

## **WIDENING ACCESS AND PARTICIPATION STATEMENT**

Leicester College currently sets the tuition fees for its higher education programmes within the Office for Students approved (fee cap) basic amount. In view of this, the College has published an '*Access and Participation Statement*' setting out its commitment to widening participation and fair access. This document can be found on the [College website](#).

We are proud to be located in a city such as Leicester, and value the diversity of all the communities we serve. We acknowledge and celebrate the different, backgrounds, cultures, gender identities, languages, abilities and beliefs of our learners and staff. The College aims to promote community cohesion, and to provide a safe and inclusive learning environment where everyone feels that they belong.

We are opposed to, and will tackle, any bullying and harassment and all other discriminatory attitudes and behaviours, particularly in relation to the protected characteristics of the [Equality Act 2010](#).

In support of its Mission and Values, Leicester College is committed to widening and increasing participation in Higher Education (HE). The College is registered with the Office for Students and on an annual and ongoing basis meets the on-going conditions of registration.

### **Our Mission is:**

To equip people with the skills they need to be successful in education, in work and business and in their personal lives.

### **Our Values are:**

- Ambition
- Inclusion
- Collaboration
- Excellence

The College has a strong commitment to widening access and has developed and range of strategies, policies and regulations in place including.

- Equality and Diversity Policy
- Equality, Diversity and Inclusion Annual Report
- Lesbian, Gay, Bisexual and Trans Equality Policy
- Religion and Belief Equality Policy

- Admissions Policy (Admission Appeals Procedure)
- Learning and Assessment Policy
- Higher Education Academic Regulations
- Leicester College Operating Statement 2020-21

The College is committed to enrolling and retaining students from all backgrounds including those currently underrepresented at the College. The College believes that the diversity of our students and staff bring a range of perspectives that enrich the learning environment and produce graduates better able to contribute to a global society. The Equality, Diversity and Inclusion Annual Report is agreed by Governors and outlines the major developments that have taken place in the College during the academic year in relation to Equality and Diversity and Inclusion (EDI), and makes recommendations for future developments. This report provides the framework for continuing to meet the Public Sector Equality Duty.

In order to widen access and participation:

1. The College will work to ensure that there is no discrimination of any kind in relation to the recruitment and admission of students to courses. Recruitment patterns across curriculum areas for all equality groups are reviewed to identify areas of underrepresentation.
2. The College reviews its provision using approval and review processes to ensure that it is appropriate for and attractive to students from all backgrounds e.g. representative curriculum, fair assessment, physical access, location and timing of courses and interviews, availability of reflection rooms and childcare support.
3. In relation to any *targeted allocation funding* secured, for example, through the Office for Students, the College will implement institution wide initiatives to provide appropriate support and guidance, within the resources available to it, to current and prospective students.
4. The College is a formal partner in the Office for Students *Pathways* and will take positive action to increase participation in higher education from communities that are currently under-represented. A variety of interventions from attending community events, taster days, through to links with schools seek to raise the esteem of technical and professional education at Level 3 to Level 6.
5. Publicity material will, where practical, reflect the diversity of all communities, and will be free from bias. Facilities such as the nursery and reflection rooms will be emphasised in publicity materials.
6. The college curriculum will be designed, delivered, and reviewed so it is inclusive to all. It will take account of the differing needs of learners and provide equality of access. It will undertake reviews of this through appropriate quality assurance mechanisms, obtaining student feedback for continuous development and improvement to remain relevant to our cohort of learners.

7. The College's key higher education partner is De Montfort University. The College aligns with the University's initiatives relating to widening access and participation e.g. *Universal Design for Learning and De-Colonising DMU*.
8. Teaching methods and resources will take account of students' varied backgrounds, abilities and learning preferences. This is regularly monitored through the College's quality assurance processes and the student voice.
9. The process of summative assessment is subject to internal and external verification that seeks to ensure practices do not indirectly discriminate against any particular group of learners.
10. All students will be provided with an effective induction programme that familiarises them with the College's Equality and Diversity Policy and helps them to recognise the rights and responsibilities of themselves and others in relation to these issues.
11. The College will offer support in literacy, numeracy and digital skills for all students who are identified as requiring it, support for students whose first language is not English, and appropriate additional support for any disabled students.
12. Students commencing Higher Education programmes at the College will be encouraged and supported in securing GCSE English/GCSE Maths as lifelong qualifications if they do not already hold these at grade C/4.