



## Access and Participation Statement 2026-2027

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## 1. Introduction

- 1.1. This Access and Participation Statement (APS) sets out how Trent Education Centre (TEC) intends to support access and participation in higher education for students from disadvantaged backgrounds and under-represented groups, especially people from White British, Black, Asian and Arab communities, mature students (over 21 years) who have not previously had the opportunity to access further or higher education, female students, and students living in low participation areas (POLAR4, TUNDRA MSOA/LSOA, Adult HE 2011 Quintiles 1 & 2 and IMD Deciles 1 & 2) <sup>1</sup>.
- 1.2. The APS explains how TEC already supports access and participation to students from these groups, with functional skills and vocational training from Levels 1-3, and how it intends to develop access and participation further through its developing outreach activities and higher education provision.
- 1.3. The student data used in this Access and Participation Statement is drawn from TEC's enrolment records for students who joined between January 2024 and January 2026. Not all students chose to disclose information about sex or ethnicity, which means that the sample sizes vary across the tables in this section. Age has the largest sample size (n=2,369). The analysis of participation-area measures (TUNDRA, IMD and Adult HE 2011) is based on a random sample of 1,092 verified postcodes rather than the full dataset, due to time constraints. Future analyses will use the wider pool of postcodes to provide an even more complete picture of TEC's student population.

## 2. Purpose

- 2.1. This is TEC's second Access and Participation Statement (APS) after the first one expired in March 2025. This APS continues the implementation of Strategic Priority 2 in TEC's Strategic Plan; *Widen university level access to people from under-represented and disadvantaged communities.*
- 2.2. This APS informs all students, staff, stakeholders, and the public about TEC's commitment to supporting access to and participation in its higher education courses.
- 2.3. This APS ensures that TEC complies with the initial and ongoing [OfS condition of registration A2](#): *To register in either of the Approved categories and charge fees up to the basic amount for qualifying undergraduate courses, a provider must publish an access and participation statement. TEC has applied to register with the OfS under the approved category, which permits TEC to charge fees up to the basic fee amount and no more. Hence, an Access and Participation Statement (APS) is appropriate, rather than an Access and Participation Plan (APP).*

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<sup>1</sup> Quintiles 1 & 2 refer to areas with a low proportion of residents participating in higher education and Deciles 1 & 2 refer to areas of multiple deprivation (See Section 8 of this APS for more details).

### 3. Scope

- 3.1. This APS is available on TEC's website for all stakeholders and the public to access. It is also available on the TEC VLE (Moodle), where it is accessible to all students attending higher education courses at TEC (See Appendix B).
- 3.2. The statement is renewed annually and may be renewed sooner if the facts change and new regulations or guidance are made available.

### 4. Data Protection

- 4.1. In meeting its obligations to support access and participation to its provision, TEC is committed to making responsible use of data held on student protected characteristics including:
  - Age
  - Gender & gender reassignment
  - Marriage & civil partnership
  - Pregnancy & maternity
  - Race
  - Religion & belief
  - Sex
  - Sexual orientation
  - Disability
- 4.2. TEC is also committed to making responsible use of student performance metrics including attendance and engagement, continuation, completion, and progression rates.<sup>2</sup>
- 4.3. TEC's Data Protection Policy, and Data Privacy Notice & Consent Policy, set out how TEC meets its commitment to the protection of student data according to the UK General Data Protection Regulations and the amended version of the 2018 Data Protection Act. TEC is registered with the Information Commissioner's Office Registration Number: Z3126380.

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<sup>2</sup> TEC uses the definitions in the OfS regulatory documentation (2022.55, updated 2023) for continuation, completion and progression. Continuation measures examine whether students continue their studies and remain on a higher education course after their first year. Completion measures examine whether students gain a higher education qualification or not. Progression measures examine students' progression into the labour market and other destinations after leaving higher education and report on whether they are employed in managerial or professional roles, undertaking further study or in other positive outcomes.

## 5. Trent Education Centre Background

- 5.1. Trent Education Centre (TEC) was founded in February 2012 to provide adults from disadvantaged and underrepresented groups with functional skills and vocational training courses in their local area. TEC caters especially for mature students from communities with high levels of deprivation and unemployment (IMD Deciles 1 & 2) due to limited access to opportunities to develop employability skills and knowledge, and those living in areas of low participation in higher education (TUNDRA MSOA/LSOA and Adult HE 2011 Quintiles 1 & 2). Given early successes in attracting and supporting students who face barriers to participation into education and employment, TEC opened two more Study Centres, and now has Centres in Nottingham, Leicester, and Birmingham.
- 5.2. In the next phase of its development, TEC is providing progression opportunities for students who have completed English language functional skills and vocational training courses and wish to join higher education courses.
- 5.3. TEC has successfully delivered its first year of the ATHE Level 4 Extended Diploma in Business Management to 16 students from its target group of under-represented students from low participation areas in Nottingham. All 16 students have successfully graduated, and some have progressed to gainful employment whilst others are currently completing TEC's ATHE Level 5 Extended Diploma in Business Management. In addition, TEC has attained approval to offer the Pearson BTEC HND Level 5 in Business (Entrepreneurship and Small Business Management) and the Ascentis ESOL Entry 1 to Level 2.
- 5.4. In 2025, TEC established an English Language Study Centre at its Castle Boulevard site in Nottingham and registered with the Ascentis awarding body to deliver ESOL courses from Entry 1 to Level 2. TEC also became a British Council IELTS Registration Centre and attained ASIC accreditation. TEC is currently running NCFE Functional Skills English courses (Levels 1 and 2) and Ascentis ESOL Entry 2 courses at the English Language Study Centre. Many of the students are from disadvantaged backgrounds and seeking to enter higher education courses.

## 6. Alignment with the Strategic Plan 2024-28

- 6.1. TEC's Mission Statement declares our intention to improve the life chances of local and international disadvantaged people from under-represented communities, through access and participation in holistic further and higher education:

*To provide students within local communities and international communities with the holistic education they need to improve their life chances.*

- 6.2. One of TEC's 7 core values in the [Strategic Plan 2024-28](#) is **Inclusion: widening participation so that no-one gets left behind**, which demonstrates TEC's commitment to supporting widening participation in higher education.
- 6.3. Three of the five Priorities in TEC's [Strategic Plan 2024-28](#) also demonstrate TEC's commitment to supporting access and participation for disadvantaged students from under-represented groups as outlined in paragraphs 6.4 to 6.6 below.
- 6.4. Strategic Priority 2: Widen university level access to people from under-represented and disadvantaged communities. The objectives for this priority include:
- Attain OfS registration, establish a franchise or service level agreement with at least one university or college partner for the delivery of undergraduate degree programmes in Business, or BTEC Pearson HNDs in Business
  - Between 2024 and 2028, TEC will recruit 2,325 students to Entry Level and Further Education courses and circa 1,500 students to Higher Education courses subject to OfS registration. Recruitment for all programmes will take place across all TEC Study Centres. Based on the current profile of students enrolled on TEC's English and Further Education courses, a large proportion of students progressing into Higher Education are expected to come from under-represented groups in low participation areas (TUNDRA MSOA<sup>3</sup> and LSOA.<sup>4</sup>) These groups include students from Black, Asian and Arab communities, White British students who have not previously had the opportunity to access further or higher education, female students, unemployed adults, and mature students on low incomes.

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<sup>3</sup> TUNDRA MSOA refers to the proportion of 16-year-old state funded pupils who entered higher education at 18 years of age in Middle Layer Super Output Areas (MSOA) where, which usually comprise of between 2,000 and 6,000 households and have between 5,000 and 15,000 residents.

