

Condition A2: Access and Participation Statement to the Office for Students

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1. Introduction

- 1.1. London Churchill College (LCC) is committed to widening access to, and successful participation in, higher education. The College has a track record of successfully providing quality education to students from a wide range of backgrounds including students from non-traditional backgrounds and poor socio-economic backgrounds.
- 1.2. This Access and Participation Statement (APS) articulates LCC's commitment to fostering and improving equal opportunities for underrepresented groups. This commitment is aimed at bolstering access, achievement, and favourable outcomes in higher education for these groups. It refers to the Office for Students (OfS)'s publication of the Access and Participation Dataset, which has been instrumental in providing comprehensive institutional data and benchmarks. This resource has been pivotal in conducting an in-depth evaluation of our performance.
- 1.3. This Access and Participation Statement has been developed to be in alignment with the OfS's guidance and adheres to statutory requirements in relation to upholding and promoting principles of equality, diversity, and inclusivity.
- 1.4. This Access and Participation Statement is placed in the public domain on London Churchill College's (LCC) website and is reviewed on an annual basis.

2. Statement of Commitment

- 2.1. LCC is committed to supporting Access and Participation in Higher Education by students from all backgrounds and in particular students from disadvantaged backgrounds and under-represented groups. LCC is keen to ensure that it meets the needs and aspirations of all its students and that there is appropriate support available.
- 2.2. LCC has measures in place to ensure equality of opportunity in recruitment and admissions processes and to support them throughout their studies up to and including Graduation and beyond into employment. The College provides Terms and Conditions and a range of established guiding Policies and Procedures, available on its website and subject to frequent review.

3. Operating Statement

- 3.1. LCC is aware of and will take full consideration of the guidance published by the Competition and Markets Authority (CMA) when communicating to all its applicants before a registration decision is made.

4. Operating Context

- 4.1. LCC is an Independent Provider in the Higher Education sector and currently runs a range of courses that are accredited by Pearson. From May 2024, the College will operate from three locations - the historic Barclay Hall, in London Borough of Newham, and nearby locations at Avicenna House and in Barking.

5. Student Characteristics

- 5.1. LCC gives due consideration to the overall characteristics of its applicants and students in support of its aim to provide equality of access to Access and Participation. Key data is provided in this application to evidence judgments for areas where the College is performing well and to

highlight areas where we would wish to take further action to improve. The data used is the College's data on the background and progress of applicants and students.

6. Access

6.1. LCC is committed to:

6.1.1. Maintain and increase the entry rates of students from underrepresented groups to higher education, in particular, reducing the participation gaps for those from socioeconomically disadvantaged backgrounds.

6.1.2. Reverse the decline in Higher Education participation by mature students from underrepresented groups.

6.2. Ethnicity Groups

6.2.1. The following is the record of the ethnicity of students enrolled at the College during the Academic Year 2022-2023 compared to 2020-21:

Table 1: Ethnicity Entry Rate Composition and Student Demographic AY 2022-2022

Ethnicity	Percentage Split 2022-23	Percentage Split 2020-21	Percentage Point difference
White	27.96%	37.76%	-9.80
Asian or Asian British - Bangladeshi	20.92%	33.85%	-12.93
Black or Black British - African	2.35%	9.11%	-6.76
Asian or Asian British-Pakistani	3.24%	6.51%	-3.27
Other Asian background	1.57%	2.86%	-1.29
Other ethnic background	1.01%	2.60%	-1.59
Black or Black British-Caribbean	0.67%	2.08%	-1.41
Asian or Asian British - Indian	0.34%	1.82%	-1.48
Mixed - White and Black African	-	0.78%	-0.78
Other mixed background	0.45%	0.78%	-0.33
Arab	0.11%	0.52%	-0.41
Other Black background	0.56%	0.52%	+0.04
Gypsy or Traveller	-	0.26%	-0.26
Mixed - White and Asian	-	0.26%	-0.26
Mixed - White and Black Caribbean	0.11%	0.26%	-0.15
Other white background	40.72%	-	+40.72

6.2.2. The above table shows a wide range of ethnic mixes represented in the student cohort at LCC with nearly 75% of students originating from underrepresented groups. Compared to 2020-21 data, the proportion of White students has reduced over the two-year period.

