

# **Annex H: ACCESS AND PARTICIPATION STATEMENT**

## **Osymar UK Limited (T/a Osymar International College of Education)**

### **Academic Years: 2023-24 to 2026-27 Access and Participation Statements**

#### **Introduction**

1. Osymar International College of Education is an equal opportunity and inclusive education and training organization, operating from Ilford, the Eastend of London. The college shall apply the provisions of Equality Act 2010, Data Protection 1998, GDPR 2018, and shall broaden our safeguarding of vulnerable people, including all learners with particular attention to radicalisation and prevent to ensure safety and wellbeing of all learners. We maintain that all the “protected characteristics” shall be complied with according to the provisions of Equality Act 2010.

Based on the above, we therefore, state that our ambition is that everyone should be given the opportunity in the college to study at a higher education level that meets their needs and aspirations. The college as a higher educational institution shall offer pastoral support to all learners to enable them to succeed in their studies, and a platform for social mobility and as a gateway to a better life for any learners that undertake our course programmes.

2. It is our ambition that Osymar International College of Education commits itself to supporting access and participation in higher education by all learners, including learners from underrepresented groups. Based on the above, we therefore promise to charge affordable fees not exceeding the government approved basic fee cap.

#### **Future Development of Access and Participation Statement**

3. Osymar International College of Education is committed to reviewing and publishing our statements on Access and Participation of all learners, including learners from underrepresented groups annually according to the Regulatory Framework. We promise to deliver quality education that is value for money, and to be transparent in supporting our learners to achieve their potentials, and to progress to their destinations, be it career opportunities and/or further their academic advancement.

#### **Theme 1: Improving Access, Success, and Progression**

Osymar International College of Education is committed to improve access to higher education to all learners irrespective of their social and ethnic background. We promise to continually review the learners' data as contained in their applications that are held by the college to analyse our performance in terms of learner recruitment and improving access and participation to learners of all backgrounds, including ethnic minorities, SEN, the underprivileged, LGBT and learners with learning disabilities. Reviewing the learner applications will enable the college to identify areas that need improvement. We are committed to annually reviewing and analysing our data according to the following:

- a. Condition F1 of the OFS Regulatory Framework
- b. Higher Education Statistics Agency Performance Indicators
- c. UCAS National Statistics
- d. Teaching Excellence Framework metrics
- e. Graduate Destinations data
- f. Department for Education destination measures statistics
- g. Department for Education free school meal statistics

- h. Student Loan company data of students receiving the maximum maintenance loan.
- i. The college data on the background and progress of students and all applicants

## **1. Access**

Equality is the watchdog for Osymar International College of Education! Our mode of learner recruitment must be focused on given ample opportunities to the underprivileged applicants into higher education. To do this, the college shall use different criteria for learner recruitment as below:

- Work Experience
- Maturity and Talent
- Ability (Hunger) for Learning
- Literacy Level
- Academic progression

Attention shall be focused to ethnic minorities, the disadvantaged backgrounds, and socially “excluded” individuals. No two individuals are the same, and the recruitment policy and system shall treat all learners individually according to their ability and responsibility. No learner shall be rejected; opportunities of higher education shall be offered to all learners irrespective of their background.

## **2. Success**

Osymar International College of Education shall work very hard to continually improve the rate of admission into our higher educational course programmes hence the admission data is reviewed and analysed periodically. The college shall direct their efforts to attracting learners from the minority ethnic group and those with disabilities to reduce the gap in higher education graduation between the privileged and underprivileged groups. Osymar International College of Education shall offer pastoral support to all learners, especially the disadvantaged groups to ensure that they attain their potentials with desirable qualifications and grades.

## **3. Progression**

Osymar International College of Education shall support all learners, especially the underrepresented group to ensure that they achieve their desired results and qualifications, and to ensure that we work with employers and other higher institutions to ensure that all graduates secure employment opportunities with commensurable rewards and fulfilling progression. The college shall attract employers to the benefits of our learners to enable gainful employment at the port of exit of their academic studies. We shall also work with employers to engage our learners in work experiences through shadowing and other available vacancies that may arise while they are during their studies.

## **Theme 2: Overall Ambitions and Strategies**

Our ambitions are to improve access and participation of all learners, especially the underprivileged groups of the United Kingdom and others in higher education attainments and progression. We promise to recruit learners according to the national data statistics and needs. One of our ambitions is to encourage and support learners of all backgrounds to aim higher in ascending to the top of their career. We shall encourage learners to nurse ambitions of leadership positions that is matched with good grades in higher education.

### **Ambitions:**

4. Attract learners with a focus on the underprivileged, ethnic minorities and the disabled groups.
5. Encourage higher ambitions amongst learners.

6. Encourage attainments of higher grades in qualifications
7. Offer pastoral support to learners to exceed their expectations.
8. Encourage learners to set high targets for their studies and for real-life progression in the challenging global world for managerial and leadership positions.
9. Our ambition is that whosoever passed our gate of learning shall be encouraged to achieve their potential and shall exit the college with a qualification of good grade.

## **Strategies**

Our strategies for working according to the needs of the United Kingdom are to focus our learner catchment on:

- Matured learners
- Single parents
- Refugees
- Run-down communities
- Ex-military personnels and the children of military personnels
- Disabled groups
- Underprivileged society group
- Underrepresented society group
- Ethnic minority groups
- LGBT groups

The college shall prioritise learner success and progress above profit.

1. There shall be learner inclusion, learner-led review and analysis and learner representation at academic board level.
2. We shall use different modes of classroom learning that include online and on-campus studies to accommodate learners of different needs and circumstances.
3. We shall allocate qualified teachers and support teachers to ensure that learners with challenging behaviour and/or any forms of academic difficulties are supported, nurtured, and encouraged to realise his/her full potential.
4. We shall use the strategies of learner self-realisation, self-confidence, and self-motivation to enable all learners to achieve their potentials with “I can do” attitudes.
5. Whosoever passed through our door of learning shall emerge with confidence, ambition, and progression plan.
6. Osymar International College of Education shall employ the best qualified teachers and supporting teachers that will engage one-on-one with learners according to their needs and wants.
7. Osymar International College of Education shall introduce a system of encouragement and perseverance to learning and goal-attainment that challenges the ability, capability and focus of being the best amongst equals with “cash prize” attached to it (Outstanding Achievement).

## **Theme 3: Approach to Access and Participation**

Osymar International College of Education requires all learners to understand the college approaches and strategies aimed at supporting their achievement and progression. This document shall be published on our website and on our course brochure that is issued to all learners at the induction stage. The college will organise “open day learner-teacher” interactions, and seminars that offer additional support to all learners. The management of

the college shall seek partnerships with employers and other higher education institutions for the benefit of our learners' progression.

### **Approach for Assessment and Evaluation**

Having made the Access and Participation Statements as above, Osymar International College of Education shall take steps to periodically review, assess and evaluate our recruitment system and processes to ensure that we offer the best possible opportunities to all learners, including the underprivileged, and the "protected characteristics" according to the provisions of Equality, diversity, and inclusion. There shall be a panel of appointed employees, the Head of Centre, and a representative of students. The college shall review the composition of the learner diversity, and the learner catchment areas to review the marketing and promotions of our course programmes. The panel shall make recommendation to the management on any incentives to be applied to the underrepresented learners to be able to attract them into higher education course programmes. This may include discounts and/or cash rewards to the unprivileged and the underrepresented target learners. As we promised to deliver quality education, we may use the services of learners to attract other learners. This may include cash incentives. These approaches form part of our strategic policy and contributed as part of our organisational culture of equal opportunity, diversity, and inclusion.

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