Access and Participation Statement 2026-27

DOCUMENT DETAILS	
Document Category	Access and Participation
Version Number	2026-27/1.0
Approving Authority	Results Consortium Executive Team
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Author	Quality Manager
Version Changes	1. Condition A2 of the OfS conditions of registration cited (1.2 and 7.1). 2. 'BAME' replaced with 'Black, Asian, mixed and other ethnic minority backgrounds', in line with government guidance; 'Uplift Postcode Areas' replaced with areas of low participation in higher education or high deprivation. 3. Statement shortened in line with sector practice: the student profile summarised in section 3, and support, monitoring and priorities restated. 4. Partner universities' Access and Participation Plans referenced (1.3). 5. Student profile updated (3.1 to 3.3) and achievements from the College's monitoring added (5.4).
Related Documents	Equality, Diversity and Inclusion Policy Reasonable Adjustment and Fair Access to Assessment Policy Student Representation Policy Admissions Policy Student Support Policy
Effective Date	November 2026

1. Introduction

1.1 Results Consortium Ltd ('the College') is committed to widening access to higher education for students from disadvantaged backgrounds and underrepresented groups, and to supporting every student to succeed and progress. The College welcomes students from a wide range of backgrounds and makes sure that they receive the support they need to succeed academically, personally and professionally. This reflects the College's mission: to give students from underrepresented backgrounds high-quality teaching, personal support and the opportunities to succeed.

1.2 This statement is published under condition A2 of the Office for Students' (OfS) conditions of registration, which requires the College, as a provider in the Approved category, to set out its commitment to supporting access and participation by students from disadvantaged backgrounds and underrepresented groups, and to update and republish the statement annually.

1.3 The College delivers Pearson Higher National programmes (HND), for which students are registered with the College, and degree programmes under franchise agreements with Leeds Trinity University and Plymouth Marjon University. Students on degree programmes are registered with the university and are also covered by its Access and Participation Plan, which the OfS has approved. This statement applies to all students taught by the College and complements those plans.

1.4 The College's wider commitment to equality is set out in its Equality, Diversity and Inclusion Policy.

2. Strategic Goals 2025-28

2.1 The College's Strategic Plan 2025-28 sets the following goals for access and participation:

- increased participation from communities with limited access to higher education
- increased participation of students from Black, Asian, mixed and other ethnic minority backgrounds
- student outcomes that lead to improved employment prospects.

3. Priority Groups

3.1 Most of the College's students are mature, and many combine study with work or caring responsibilities.

3.2 Around half of the College's students come from the areas with the lowest participation in higher education.

3.3 Almost all of the College's students are from White Other backgrounds.

3.4 The College prioritises the following groups:

- mature students
- students from areas with low participation in higher education, low household income or lower socioeconomic status
- students from Black, Asian, mixed and other ethnic minority backgrounds.

4. How We Support Access and Participation

4.1 The College aims to maintain, and where possible increase, the proportion of its students who come from these groups, and to support them to complete their studies and progress.

4.2 Students are supported through:

- individual learner support plans, with guidance from the Student Welfare and Support Team on personal and professional development
- English language support where it is needed
- timetables that take account of work and care commitments where possible, so that students can continue their studies alongside other responsibilities
- blended learning, combining in-person teaching with online resources on the virtual learning environment
- classes at local learning centres that are easy for students to reach

- personalised interventions, including one-to-one sessions
- regular contact with academic staff and the Student Welfare and Support Team for academic and pastoral support
- academic skills support, including referencing and research skills, from induction onwards
- reasonable adjustments for disabled students.

4.3 Through its Information, Advice and Guidance (IAG) service the College offers:

- free guidance and support through the higher education application process
- guidance on student finance, including referrals to Student Finance England
- signposting to organisations that can support needs the College cannot meet itself.

4.4 The College promotes higher education through outreach with employers, particularly in areas with low participation in higher education or high deprivation.

4.5 The College works with local employers and partner institutions to support progression into higher education and employment, including progression from HND to top-up degrees through the partner universities.

5. Monitoring and Review

5.1 The College monitors enrolment, continuation, completion and progression by student group each year.

5.2 Student Representatives meet the Programme Lead regularly, and their feedback on access, support and resources is considered as part of quality assurance.

5.3 Student destination data is collected after completion, recording whether students continue in higher education, enter employment or take up other professional development.

5.4 The College's monitoring shows that students from the priority groups succeed: almost all of the students who complete a Higher National qualification are mature, and around two-thirds live in the 40% most deprived areas of England.

6. Priorities for 2026-27

6.1 The College's priorities for 2026-27 are:

- maintaining participation from the priority groups at or above the 2025-26 level
- improving its data on student characteristics, including the disclosure of disability, so that support can be targeted.

7. Publication and Review

7.1 This statement is reviewed and approved by the Results Consortium Executive Team each year and republished on the College website.