



Access and Participation Statement 2023 - 2024

INTRODUCTION

HIT Training Ltd was established in 2006 and is a market-leading specialist apprenticeship and training provider for the UK's hospitality, catering, care and retail industries. Working in partnership with sector employers, the aim of HIT Training is to improve employees' skills, increasing their efficiency and productivity, enabling business innovation. The organisation has three separate divisions to serve its markets entitled Hospitality Industry Training, the Executive Development Network and Connect to Care. Within these divisions the organisation offers a range of apprenticeship standards from Level 2 - Level 5.

HIT Training's overarching aim for all learners is to **develop learners personal, economic, and social status** and this access and participation statement will identify the commitments that HIT Training is making to improving access, success and progression for students from all backgrounds and underrepresented groups on Higher Education apprenticeships.

ACCESS

HIT Training currently has approximately 8,500 students enrolled on its provision, 13% are aged 16-18 and the remaining 87% of students are aged 19 and over and for the purpose of this statement, these latter students will be considered as mature. This compares with Office for Students data from 2021/22 (OfS 2023) which identifies that 72.9% of students entering higher education apprenticeship programmes are mature. Most of these mature students are enrolled on apprenticeship programmes including apprenticeships at level 4 and above.

HIT Training currently collects data on disabled students and particular types of learning disabilities and mental health problems and data on students of ethnicities.

In terms of ethnicity, 76% of the HIT Training student population are White English, Welsh, Scottish, Northern Irish, British therefore 24% of the student population would be considered from Black, Asian and other minority ethnic groups (BAME). According to the OfS (2023), the proportion of students from minority ethnic groups entering a Higher Education apprenticeship in 2021/22 was 17%. It is therefore suggested that the measures taken by HIT Training to provide access to apprenticeship training for BAME cohorts is currently in a strong position and demonstrates its commitment to access for these cohorts.

In terms of disability, 85% of the HIT Training student population have no disability reported so 15% of the student population would be considered to have a disability including cognitive or learning difficulties, mental health conditions, sensory, medical, or physical impairments and social or communication impairments. The OfS data (2023) for the proportion of students with a declared disability entering into a Higher Education apprenticeship in 2021/22 was 12.7%, therefore it is suggested that the HIT Training access to apprenticeship training for students with a disability compares favourably with providers across the sector. HIT Training does not currently hold access data for those living in areas of low higher education participation, household income, or socioeconomic status, however this data will be collected in the future to identify the measures that can be taken to ensure equitable access to apprenticeship training for these underrepresented groups. HIT Training is committed to the principle that everyone has the right to education and should have equal opportunity to pursue it. This fair access plays a pivotal part in ensuring that all learners



are able to maximise their life opportunities and outcomes which in turn benefits our national economy for the future.

SUCCESS

HIT Training believes that all learners should be able to enjoy a learning environment that is designed with flexibility to suit their learning style and their lifestyle which contributes to enabling their success. There is a commitment to a policy of equal opportunity for both staff and learners and work to ensure that reasonable adjustments can be made for any person who needs them, the aim being to maintain a positive learning environment. All learning is quality assured, and diversity and inclusion is recognised and encouraged as playing a key role in the successful delivery of teaching and training with a particular focus upon supporting students with a declared disability. Although HIT Training does not currently analyse success data for students in specific underrepresented groups, the current provision that is in place to support these students include:

- Initial engagement and enrolment - this includes diagnostic assessments to establish the correct entry level and the provision of options to ensure the programme is right for the learner and links to their current job role and future aspirations.
- Four-week review - Vocational Trainers meet with learners to check student welfare, review progress, discuss and agree the next module of the programme, and provide appropriate information, advice, and guidance to enable students to continue successfully on their journey.
- Twelve-week review - Vocational Trainers meet with students and the employer to check student welfare, review progress, discuss issues and concerns regarding the programme and / or their employment. The review plans for the forthcoming twelve weeks, and provides appropriate support to enable students to continue their journey and employers to be able to provide the appropriate support
- Each student has an individual learning plan created within the onboarding process to all programmes that HIT Training offer to ensure that they may be offered whatever additional support is required.
- Each prospective student is taken through an initial assessment to determine their levels of English and Maths as well as a full skills scan based around the individual programme requirements.

PROGRESSION

HIT Training has an Information, Advice and Guidance Policy that is aligned to the organisation's responsibilities to support all students to develop the knowledge, skills, and confidence to make considered career decisions and have the opportunities to progress to high quality, sustained positive destinations. In addition, it is intended that students are provided with relevant support and guidance to allow them to succeed and prevent them leaving their training programme. This aligns with HIT Training's strategic responsibility to provide outstanding vocational training in each of the sectors they deliver to. Each student will have an exit review to identify and explore the next steps in relation to



progressing to the next level of apprenticeship, promotional opportunities within their employment or progressing to higher level degree apprenticeship study. HIT Training does not currently analyse progression data for students from specific underrepresented groups so this will form a targeted strategy for the future.

STUDENT CONSULTATION

In the future, students will be consulted with in terms of the approach taken by HIT Training to improve access and participation. This will be achieved through student representation feedback at institution and programme level which will feed into the access and participation strategy for the organisation and inform the approach to learning opportunities, academic support, and the student voice for students from underrepresented groups.

AMBITION AND STRATEGY

As a result of evaluating our access and participation activity for all our students from underrepresented groups, HIT Training has developed the following overarching objectives for improving access and participation:

- Enable an inclusive learning culture to allow all students including those from underrepresented groups to fulfil their potential
- Raise awareness of continual progression of learning with students from underrepresented groups
- Increase continuation and success of underrepresented students on all programmes

To fulfil these objectives, HIT Training will undertake the following targeted activities:

- Collate data on the non-continuation, retention and success of students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities to enable HIT Training to reduce the gaps between these groups and other students.
- If attainment gaps are identified, specific activities will be used to reduce the attainment gaps between students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities, and those from other groups.
- Collate data on the progression of students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities, into graduate-level employment or further study. This data will then be used to inform activities in relation to improving progression.



Divisions of HIT Training Ltd.



- Identify any existing intersections of disadvantage (the ways in which multiple student characteristics combine and lead to greater underrepresentation) and formulate future strategies to overcome these intersections.

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Last Review: December 2023

Next Review: December 2024

Person Responsible for review: Quality Director

This Policy has been agreed by Jill Whittaker, Managing Director