



## **Access and Participation Statement for Elizabeth School of London**

**UKPRN: 10047572**

### **Ambition**

ESL Academic committee Senior Management Team members and staff dedicate themselves to promote and improve access, success and progression to all of our students from disadvantaged background, underrepresented groups and BAME communities to support the government widening participation (WP) agenda. ESL will follow the guidance of Office for Students (OfS) Regulatory Advice 7 - Advice on preparing your 2019-20 access and participation statement (version OfS 2018.07) and Office for Students Equality Impact Assessment -version OfS 2018.09. ESL follows the Higher Education and Research Act 2017 (HERA 2017) sections 30 to 32 during the implementation of our Access and participation Statement. This statement will be reviewed annually by our academic committee and updated annually. We will make arrangements to publish this statement on our website. ESL is also committed to enhance our knowledge and further develop the approach towards underrepresented groups with protected characteristics under the Equality Act 2010.

### **Content**

ESL academic committee uses several data sources to understand and demonstrate our performance and make further improvements on our Access and Participation Statement as per to the OfS regulatory advice 7 and the following,

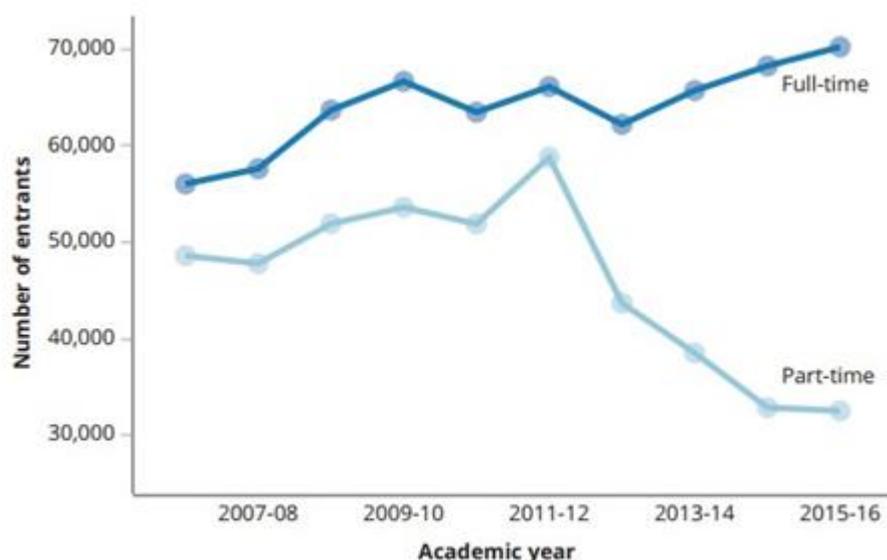
- Performance indicators from HESA - Higher Education Statistics Agency
- UCAS national and provider statistics
- Metrics from TEF- Teaching Excellence and student outcome Framework
- Destination of Leavers from Higher Education (DLHE) data
- Department for Education destination measures and free school meal statistics
- Student Loan Company data of students receiving the maximum maintenance loan
- National Student Survey -NSS

ESL works with the UK national priorities and as per to the Office for Student regulatory Advice 7 OfS 2018.07 guidance on developing the Access, Success and Progression.

## Access

ESL Academic committee's Planned recruitment strategy to work closely with widening participation agenda (WP) to assist our students from disadvantaged background, underrepresented groups and BAME communities to access to higher education. ESL uses POLAR to inform targeting, and support analysis, of widening participation activities in our planned recruitment strategy.

As per to the Higher Education Funding Council for England statistics the part time students' numbers are declining during the recent academic years.

