UKMC Access and Participation Statement

Date	Author	Summary of Changes	Version	Authorised
08/10/2025	Executive Board	Access and Participation Statement	1	EDI Committee (October 25)
14/12/2025	Executive Board	Refined ASP aligned with institutional Strategic plan 2025-2030, thematic frameworks, and Marketing, Recruitment and Admissions Strategies.	2	Academic Committee (December 25)

Policy/Procedure Management and Responsibilities	
Policy/Procedure Owner	The policy is owned by the Executive Board, supported by the Equity, Diversity and Inclusion Committee
Equality Impact / Analysis	Academic Board 2025
Authorised By	Academic Board 2025
Effective From	December2025
Next Review	July 2026
Version	1
Internal/External	Both
Document Location	UKMC	Policies and Legislation
Linked Documents	UKMC Strategic Plan 25-30 UKMC Marketing, Recruitment and Admissions Strategy, and sub strategies UKMC Institutional Frameworks / UKMC Institutional EDI Framework, which governs equality duties, data monitoring and accountability; and the UKMC Inclusive Curriculum Framework (ICF)
Dissemination Plan	Public availability on the UKMC website. Embedded in Marketing, Recruitment, and Admissions activities, Academic Activities, and embedded with UKMC values.

Accessibility	Alternative formats on request. Email Quality@ukmc.ac.uk

Introduction

1. UK Management College (UKMC) is committed to promoting equality of opportunity in access to, participation in, and successful outcomes from higher education. This Access and Participation Statement (APS) sets out how the College understands its student population, the barriers that learners may face, and the principles and approaches UKMC adopts to support students throughout their educational journey.

2. The APS is an internal strategic and assurance document that informs institutional planning, delivery, and review of activity related to access, student engagement, retention, attainment, and progression. It provides a shared framework for staff and stakeholders to understand how UKMC's mission, values, and operational practices contribute to widening participation and improving student outcomes across all campuses.

3. This statement operates in alignment with the UKMC Institutional Equality, Diversity and Inclusion (EDI) Framework and the UKMC Inclusive Curriculum Framework (ICF), which together govern institutional equality duties and inclusive academic practice across the student lifecycle.

4. The College also recognises that maintaining a clear and transparent APS represents good sector practice and supports alignment with external regulatory expectations, including those of the Office for Students (OfS). Accordingly, this statement is published and reviewed annually, ensuring that it remains current, relevant, and reflective of UKMC's evolving context.

Institutional Mission, Values and Strategic Commitment to Equality of Opportunity

5. UKMC's mission is to provide high-quality, accessible higher education that is responsive to the needs of the diverse communities it serves. The College exists to create meaningful educational opportunities for individuals who may not have followed traditional routes into higher education, including mature learners, those returning to study after extended breaks, and students balancing education with employment, caring responsibilities, or other personal commitments.

6. Equality of opportunity is integral to UKMC's identity and strategic direction. The College's approach is shaped by a strong social justice ethos and a belief that higher education should be accessible, supportive, and transformative. UKMC therefore seeks not only to widen access but also to ensure that students are able to participate fully, succeed academically, and progress to positive destinations.

7. UKMC's strategic commitment to equality of opportunity is underpinned by the following principles:

8. Providing inclusive and accessible routes into higher education for individuals from disadvantaged and under-represented backgrounds

9. Supporting academic success through inclusive teaching, assessment, and structured academic skills development

10. Promoting progression to employment or further study aligned with students' aspirations and local labour market needs

11. Creating a safe, respectful, and supportive learning environment that values diversity and promotes wellbeing

12. These principles inform institutional strategy, academic planning, staff development, and student support arrangements and apply consistently across all UKMC campuses. These commitments are enacted institutionally through the UKMC Institutional EDI Framework, which governs equality duties, data monitoring and accountability, and through the Inclusive Curriculum Framework (ICF), which governs how inclusion, belonging, accessibility and equitable academic challenge are embedded within teaching, learning and assessment.

UKMC Context and Student Profile

13. UKMC operates as a provider with a clear widening participation focus and serves a student population that differs markedly from traditional higher education norms. Understanding the characteristics, needs, and circumstances of its students is central to how the College designs provision, allocates resources, and evaluates the effectiveness of its support arrangements.

