Access and Participation Statement

London Churchill College (LCC) will place this Access and Participation Statement in the public domain and it will be reviewed, updated and re-published on an annual basis.

1. Statement of Commitment

LCC is committed to supporting Access and Participation in Higher Education by students from all backgrounds and in particular students from disadvantaged backgrounds and under-represented groups. LCC is keen to ensure that it meets the needs and aspirations of all its students and that there is appropriate support available. LCC has measures in place to ensure equality of opportunity in recruitment and admissions processes and to support them throughout their studies up to and including Graduation and beyond into employment. The College provides Terms and Conditions and a range of established guiding Policies and Procedures, which are available on its website and which are subject to frequent review.

2. Operating Statement

LCC is aware of and will take full consideration of the guidance published by the Competition and Markets Authority (CMA) when communicating to all its applicants before a registration decision is made.

3. Operating Context

LCC is an Alternative Provider (AP) in the Higher Education sector and it receives funding from HEFCE. LCC is now applying to be directly funded by the Office for Students (OfS) from the 2019/20 Academic Year. LCC has chosen to apply to register with the OfS in the Approved (fee cap) category. LCC will not charge fees above the basic fee amount as stated for providers with a provisional TEF award. Taught Degree Awarding Powers (TDAP) is a stated longer term strategic aim of the College.

LCC currently runs a range of courses that are accredited by Pearson. The College operates across two campuses in LB Tower Hamlets and LB Newham and it has secured a new site in the LB Barking & Dagenham where it has plans to begin operating from the 2018/19 Academic Year.

LCC currently runs three Full-Time Pearson accredited courses. These are;
Pearson BTEC Level 5 HND in Health and Social Care
Pearson BTEC Level 5 HND in Hospitality Management
Pearson BTEC Level 5HND in Business

LCC has a current Academic Partnership with the University of Bedfordshire (UoB) in which the following courses are delivered:

BA (Hons) Business Management (Top-Up)	As a Study Centre
BA (Hons) in Health & Social Care (Top-Up)	
Foundation Degree (FdA) in Business Management	As a Franchise Arrangement
Foundation Degree (FdA) Events & Hospitality Management	

LCC has decided to terminate the contract referring to the Academic Partnership and will not be recruiting students to these courses in the 2018/19 Academic Year. The BA (Hons) courses are on teach-out until September 2019.

4. Student Characteristics

London Churchill College gives due consideration to the overall characteristics of its applicants and students in support of its aim to provide equality of access to Access and Participation. Key data is provided in this application to evidence judgements for areas where the College is performing well and to highlight areas where we would wish to take further action to improve. The data used is the College's own data on the background and progress of applicants and students. Sample data is provided from 2015/16 academic year onwards as prior to that, the College was conducting teach out of Tier 4 International students and therefore data from that period would not be helpful. Presentation of some data is taken from Google Maps and other data is taken from Unistats produced charts.

5. Access

The main stated issues are;

- To increase the entry rates of students from underrepresented groups to higher education, in particular reducing the participation gaps for those from socioeconomically disadvantaged backgrounds.
- To reverse the decline in higher education participation by mature students from underrepresented groups.

i). Entry Rate Composition and student demographic

Entry Rate Composition– Sept 15 and Jan 18						
Ethnicity	From	%	To	%	Variance	
Asian or Asian British – Bangladeshi	Sept 15	68%	Jan 18	57%	-16%	
Asian or Asian British – Indian	Sept 15	1%	Jan 18	2%	+100%	
Asian or Asian British - Pakistani:	Sept 15	1%	Jan 18	6%	+600%	
Black or Black British – African	Sept 15	9%	Jan 18	12%	+45%	
Black or Black British - Caribbean	Sept 15	4%	Jan 18	1%	-75%	
Chinese	Sept 15	0%	Jan 18	0%	0.00	
Mixed – White and Asian	Sept 15	0%	Jan 18	0%	0.00	

Entry Rate Composition– Sept 15 and Jan 18

Mixed – White and Black African	Sept 15	1%	Jan 18	1%	0.00
Mixed – White and Black Caribbean	Sept 15	0%	Jan 18	1%	+100%
Other Asian Background	Sept 15	2%	Jan 18	3%	+50%
Other Black Background	Sept 15	1%	Jan 18	1%	0.00
Other Ethnic Background	Sept 15	2%	Jan 18	2%	0.00
Other Mixed Background	Sept 15	0%	Jan 18	1%	+100%
Arab	Sept 15	0%	Jan 18	1%	+100%
White	Sept 15	8%	Jan 18	14%	+75%

The above table shows a wide and stable range of ethnic mix and it is indicative of high proportion of student at LCC coming from underrepresented groups. This is because in general terms, students from most of the groups shown above with the possible exception of 'Asian or Asian British – Indian' and 'White' are more likely to come from socioeconomically disadvantaged backgrounds.

