



South Gloucestershire and Stroud College

Higher Education Financial Assistance Policy 2024-25

Prepared by:	Jo Kear
Job Title/Role:	Director of Higher Education
Ref. No: Q/P 227	Date of this version: 1 st September 2024 Review date: 1 st September 2025 (Subject to any legislative changes) Upload to College website? Yes Upload to e-Campus? Yes
Approved by:	Executive Team
Date of Approval:	26.7.24

MANDATORY INITIAL IMPACT SCREENING	
I have read the guidance document: Completing a Policy Impact Assessment?	✓
If this policy raises equality, diversity or inclusion concerns, the Inclusion Committee has been consulted?	✓
If this policy raises environmental or sustainability issues, the Estates Team have been consulted?	✓
If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:	✓



Please list each College Strategic Priority that this policy is designed to address/implement:

EQUALITY, DIVERSITY & INCLUSION IMPACT ASSESSMENT

Characteristic	This policy seeks to:	
Age	Supports staff and learners to recognise that prejudice and discrimination on the grounds of age are unacceptable in an educational establishment	
Disability	Treat with equal dignity, all learners and staff; and monitor participation, performance and progress of learners and staff with disabilities and act to address inequalities.	
Faith or Belief	No appreciable impact	
Gender	No appreciable impact	
Race or Ethnicity	Provide opportunities for the advancement of persons of minority race or ethnicity	
Orientation	No appreciable impact	
Gender reassignment	No appreciable impact	
Economic disadvantage	Use available resources to identify and address any issues of inequality as a result of social and economic factors. Supporting learners and staff, both academically and pastorally in order for all to be successful	
Rural isolation	No appreciable impact	
Marriage	No appreciable impact	
Pregnancy & maternity	No appreciable impact	
Carers & care leavers	Use available resources to identify and address any issues of inequality as a result of being in care or a care leaver. Supporting learners both academically and pastorally in order to be successful.	
Vulnerable persons	Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful.	
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the College's stakeholder groups:	Section 3	
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the College's stakeholder groups:	Section 3	
Is there any possibility that this policy could operate in a discriminatory way?	<input type="checkbox"/> x	If you have ticked yes (red), which characteristic will be most affected? Choose an item.
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	<input type="checkbox"/>	Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS

Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect:	Art. 28 Right to education Choose an item. Choose an item.
Which Human Right (HRA) does this policy most protect:	Art. 14 Prohibition of discrimination Choose an item.

DATA PROTECTION & PRIVACY BY DESIGN SCREENING

Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official College systems:	✓
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	<input type="checkbox"/>

ENVIRONMENTAL, SOCIAL AND ECONOMIC IMPACT ASSESSMENT		
Does this policy relate directly or indirectly to any legal, regulatory environmental or sustainability standard(s)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If so, please list them:		
Will any aspects of this policy result in:		
Reduced miles travelled or provide / improve / promote alternatives to car based transport (e.g. public transport, walking and cycling car sharing, the use of low emission vehicles, community transport, environmentally friendly fuels and/or technologies)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Reduced waste, environmental hazards and/or toxic materials for example by reducing PVC, photocopier and printer use, air pollution, noise pollution, mining or deforestation? Or increase the amount of College waste that is recycled or composted?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Reduced water consumption?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Reduced instances of single use plastic?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Reduced use of natural resources such as raw materials and energy to promote a circular economy?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Improved resource efficiency of new or refurbished buildings (water, energy, density, use of existing buildings, designing for a longer lifespan)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Will this policy improve green space or access to green space?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Please list the sections of this policy which specifically target an improved environment:		

Will any aspects of this policy result in:		
The promotion of healthy working lives (including health and safety at work, work-life/home-life balance and family friendly practices)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Greater employment opportunities for local people?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
The promotion of ethical purchasing of goods or services for example by increasing transparency of modern slavery in our supply chain?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Greater support for the local economy through the use of local suppliers, SMEs or engagement with third sector or community groups?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
The promotion of better health, increased community resilience, social cohesion, reduced social isolation or support for sustainable development?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Mitigation of the likely effects of climate change (e.g. identifying proactive and community support for vulnerable groups; contingency planning for flood/snow, heatwaves and other weather extremes)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
The promotion of better awareness of sustainability, healthy behaviours, mental wellbeing, living independently or self-management?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Please list the sections of this policy which specifically target improved sustainability:		