<sup>4</sup> TUNDRA LSOA refers to the proportion of 16-year-old state funded pupils who entered higher education at 18 years of age in Lower Layer Super Output Areas (LSOAs), which have a minimum of 1,000 residents and a mean of 1,500.

- 6.5. Strategic Priority 3: Give people the opportunity to develop the employability skills they need for gainful employment and career success. The objectives for this priority include:
- Provide employability workshops for students tailored to meet the specific needs of the disadvantaged groups TEC intends to support with access and participation.
  - Run conferences (Employer's Forum) where local employers can provide students with opportunities for work placements.
  - Set up a micro-business and SME business incubation hub.
- 6.6. Given its background in supporting adults with English language, functional skills and vocation training, TEC employs a holistic approach to education as stated in Strategic Priority 4. This is implemented by focusing on the social and emotional wellbeing of each student in addition to their academic development. This approach is appropriate for students from disadvantaged backgrounds, especially mature adults who have been out of education for a long time and lack employability skills for gainful employment. TEC's holistic approach ensures that all learning and teaching is:
- Authentic
  - Differentiated
  - Contextualised
  - Learner-Centred
  - Integrated
  - Process-driven
  - Skills-based

## 7. Our Locations

- 7.1. TEC has Study Centres in three locations, all of which are strategically located to provide access for students from areas of low participation, or with high deprivation. Our locations include:

### Nottingham

- Head Office: Digital House 2.3, Clarendon Park Nottingham, NG5 1AH
- Study Centre: 2.1, Clarendon Park, Nottingham, NG5 1AH
- Study Centre: 16 Castle Blvd, Nottingham, NG7 1FL

### Leicester

- Study Centre: Humberstone House 81-83 Humberstone Gate Leicester LE1 1WB

### Birmingham

- Study Centre: Mill Wharf, Mill Street Birmingham B6 4BS

## 8. Areas of Low Participation

8.1. The data and analysis in this section of the Access and Participation Statement uses student postcodes from [OfS datasets](#) to identify the proportion of the TEC student population between Jan 2024 and Jan 2026 who live in areas of low participation in higher education. This analysis is based upon the following datasets:

- **TUNDRA<sup>5</sup> MSOA<sup>6</sup>** and **TUNDRA LSOA<sup>7</sup>** quintiles 1 and 2 represent areas with low (Q1) or very low (Q2) participation of 16-year-old state-funded pupils in higher education and are therefore considered priority groups for access and participation activity.
- **POLAR4** (Participation in Local Areas) remains useful for providing historical context on young participation in higher education, but it is older, less accurate and less granular than TUNDRA. POLAR4 remains useful for historical context but does not reflect current patterns of progression as precisely as TUNDRA MSOA and LSOA.
- **The Index of Multiple Deprivation (IMD)** ranks every neighbourhood in England from the most to the least deprived based on seven weighted domains: income, employment, education and skills, health, crime, housing and services, and the living environment. IMD Deciles 1 & 2 are typically treated as priority groups, reflecting the highest levels of socio-economic disadvantage and the greatest structural barriers to progression into higher education. Deciles 3 & 4 are considered moderately deprived.
- **Adult HE 2011** provides useful information about the proportion of adults in each local area who hold a higher-education qualification. It is an older dataset than TUNDRA and does not measure young participation, but it can help identify communities with low adult skills or multi-generational educational disadvantage and is particularly relevant to TEC's student population, who are mainly adults returning to education to improve their life chances.

8.2. Table 1 shows the specific postcodes where TEC's Study Centres are located. These values reflect the participation characteristics of the local area. For a breakdown of TEC's student postcodes according to TUNDRA MSOA/LSOA and Adult HE 2011 participation areas see section 9 below.

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<sup>5</sup> Tracking Underrepresentation by Area (TUNDRA).

<sup>6</sup> Middle Layer Super Output Areas (MSOA) with circa 5,000–15,000 residents.

<sup>7</sup> Lower Layer Super Output Areas (LSOA) with circa 1,000–3,000 residents.

**Table 1 TEC HE Participation by Study Centre Area**

City	Postcode	IMD Deciles	POLAR4 <sup>8</sup> Quintiles <sup>9</sup>	TUNDRA MSOA Quintiles	TUNDRA LSOA Quintiles	Adult HE 2011 <sup>10</sup> Quintiles
Nottingham	<a href="#">NG5 1AH</a>	3	2	2	2	4
Leicester	<a href="#">LE1 1WB</a>	4	5			4
Birmingham	<a href="#">B6 4BS</a>	3	2	4	5	1

- 8.3. All three postcodes are based in moderately deprived areas IMD Deciles 3 & 4.
- 8.4. The Nottingham (NG5 1AH) and Birmingham (B6 4BS) Study Centre postcodes show low participation in higher education under POLAR4 (both quintile 2), meaning fewer young people from these areas progressed to higher education between 2009–10 and 2013–14.
- 8.5. Nottingham (NG5 1AH) shows low participation under the more up-to-date TUNDRA measure, with both TUNDRA MSOA and TUNDRA LSOA at quintile 2, indicating that relatively few 16-year-old state-funded pupils from this area entered higher education at age 18.
- 8.6. Birmingham (B6 4BS) shows high participation under TUNDRA, with MSOA at quintile 4 and LSOA at quintile 5, meaning young people in this area now progress to higher education at high rates. However, the Adult HE 2011 quintile is 1, indicating that older adults in this area have very low levels of higher education qualifications.
- 8.7. The Birmingham campus is situation in an area with very low adult higher education attainment, despite more recent increases in young participation. Nottingham, on the other hand, shows low young participation, whilst Adult HE 2011 attainment is higher (quintile 4).
- 8.8. The Leicester Study Centre postcode (LE1 1WB) is a commercial/retail area, not a residential MSOA or LSOA with state-funded pupils. For this reason, the OfS dataset does not return TUNDRA values for this postcode. POLAR4 and Adult HE 2011 values are included for context only.

<sup>8</sup> The proportion of 18-year-olds who started higher education between 2009-10 and 2013-2014.

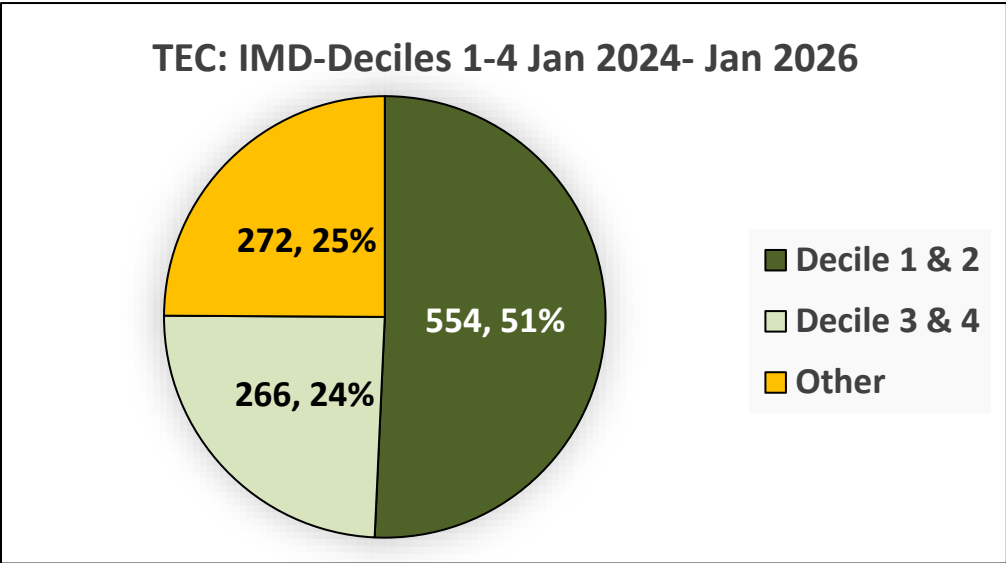
<sup>9</sup> Quintile 1 is the lowest rate of participation in the UK.