It is known that London has some of the most deprived boroughs in the country and it would therefore be worthwhile examining the general demographic make-up of the student population and this is shown below:

Student Demographic 'Heat map' showing autumn 2017 and spring 2018 intakes

The above 'Heat Map' indicates that most students come from LB Tower Hamlets, LB Newham and LB Barking and Dagenham. These are all areas of high socioeconomic depravation.

Historical College records show that in 2015/16 28% of students came from LB Tower Hamlets. There was a substantial increase from the 14/15 year in the percentage of students coming from other London Boroughs with the exception only of LB Harrow and LB Redbridge. This trend continued in 2016/17, where 22% of students come from LB Tower Hamlets.

It is worth noting that LCC is not applying to be a higher tariff provider where the participation gaps for those from socioeconomically disadvantaged backgrounds are widest.

ii). Gender breakdown

A gender breakdown will give a further indication as to the composition of those groups from socioeconomically disadvantaged backgrounds but also allows the College to make any
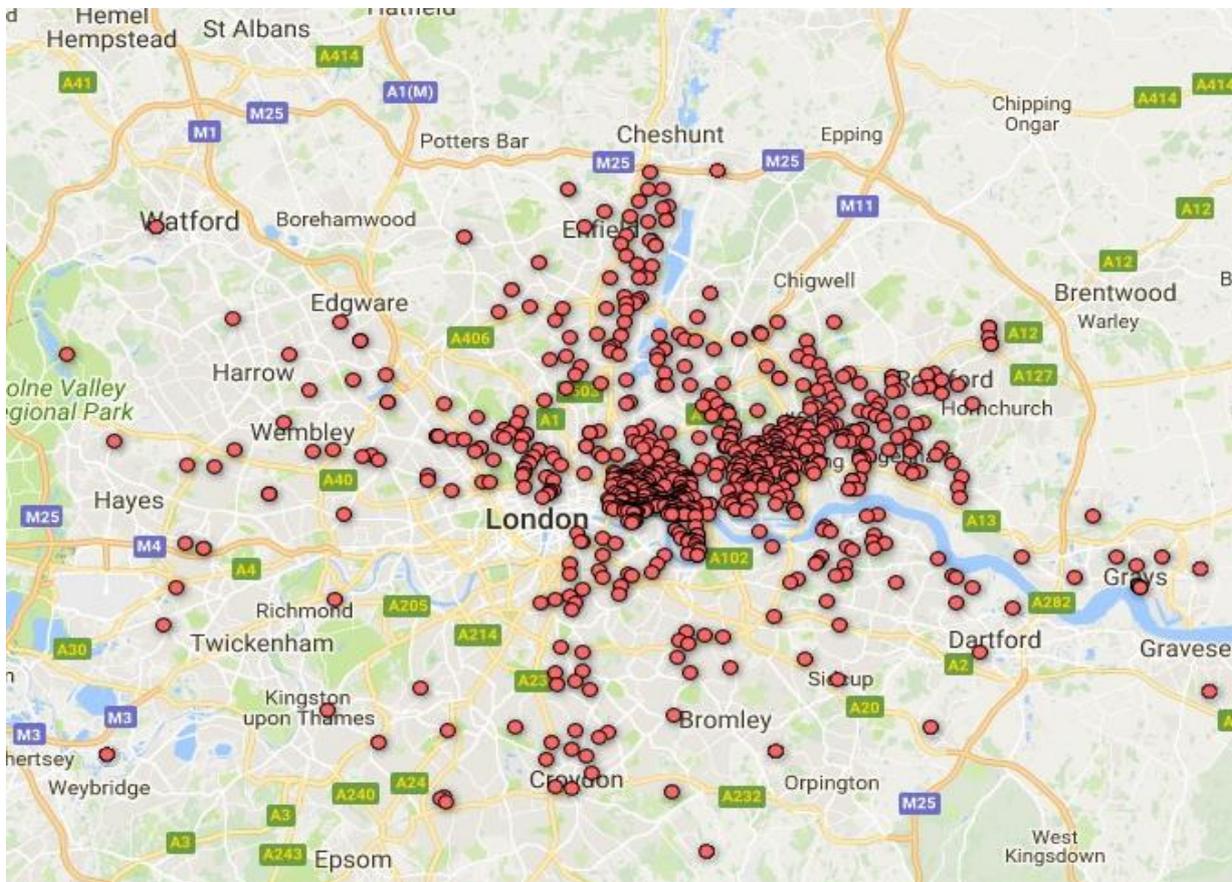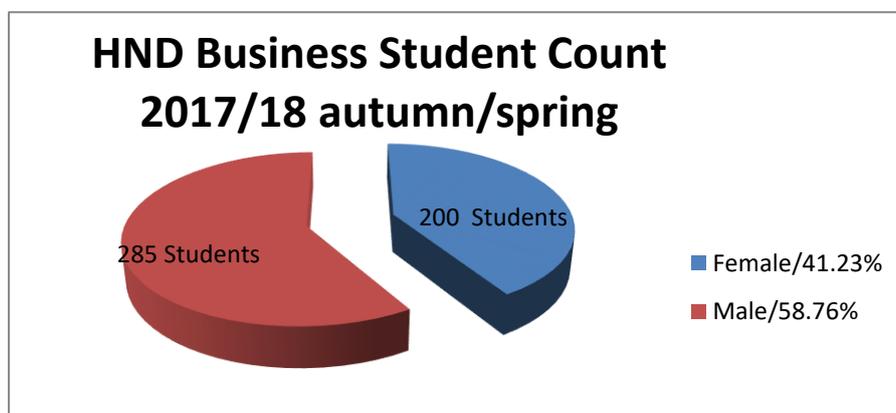
judgement over the balance and to identify whether any particular action could be considered.