14. In the 2025–26 academic year, UKMC's student profile reflects a predominantly non-traditional cohort, including:

15. A total student population of approximately 3,701 students

16. A largely mature student body, with around 85.9% of students aged over 21 and 54.6% aged 31 or above .

17. A high proportion of students drawn from socio-economically disadvantaged backgrounds, with approximately 83.4% of students residing in Index of Multiple Deprivation (IMD) quintiles 1 and 2

18. A diverse student community, with approximately 31.3% of students identifying as from Black, Asian or Minority Ethnic backgrounds, alongside a notable proportion of students with unknown ethnicity data

19. A significant number of students entering higher education without traditional qualifications, with approximately 27% recorded as holding no or unknown formal entry qualifications

20. A relatively low rate of declared disability (approximately 2.2%), which the College recognises may reflect under-disclosure rather than absence of additional needs

21. This profile indicates that many UKMC students are likely to face structural, educational, and personal barriers that can affect engagement, continuation, attainment, and progression. As a result, UKMC's approach to access and participation is intentionally holistic, focusing on the full student lifecycle rather than entry alone.

Place-Based Rationale and Local Context

22. UKMC's approach to access and participation is rooted in the socio-economic realities of the communities in which its campuses are located. The College serves areas characterised by comparatively low higher education participation rates, higher levels of economic inactivity, and persistent barriers linked to health, caring responsibilities, and prior educational disadvantage.

23. Local and regional evidence highlights that economic inactivity in these areas is frequently associated with long-term health conditions, caring commitments, and limited access to flexible and locally available education and training opportunities. These factors shape the lived experiences of many prospective and current UKMC students and directly inform the College's approach to course design, delivery models, and support services.

24. By offering locally accessible provision, flexible study options, and targeted academic and pastoral support, UKMC seeks to address place-based barriers and support learners who might otherwise be excluded from higher education. This place-based orientation also enables the College to align its educational offer with local employer needs and community priorities, supporting social mobility, skills development, and positive economic outcomes within the regions it serves.

Risks to Equality of Opportunity Across the Student Lifecycle

25. UKMC recognises that equality of opportunity must be considered across the full student lifecycle, from initial access through to successful completion and progression. Given the characteristics of its student population and the socio-economic contexts in which it operates, the College is aware of several structural and individual risks that may affect student engagement and outcomes. Identifying and understanding these risks is essential to ensuring that institutional policies, resources, and support mechanisms remain proportionate, responsive, and effective.

26. The identification, monitoring and mitigation of these risks are informed by equality data and governance processes set out in the Institutional EDI Framework, and by

inclusive academic design and support practices governed through the Inclusive Curriculum Framework (ICF).

Access and Entry

27. Many UKMC students enter higher education through non-traditional routes. While this reflects the College's inclusive mission, it also presents specific risks at the point of entry. A significant proportion of students commence study without traditional qualifications or with limited recent experience of formal education. This can affect preparedness for academic study and confidence during the transition into higher education.

28. In addition, prospective students may face external barriers related to employment patterns, caring responsibilities, health conditions, or financial constraints, which can influence application behaviour, enrolment decisions, and early engagement. UKMC recognises that clear information, supportive admissions processes, and realistic expectations-setting are critical in mitigating these risks at the access stage.

Engagement and Continuation

29. UKMC's predominantly mature student cohort often balances study alongside work, family, and caring commitments. These responsibilities can create competing pressures that affect attendance, engagement, and persistence, particularly during periods of personal or financial difficulty.

30. Students returning to education after extended breaks may also experience challenges in re-establishing effective study habits, managing time, and engaging confidently with academic expectations. UKMC therefore recognises continuation and sustained engagement as key equality-of-opportunity risks, particularly for students from disadvantaged backgrounds or with complex personal circumstances.

Attainment and Academic Progress

31. Differences in prior educational experience can influence academic performance and confidence, particularly in the early stages of study. Students entering without traditional qualifications or with limited academic preparation may be at greater risk of lower attainment if appropriate academic skills development and formative support are not embedded within programmes.

32. UKMC also recognises that attainment risks may be compounded for students with undisclosed or emerging additional needs, including disabilities or specific learning differences. Lower rates of disability disclosure may mask underlying support

requirements and therefore represent an institutional risk to equality of opportunity if not appropriately addressed., making proactive inclusive practice and encouragement of disclosure important components of the College's approach.

Progression and Graduate Outcomes

33. Ensuring that students can progress to meaningful employment or further study is a central element of UKMC's mission. However, students from disadvantaged backgrounds may face barriers to progression, including limited professional networks, reduced confidence in articulating skills and experience, and competing external responsibilities.