<sup>10</sup> Refers to the proportion of people in an area who had a higher education qualification in 2011.

## 9. Student Participation Profile (TUNDRA MSOA and LSOA)

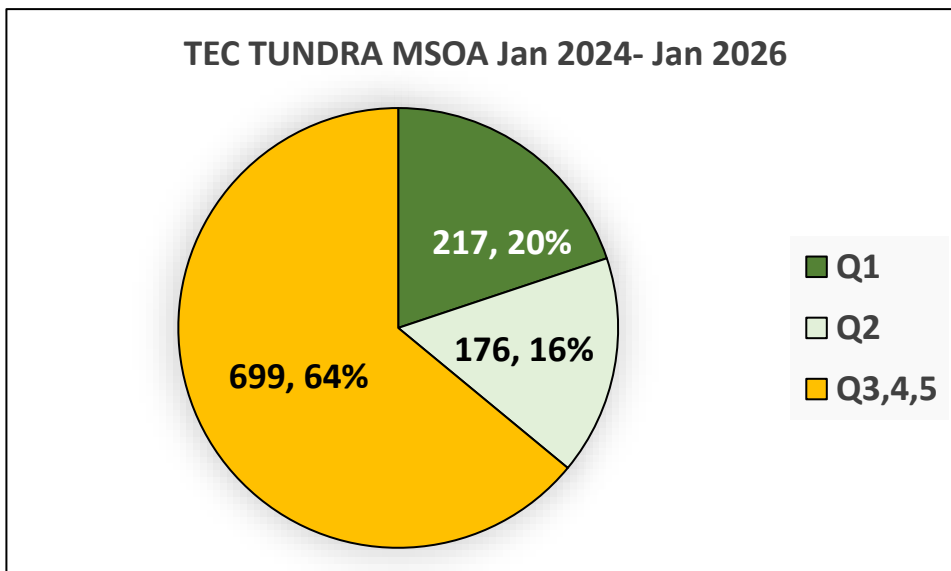
- 9.1. The charts below show the proportion of TEC students living in areas of low participation in higher education, based on the TUNDRA MSOA/LSOA and Adult HE 2011 datasets. The analysis uses a sample of 1,092 postcodes collected from students enrolled on English language and other Further Education (FE) courses at TEC between January 2024 and January 2026.
- 9.2. Table 2 shows that 554 students (51%) lived in IMD Deciles 1–2, with a further 266 students (24%) in IMD Deciles 3–4. In total, 820 students (75%) lived in the most deprived 40% of neighbourhoods in England (IMD 2019). The [national IMD distribution](#) confirms that Deciles 1–4 represent 40% of the population. TEC’s intake therefore significantly exceeds the national baseline and is well above the typical range reported by both universities and private HE providers. This demonstrates that TEC recruits a disproportionately high number of students from deprived neighbourhoods.

**Table 2 TEC IMD-Deciles 1-4 Jan 2024 - Jan 2026**

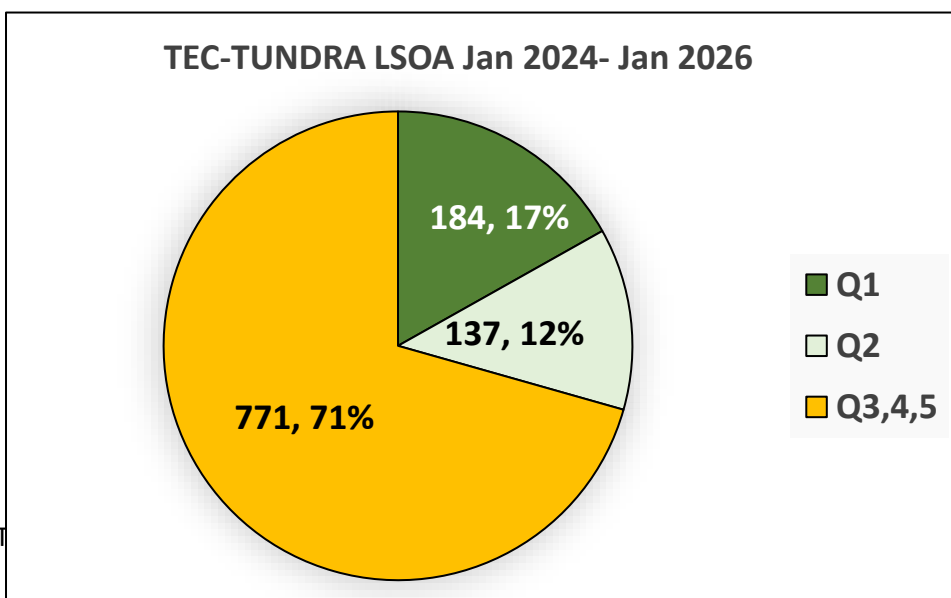


9.3. Tables 3 and 4 show that 393 students (36%) lived in TUNDRA MSOA Quintiles 1 and 2, and 321 students (29%) lived in TUNDRA LSOA Quintiles 1 and 2. These quintiles represent the lowest levels of young participation in higher education in England (OfS, TUNDRA: Young Participation by Area). The national distribution confirms that Quintiles 1 and 2 each represent 20% of the population (40% combined). TEC's MSOA figure (36%) is therefore close to the national baseline. Almost all TEC students are over 21 and 71% are over 30. However, the TUNDRA data shows that these adult students are living in neighbourhoods where 16-year-old state-funded pupils have historically low rates of progression into higher education. This indicates that TEC's adult students are drawn from communities with entrenched patterns of low participation.