What is the *estimated* carbon impact of this policy (in terms of tCO2e)	Increased (+tCO2e) <input type="checkbox"/>	Decreased (-tCO2e) <input type="checkbox"/>	Net Zero CO2 <input type="checkbox"/>
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Mandatory initial impact screening completed by:	Jo Kear
Date	17/06/2024
Initial impact screening supported by (Please list each individual)	

Financial Assistance Policy & Procedure 2024-2025

1. Policy Intent

- 1.1. South Gloucestershire & Stroud College (SGS) recognises that the availability of a Financial Assistance Fund may be important to supporting students to remain in education and continue with their studies; positively impacting upon their educational, social and personal development and enabling personal and social mobility.
- 1.2. The Financial Assistance Fund is intended to enable students to have access to funds to support, when appropriate, their living expenses, travel costs and to fund, in whole or part, the cost of essential learning equipment (this list is not intended to be exhaustive or exclusive).

2. Scope

- 2.1. The Financial Assistance Fund is available to Higher Education students who are enrolled on their Higher Education programme with SGS between September 2024 and September 2025.
- 2.2. Students must enrol onto a regulated full-time or part-time (25% FTE) Higher Education programme (on part-time programme pathways pro-rata rates apply).
- 2.3. Students must have a UK bank account. Under no circumstances will the Financial Assistance be issued to a third party or paid in cash.
- 2.4. Students must be able to produce financial evidence to support their application to the Financial Assistance Fund; this evidence should include the last three months' worth of their bank and savings statements. Payments of over £100 may require further explanation.
- 2.5. Students must evidence attendance of at least 80% or above or be able to evidence valid extenuating circumstances to explain any non-attendance which must be supported by extenuating circumstances documentation.

3. Procedures

- 3.1. Students who are experiencing financial difficulties need to complete the Financial Assistance Application Form and return the completed form to hefinancialassistance@sgscol.ac.uk.
- 3.2. The Higher Education Coordinator will arrange a meeting via Microsoft Teams or in person to go through financial evidence to support their application.
- 3.3. Applications are considered on an individual basis by a member of the Higher Education Central Management Team using strict eligibility criteria.

- 3.4. This fund is for emergency use only and is open to all Higher Education students, although this fund is limited.

The Financial Assistance Fund is available for three applications per academic year (one calendar month apart).

The maximum payment per academic year is £900 (on part-time programme pathways pro-rotas rates apply) paid over three separate payments.

- 3.5. If an application is successful, the Higher Education Coordinator will write to the students email address.
- 3.6. The Higher Education Coordinator will raise a request for the Director of Higher Education to authorise payment. All payments will be made via BACs within five working days.
- 3.7. If an application is unsuccessful, students may appeal against decisions by contacting the Deputy Principal. The decisions of the Deputy Principal are final and binding.
- 3.8. Financial Assistance funds are non-repayable.
- 3.9. The Financial Assistance fund is not exhaustive and will be closed to applications at whatever point of the academic year it is depleted. The Higher Education Coordinator will give advance notice of the closing of the fund by notifying all students via Teams.

4. Policy Implementation

- 4.1. The Higher Education Coordinator is responsible for implementation of the Financial Assistance policy working alongside the Higher Education Management Team.
- 4.2. A BACs payment will be raised by the Higher Education Coordinator and payments will be issued by the SGS Finance Department.

5. Enforcement

- 5.1. Students who receive support from the Financial Assistance Fund, must be fully committed to completing their programme. If for any reason this does not occur, then the student may be required to repay any funds paid to them from the Financial Assistance Fund.
- 5.2. The College will terminate the award of a Financial Assistance Fund for any student who ceases to be an enrolled student of SGS, for whatever reason. Students may be required to repay any payment made within that term as a result of withdrawing.

6. Related Policies, Procedures, Charters, Plans, Guidance and Legislation

- 6.1. [SGS College Access & Participation Plan 2024-25 to 2027-28.](#)
- 6.2. Higher Education Attendance & Engagement Policy
- 6.3. Higher Education Student Code of Conduct
- 6.4. SGS Diversity, Equity, Inclusion and Belonging Policy
- 6.5. SGS Financial Regulations
- 6.6. SGS HE Students as Partners

7. Impact

- 7.1. The Financial Assistance Fund is to enable our Higher Education students to access financial support to sustain their progress on their programmes and enable them to reach their potential. The financial support is not intended to provide financial benefit or advantage.