



## CLC Widening Access & Participation Policy

### Context

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City of London College is committed to the notion that all who can profitably benefit from vocational higher study and have the potential to succeed, but not necessarily possessing the normal academic record, should have the opportunity to engage in advancing their personal development and acquisition of skills and knowledge through practice.

The College acknowledges the growth in demand for programmes at sub-degree level and the above support for these developments remain a prominent feature in its mission. Vocational programmes are of particular relevance in support of regional economic strategies to enhance sector skill levels throughout the UK, with London and the SE region demonstrating high levels of skills shortages in a range of industries including:

The College sets out in this policy its strategy to meet the challenge of sector skills shortages and the widening of access and participation through the offer of a range of dedicated sub degree vocational programmes aligned with sector and local need. This policy accords with the College's emerging approach to widening access and participation, the purpose of which is as follows:

1. To develop and maintain a comprehensive and targeted programme of vocational studies to increase opportunities for under-represented groups and raise aspiration in young people
2. To identify, recognise and support applicants who have the potential to succeed in vocational studies but not necessarily having the 'normal' academic record
3. To provide routes of financial support for opportunities from low income backgrounds for them to access study and realise their aspirations and ambitions

### College Mission & Vision

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This fits with the College's overall mission and vision in respect of the provision of flexible opportunities of engagement and it also accords with a fair access and participation vision to provide the following:

1. To ensure the College contributes, in a targeted fashion, to the economic and social well-being of the London & SE region and local communities
2. To encourage a diverse and inclusive environment where access continues to be based upon academic potential rather than achievement to date
3. To provide adequate support and engagement with the region's sector skills shortages through the provision of a relevant curricula and strong guidance on the skills perspective and needs for any identified sector or profession

## Admissions

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Within the context of its activities to date, the College has reviewed its Teaching, Learning & Assessment Strategy, academic support structures and is moving, more challengingly, towards a 'less-standard' and 'non-standard admissions criteria and process. Within the context of those admission routes, the following principles become important:

1. To be clear, open and transparent in admissions processes and practice
2. To be equitable to all applicants
3. To seek to admit the best/suitable students who can demonstrate the potential to succeed regardless of academic qualifications or background
4. To minimise entry requirements whilst protecting academic standards
5. To recognise that academic achievement should be one part of a wider contextual assessment of the individual and to promote that holistic assessment

## Key Performance Indicators (KPIs)

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It is important that the College seeks to develop KPIs based upon its commitment and experiences. The framework for those KPIs therefore identify and include the following:

1. A targeted percentage of an increase in students from low socio-economic backgrounds
2. To identify and appropriate retention rates that might need to progressively improve in order to match existing and previous rates across all provision including UG and PG programmes where standard academic background entrance requirements apply
3. To identify clear targets for progression from the progression to the College's full graduate and postgraduate provision