**Table 3 TEC TUNDRA MSOA Jan 2024 - Jan 2026**

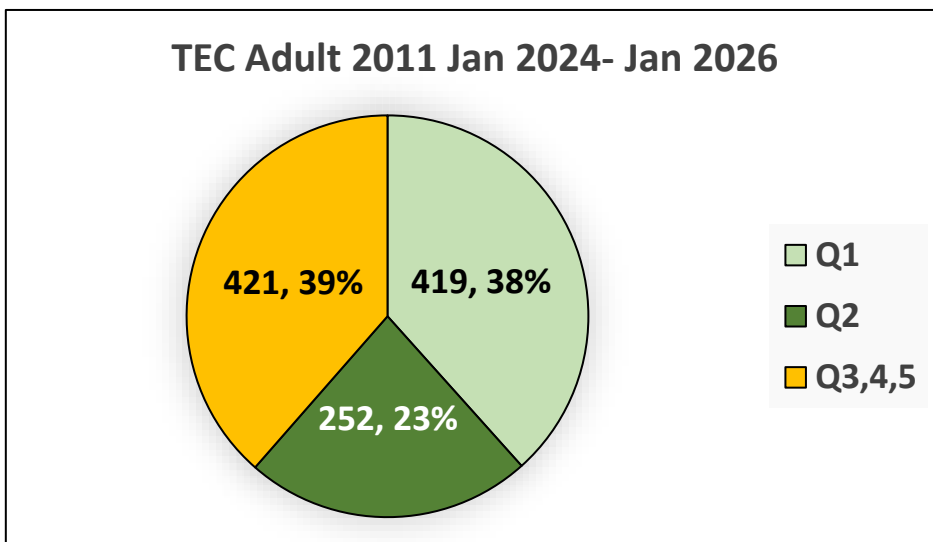


**Table 4 TEC TUNDRA LSOA Jan 2024 - Jan 2026**



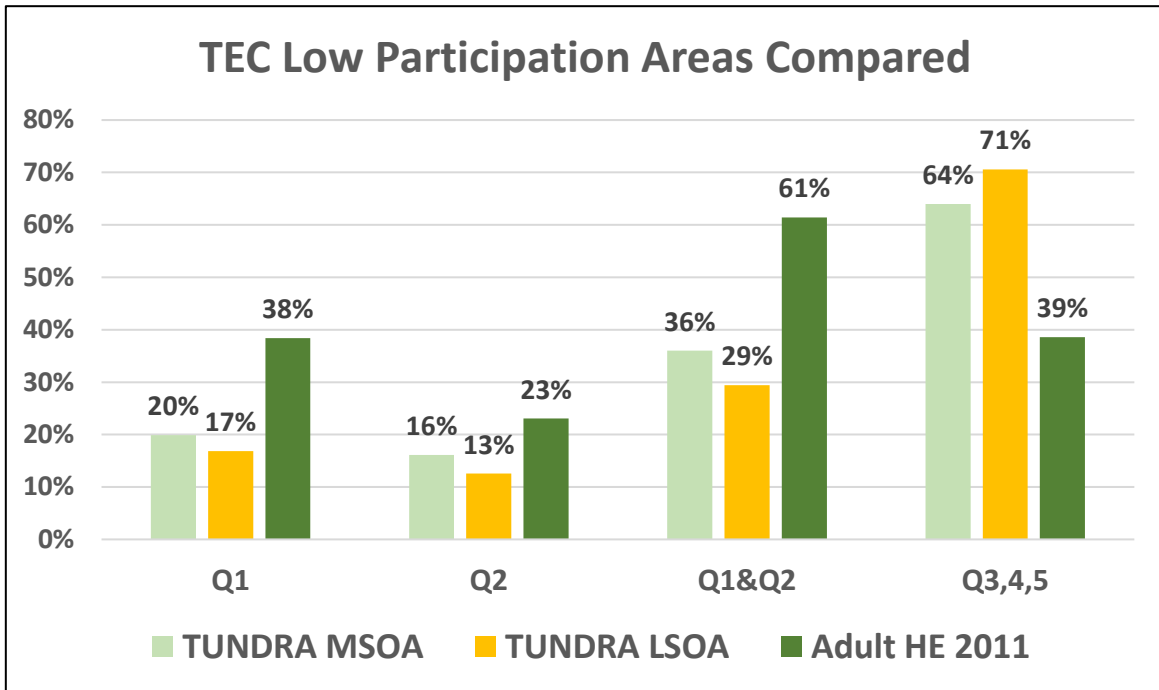
9.4. Table 5 shows that 751 students (61%) lived in Adult HE 2011 Quintiles 1 and 2, including 38% in Quintile 1. These quintiles represent areas where fewer adults hold higher-education qualifications (OfS, Adult HE 2011). As each quintile represents 20% of neighbourhoods in England, the national baseline for Quintiles 1 and 2 is 40%. This indicates that TEC recruits a substantial proportion of students from communities with low adult higher-education attainment.

**Table 5 TEC Adult 2011 Jan 20214 - Jan 2026**



9.5. Table 6 shows that 61% of TEC’s students live in Adult HE 2011 Quintiles 1 and 2, the areas where fewer adults enter higher education. This is higher than the proportions living in neighbourhoods where 16-year-old state-funded pupils have historically had low participation (36% MSOA and 29% LSOA in TUNDRA Quintiles 1 and 2). Although TEC primarily recruits adults, the data shows that these students live in communities with both low adult higher-education attainment and low young participation. This reflects TEC’s role in attracting adults who are typically under-represented in higher education and who return to study from neighbourhoods with long-standing patterns of low participation.

**Table 6 TEC Low Participation Areas Compared**



## 10. Support for Specific Student Groups

10.1. TEC supports specific groups of students into higher education, where gaps have been identified in the equality of opportunity. See for example, the [Office for Students Equality Impact Assessment \(Sep 2018\)](#).

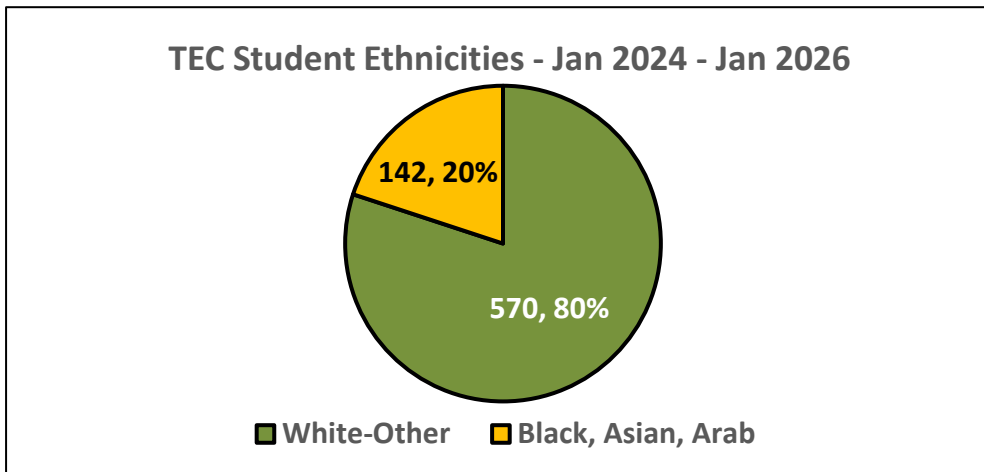
10.2. Though not exclusively, we specifically target four of the twelve disadvantaged and under-represented groups of students that are listed on page 3 of the [Office for Students Regulatory Advice 7 \(Jul,2018\)](#). These include:

- Those living in areas of low higher education participation, household income, or socioeconomic status (see the postcode analysis above)
- Students of certain ethnicities (e.g. White British, Black, Asian, and Arab)
- Mature students who have not previously had the opportunity to access further and higher education
- Female students who are underrepresented at TEC (41%)
- Carers (People Studying Health & Social Care)

10.3. TEC recognises that many students experience multiple, overlapping forms of disadvantage (for example, mature students from low-participation neighbourhoods, or female students from minority ethnic backgrounds with caring responsibilities). TEC has considered intersectional factors when designing support and monitoring outcomes.

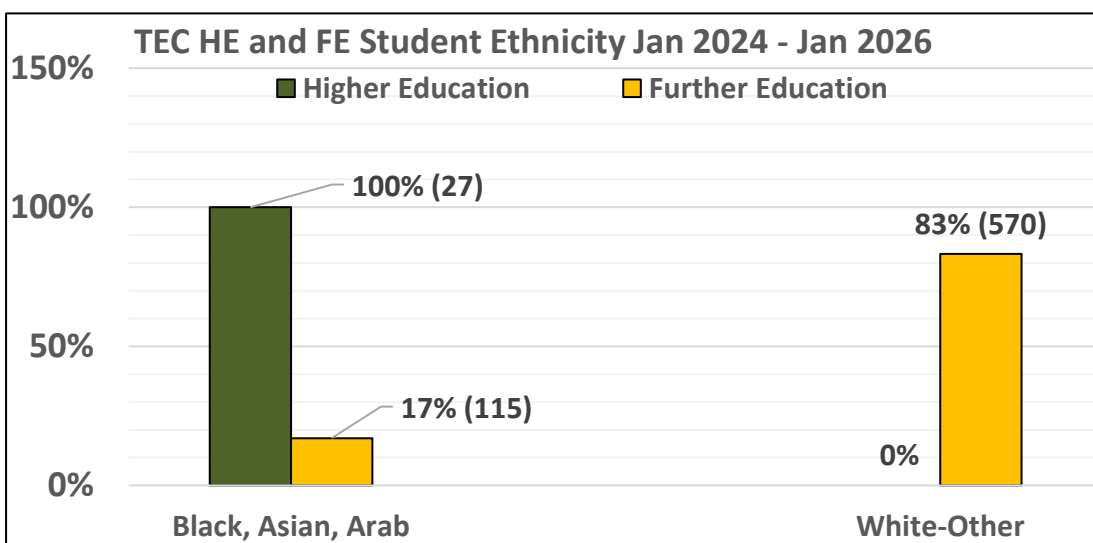
10.4. Table 7 shows the ethnicity of 712 TEC students who disclosed this information between January 2024 and January 2026. Of these students, 553 (80%) identified as White - Other, and 142 (20%) identified as Black, Asian or Arab. This profile indicates that TEC recruits students from a range of ethnic backgrounds across its English language and Further Education programmes, with a particular reach into White-Other communities. It also shows that TEC has scope to broaden its Further Education recruitment among Black, Asian and Arab communities to ensure that opportunities are accessible to a wider range of underrepresented groups.

