

# Access and Participation Statement

<b>Policy number:</b>	HE232	<b>Policy Lead:</b>	Head of Department UCN & Adults
<b>Approved by:</b>	SLT CQC Committee	<b>Date Approved:</b>	23/02/2024 11/03/24
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<b>EIA Meeting Date (if EIA required):</b>		<b>External Website Appropriate:</b>	Yes
<b>SharePoint Location:</b>	Policies and Procedures: Higher Education		
<b>Linked Policies/College documents</b>	<ul style="list-style-type: none"> <li>• Equality, Diversity and Inclusion Statement</li> <li>• Equality Impact Assessment Guidelines</li> </ul>		

# Access and Participation Statement (Higher Education)

## 1. Policy Statement and Purpose

The College is committed to making higher education (HE) accessible to a diverse student body and expanding our offering to meet varied interests and needs. This is achieved through the College's designated HE facility, trading as University Centre Newbury (UCN), which provides degree level and higher professional programmes to the local and regional communities.

### Purpose

This policy ensures transparency and inclusiveness in our HE programmes, addressing the requirements of the Office for Students (OfS) regulatory framework and supporting diverse student groups.

### Scope

The policy applies to all HE programmes at UCN, including traditional HE programmes, higher and degree apprenticeships and professional programmes.

## 2. Definitions

**Apprenticeship Programmes:** Work-based training programmes with educational components.

**Higher Education (HE):** Education provided at academic levels 4 and above.

**Higher Education Statistics Agency (HESA):** Collects, assures and disseminates data about HE in the UK on behalf statutory customers (e.g., OfS).

**Office for Students (OfS):** Regulatory body for all English higher education.

## 3. Responsibilities

**Head of Department UCN & Adults:** Oversees policy implementation and compliance.

**Senior Leadership Team (SLT):** Ensures policy alignment with College and UCN goals.

## 4. Procedures

See Appendix A: Access and Participation Statement.

## 5. Compliance and Enforcement

Monitoring of policy implementation will be conducted annually, with a focus on maintaining diversity in student enrolment and ensuring support mechanisms for all students.

## 6. External References

- OfS Regulatory Framework
- Higher Education Statistics Agency (HESA) Performance Indicators

## 7. Supporting Documents

- Appendix A: Access and Participation Statement

## 8. Review and Monitoring

This policy will be reviewed annually to ensure its effectiveness and compliance with relevant legislation.

**Reviewed:** January 2020, March 2024

**Next review date due:** March 2025

# Appendix A: Access and Participation Statement (HE)

## Introduction

UCN is committed to ensuring that our HE offering is inclusive and diverse, catering to a broad spectrum of student interests and needs. Our aim is to be an inclusive environment where individual differences are respected and where all staff and students have a fair opportunity to fulfil their potential (Equality, Diversity and Inclusion Statement).

Accessible pathways to HE are provided at levels 4, 5, 6 and 7, including higher and degree apprenticeship programmes. Our wide-ranging academic offering includes:

- Higher National Certificate and Diplomas:
  - Engineering (Electrical and Electronic)
  - Engineering (Mechanical)
  - Engineering (Manufacturing)
  - Art and Design (Graphic Design)
  - Community Coaching for England
- Foundation Degree in Children’s Development and Learning in partnership with University of Reading
- BEng (Hons) Engineering Design, MSc Engineering and Post Graduate Diploma in Engineering qualifications in partnership with Buckinghamshire New University
- BA (Hons) Management degree in partnership with University of Northampton

## Theme 1: The Areas We Address

### Transparency and Performance Metrics

- Our adherence to the Condition F1 transparency of information condition for the OfS regulatory framework.
- Engagement with HESA performance indicators.
- Direct applications for UCN HE programmes, except for specific programmes in partnership with universities, where applications are processed through the partner university.

### Demographics and Outreach

We are enhancing our data analysis on applicants who choose alternative institutions or face rejections, aiming to refine the application experience continually.

Our goal is to broaden the diversity of our HE student population while also expanding our reach to younger applicants, offering them a seamless transition from level 3 programmes.

We are committed to promoting gender diversity through inclusive recruitment practices.

**Table 1.1 Male vs Female Enrolments** (Excludes HE Apprentices & Access HE)

	2021/22		2022/23		2023/24	
	Males	Females	Males	Females	Males	Females
HE Full Time Provision	14	5	22	7	45	12
HE Part Time Provision	29	5	69	9	70	4
Partnerships	17	17	9	21	37	33
Total	60	27	100	37	152	49

Female enrolment for 2023/24 has increased 32% (12 learners) from 2022/23.

## Ethnicity and Inclusivity

We aim to sustain an inclusive approach to HE recruitment, working closely with employers to encourage applications from all ethnicities.

**Table 1.2 BAME Enrolments** (Excl Access HE Apprentices)

	2021/22	2022/23	2023/24
Pakistani	1	1	1
Asian	2	3	4
Black	0	0	2
Mixed	0	0	2
Other	1	1	1
White	83	132	155
Unknown	0	0	0
(Ethnicity %) vs Total	(4.6%) 87	(3.6%) 137	(6.1%) 165

BAME enrolments have increased to 6.1% in 2023/24, meeting the UCN QIP target to align with regional BAME of 6.1%.

## Support for Learning Needs

We aim to have a supportive environment that enables students who have requested learning support, or who have been identified as having learning difficulties, disabilities or health problems, to progress confidently in their learning journey.

## Theme 2: Ambitions and Strategy

### Growth and Development

UCN has strategic aims to expand its HE provision, aligning with local employment needs and the Local Skills Improvement Plans.

### Widening Participation

Our commitment to widening participation is reflected in our recruitment strategies, particularly in supporting students who meet alternative entry requirements.

**Table 1.3 Widening Participation Based on English Index of Multiple Deprivation (EIMD) (Excl Access and HE Apprentices)**

Deprivation	Quintile	2021/22	2022/23	2023/24
Most deprived	Quintile 1	1	1	3
	Quintile 2	6	8	9
	Quintile 3	17	29	26
Least Deprived	Quintile 4	24	44	56
	Quintile 5	39	55	71

The percentage of students from areas of most deprivation (Q1-3) has decreased over three years: 2021/22 (27%), 2022/23 (27%) and 2023/24 (23%).

## University Partnerships

UCN adheres to the Access and Participation Plans for its partner HEIs with respect to recruitment and enrolment and provides information annually to support partner university plans.

## Theme 3: Activities and Support for Students

### Enhancing Student Experience

UCN is dedicated to enhancing the quality of education and opportunities we provide. This commitment is demonstrated through a variety of initiatives:

- Diverse learning modalities including face-to-face and blended learning.
- Emphasis on employability through work placements and professional training.
- Broadening student experiences via research projects, enterprise opportunities and community involvement.

### Student Expectations and Opportunities

Students are encouraged to engage in activities that enhance their professional skills and community contributions. This includes participating in educational visits, industry speaker sessions and developing industry-relevant projects.

### Supportive Teaching and Learning Environment

Our proactive approach in engaging students includes lesson observations, self-evaluation reviews, curriculum evaluation and dedicated forums for student feedback.

Additional activities to enhance student experience encompass quality improvement plans, health and safety reviews, dedicated HE study resources, external examinations and partnerships with employers and other HE institutions.

## Conclusion

In conclusion, UCN is dedicated to fostering an accessible, diverse and supportive HE environment where students from all backgrounds can thrive and succeed.