Historical College data shows some variation between academic years where it marginally favours one gender over another. In 16/17 academic year, it was 54% male and 46% female. The mean average however over the three academic years spanning 2014/15; 2015/16 and 2016/17 shows that 51.34% of students were female. Overall therefore, over this three-year period, the gender split is near equal.

For 2017/18, the gender split for all 'live' students (continuing and autumn and spring intakes only) is 53.76% female and 46.23% male (see below). Given the previous gender split fluctuations over the past few years around the 50/50 split, it is too soon to conclude that there is any emerging trend but further monitoring over the next few years will provide that feedback.

Current Live student Gender - 2017/18 (Autumn &

381 Students

443 Students

■ Female/53.76%
■ Male/46.23%
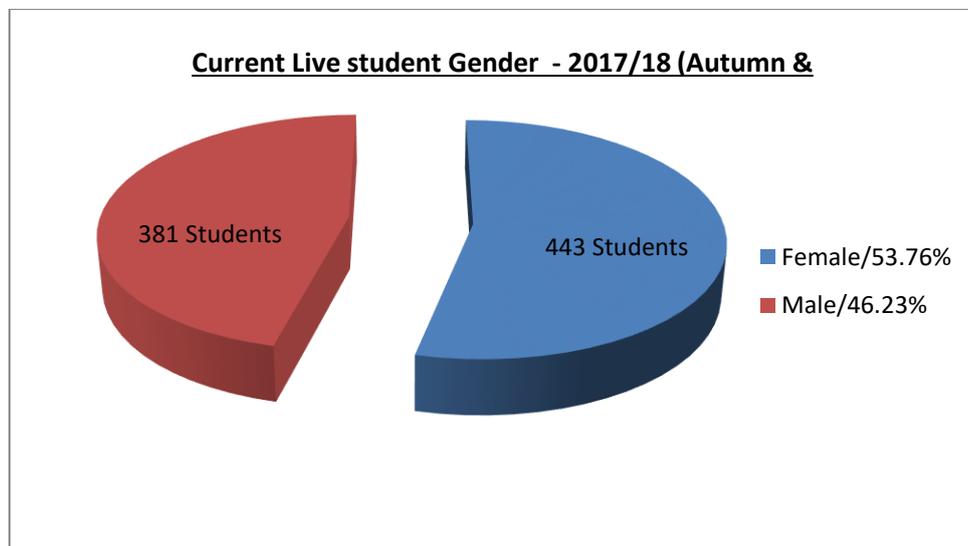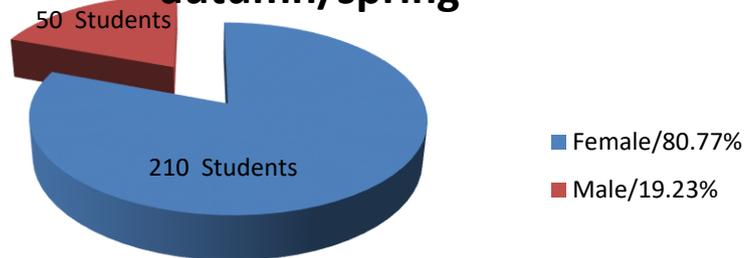
The overall gender split for individual courses in 2017/18 is shown below.

HND Business Student Count 2017/18 autumn/spring

285 Students

200 Students

■ Female/41.23%
■ Male/58.76%

HND HSC Student Count 2017/18 autumn/spring

50 Students

210 Students

■ Female/80.77%
■ Male/19.23%

The gender split in HND Business is not untypical of the sector as traditionally more males tend to take up Business related courses therefore, this figure would not be unexpected.

The HND Health and Social Care gender split is reflective of the higher overall percentages of females employed in the Care Industry and it is therefore to be expected.