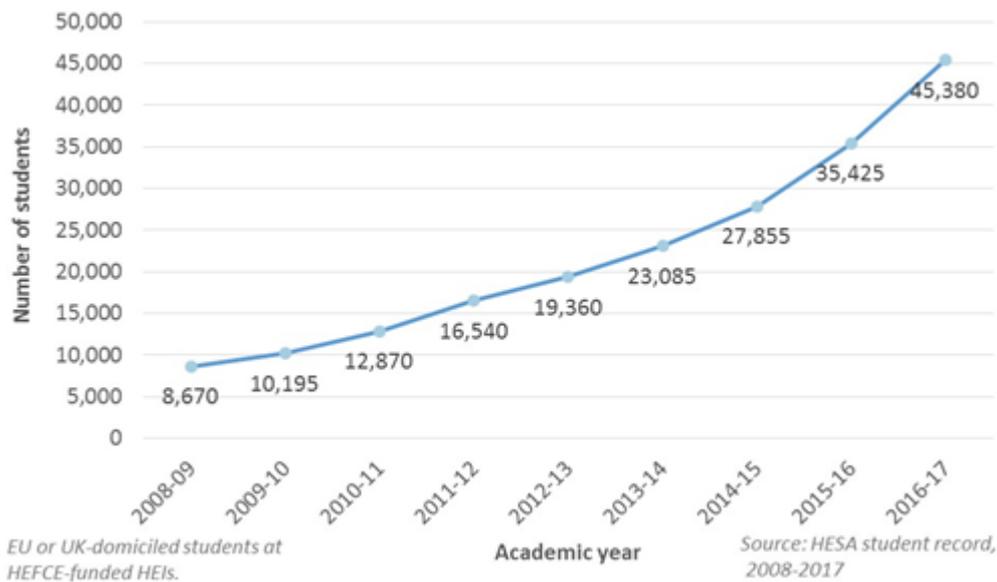


ESL will promote the part time mode of study in our planned recruitment to give more access to our part time students. We will analyse the income back ground by confirming our students previous Free School Meal (FSM) entitlement and their equality dimensions include sex, ethnic group, where people live by using the POLAR3 (Participation of Local Area) classification. We will train our marketing department to access local community to provide opportunity to for students from these backgrounds to access our HE. We also seek our Local Authority support in this to provide access in higher education for these group of students

## Success

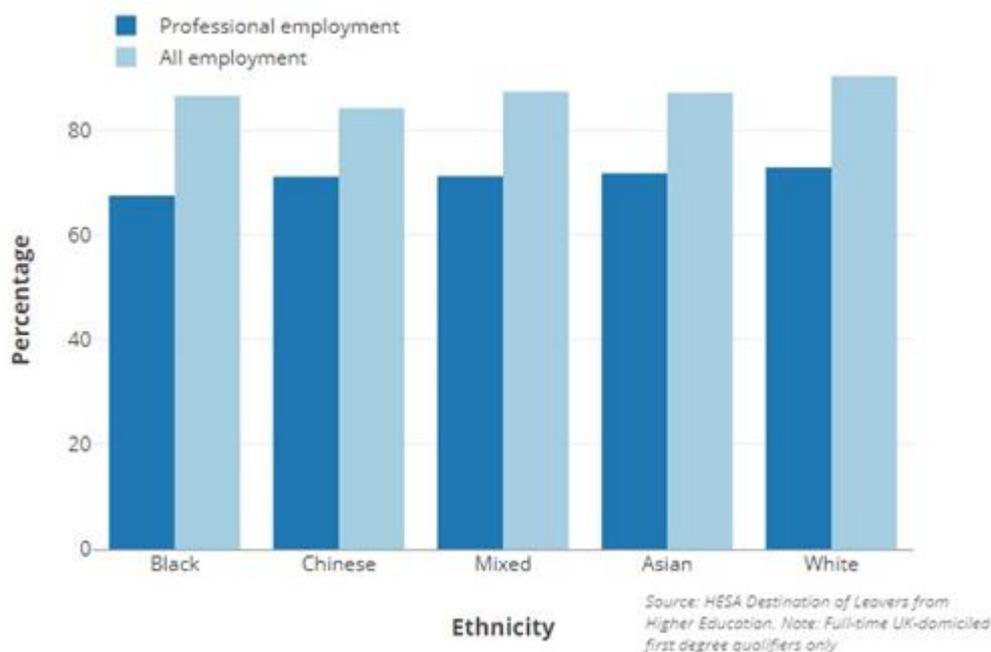
ESL academic committee will work out to enhance the non-continuation rates for students from disadvantaged students, underrepresented groups, and students from BAME communities to minimise the gaps between other normal students. We are providing additional support throughout their student journey with extra language and skills lessons. This will help them to reduce their mental health problems and focus on their proposed learning outcomes of their intended programme to make

