



Empire College London

Access and Participation Statement

Empire College London is dedicated to broadening participation and access to higher education. The College aims to continue supporting students from diverse backgrounds, providing appropriate assistance to help them develop their skills and knowledge, thereby fostering success in HE.

The College is dedicated to providing a high-quality and safe learning experience for all students, regardless of background, gender, age, ethnicity, disability, religion, social class, or any other factor. This aligns with the College's aims and equality and diversity policy. We believe everyone should have the chance to progress in education and achieve success.

We have been providing higher education for many years and recently reviewed our offering to ensure that it remains current and relevant and meets the needs of our student population. The review also supported the expansion of a new campus in Birmingham in early 2023. We are also assessing our course offerings, with new courses starting in AY 2026-2027.

Access, success, and progression

Our Access and Participation statement is dedicated to inspiring every student, raising their awareness of the opportunities before them, and supporting their journey into, through, and beyond higher education.

The College operates a transparent admissions policy that actively welcomes applications from students with non-traditional backgrounds. Our admissions team provides clear advice, guidance, and pastoral support throughout the process, ensuring that applicants from the widest possible range of backgrounds can access the College's educational opportunities.

The admissions process is reviewed regularly to ensure applicants receive targeted and dedicated support from their first enquiry through application and enrolment. We keep the process as straightforward as possible to reduce barriers, recognising that lengthy or complex procedures can discourage potential applicants.

Current students support new and prospective learners by taking part in College recruitment events and contributing to the induction programme each semester.

The College provides a comprehensive induction programme for all student intakes throughout the year, supporting an effective transition into college life. The programme introduces students to academic regulations, support services, key policies, and the mutual expectations that guide the learner journey.

The College offers flexible course delivery, allowing students with childcare and work commitments to continue their studies rather than seeing this as a barrier.

A wide range of support mechanisms is in place to enable progression, retention, achievement, and success. These include initial assessments, tutorial support, IT support, mental health and well-being support, and financial, academic and pastoral support. Extracurricular activities are also embedded alongside the academic programme. Attending these events is an opportunity for students to enhance and share experiences with students across the College and have a balance between academic and social life.



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The College has suitable processes in place to offer learner and learning support to students, including those with disabilities. These are regularly reviewed to ensure all students benefit from the support throughout their learner journey and to promote academic progression and continuation.

Appointed support team promote participation and success for students with disabilities by providing tailored advice and guidance on disability-related concerns. All declared disabilities are shared appropriately with tutors to ensure that students receive the support they need throughout their studies, helping to prevent any disadvantage.

Third-party arrangements are in place to provide additional professional guidance for students experiencing specific learning difficulties or social and emotional challenges. These arrangements include needs assessments that help strengthen the College's support mechanisms and ensure appropriate provision for individual students.

The retention and achievement of students are monitored throughout the academic year. This allows the College to intervene at early stages to provide and identify the necessary support for students who may require additional support.

The College provides a dedicated career preparation service, including support with CV writing and interview techniques. Employer engagement is embedded within course delivery to enhance transferable skills, while the College also supports students in progressing into employment or continuing to higher levels of education.

The Student Voice actively feeds into the quality processes and is designed to allow improvements in various areas of the College. Students have many opportunities throughout the academic year to provide feedback. Student participation in course and management meetings, both formal and informal, is always encouraged. The feedback is used to identify areas of strength and improvements in planning for future development at the College.

The College has continued with its strong track record of attracting and retaining students from diverse groups in its Higher Education programmes. The College is continuing to focus on the recruitment of students to Higher Education from under-represented groups, including:

- Mature learners
- BAME Groups
- Disabled learners

Our current Higher Education portfolio includes the Higher National Certificate (HNC) in Business, the Higher National Diploma (HND) in Business (Business Management), and the Leadership & Management programme.

We are committed to continuously developing and enhancing our Higher Education provision to ensure it reflects the needs of both prospective and current students. Our aim is to support learners at every stage—facilitating access to opportunities, enabling success throughout their studies, and promoting meaningful progression into further study or employment.



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The College will continue to:

- **Implement effective targeted marketing to encourage prospective students who would not otherwise consider entering higher education.**
- **Provide Prospective students with accurate and timely information, allowing them to make informed decisions.**
- **Deliver programmes to accommodate the needs of students to support progression, retention, and success.**
- **Offer a wide range of appropriate student support mechanisms throughout the student journey to support progression, retention, achievement, and success.**
- **Monitor student engagement to ensure intervention is timely where required to support student needs.**
- **Provide Higher Education that is accessible to all.**

The effectiveness of the above measures has resulted in:

1. 80% retention rate in all courses in the 2024-2025 academic year.
2. 80% success rate in all courses in the 2024-2025 Academic year.
3. 70% of HND Business Management students progressed from the first to the second year of the course.
4. More than 50 % of students returned to complete the HND (2nd year) after successfully completing the HNC.
5. More than 50% of disabled students completed or progressed satisfactorily in the course.
6. 80% success rate for BAME students in the 2024-2025 Academic year across all courses.
7. 85% of graduate students are either in employment or further education (this data was retrieved from the Graduate Outcomes survey)
8. The National Student Survey (NSS), which included various areas of student support and was for the HND Business program only, reported the following satisfaction results for the year 2025:
 - The Teaching on my course: 88.6 %
 - Learning Opportunities: 98.2 %
 - Assessment and feedback: 92.7 %
 - Academic Support: 100%
 - Organisation & Management 95.5%
 - Learning Resources: 93.9%
 - Student Voice: 97 %
 - Students' Union 87.5%
 - Mental Wellbeing: 100%
 - Freedom of Expression: 100%



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9. Internal student feedback is also taken throughout the academic year on various aspects, which include teaching and learning, student support, college resources and health and safety. More than 80% of students agreed with the service provided in these areas.
10. Students progressing to University degree programs after completing the HN programs. The ratio of student progression to Universities varies every semester.

Data in points 1-6 are provisional, as the analysis and report of the final data is due in November 2025.

Future developments:

Expansion of the course delivery portfolio.

Continue developing partnerships to broaden progression pathways and encourage degree programme opportunities and aspirations.

Continue to review and develop academic and welfare support practices to ensure students benefit from support at every stage of their student journey. This allows access, progression, retention, and success and enables students to overcome barriers and achieve in their education and beyond.

Student consultation

Students are members of management and staff meetings. Students are consulted regarding their contribution to developing and implementing College systems and procedures. A particular and identifiable strength of the College is the support students provide in positively promoting the College. The College continues to listen and respond to its students to enable them to benefit from their educational experience, feel valued, and be part of the decision-making.

Monitoring & Evaluation

The College will review the impact of its access and participation approaches annually and make amendments if they are ineffective.

The following data will be collected and used to inform future planning and support access and participation:

- Recruitment data
- Admission procedures
- Retention, progression, and completion data of students
- The social background of students to monitor participation by those from underrepresented groups.
- Internal & External Data

Last updated and reviewed: August 2025