HND HM Student Count 2017/18 autumn/spring

33 Students

46 Students

■ Female/41.84%
■ Male/58.16%
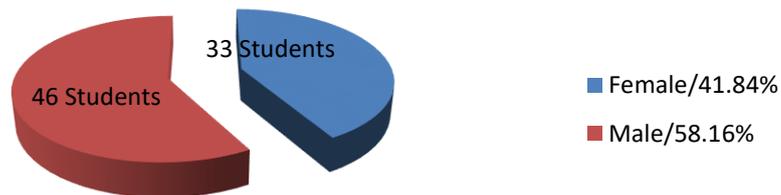
The HND Hospitality Management gender split in favour of males could be slightly higher than expected but not necessarily so given the size and complexity of the sector.

iv). Age Profiles

The age profiles statistics in particular help to address the second of the main stated issues and in the case of LCC, they reveal that a very high percentage of mature students are enrolled to the College.

The age profile in 2017/18 shows a rising percentage of mature students in each age bracket. College records indicate that this has been fairly consistent over the last few years and is therefore reflective of the typical student age range recruited.

Age range	Student counts	Percentage split 18-20 and 21 and over
18-20	14	1.7%
21-24	54	
25-29	95	
30-40	331	98.3%
40-40+	330	
Total	**824**	

The above figures are reflected in the graph below:

Age Range
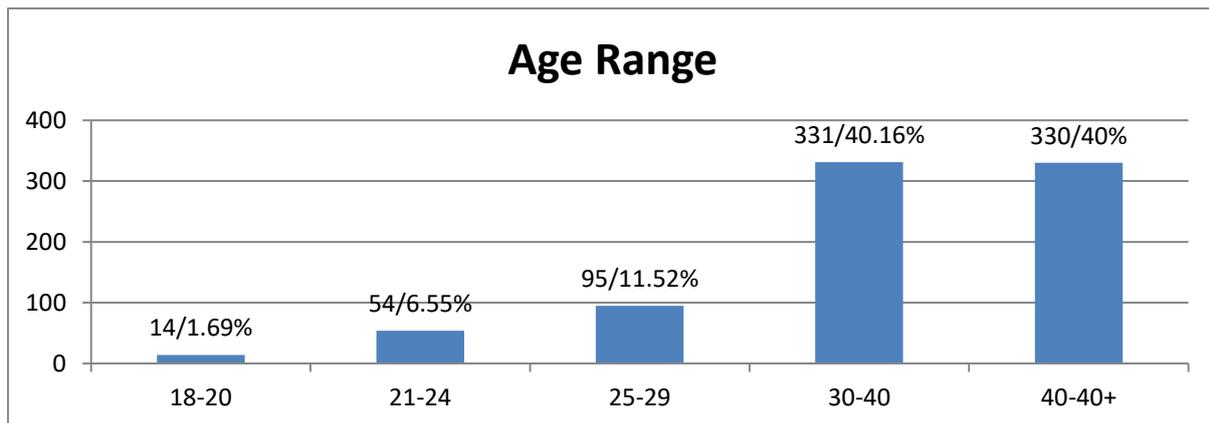
v). Student Employment during Study Period

Although the College does not have data on the income of individual students, information on employment of registered students is available and this can also provide a strong indication as to what proportion of students come from socioeconomically disadvantaged backgrounds.

Student Employment 2017/18
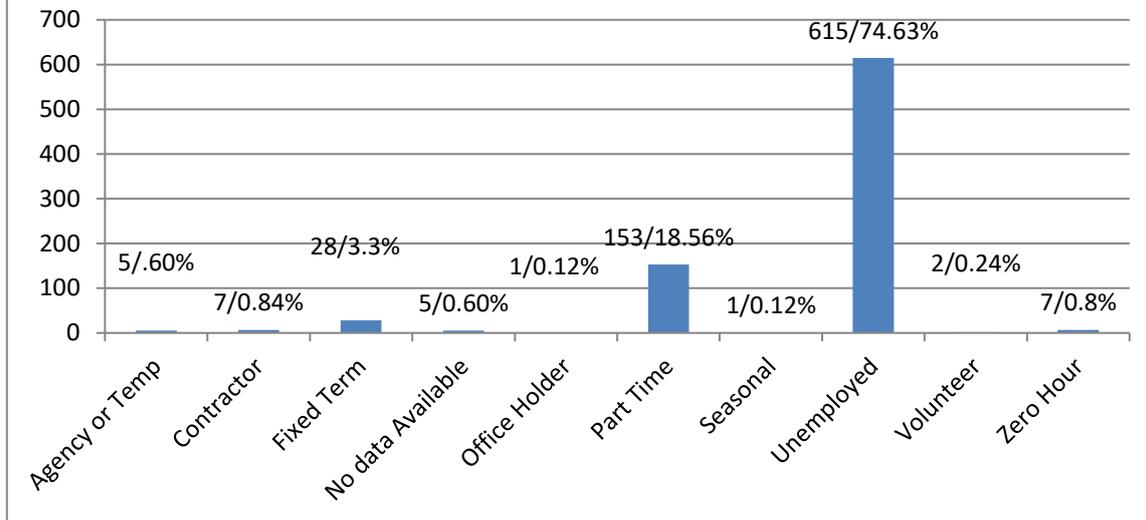
Student numbers in each category 2017/ 2018