successful outcomes. As per to the HEFCE analysis disabled students not in receipt of DSA are less likely than their peers to achieve a first or upper second-class degree. It further cites that most levels of prior attainment, these students are between three and five percentage points less likely to achieve this than a student with no disability, whereas the degree outcomes for students in receipt of DSA are not notably different from those with no disability. Our teaching and learning strategies will focus more on these category of students to achieve better outcomes like other student groups. The following graph shows the increase in number of students with mental health problems and our academic committee will provide appropriate career advice and guidance to eliminate this and provide better successful outcome



## Progression

ESL academic committee will ensure our teaching and learning opportunities will enhance progression rates among students from disadvantaged back ground, students from under represented group and BAME communities. Our exit strategy includes and appropriate Career, Education and Information, Advice and Guidance (CEIAG) session as per to the QAA standards to provide ample information about their employment and further study. We will sign post them to pursue their final year top up degree programme with UK HEIs and employment opportunities available at our local and regional areas upon the completion of their intended Higher National Diploma programme with us. The following graph from HEFCE show the students get into employment after their HE by ethnic wise.



### ESL Ambition, Strategy and Support for Students.

ESL will work out appropriate strategy to reduce the gaps between normal students and students with following characteristics to improve their performance during their implementation of this access and participation plan as per to the OfS regulatory advice .

- those living in areas of low higher education participation, household income, or socioeconomic status
- students of particular ethnicities
- mature students
- disabled students
- care leavers
- carers
- people estranged from their families
- people from Gypsy, Roma and Traveller communities
- refugees
- people with mental health problems
- people with specific learning difficulties
- children of military families.

We provide ample additional support to these students by providing extra lessons and more independent learning facilities and career advice and guidance sessions to improve their performance. Further this statement will be published in our official website and our prospective students will be able see the get our elite additional support during their study with us.

### Equality and Diversity

ESL D &D policy aims to ensure that students and staff are treated with respect and that the College does not discriminate against individuals regardless of gender, age, disability, sexuality, religion, race or ethnic group.

Where needed, the College may provide reasonable support, advice and resources to allow access for students with learning difficulties and physical disabilities.

ESL will ensure that all learners and employers are treated fairly and equally.

We are committed to ensuring that all of our activities are relevant and meaningful to everyone who receives our services.

All learners and employees will be helped and encouraged to develop their full potential without discrimination.

This may entail treating people differently in order to avoid discrimination by recognizing the diversity of individuals.

ESL recognises that all learners have a right to work in an environment in which the dignity of individuals is respected and which is free from harassment and bullying. We continuously strive to eliminate intimidation in any form.

ESL to providing equal opportunities to all and values the diversity of everyone by taking into account gender, gender reassignment, race, ethnic origin, disability, age, nationality origin, sexual orientation, religion, belief, marital status, civil partnerships, social class, pregnancy, maternity or any other individual characteristic.

### **In particular ESL**

- Encourage the participation of learners of all abilities
- Provide a safe and welcoming physical and learning environment
- Develop its facilities and courses to improve access and widen participation
- Offer support to meet individual learner and employee needs
- Ensure its recruitment process are fair and transparent
- Ensure that the College is an environment that is free from discrimination, bullying or harassment

### **Students with Disabilities**

Students are advised to disclose any disability or learning difficulty as soon as possible, either on the application form or anytime thereafter preferably prior to enrolment.

Students must inform the College if they need support during the recruitment process in order for the College to make reasonable adjustment for the student during interview or for any prior skills tests.

The Administrative Officer will hold a meeting with the Disability Officer if a student has complex learning difficulties and disabilities prior to offering a place to the student in order to ensure the College is able to meet his/her needs.

