

Access and Participation Statement 2022/23

1. Introduction

The Corndel College London (CCL) is a New Provider of higher education that exclusively offers higher education programmes that directly address recognised significant UK skills deficits. Our initial focus will be on leadership, data, digital and leadership skills. The CCL is a sister company to Corndel Limited, an established and multi-award winning apprenticeship training business.

Our mission is to bring education and employment closer and to advocate the importance of leadership, data, digital and leadership as careers of societal importance and to provide opportunities to enable students to change and improve their lives by becoming practitioners in the data and digital skills revolution. In so doing, students will contribute skills, knowledge and understanding to industry, commerce and business that will help address economic and societal issues from climate change to the management of knowledge. We will do this through an expanding range of programmes that enable students to reskill, upskill or convert to data and digital sciences and leadership.

We will deliver degree apprenticeships and undergraduate and postgraduate degree programmes. Our student community will include employees and career changers as well as students entering higher education directly from school or college.

Our programmes are being developed in partnership with UK blue chip employers and are designed to facilitate career entry and accelerate progression. We will use a high-frequency one-to-one delivery model that is proven to deliver a high-quality learning experience and high student outcomes. Our first programmes, which will be degree apprenticeships, will be launched in 2023.

2. Access and Participation: Strategic Aims

This statement has been produced as part of our application for registration with the Office for Students in the Approved (fee cap) category. On the advice of the Office for Students we will defer development of our first Access and Participation Plan until 2023 when all registered providers will be required to revise their Plans in line with the revised guidance to be published by the new Director for Fair Access and Participation.

We are committed to promoting equality of opportunity for all applicants and students, actively seeking to recruit a diverse student body that is reflective of the diversity of wider UK society. We believe that a diverse student body enables a creative and dynamic learning community. No student will be excluded from entry to our programmes on the grounds of age, race, colour, nationality, ethnic origin, gender or sexual orientation, health, disability, religion or belief. The CCL operates within the guidelines of the Equality Act 2010.

We aim to establish a student population by 2028 that is representative of the broad make-up of UK society, put in place measures that enable all students to succeed equally, and eliminate any and all performance gaps (continuation, attainment and progression) by design in the identified priority groups by 2033.

3. Admissions Process

Our highly personalised admissions process underpins our commitment to widening access for applicants from under-represented groups. Applicants will be considered contextually as well as on the basis of their prior or predicted academic achievement (for example, UCAS tariff points) in order to understand their aptitude and capability to meet the academic and practical competences required of the programme.

Where CCL runs them, applicants will be invited to open days which familiarise them with the nature and activities of the programme, our approach to teaching and learning, and the interface with their working environment. Open Days may also include a one-to-one consultation with a member of staff. During the admissions process, students will have a one-to-one discussion with a member of staff to ensure they are fully aware of the commitment they are undertaking, what is involved, and what personalisation in our approach might be required to support their success.

Our policies and approaches recognise the need to consider individual circumstances through our policies on, for example, Accreditation of Prior Experiential Learning and Reasonable Adjustments to delivery and assessment and to frame these within a Individual Learning Plan. The experience we gain in addressing the needs of individuals will then be fed back into ongoing policy review to enrich our approach and ensure consistency in practice.

4. Learning and Teaching

Our approach to programme design, delivery and assessment considers the different demands and obstacles to study that students may face, including but not limited to financial circumstances, location, work patterns and family responsibilities.

Programmes are designed to be inclusive and as such are capable of being tailored to individual student's circumstances and needs which is achieved through a high-frequency, one-to-one delivery model in which each student is allocated a personal coach who can support students to contextualise and consolidate their learning. This enables us to design out the barriers that prevent students from under-represented groups joining us or progressing successfully into higher-paid employment or further study.

5. Financial Support

While we recognise that, on its own, financial support may not improve retention, we consider financial deprivation to be a practical obstacle to accessing higher education in an everyday sense, e.g., internet connectivity, hardware access, childcare provision,

travelling to an event. Consequently, we have established a hardship fund that provides support to mitigate and remove these obstacles and the anxiety that goes with them and impacts on self-belief, inclusion and success. The criteria for a hardship award are driven by the student's personal circumstances at that moment and in that situation but will be framed by the socio-economic background of the student, their household income and their familial support network.

6. Widening Access and Participation Activities

The Marketing Director and the Head of Student Recruitment will oversee the development, implementation and monitoring the impact of a programme of activities to widen access and participation including the schools, college, industry and community outreach programme.

As a sister company to Corndel Limited, a leading apprenticeship provider, CCL will build on existing partnerships with a number of the UK's leading employers to create innovative partnerships that align with organisations' Environmental, Societal and Governance (ESG) strategies. These partnerships may include, for example, working with corporate organisations to create degree apprenticeship programmes that target under-represented groups.

We will also draw on existing partnerships with outreach organisations that target specific, under-represented groups. For example, with *Tech She Can* (promoting female participation in technology/digital professions) and *Ambitious About Autism* (promoting participation in employment and education for those with autism or similar neurodiversity).

7. Monitoring and Reporting Outcomes

Student applications, enrolments and academic outcomes will be monitored for all intake points by the Academic Board and its committees against agreed key performance indicators and reported to the Board of Directors. Actions will be agreed to address any performance gaps or challenges identified as part of the annual programme review process, and the Learning Teaching and Enhancement Committee will monitor progress in implementing the agreed actions throughout the year.

There will be an annual report on access and participation activities and their impacts provided to the Academic Board, which will also be shared with the Board of Directors.