

Access and Participation Statement 2020-21



Christ the Redeemer College

1. Statement of Intent

Christ the Redeemer College has been providing higher education for the last 15 years and is validated by Newman University and the University of Roehampton. The College is committed to meeting the needs and aspirations of all our students by ensuring we provide them with the support they need to achieve the best possible academic outcomes from their studies.

This statement is published annually in line with the guidelines published by the Office for Students (OfS) and sets out the College's commitment to support access and participation in higher education by students from disadvantaged backgrounds and under-represented groups.

The College is committed to providing education that is accessible to all, including the participation of students from areas of deprivation and lower socio-economic groups, students with disabilities, ethnic minorities and other groups who are from disadvantaged backgrounds and who are under-represented in higher education. We are committed to enabling students to achieve and develop both academic and professional skills, so that they may engage with graduate employment upon completion of their course of study.

We are committed to securing equal opportunities for all individuals; celebrating diversity and eliminating unfair discrimination in the pursuance of our mission. The College respects diversity and values all staff, students and alumni. We believe each individual's different experiences, culture and perspectives better enable the College to understand and add value to the programmes we deliver. As a College, we have due regard for our duties under the Equality Act 2010 in the development and implementation of our policies, procedures and practice.

2. Access

2.1 Entry criteria

Our admissions policy aims to treat applicants from all backgrounds fairly, so that we may admit those most able to benefit from studying with us while recognising the needs and requirements of under-represented groups and ensuring that those students receive the necessary support to enable them to engage in our admissions process. Our entry criteria are clear, transparent and accessible and we are committed to fair access and participation at every stage of the process.

2.2 The Application Process

We are committed to making our application process fair and transparent, and one which removes and minimizes barriers for applicants. Prior-learning and achievement are considered as part of the application process alongside each applicant's individual learning needs. Interviews are conducted to assess whether the applicant is suitable for their chosen programme. For students who do not have the necessary entry qualifications, advice is available on how to gain the necessary skills so that a future application is more likely to be successful. The College Admissions Team participate in training on a regular basis to ensure that they provide the necessary support to applicants from a wide range of backgrounds and under-represented groups. The Admissions Team also provides information, advice and guidance specifically focused on the needs of disadvantaged and/or under-represented groups. The majority of students who attend the College have not participated in formal education for

several years prior to applying to study at the College, and the College's admissions process is designed to support them in making this transition successfully.

2.3 Bursary Support

The College operates a bursary programme which is aimed at supporting students who would otherwise be unable to access higher education. This is particularly focused on supporting students in the payment of tuition fees. The College's bursary policy and application process is clearly set out on the College website and all applicants are made aware of the bursary support that is relevant to their programme of study.

3. Student Participation

3.1 Student Support

Providing student support is an important part of our approach to ensure high levels of student retention and progression, particularly amongst those students from disadvantaged backgrounds and under-represented groups. We provide students with study skills support, on-line resources and tutorials. Students are supported throughout their studies so that upon completion of their studies they may progress into further study and/or graduate employment.

3.2 An Open-Door Policy

The College seeks to be a supportive learning environment and operates an open-door policy which means that students can access the senior leadership and academic team of the College using a variety of channels, including through student representatives from each cohort of study.

3.3 Continuous Enhancement of Learning, Teaching and Assessment Activities

The College's faculty and staff teams engage in ongoing training and professional development which includes them continuously developing their knowledge and skills to equip them to support students from a wide range of cultural and other backgrounds, including those from more disadvantaged backgrounds and under-represented groups.

4. Targeted Activities

4.1 National Priorities for Access and Participation

The College is committed to aligning our plans for improving access and participation with the national priorities for access and participation as identified by the Office for Students.¹ The College is committed to collecting and analysing the data relevant to monitoring access and participation across all of the disadvantaged and under-represented groups identified.

4.2 Monitoring and Evaluation

The College will maintain a robust monitoring and evaluation process to monitor progress in relation to access and participation and student outcomes, including benchmarking of the

¹ Office for Students (2018) Regulatory Advice 7 (OfS 2018.07), section 12b.

College's performance with similar higher education institutions. This will be monitored by the College's governing board through regular meetings of the College's Audit Committee.