34. Local labour market conditions can also shape progression opportunities, particularly in areas with fewer graduate-level roles. UKMC therefore recognises the importance of structured employability development, employer engagement, and tailored careers support as part of its access and participation approach.

Data Quality and Student Insight

35. UKMC acknowledges that the effectiveness of its access and participation activity depends on the quality and completeness of its student data. Gaps in data relating to characteristics such as ethnicity or disability can limit the College's ability to fully understand differential outcomes and target support effectively.

36. Improving data completeness, encouraging accurate disclosure, and using data intelligently to inform decision-making are therefore recognised as ongoing priorities and form part of the College's broader approach to equality of opportunity and continuous improvement.

UKMC's Approach to Supporting Access and Participation

37. UKMC's approach to access and participation is shaped by its understanding of the barriers faced by its students and its commitment to providing an inclusive, supportive, and enabling learning environment. Rather than treating access and participation as discrete stages, the College adopts an integrated, lifecycle-based approach that aligns admissions, teaching and learning, student support, and progression activity. This approach is informed by structured student voice and survey evidence, which operates as part of UKMC's governed quality and academic governance arrangements to identify barriers, monitor differential experience, and inform targeted enhancement.

38. This approach is designed to be proportionate to the needs of UKMC's student population and responsive to the local and regional contexts in which the College operates.

Inclusive Access and Admissions

39. UKMC seeks to remove unnecessary barriers to entry while ensuring that applicants are able to make informed decisions and are supported to succeed. Admissions processes are designed to recognise a broad range of prior learning, experience, and potential, including lifelong and experiential learning.

40. Applicants are supported through clear, accessible information about course requirements, expectations of higher education study, and available support services. Structured interviews and initial assessments are used to understand individual circumstances, motivations, and support needs, enabling early identification of students who may benefit from additional guidance or preparation.

41. Where applicants disclose disabilities or additional needs, UKMC works to ensure that reasonable adjustments and support arrangements are considered from the outset. The College also recognises the importance of encouraging disclosure in a supportive and non-stigmatising manner.

Supporting Transition and Early Engagement

42. UKMC recognises that the transition into higher education can be particularly challenging for students returning to study after extended breaks or entering without traditional qualifications. Induction activities are therefore designed to support early engagement, build confidence, and establish a sense of belonging.

43. Induction programmes introduce students to academic expectations, learning resources, and key support services, while also providing opportunities to develop essential study skills. Early engagement activity is intended to identify emerging issues promptly and to ensure that students are aware of how and where to seek support.

Inclusive Teaching, Learning and Assessment

44. Inclusive teaching, learning and assessment at UKMC are governed by the Inclusive Curriculum Framework (ICF), which sets out the principles through which belonging, equity, accessibility, inclusive pedagogy, wellbeing and future readiness are embedded within academic delivery. The ICF ensures that inclusive practice is anticipatory, consistent and embedded within curriculum design, teaching approaches and assessment practices rather than reliant on individual adjustment alone. Teaching, learning, and assessment practices at UKMC are designed to support diverse learners and to promote engagement and attainment across the student body.

45. Programmes embed academic skills development within the curriculum, particularly at foundation and early stages of study, to support students with varied prior educational experiences.
46. Assessment approaches are structured to be transparent and developmental, providing formative feedback that supports learning and progression. Inclusive learning practices and, where appropriate, flexible delivery models are embedded are used where appropriate to support students balancing study with external commitments.

Academic, Pastoral and Wellbeing Support

47. UKMC provides integrated academic and pastoral support throughout the student lifecycle.
48. Personal tutoring and student success arrangements are central to this approach, enabling regular monitoring of engagement, attendance, and academic progress.
49. Students have access to study skills support, wellbeing services, and referral pathways to additional specialist support where required. The College recognises that students' needs may change over time and seeks to provide timely, responsive support that enables students to remain engaged and progress successfully.

Supporting Progression and Positive Outcomes

50. Supporting progression to employment or further study is a core element of UKMC's access and participation approach. The College works to embed employability and career development within programmes, enabling students to build confidence, articulate their skills, and understand progression pathways.
51. Engagement with employers, community organisations, and local partners supports the relevance of provision and enhances opportunities for students to develop work-related skills and experience. Careers guidance and employability support are tailored to reflect the aspirations and circumstances of UKMC's diverse student body.