**Table 7 TEC Student Ethnicities**



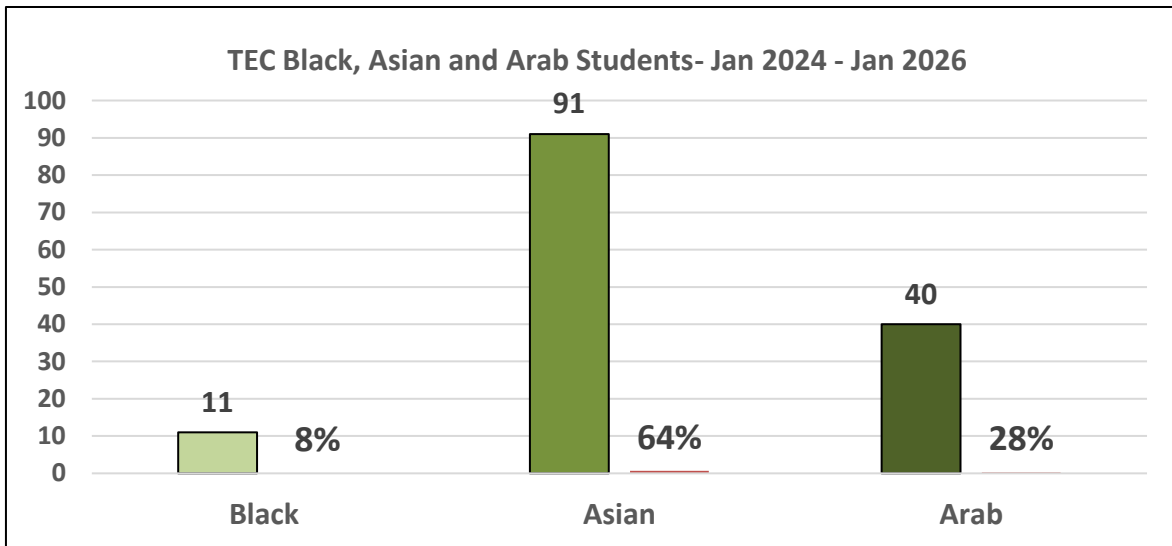
10.5. Table 8 shows that although TEC has only recruited 27 students into its higher education courses so far, all (100%) of these students identified as Black, Asian or Arab. This early profile indicates that TEC’s higher education offer is already attracting students from underrepresented ethnic groups. As TEC expands its higher education provision, it has clear potential to extend this reach further and provide additional opportunities for students from diverse Black, Asian and Arab communities.

**Table 8 TEC HE and FE Student Ethnicities Jan 2024 to Jan 2026**



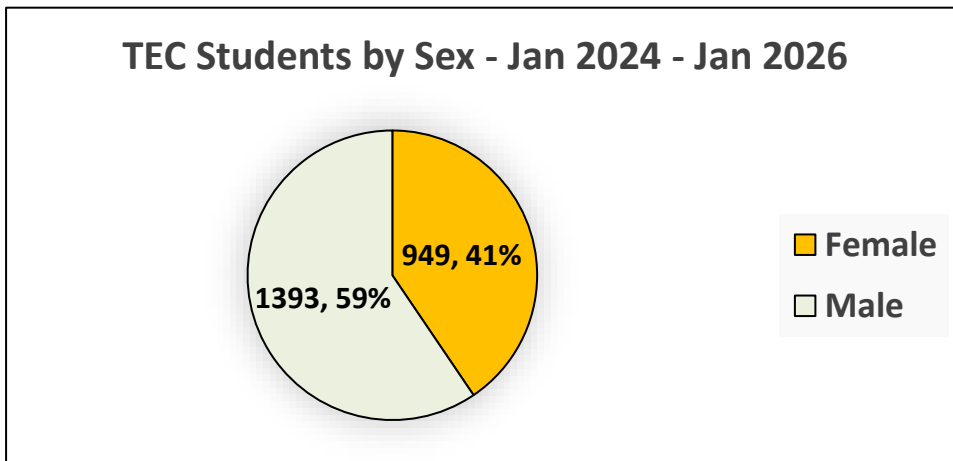
10.6. Table 9 shows that of the 142 Black, Asian and Arab students who disclosed their ethnicity, 11 students (8%) identified as Black, including two female students. This profile indicates that TEC has scope to extend its engagement with Black communities, particularly among Black female students, to ensure that opportunities are accessible to a wider range of underrepresented groups.

**Table 9 TEC Black, Asian and Arab Students Jan 2024- Jan 2026**



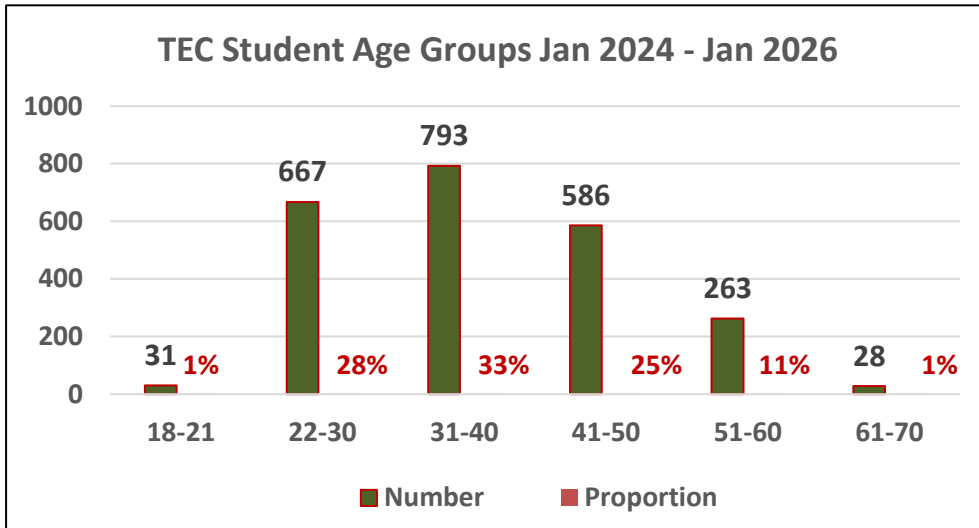
10.7. Table 10 shows the sex profile of TEC students who disclosed this information between January 2024 and January 2026. The data indicates that 59% of students were male and 41% were female. This imbalance shows that TEC has scope to strengthen recruitment activity aimed at increasing the proportion of female students, ensuring that opportunities are accessible and attractive to students of all genders.

**Table 10 TEC Students by Sex Jan 2024- Jan 2026**



10.8. Table 11 shows that over 90% of the 1,751 students recruited between January 2024 and January 2026 were over 21 years old. The largest age group was 31–40 years (793 students, 33%), followed by 41–50 years (586 students, 25%) and 51–60 years (263 students, 11%). Overall, 1,723 students (69%) were over the age of 30, confirming that TEC primarily recruits mature students.