Students who have declared a disability on their application form will be invited by the Disability Officer prior to enrolment to discuss support needed and to establish the facilities that the College can provide which will be made clear to the prospective student.

Students are required to provide supporting documentation for their disability.

The student can request to review the plan at any time during the course.

### **Reasonable Adjustments**

A flexible approach to need can be made by considering one or more of the following arrangements. Some students may require a combination of provision. The list below is not exhaustive.

### **Examination and Assessment arrangements.**

- a. 25% extra time in an examination or reasonable extension in coursework submission.
- b. Individual room with a separate invigilator
- c. Identification of scripts or assignments by a coloured sticker, to ensure that students with specific learning difficulties are not penalised for typical dyslexic spelling and syntax errors.
- d. Assignment briefs or examination papers provided in alternative formats e.g. enlarged font, specific typeface.
- e. Provision of rest periods in excess of ten minutes per hour. Rest periods should be provided in addition to any extra time arrangements.
- f. Provision of an ergonomic chair, height adjustable desk, or other item of specialist equipment.
- g. Facility to record lectures;
- h. Extended personal tutorial hours.

### **Physical Access and Facilities:**

The College operates from premises which may not be fully accessible to staff and students with physical disabilities. The College has the following access:

- a) Limited ramp entrance to the buildings
- b) Accessible toilet facilities

c) Nearby access to major bus and train routes

### **Disable Students Allowance.**

- UK students with a disability may be eligible for Disabled Students' Allowance.
- Disabled Students' Allowances (DSAs) are paid on top of your other student finance.
- Further information on the Disabled Students Allowance can be obtained from: <https://www.gov.uk/disabled-students-allowances-dsas/overview>

### **Staff With disabilities**

Recruitment and selection decisions are made on the basis of the applicant's ability to meet the person specification and other essential criteria for the job role they are applying for.

Staff will be asked if they have a disability during offer stage. Wherever possible, the College will make reasonable adjustments as are required for the successful applicant with a disability.

If an employee becomes disabled during their course of employment, the College will provide reasonable adjustment and support to help continue in employment.

Training and development opportunities will be available to all staff regardless of any disability.

With the employee's consent, the College will take steps to raise the awareness of disability amongst its staff.

### **Access to Work**

Access to Work is a Department of Work and Pensions scheme which helps people with a disability to start or remain in employment.

Applications must be made by the individual employee.

Employees can contact their Human Resource Officer or directly Access to work if they need assistance in completing the application.

Extract from UK Quality Code

In devising their policies and procedures institutions will wish to provide for equality of opportunity for all applicants within the selection criteria established for each programme (Chapter B2 of the UK Quality Code).

Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes (Chapter B3: Learning and teaching).

Through inclusive design wherever possible, and through individual reasonable adjustments wherever required, assessment tasks provide every student with an equal opportunity to demonstrate their achievement (Chapter B6: Assessment of students and the recognition of prior learning).

Promoting equality involves treating everyone with equal dignity and worth, irrespective of the group or groups to which they belong, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds (Chapter B6: Assessment of students and the recognition of prior learning).

In designing and implementing procedures for appeals and complaints providers have regard to: the need to eliminate discrimination; harassment and victimisation; to advance equality of opportunity; and to foster good relations (Chapter B9: Academic appeals and student complaints).

The above policy is underpinned by the following legislation:

- The Equality Act 2010
- Sex Discrimination Act 1975
- Race Regulations Act 1976 (Race Relations Amendment Act 2000)
- Disability Discrimination Act 1995
- The Protection from Harassment Act 1997
- Human Rights Act 1998
- Employment Act 2002
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion or Belief) Regulations 2003
- Civil Partnership Act 2004
- Gender recognition Act 2004
- Disability Act 2005

ESL will also acquire related information from the following websites:

- [www.eoc.org.uk](http://www.eoc.org.uk)
- [www.cre.gov.uk](http://www.cre.gov.uk)
- [www.drc-gb.org.uk](http://www.drc-gb.org.uk)
- [www.agepositive.gov.uk](http://www.agepositive.gov.uk)