Monitoring, Evaluation and Continuous Improvement

52. UKMC recognises that effective access and participation activity requires ongoing evaluation, reflection, and refinement. The College therefore adopts a structured approach to monitoring and review that enables it to understand student experience and outcomes, identify emerging risks or disparities, and take timely action to enhance practice.

Use of Data and Student Insight

53. UKMC monitors a range of quantitative and qualitative information to inform its understanding of access, participation, and outcomes. This includes student recruitment, continuation, attainment, and progression data, considered alongside key student characteristics such as age, socio-economic background, ethnicity, disability, and entry profile.

54. In addition to formal data, the College places significant value on student insight. Feedback gathered through induction activity, module and course evaluation, student representation, and informal engagement with academic and support staff provides contextual understanding that complements numerical trends and supports responsive decision-making. In addition to formal data, the College uses structured student voice and survey evidence as a core source of insight into access, participation and outcomes.

55. Student feedback is gathered through a governed, institution-wide survey and dialogue cycle and is triangulated with engagement, continuation, attainment and progression data to inform Course Performance Plans, targeted interventions, and institutional enhancement activity.

56. Where gaps or limitations in data are identified, including incomplete disclosure of student characteristics, UKMC seeks to improve data quality and transparency through clearer communication, supportive processes, and staff awareness.

Governance and Oversight

57. Responsibility for oversight of access and participation sits within UKMC's academic governance framework. Oversight is informed by equality monitoring and reporting processes set out in the Institutional EDI Framework, alongside evidence generated through the Inclusive Curriculum Framework (ICF), including student engagement, belonging, attainment and progression indicators. Together, these frameworks ensure that equality of opportunity is monitored both institutionally and academically. Academic Board has overall responsibility for assuring itself that the College's approach to access and participation remains effective and aligned with institutional priorities.

58. Academic Board receives regular reports on student engagement, continuation, attainment, and progression and considers these alongside evidence from quality assurance and enhancement processes. Where issues or differential outcomes are identified, Academic Board may request further analysis, endorse targeted interventions, or commission enhancements to policy, provision, or support arrangements.

59. Relevant sub-committees and operational groups contribute to this oversight by monitoring specific aspects of the student experience and feeding findings into the College's decision-making structures.

Continuous Improvement and Enhancement

60. UKMC views access and participation as a dynamic area of institutional practice. Monitoring activity is therefore used not only for assurance but to inform targeted enhancement actions, resource allocation, and curriculum or support interventions where disparities are identified. but also to support continuous improvement.

61. Insights gained through review processes inform curriculum development, staff development, student support provision, and resource allocation.

62. Enhancement activity is prioritised where evidence indicates that particular student groups may be experiencing barriers or where changes in the external environment or student profile create new risks. This ensures that the College's approach remains proportionate, relevant, and responsive.

Review of the Access and Participation Statement

63. This Access and Participation Statement is reviewed annually as part of UKMC's quality cycle. The review considers student and staff feedback, performance data, and the effectiveness of current approaches, and results in updates where appropriate to ensure that the statement continues to reflect institutional practice and priorities.

64. The reviewed statement is approved through the College's academic governance arrangements and published to ensure transparency for current and prospective students and other stakeholders.

Ownership, Publication and Review

65. This Access and Participation Statement is owned by UK Management College and forms part of the College's wider framework for supporting equality of opportunity and student success. This Access and Participation Statement is owned by UK Management College and forms part of the College's wider equality, inclusion and academic quality architecture, operating in alignment with the Institutional EDI Framework and the Inclusive Curriculum Framework (ICF). Responsibility for maintaining the statement rests with the academic leadership of the College, with oversight provided through UKMC's academic governance arrangements.

66. The statement is approved through the College's Academic Board and is reviewed on an annual basis as part of the institutional quality cycle. The review process

considers changes in the student profile, institutional priorities, and evidence relating to the effectiveness of current approaches to access and participation.

67. Following approval, the Access and Participation Statement is published on the UKMC website to ensure transparency for current and prospective students, staff, and external stakeholders. The published version is updated annually to reflect the outcome of the review process and any agreed enhancements.

68. Through this approach, UKMC seeks to ensure that the Access and Participation Statement remains an accurate and meaningful, meaningful, and practical articulation of the College's commitment to widening participation and supporting positive student outcomes.