**Table 11 TEC Student Age Groups Jan 2024 - Jan 2026**



## 11. Equality of Opportunity Risk Register (EORR)

- 11.1. This section is informed by the Office for Students Equality of Opportunity Risk Register (2023), which identifies sector-wide risks that may affect students' access, success, and progression. TEC has mapped these risks to its own student population (and its predicted higher education student population) and identified appropriate mitigations.
- 11.2. A students' opportunity to access higher education and to be successful in higher education, may be affected by one or more of the 12 sector-wide risks in the [equality of opportunity risk register \(EORR\)](#).
- 11.3. Students considered at risk according to the equality of opportunity risk register will be provided with additional support where possible to mitigate the risk. For example, students in need of knowledge and skills will be signposted to additional support classes.
- 11.4. The following table identifies how some students at Trent Education Centre may be affected by these EORR risks, and how TEC can mitigate the risks.

**Table 12 EORR with Mitigations**

Risks	How our students are affected	Mitigations
<p><b>Risk 1: Knowledge and skills</b> Students may not have equal opportunity to develop the knowledge and skills required to be accepted onto higher education courses that match their expectations and ambitions.</p>	<p>TEC recruits many students facing this lack of opportunity, especially mature students with low incomes who have been out of education for a long time.</p>	<p>TEC runs English language functional skills and vocational training courses from Level 1 to Level 3 that provide students with the English, Maths and other knowledge and skills they may need to enter higher education. TEC provides students with holistic support that builds their confidence and self-esteem.</p>
<p><b>Risk 2: Information and guidance</b> Students may not have equal opportunity to receive the information and guidance that will enable them to develop ambition and expectations, or to make informed choice about their higher education options.</p>	<p>TEC’s students need effective IAG to help them make informed choices about higher education. Students on ESOL Entry 1-3 and Level 1 – Level 3 courses need IAG on progression opportunities into higher education.</p>	<p>As stated in the Strategic Plan, by Sep 2026 TEC intends to apply to the Matrix Standard for high-quality IAG, which enables “people to reach their full potential” (Matrix, 203).</p>
<p><b>Risk 3: Perception of higher education</b> Students may not feel able to apply to higher education, or certain types of providers within higher education, despite being qualified.</p>	<p>Many of TEC’s students or potential students do not believe they are young enough or qualified to apply for university level studies. Many are also unaware about the funding opportunities available to them.</p>	<p>TEC does outreach to communities to inform people from under-represented groups about opportunities for people with work experience, who may lack formal qualifications. TEC aims to ensure that students are aware of any funding available to enable them to access higher education.</p>

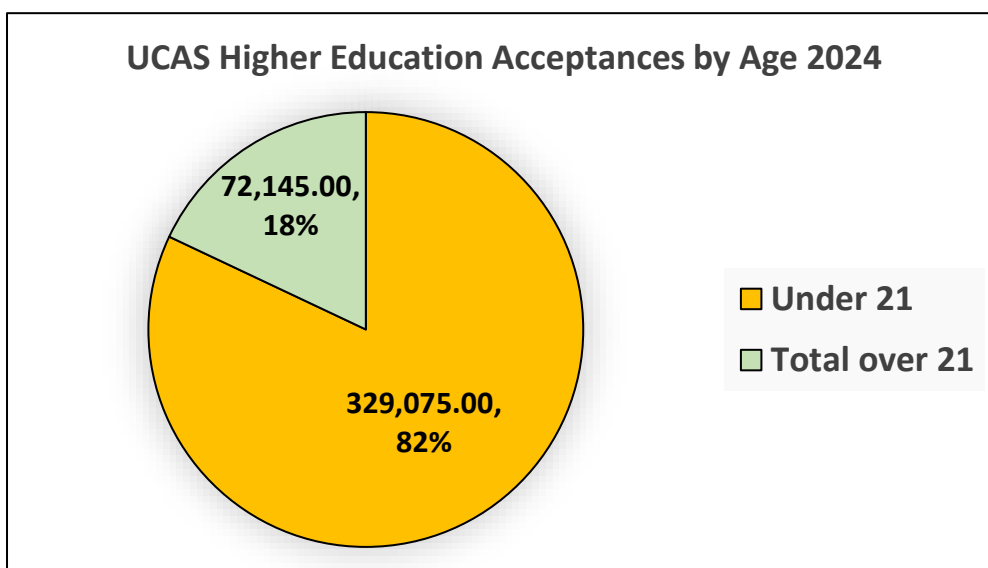
Risks	How our students are affected	Mitigations
<p><b>Risk 4: Application success rates</b> Students may not be accepted to a higher education course or may not be accepted to certain types of providers within higher education, despite being qualified.</p>	<p>TEC students may fail to pass entrance tests or interviews due to a lack of confidence and experience in taking tests and attending interviews.</p>	<p>TEC provides additional workshops and support to students on how to write their CV, write and speak about themselves and their personal achievements and goals with confidence and fluency. This helps to prepare students to perform in interviews and write their personal statements.</p>
<p><b>Risk 5: Limited choice of course type and delivery mode</b> Students may not have equal opportunity to access a sufficiently wide variety of higher education course types.</p>	<p>TEC's higher education offer is currently limited to the ATHE Level 4 and 5 Extended Diploma in Business and Management, and the Pearson BTEC HND in Business (Entrepreneurship and Small Business Management).</p>	<p>TEC is seeking a partnership with a university to deliver higher education programmes that address areas of recognised skills shortage in the UK labour market, such as Cybersecurity, Data Analytics, and Health and Social Care. Expanding into these subject areas would support local and regional workforce needs while providing students with clear pathways into high-demand professions.</p>

Risks	How our students are affected	Mitigations
<p><b>Risk 6: Insufficient academic support</b> Students may not receive sufficient personalised academic support to achieve a positive outcome.</p>	<p>Many of TEC’s non-traditional mature students require academic support from personal tutors in addition to their scheduled classes.</p>	<p>TEC has a programme of additional academic support classes for all higher education students who need additional support in English and academic literacy as well as digital skills. Employability workshops are also provided.</p>
<p><b>Risk 7: Insufficient personal support</b> Students may not receive sufficient personalised non- academic support or have sufficient access to extracurricular activities to achieve a positive outcome.</p>	<p>TEC’s students require opportunities to meet Tutors on a one-to-one basis in addition to attending scheduled classes.</p>	<p>TEC’s Strategic Plan includes assignment of a Personal Tutor to each student and the maintenance of an individually tutored Personal and Professional Development Plan (PPD) that integrates personal, social, and emotional development alongside academic achievement and career planning. TEC is committed to maintaining a minimum Student to Academic Staff ratio of 30:1.</p>

## 12. Access and Participation Benchmarks

- 12.1. According to the [House of Commons Library Research Briefing](#) on higher education student numbers (February 2026), there were 2.86 million students at UK higher education institutions in 2024/25. The briefing highlights ongoing concerns about declining participation among mature students, part-time students, and some disadvantaged groups.
- 12.2. Analysis of the [UCAS End of Cycle 2024](#) “Acceptances by Provider” dataset (England only) shows that higher education providers accepted a total of 401,220 students in 2024. As shown in Table 14 below, 329,075 (82%) were aged under 21. Mature students represented a much smaller proportion of acceptances: 29,965 students (7.5%) were aged 21–24, 12,565 (3.1%) were aged 25–29, 8,455 (2.1%) were aged 30–34, and 21,160 (5.3%) were aged 35 and over. This confirms that mature students over 21 years old form a relatively small share (18%) of acceptances across the sector. In contrast, over 90% of TEC’s students in its community learning and higher-education pathway programmes are over 21, including the ATHE Level 4 Extended Diploma in Business and Management, where many students progress into employment or continue to Level 5.