Employment Status	Student number	Percentage of enrolled
Agency or Temp	5	0.606%
Contractor	7	0.849%
Fixed Term	28	3.398%
No data Available	5	0.606%
Office Holder	1	0.121%
Part Time	153	18.570%
Seasonal	1	0.121%
Unemployed	615	74.682%
Volunteer	2	0.242%
Zero Hour	7	0.849%
Grand Total	**824**	**100%**

The figures show that the majority of those employed are in Part-Time work but 75% of students are unemployed during their period of study. This would support the notion that the College is adept at attracting students from disadvantaged backgrounds.

Overall, the College is confident that it can boast a high-level entry rate of students from underrepresented groups and it is maintaining a very high percentage of mature students registered on its courses. It would be fair to say that the College is not suffering from any decline in participation of mature students but any challenge would be to maintain this in the future.

6. Success

The main stated issues are:

- To improve the non-continuation rates of students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities, and to reduce the gaps between these groups and other students.
- To reduce the attainment gaps of students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities, and those from other groups.

i). Entry Qualifications (16/17)

It can be seen that across all courses there is a high similarity of qualification on entry. In particular the numbers of those in the 'Other' category may be indicative of the wide ranging ethnic mix of students who may have studied abroad or not achieved 'A' Level or similar standard in the UK. This is indicative of a high proportion of students from disadvantaged backgrounds and under-represented groups.

Course	'A' Levels or similar	Completed Access Course	Other	No/Unknown Prior Qualification
HND Business	45%	N/A	55%	N/A
HND HSC	43%	3%	54%	N/A
HND HM	45%	N/A	50%	5%

ii). Continuation/Progression after 1 year (16/17)

Course	Continue to Year 2	Taking a Break	Left before completing
HND Business	73%	25%	2%
HND HSC	71%	25%	4%
HND HM	75%	20%	5%

Figures are again fairly consistent between courses. The numbers shown as 'Taking a Break' are students who were suspended by the College, mostly because of poor attendance but in some cases there were other mitigating reasons. The vast majority of these students are not expected to return.

The high drop-out rate would again be indicative that a large number of students are recruited from disadvantaged backgrounds and non-standard entry qualifications and although internal support mechanisms can help to reduce the non-continuation rate the College may need to take steps to further develop a better understanding of the market and to be better assured over the integrity of the admissions process as a whole in order to improve retention rates.

It is noted that the average withdrawal rate is 3.66% in the first year.

iii). Pass rates for students who completed HND courses (16/17)

Course	Numbers Completed	Number Passed	Percentage Pass Rate
HND Business	106	94	89%
HND HSC	137	87	64%
HND HM	15	13	87%
Totals	258	194	80%

Pass rates for HND HSC are comparatively low compared to the other courses but this can be explained by the fact that these students have to evidence 200 hours work experience and they have an extra term after the course has ended in order to achieve this.

Below is a breakdown of pass rates by ethnicity for each course.

Course Breakdown - HND Business 2016/17

Count of Student Id	(Column Labels)		
(Row Labels)	Course Completed	Course Incomplete	Grand Total
Asian or Asian British - Bangladeshi	66.67%	0.00%	66.67%
Asian or Asian British - Pakistani	0.00%	6.67%	6.67%
Not known	0.00%	6.67%	6.67%
White	20.00%	0.00%	20.00%
Grand Total	86.67%	13.33%	100.00%

HND Hospitality Management - 2016/17

Count of Student Id	Column Labels		
Row Labels	Course Completed	Course Incomplete	Grand Total
Asian or Asian British - Bangladeshi	66.67%	0.00%	66.67%
Asian or Asian British - Pakistani	0.00%	6.67%	6.67%
Not known	0.00%	6.67%	6.67%
White	20.00%	0.00%	20.00%
Grand Total	86.67%	13.33%	100.00%

HND HSC 2016/17

Count of Student Id	Column Labels		
Row Labels	Course Completed	Incomplete	Grand Total
Asian or Asian British - Bangladeshi	66.67%	0.00%	66.67%
Asian or Asian British - Pakistani	0.00%	6.67%	6.67%
Not known	0.00%	6.67%	6.67%
White	20.00%	0.00%	20.00%
Grand Total	86.67%	13.33%	100.00%

iv). Students with disabilities 2016/17

New students with proven declared disabilities in **Autumn Term 2016**

Cohort	Course	No	HESA Category	Ethnicity	Gender	Age Profile	Result
Sept 2016	HND Business	1	51	Asian or Asian British - Bangladeshi	M	18-20	Left

There were no new students enrolled in Summer 2017 who declared a registered disability.