6.3. Age Profiles

6.3.1. The age profile statistics in particular help to address the second of the main stated issues and in the case of London Churchill College, they reveal that a very high percentage of mature students are enrolled with the College.

6.3.2. The age profile in AY 2022-2023 is summarised in Table 2 below. College records indicate that this has been consistent over the last few years and is therefore reflective of the typical student age range recruited. Nearly 40% (39.48%) are aged over 40 years old.

Table 2: Age Entry Rate Composition and student demographic AY 2020-2021

Age range	Percentage split
31 years and over	72.14%
26-30 years	14.32%
22-25 years	8.39%
18-21 years	5.15%

- 6.3.3. Overall, the College is confident that it can evidence a high-level entry rate of students from underrepresented groups and it is maintaining a very high percentage of mature students registered on its courses.

7. Success

The College is committed to:

- 7.1. Improving the non-continuation rates of students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities, and reducing the gaps between these groups and other students;
- 7.2. Reduce the attainment gaps of students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities, and those from other groups.
- 7.3. Offer programmes/courses that are accessible to all students that could benefit, including those students who might otherwise have been excluded because of their life circumstances.
- 7.4. Maintain a range of support services. These include the provision to apply for Mitigating Circumstances and the relevant policy is available to them. Tutorial Support is built into the curriculum and covered by the Learning, Teaching, and Assessment Policy and Strategy. Students have a right to appeal against admissions decisions and they have a right to appeal against academic decisions on clearly defined grounds.

8. Progression

- 8.1. The College is committed to improving the progression rates of students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities, into graduate-level employment or further study, and to reducing the gaps between these groups and other students.

9. LCC's Access and Participation ambitions and strategy

- 9.1. LCC has been highly successful in widening access to its Higher Education programmes to students from a wide range of backgrounds.
- 9.2. The data shows that LCC has made considerable commitment and progress towards ensuring Access and Participation for its students. It continues to demonstrate a commitment to serving the local community through its intentions to develop the vocational characteristics of its course delivery which is of significant and increasing economic value to the local community.
- 9.3. There is a direct correlation between ethnic backgrounds and success in UK higher education, and students from disadvantaged backgrounds and under-represented groups are benefitting from studying at LCC. Staff at the College will work hard to maintain this as the College further develops its access and participation levels.

- 9.4. The initiatives that the College is taking to build on its reputation and standing within the local community are indicative of its ongoing commitment to further improved access and participation overall and its association with the OfS will help it to maintain its focus in this regard. With its increasing value to the local community, the College is hopeful for a long and rewarding future.
- 9.5. Although our performance for certain groups of disadvantaged students (e.g.- mature students, low household income) are impressive, however, there are areas where we can make further improvements. We have identified some groups of students we plan to work with to improve our performance. We have identified the following gaps in equality of opportunity in different parts of the student lifecycle for the following students:
- a) Disabled students
 - b) Care leavers
 - c) Carers
 - d) People estranged from their families
 - e) People from Gypsy, Roma, and Traveller communities
 - f) Refugees

10. Summary

- 10.1. LCC has in place a suite of policies and procedures to ensure our programmes are accessible to all students. Extensive support is provided to enable students with a diverse range of needs to fulfil their academic potential;
- 10.2. The majority of students registered at LCC come from socio-economically deprived areas;
- 10.3. The student composition comprises over 90% mature students and this far exceeds the national trend.
- 10.4. Over 80% of students are admitted on the basis of previous experience or non-standard qualifications on entry, which would suggest that they may have experienced a long gap in their education, probably studied abroad, and are mature students.

End

Approved by the Board of Directors on 24 May 2024