**Table 13 UCAS Higher Education Acceptances 2024**



**Table 14 UCAS Data 15 Feb 2024 (Ethnicity, England, UK)**

Ethnicity	All ages		Under 21		Over 21	
	Count	Percentage	Count	Percentage	Count	Percentage
Asian	72,715.00	18%	60,325.00	15%	12,390.00	3%
Black	48,410.00	12%	31,615.00	8%	16,795.00	4%
Mixed	26,400.00	7%	21,750.00	5%	4,650.00	1%
White	231,035.00	57%	186,785.00	46%	44,250.00	11%
Other	15,755.00	4%	11,070.00	3%	4,685.00	1%
Unknown	11,335.00	3%	3,825.00	1%	7,510.00	2%
Totals	405,650.00	100%	315,370.00	78%	90,280.00	22%

12.3. Analysis of the UCAS End of Cycle 2024 “Provider Country Ethnic Group” dataset (England only) shows that, across all providers, 57% of accepted students were White, 18% Asian, 12% Black, 7% Mixed, 4% from Other ethnic groups, and 3% had an unknown ethnicity. TEC’s own enrolment data shows a large proportion of TEC’s students identify as White-Other. This indicates that TEC has scope to broaden its recruitment reach to Black, Asian, Arab and Other ethnic communities within its local areas. Expanding access to funded programmes and strengthening community-based outreach will support TEC’s aim of ensuring that higher-education opportunities are accessible to students from all ethnic backgrounds.

**Table 15 UCAS Acceptances by Ethnicity 2024**

Ethnicity	All ages		Under 21		Over 21	
	Count	Percentage	Count	Percentage	Count	Percentage
Asian	72,715.00	18%	60,325.00	15%	12,390.00	3%
Black	48,410.00	12%	31,615.00	8%	16,795.00	4%
Mixed	26,400.00	7%	21,750.00	5%	4,650.00	1%
White	231,035.00	57%	186,785.00	46%	44,250.00	11%
Other	15,755.00	4%	11,070.00	3%	4,685.00	1%
Unknown	11,335.00	3%	3,825.00	1%	7,510.00	2%
Totals	405,650.00	100%	315,370.00	78%	90,280.00	22%

12.4. The data in the table below, taken from [HESA](#), shows what percentages of students according to five personal characteristics of Gender, Age, Disability, Religious belief, and Ethnicity, were in all types of full-time higher education courses in England between 2020/21 and 2024/25. The percentages have remained steady over the five academic years.

**Table 16 HESA data on HE enrolments by Personal Characteristics 2020/21 to 2024/25<sup>11</sup>**

Year	2020/21	2021/22	2022/23	2023/24	2024/25
<b>Sex</b>					
Female	57%	57%	57%	57%	56%
Male	43%	43%	43%	43%	44%
<b>Age</b>					
20 and under	38%	37%	36%	37%	38%
21-24 years	29%	28%	27%	27%	27%
25-29 years	12%	13%	14%	13%	12%
30 years and over	21%	22%	23%	23%	23%
<b>Disability</b>					
Known disability	15%	16%	16%	18%	19%
No known disability	85%	84%	84%	82%	81%
<b>Religious belief</b>					
No religion	48%	47%	45%	44%	44%
Buddhist	1%	1%	1%	1%	1%
Christian	32%	31%	31%	30%	30%
Hindu	4%	5%	6%	6%	6%
Jewish	0%	0%	0%	0%	0%
Muslim	11%	12%	13%	14%	14%
Pagan			0%	0%	0%
Sikh	1%	1%	1%	1%	1%
Any other religion or belief	3%	3%	3%	3%	3%
<b>Ethnicity</b>					
White	74%	73%	72%	70%	68%
Black	8%	8%	8%	9%	9%
Asian	12%	12%	13%	14%	14%
Mixed	4%	5%	5%	5%	5%
Other	2%	2%	2%	2%	3%
Not known					
<b>Total students with a UK permanent address</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

12.5. In the last academic year (2024/25) 56% of students were female compared to 44% male, 38% 20 years or under compared to 23% 30 years or over and only 12% aged 25-29, 19% had a known disability, 44% had no religious belief compared to 30% Christian and 14% Muslim, and most significantly, 68% were White compared to 14% Asian and 9% Black.

12.6. These figures support TEC’s strategy to specifically (though not exclusively) target mature students, and students from Black and Asian communities, to support access and participation in higher education from under-represented groups. This includes targeting mature White students and all other students who have not previously had the opportunity to access further and higher education.

<sup>11</sup> This HE enrolment data from 2020/21 to 2024/25 is taken from [HESA](#)

## 13. Student Admissions

- 13.1. TEC provides equality of opportunities to all applications through fair and transparent student recruitment and [Admissions Policy](#). Students have full access to TEC's [Terms and Conditions \(Higher Education\)](#) and [Tuition Fees, Refunds and Compensation Policy \(Higher Education\)](#), which are available on the TEC website.
- 13.2. During the recruitment and admissions process, TEC provides applicants with the key information required under consumer protection law and the Competition and Markets Authority's guidance for higher-education providers ([CMA182, updated 2023](#)). This includes:
- The number of Guided Learning (Contact) Hours (GLH)
  - The number of expected Self-Study Hours making up the Total Qualification Time (TQT)
  - The total costs of the course including fees plus any additional costs the student may incur
- Providing this information at the pre-contract stage ensures that applicants can make informed decisions and that TEC meets its obligations under OfS Condition C1.
- 13.3. All public information provided to prospective students and active students is checked and approved by the Head of Quality and Executive Principal or person(s) delegated by the Head of Quality and Executive Principal and reporting to them. All marketing and recruitment materials are vetted to ensure they comply with TEC's Equality, Diversity, and Inclusion Policy.
- 13.4. Students can enrol into a higher education course at TEC if they are legally eligible and meet entry requirements. Mature students, who do not have formal qualifications will be able to gain entry if they can demonstrate relevant prior learning through work experience. This is subject to approval of a relevant TEC partner or awarding organisation. This enables non-traditional mature students an opportunity to access higher education that they are equipped for through the experience they have gained in the workplace.
- 13.5. TEC ensures that all material information is provided clearly, accessibly and in good time before applicants make a decision, in line with CMA requirements for pre-contract information and OfS Condition C1.

## 14. Monitoring Access and Participation

- 14.1. TEC will monitor and review its recruitment and service provision to students and the quality of the overall **student experience** at all stages of the student journey from admissions, enrolment, and inductions to personal tutoring with holistic student support and welfare, access to the virtual learning environment, IT, and library resources. Alumni will be permitted access to their email, the library and support services for up to six months after they graduate. Monitoring of continuation, completion and progression aligns with OfS Conditions B1–B6, ensuring that students from under-represented groups achieve successful outcomes throughout the student lifecycle.
- 14.2. TEC will monitor its **student recruitment** against planned growth to provide access to approximately 2,500 students on higher education courses from 2025/26 to 2028/29. These plans include recruiting students to the Pearson BTEC Higher National Diploma in Business (Entrepreneurship and Small Business Management), the NCFE Cybersecurity and Data Analyst programmes, and a BA (Hons) degree delivered through a partnership with a university. All higher education recruitment and delivery plans are subject to TEC securing registration with the Office for Students.
- 14.3. Students will be recruited from all locations where TEC has **Study Centres**, including Nottingham, Leicester, and Birmingham. Given the evidence from data provided in this Access and Participation Statement, more students will be targeted from low participation areas in Birmingham and Nottingham. It is expected that as TEC grows, more traditional students, who possess Level 3 qualifications and are between the ages of 18 and 25 will be recruited in addition to mature students from areas of high deprivation low participation.
- 14.4. Student recruitment and admissions teams will be monitored to ensure that all students admitted have been fairly assessed and meet the **entry criteria** for the course for which they are applying. This monitoring process will be overseen by the Head of Admissions and Head of Quality reporting to the Executive Principal and Academic Board.
- 14.5. As part of its annual review cycle, TEC will carry out a **gap analysis** of attendance, completion, continuation and progression rates, disaggregated by students' personal and protected characteristics, including sex, age and ethnicity. The findings will inform TEC's annual improvement plan and guide targeted actions to address any equality-of-opportunity gaps identified. TEC will also continue to submit student data to awarding organisations as part of their annual monitoring requirements.
- 14.6. This Access and Participation Statement (APS) is reviewed by the Academic Board and formally approved annually by the Board of Governors, in line with its responsibilities for regulatory compliance under the OfS Conditions of Registration. The Academic Board has an independent member and student representation, which ensures that the student voice is heard when finalising, amending, and renewing the APS.