The College also has a range of support services. These include provision to apply for Mitigating Circumstances and the relevant policy is available to them. Tutorial Support is built into the curriculum and covered by the Learning, Teaching and Assessment Policy and Strategy. Students have a right to Appeal against admissions decisions and they have a right of Appeal against academic decisions on clearly defined grounds. It should be noted that during the 2016/17 Academic Year, no Appeals were received from any student. Students also have the right to complain and guidance is provided in the respective policy.

7. Progression

The main stated issue is:

- To improve the rates of progression of students from underrepresented groups, particularly those from the minority ethnic groups and those with disabilities, into graduate-level employment or further study, and to reduce the gaps between these groups and other students

IX). Student Employment Post Study; Unistats Data
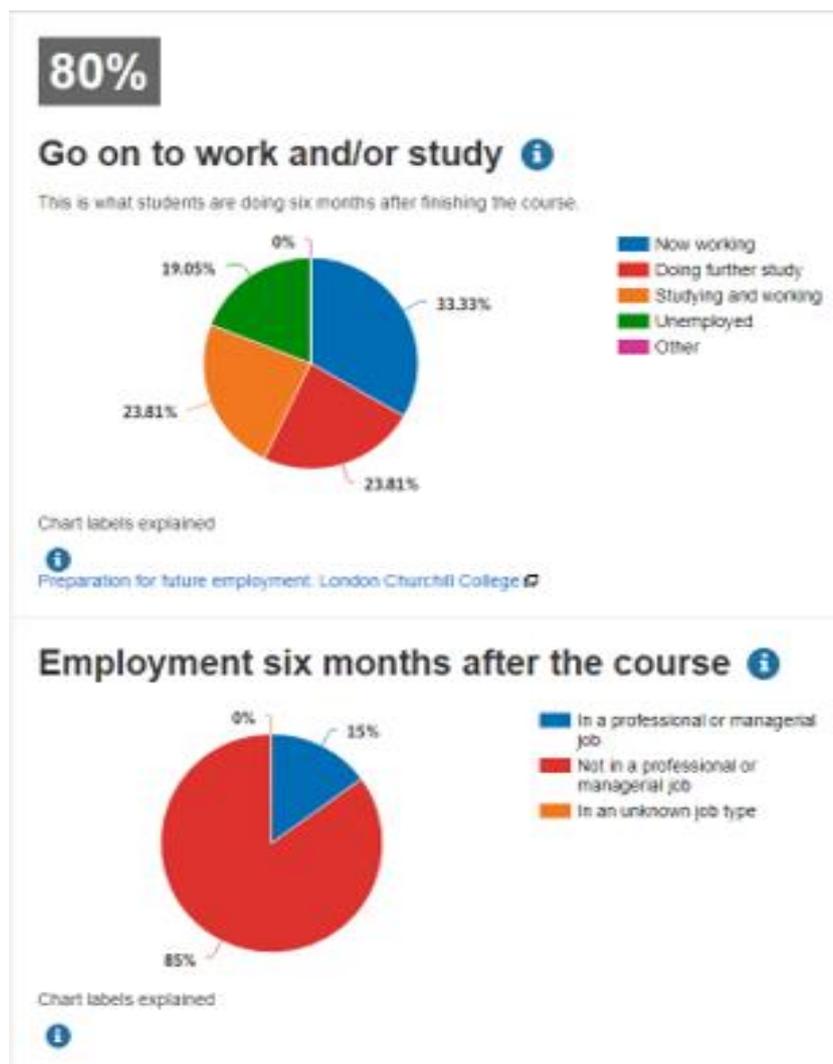
HND Business

The Unistats data shows that beyond six months after completing studies, the unemployment rate is drastically reduced from **around 75% to only around 20%** and with approximately 24% of students going into further study. This is a very positive and encouraging outcome.

From those in employment, the data shows that 15% are in a professional/managerial job with the remaining 85% in non-professional/managerial work.

It is encouraging to note that over 47% of alumni who have responded are either doing further study or studying and working and this would suggest that over time, the percentage of those entering into professional/managerial work will increase.

![London Churchill College logo]

Please refer to the charts below for HND Business.

80%

Go on to work and/or study ⓘ

This is what students are doing six months after finishing the course.

- Now working — 33.33%
- Doing further study — 23.81%
- Studying and working — 23.81%
- Unemployed — 19.05%
- Other — 0%

Chart labels explained
ⓘ
Preparation for future employment. London Churchill College ⧉

Employment six months after the course ⓘ

- In a professional or managerial job — 15%
- Not in a professional or managerial job — 85%
- In an unknown job type — 0%

Chart labels explained
ⓘ

HND Health & Social Care

The Unistats data shows that beyond six months after completing studies, the unemployment rate is drastically reduced from around 75% to only around 26% but with approximately 16% of students going into further study. Although not as good as HND Business, this is nevertheless a very positive and encouraging outcome.

