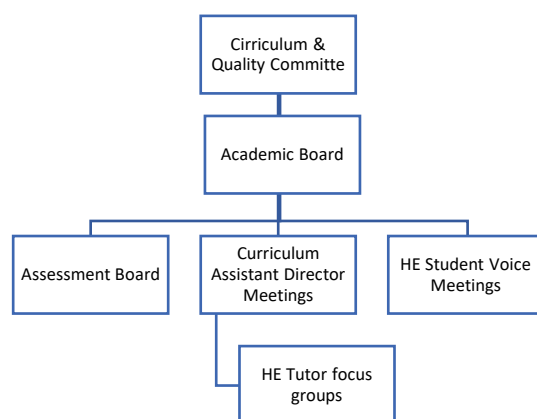
- 5.5 Students on Higher Education programmes tell us that they receive excellent support whilst studying and this includes personal tutor support. Students also value the teaching and learning strategies on used Higher Education programmes and the teaching resources provided which include resources available through our Learning Resource Centres and partner universities resource centres.
- 5.6 Some students may not have access to appropriate IT facilities or services at home. The College's Crewe, Chester and Ellesmere Port campuses offer dedicated HE Hub facilities which are collaborative learning spaces.
- 5.7 The College recognises that studying at a higher level can be challenging and therefore the College seeks to prepare students by offering all applicants to Higher Education programmes a pre-enrolment interview with the course team leader who can provide a detailed overview of the course and expectations. We also provide a meaningful induction to Higher Education students including a study skills package to enable a smooth transition to study.

6. The importance of Student Voice

- 6.1 The College's Higher education students are key stakeholders, and the College recognises the importance of student feedback; every Higher Education course and year group is asked to nominate and elect a course representative. Course representatives are invited to meet for the Higher Education student voice meetings held on a termly basis to provide feedback to the Higher Education link Governor and the Director of Higher Technical Education. Higher Education students are represented at Corporate Board level with the annual nomination and election of a Higher Education Student Governor; the governor works with the Student Senate to provide a conduit for the Higher Education student voice on matters relating to the student body.
- 6.2 The College welcomes student representatives to sit on the Higher Education Academic board which meets at regular intervals throughout the year.
- 6.3 Information about Student Voice is available in induction and welcome talks. This is followed up in the course introduction sessions led by Course Team Leaders and information is also included in programme handbooks.

7. Monitoring and evaluation

- 7.1 Student progress is monitored at programme level by the Course Team Leader and Personal Tutor. The Director of Higher Technical Education also has oversight of all the Higher Education programmes and receives regular reports on student progress, attendance, and participation.
- 7.2 Students have access to their progress records as teaching staff record progress on internal College systems such as MarkBook available to students through the College intranet and ProPortal or if the programme is linked to a partner HEI, then progress is recorded through the equivalent university systems. The College's Assessment Board has formal oversight of student progress. The Assessment Board meets at the end of semester one to note progress of all students and at the end of the summer term to formally approve all grades and progression to the next stage of study.
- 7.3 The College has an established deliberative structure for its HE provisions ensuring institutional oversight and effective governance. The structure is depicted below.



7.4 In addition to the internal monitoring and evaluation described above the College is subject to external quality monitoring processes and engages actively in these. Examples include:

- Meeting the requirements for registration with the Office for Students
- Partner HEI annual monitoring
- Partner HEI validation and partnership review cycles
- Pearson Annual Review activities
- External moderation and Examiners

7.5 The College actively engages in all quality assurance and review processes, the findings of which inform improvement planning.