- 14.7. Students have contributed to the development and review of this Access and Participation Statement through focus groups with higher education students and representation on the Academic Board. Their input has helped ensure that the APS reflects the experiences and needs of students from under-represented groups.
- 14.8. The Academic Board reports to the **Board of Governors** a minimum of three times per annum and the Board of Governors, includes independent members and a student representative, receives a report together with this renewed annual APS as part of its schedule of business. The updated APS has been approved by the Board of Governors before publication.
- 14.9. The Access and Participation Statement is reviewed and renewed annually as a minimum, or sooner if amendments are required. After its approval by the Board of Governors, the APS is uploaded on the TEC website and VLE.

## 15. Concluding Statement

- 15.1. TEC is committed to recruiting students from the disadvantaged backgrounds and underrepresented groups it has identified, including students from low participation areas, mature students on low incomes or unemployed, Black, Asian, and Arab students, female students, and all other students who have missed or not previously had the opportunity to access further and higher education.
- 15.2. TEC will provide multiple entry routes where possible to make higher education courses accessible to students from disadvantaged backgrounds and underrepresented groups.
- 15.3. TEC will expand its portfolio and adapt existing programmes of study where possible to provide courses that meet the needs and interests of students from disadvantaged backgrounds and underrepresented groups.
- 15.4. TEC will make reasonable adjustments for students with disabilities or special needs when teaching and administering examinations and assessments.
- 15.5. TEC is committed to making ongoing improvements to the attendance, completion, retention, progression, and continuation rates of disadvantaged students, and those from underrepresented communities, especially those identified in the equality of opportunity risk register as being at risk.
- 15.6. TEC will attempt to reduce attainment gaps with interventions for students from disadvantaged backgrounds and under-represented groups.
- 15.7. TEC will enhance and grow its support services to ensure support staff are available to monitor and support students with their attendance and engagement, assignment submissions, and mitigating circumstances.
- 15.8. All students will be given equal opportunities and training on how to complain and appeal to staff, including academic appeals and appeals against admissions decisions.
- 15.9. Students from disadvantaged backgrounds and underrepresented groups will be provided with employability support and training.

# Appendix A: Online Application Form

## Application Form

\* indicates required fields

**Name \***


TITLE

FIRST NAME

SURNAME

**SEX \***

**DATE OF BIRTH \***



**MOBILE \***

**EMAIL \***

**EMERGENCY CONTACT \***

**NATIONAL INSURANCE NUMBER \***

**HAVE YOU BEEN A UK RESIDENT FOR 3 YEARS OR MORE ? \***

**FIRST LINE OF ADDRESS \***

**SECOND LINE OF ADDRESS \***

**CITY \***

**COUNTRY \***

**POSTAL CODE \***

**PREVIOUS QUALIFICATION LEVEL**

HIGH SCHOOL

**COUNTRY OF BIRTH \***

ROMANIA

**NATIONALITY \***

AFGHANISTAN

**ETHNICITY \***

ANY OTHER WHITE BACKGROUND

**VISA STATUS \***

EEA OR SWISS NATIONAL

**WHICH COURSE ARE YOU APPLYING FOR? \***

HNC/HND IN BUSINESS: ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT

**WHEN WOULD YOU LIKE TO START STUDY? \***

JANUARY 2026

**PASSPORT NUMBER \***

**PREFERRED STUDY CENTRE LOCATION \***

NOTTINGHAM

**EMPLOYMENT STATUS \***

UNEMPLOYED

**LENGTH OF UNEMPLOYMENT \***

UP TO 3 MONTHS

**HAVE YOU EVER APPLIED FOR STUDENT FINANCE ? \***

NO

**IF YES, PLEASE SPECIFY WHEN AND FOR WHAT COURSE ?**

**DISCLOSE ANY DISABILITY/MEDICAL CONDITION \***

NO DISABILITY

**IF OTHER, PLEASE GIVE DETAILS**

**DO YOU HAVE ANY SPENT/UNSPENT CRIMINAL CONVICTION? \***

NO

**IF YES, PLEASE GIVE DETAILS**

**Are you in receipt of any benefits? \***

YES

NO

**IF YES, WHAT TYPE OF BENEFITS YOU ARE RECEIVING \***

UNIVERSAL CREDIT

**HOW DID YOU HEAR ABOUT US? \***

SOCIAL MEDIA (FACEBOOK, INSTAGRAM, LINKEDIN, YOUTUBE ETC.)

**SIGNATURE**

**DATE**

**PASSPORT / NATIONAL ID (NO DRIVING LICENCE)**

Drop files here or

Select files

Max. file size: 4 MB, Max. files: 10.

**ID BACK PICTURE**

Drop files here or

Select files

Max. file size: 4 MB, Max. files: 10.

**QUALIFICATION/WORK REFERENCE LETTER, P60**

Drop files here or

Select files

**PROOF OF ADDRESS**

Drop files here or

Select files

Max. file size: 4 MB, Max. files: 10.

**RIGHT TO STUDY**

Drop files here or

Select files

**NATIONAL INSURANCE NUMBER**

Drop files here or

Select files

Max. file size: 10 MB, Max. files: 10.

**CV**

Drop files here or

Select files

Max. file size: 10 MB, Max. files: 10.

**WORK REFERENCE**

Drop files here or

Select files

Max. file size: 10 MB, Max. files: 10.

**Terms and Conditions (Higher Education) \***

I AGREE TO THE [TERMS AND CONDITIONS \(HIGHER EDUCATION\)](#)

**NOTES (STAFF USE ONLY)**

**POST CUSTOM FIELD**

Submit

# Appendix B: Moodle (VLE)

The screenshot shows the Moodle VLE interface for a course titled "Induction". At the top, there is a navigation menu with the following items: Dashboard, Courses, Intakes, Assignments, Sessions, Attendance, Students, TurnItIn, and Library. The course name "Induction" is displayed prominently, along with an "Add Sub Module" button. Below the course name, there is a description: "Induction Presentation and necessary documents". A section titled "Course Material" is expanded, showing a list of resources. The first resource is "Access and Participation Statement 2026-27", which includes a sub-item "TEC Access and Participation Statement-2025-26.pdf" labeled as "Material". The second resource is "ATHE Learner Handbook". Each resource has icons for editing, downloading, and deleting, along with a "View Details" link.

**TRENT EDUCATION CENTRE** Dashboard Courses Intakes Assignments Sessions Attendance Students TurnItIn Library

## Induction

Add Sub Module

Description:  
Induction Presentation and necessary documents

Course Material

Access and Participation Statement 2026-27 [Hide Details](#)

TEC Access and Participation Statement-2025-26.pdf **Material**

ATHE Learner Handbook [View Details](#)