Unfortunately, there is no data available to show what percentage of those working are working in the professional/management category but it is noted that this does not reflect on the quality of the course.

Please refer to the charts below for HND Health & Social Care

75%

Go on to work and/or study ⓘ

This is what students are doing six months after finishing the course.

0%

26.32%

42.11%

15.79%

15.79%

- Now working
- Doing further study
- Studying and working
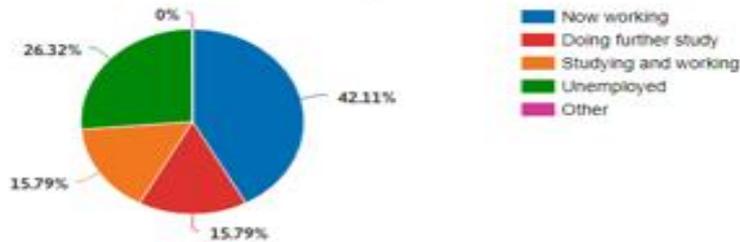- Unemployed
- Other

Chart labels explained

ⓘ
Preparation for future employment: London Churchill College ⏍

Employment six months after the course

● There is not enough data available to publish for this course. This is either because the course is small or we have not had enough survey responses.

This does not reflect on the quality of the course.

Most common jobs

● There is not enough data available to publish for this course. This is either because the course is small or we have not had enough survey responses.

This does not reflect on the quality of the course.

HND Hospitality Management

The Unistats data shows that beyond six months after completing studies, the unemployment rate is drastically reduced from around 75% to only 20% but with approximately 25% of students going into further study. This is a very positive and encouraging outcome.

From those in employment, the data shows that 10% are in a professional/managerial job with the remaining 90% in non-professional/managerial work.

It is encouraging to note that 45% of alumni are either doing further study or studying and working and this would suggest that over time, the percentage of those entering into professional/managerial work will increase.

Please refer to the charts below for HND Hospitality Management.

80%

Go on to work and/or study ⓘ ⊜

This is what students are doing six months after finishing the course.

- 35% Now working
- 20% Doing further study
- 25% Studying and working
- 20% Unemployed
- 0% Other

Chart labels explained
ⓘ
Preparation for future employment: London Churchill College ⮾

Employment six months after the course ⓘ
⊜

- 10% In a professional or managerial job
- 90% Not in a professional or managerial job
- 0% In an unknown job type

Chart labels explained
ⓘ

8. *Ambitions and Strategy*

LCC is planning to expand its portfolio of Pearson accredited courses partly due to changes in the qualification type being introduced by Awarding body Pearson, (QCF to RQF), but also as part of its expansion initiative and its on-going commitment to better serve the local community. The College has therefore applied to Pearson to be granted permission to run the following Full-Time courses from the 2018/19 Academic Year:

- Pearson BTEC Level 5 HND Diploma in Health Care Practice (Replacing Health and Social Care)
- Pearson BTEC Level 5 HND Diploma in Social and Community Work (New course)

LCC will consider running other courses where research has indicated there might be a strong local demand for them. These include 'Hair and Beauty' due to the large number of local businesses that have been established around its campuses and also in Construction, Creative Industries and Social Media, for similar reasons.

As part of its recent College Provision Review, the College held a Stakeholder Workshop on 7th February 2018 and this examined the following themes;

- What are the main barriers to people engaging with education?
- Where is future demand and the growth areas?
- What courses would be of benefit to individuals and communities?
- Delivery - daytime, evening, online and what gaps are there currently?
- What are the opportunities for work experience and how do we access this?

Positive feedback was received from those in attendance and a number of conclusions were reached. This workshop has further encouraged LCC to continue to nurture strong links with employers to develop a strong entrepreneurial base with increased numbers of start-ups in an effort to offer progression Pathways from Apprenticeships at Level 3 through to Levels 4 and 5 and possibly Level 6 with a suitable partner Institution.

LCC administers three intakes per year every September (autumn term), January (spring term) and April (summer term) respectively. Through these activities, LCC is confident that it is well positioned to further strengthen its Access and Participation profile for the foreseeable future.

9. Planned (Student Engagement Activities) and support for students
The schedule below is not definitive.

Student-related activities	
Employers' Forum – 19th April 2018	The yearly Employers' Forum brings together students, staff and employers to ensure that that LCC graduates are work-ready in areas relevant to their ambitions and the needs of their communities.
Stakeholder Workshop - 7th February 2018	The Stakeholder Workshop was held as part of the College Provision Review. LCC students, staff and representatives from three Boroughs discussed demand for courses in construction, business, healthcare, media and hospitality.

CV writing, Cover letters and Interviews 5th March 2018 - CV 12th March 218 – Cover 30th April 2018 - Interview 16th May 2018 - Cover 25th May 2018 - CV 16th July 2018 - CV 3rd October 2018 - CV 7th November 2018 - CV	We regularly hold CV writing, Cover Letter and interview sessions as well as advice for our students looking for jobs. If you'd like to join one of these events please contact the Student Engagement team
Health Awareness Day – 9TH May 2018	If you want to know about healthy living, LCC is holding a Health Awareness Day at their Barclay Hall Campus in May 2018. The aim is to explain practical healthy options to students and our communities and to develop contacts in the health and complementary health sectors.
Careers Event – 20th June 2018	LCC students are hosting a Careers Event in October 2018 at the College's Barclay Hall Campus in Upton Park. LCC will highlight the skills and knowledge of all students available for employers locally.
East London Gene Project – Health Awareness – Gene Project	East London Genes & Health is one of the world's largest community-based genetics studies. The Project visited Whitechapel to inform students and take samples. More than 40 students participated and volunteering opportunities were available.
Trips and activities	
Oxford and Bicester trip – 21st February 2018	Following a trip to Oxford for lunch and sightseeing students visited Bicester Village for luxury shopping and cut price fashion brands.
Hotelympia - March 2018	The UK's largest food, hospitality and service event is the best place to find real innovation. Hospitality lecturer Chris Davies provides up to the minute information and details of job opportunities for students.
Pool competition – October 2018	Our popular Pool competitions take place regularly at our Whitechapel campus with prizes for winner and runner-up for both women and men.
World Food Cook away – 10th March 2018	The World Food Cook away is part of students' hospitality course to give experience in a professional kitchen. Held at the Avenue Cookery School, the kitchen space has featured in The Apprentice.
Paris Trip – 3rd May 2018	With 180 museums and monuments, Paris offers many sights from the Eiffel Tower to the Arc de Triomphe. Dash through the Channel Tunnel on the Eurostar with your friends to experience a fantastic day in the French capital.
Beachy head – 10th May 2018	The spectacular geography of Beachy Head is one of UK's best-known landmarks. The day trip offers competitive events with prizes to be won: a fun day out to relax with classmates.
Sea Blast – September 2018	Join us for an adrenaline-filled trip on a 400-horsepower boat off the east coast. Sea Blast at Southwold Harbour offers a fun 30-minute ride on a fast sea boat and executive coach from Whitechapel to the coast.

Leeds Castle – 3rd October 2018	Called "the loveliest castle in the world" Leeds Castle is set on an island surrounded by 500 acres of parkland. Explore almost nine centuries of history and discover the gardens, maze and falconry events.
House of Commons – November 2018	Not many know the inside of the building where laws are made and discussed. A tour inside the Houses of Parliament offers insights into the activities of our politicians.
Party time!	What better way to commemorate making new friends and peers than with class parties on campus. After all, the student experience is not just built in the classroom, but beyond it as well.
Winter Extravaganza – November 2018	At the Winter Extravaganza top-achieving students are rewarded for their hard work. The event is also a platform for students to showcase their talents to an eager audience. The night will be capped with dinner, dancing, and prize-giving.
For further details about events and activities contact: Jamal Hussain at j.hussain@londonchurchillcollege.ac.uk or R N Chowdhury at: rnchowdhury@londonchurchillcollege.ac.uk	
For more information about our courses contact us at: **info@londonchurchillcollege.ac.uk** or call **0207 377 1077** for a discussion with our staff or visit the admissions team at 116 Cavell Street, Whitechapel, E1 2JA.	

9. Summary

The majority of students registered at London Churchill College come from socioeconomically deprived areas.

The student composition comprises 98.3% mature students and this exceeds the national benchmark.

Around 50% of students had non-standard qualifications on entry which would suggest that they may have experienced a long gap in their education, probably studied abroad and are mature students.

Around 75% of student are registered Unemployed.

There is further work to be done towards improving progression rates in general although it must be noted that this is against a backdrop that there is a high percentage of mature students from deprived areas.

Student completion rates are in keeping with the national benchmark although there is a concern over HND HSC.

After six months after completing their courses, the unemployment rate falls to around20% with the remaining students either being in work or going on to further study.

10. Conclusion

There is a direct correlation between ethnic backgrounds and success and it is clear that students from disadvantaged backgrounds and under-represented groups are benefitting from studying at LCC as the numbers of students both going into further study and finding employment are certainly impressive. Staff at the College will work hard to maintain this as the College further develops its access and participation levels.

The data shows that LCC has made considerable commitment and progress towards ensuring Access and Participation for its students and as evidenced by the recent Stakeholder Workshop and Provision Review, it continues to demonstrate a commitment to serving the local community through its intentions in developing the vocational characteristics of its course delivery which is of significant and increasing economic value to the local community.

The initiatives that the College is taking to build on its reputation and standing within the local community is indicative of its on-going commitment for further improved access and participation overall and its association with the OfS will help it to maintain its focus in this regard. With its increasing value to the local community, the London Churchill College is hopeful for a long and rewarding future.