



**ACCESS AND PARTICIPATION**

# 1. INTRODUCTION

With its ambition to be a world-class institution, JCA is a fully inclusive institution that welcomes students from diverse backgrounds who share a common goal; to be the best in their field.

JCA seeks to support only the very best and most gifted and aspiring designers (learners) to fulfil their (fashion and design) academic ambitions, regardless of background or circumstance.

In its competitive assessment of applicants the only consideration that is made is to the degree that the individual meets the requirements of the programme.

A range of opportunities exist for applicants to impress.

Admission is based on academic, creative and entrepreneurial potential that is holistically assessed through prior qualifications, creative portfolio and academic interview.

Core to the assessment however is the personal degree of 'potential, determination and focus'.

## **Mission Statement**

JCA is a truly distinctive educational institution that delivers luxury brand education through a couture-styled learner centred approach that is focused on professional practice delivered within a boutique specialist incubation environment.

The ambition for this access and participation statement then is to recognise areas where attention need to be given to widen access, improve success and to support progression and completion.

## **Good Practice and External Reference**

This Policy has been created in line with the February 2018 'Office for Students' general guidance, and benefits from the good practice guidance published by the Director for Fair Access and Participation.

## **Regulatory Condition and Oversight**

With its remit to encourage and regulate a world-leading higher education sector, this Access and Participation Statement has been prepared as part of a definitive suite of documents that have been presented, assessed and approved by the higher education regulator, Office for Students, in the determination of registration.

## **Consultation with Students**

This Statement will be subject to annual review and will take the advice, contribution and steer of the JCA student body.

# 2. OUTREACH AND EXTERNAL RELATIONS

With its inclusive approach to finding and then inculcating the best emerging talent, JCA is committed to an inclusive approach to its admissions and enrolments policy. Applicants will have equal consideration irrespective of, for instance, age, ethnicity, or socio-economic status.

In its recruitment and market strategies, JCA will systematically develop strategic partnerships with educational institutions, business and community organisations.

## 1. Schools Liaison Programme

JCA will create a liaison programme with local School's and College's and will fully engage with a School's roadshow, providing workshops and seminars in Fashion Design.

School's will not be chosen on the grounds of type but rather geography to the Academy and so will capture the full diversity of students at local State School's and public FE College's as part of its work.

We will offer 'Taster Sessions', 'Campus Visits' along with invitations to catwalks, end-of-year shows, and a range of curated events open to the general public.

We will enrol student ambassadors to act as mentors and role models and to engage with local School's through community based projects led by School Tutors.

Over time, progression agreements will be developed with School's that aim to raise the aspiration of their students into academic and professional careers in fashion and fashion related industries.

## 2. Saturday Club Programme

JCA will engage with national programmes that encourage young people to experience Design (eg Sorrell Foundation) and as part of that work will launch its own Saturday Club Programme.

Each year 30 school children with aspirations in design and fashion will be invited from across London's schools to engage with JCA with the aim to promote the value of studying Higher Education.

The Academy will build into its strategy a priority for outreach into areas of low participation in London using HESA and POLAR datasets.

## 3. Creative Networks Programme

JCA will deliver a free-to-public monthly networking event that aims to attract mature audiences who have an interest in fashion, arts and design.

As a direct outcome the network acts to encourage entry onto campus and to encourage and promote access to learning opportunities.

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## 3. PARTNERSHIPS

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The JCA recognises the great value to be gained through working in partnership.

In working closely with its validation partner, the University of West London, the Academy benefits from UWL's exceptional record in widening participation.

Through the relationship, the JCA has adopted many of the same policies, shares the same Equality and Diversity Statement and subsequent practices, and is committed to ensure that all students will be enabled to excel.

As part of this work, JCA will also seek to work with the National Collaborative outreach Programme (NCOP) of London through discussion with Access, Linking London and Aim Higher South East.

# 4. TEACHING AND LEARNING

JCA ensures that its staff operate inclusive teaching and learning practices. It assures this through its recruitment of appropriately qualified staff and for its commitment to their continuing professional development. Owing to statistical evidence drawn from the creative industries, the Academy HR training programme for example, includes annual workshops on understanding mental health and neurodiversity in creative and design-based learning.

## **Class sizes**

In line with its Mission for highly specialised teaching practice, class sizes are purposefully small, and benefit from high staff to student ratio.

Teaching is highly personalised, with teaching taking place in small studio groups, crits, one-to-one tutorials and mentorship.

Students with a diverse set of needs will be supported through close relationships, cooperation and peer support.

## **Practice and vocation based learning**

Our courses are unashamedly focused on the intellectual pursuit of professional practice.

Given the practice based discipline then, our entry requirements recognise the value of personal and professional experience as well as academic qualifications and our programmes have been designed with employers to ensure that graduates meet the innovation and enterprising needs of the sector.

In keeping, we think that the most effective tool to encourage entry from those students in socio-economic disadvantaged groups is to provide value for money through employment and career opportunities.

JCA prides itself on supporting its students to create enterprise and enterprising opportunities as an integral part of their learning. Modules throughout the course engage directly with life beyond the Academy, enabling learners to explore the dynamics involved in working collaboratively with fashion and related disciplines.

## **Technology Enhanced Learning**

Although the main pedagogy of JCA will be centred around practice based learning undertaken in dedicated professional studio's; individual and group based discourse is facilitated through a variety of online media, from broad-based learning management systems through to highly customised e-portfolio's.

Supporting both synchronous and asynchronous learning, both on campus and off, students will be able to access a variety of static, audio-visual and interactive course content through the Academy Learning Management System.

Delivering learning through a variety of user-defined and user-enabled content that can be efficiently re-purposed visually, aurally and spatially will assist different types of learners.

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# 5. STUDENT SUPPORT

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## **Mentorship**

JCA prides its pedagogy on the mentorship of its students however it is also through this practice of building close relationships that strengths can be channeled and weaknesses addressed on a highly individualised basis. In this sense the act of mentorship creates a bridge between what is traditionally considered as teaching and that of student support.

Mentors are all practising professionals drawn from the academic, technical and administrative functions of the Academy.

Mentors interact, engage, and participate with learners and guide the learning journey. They excite, provoke and disrupt ways of thinking. They support, protect and inculcate excellence. However, most of all, they motivate, encourage and inspire.

## **Support for disabled students**

Through its partnership with UWL, the Academy has in place specialist support to undertake the qualified disability assessment of learners who self-declare or who may benefit from assessment.

For these students, support is provided on a personalised basis such as providing assistive learning technologies.

Students with disabilities, mental health problems, Specific Learning Difficulties are given tailored support and where appropriate offered counselling.

# 6. FINANCIAL SUPPORT

Although the Academy is not obliged to make transparent any financial contribution to the work that it undertakes to encourage access and participation, JCA is committed to finding the very best talent.

## JCA Academic Scholarships

JCA recognises that the funds needed to deliver the type and quality of personalised education does not fit the economies of most traditional HEI's. As such the fees at JCA are held at a premium.

In its commitment to ensure that it only admits the most capable and determined students the JCA has set aside a scholarship fund that aims to support those from disadvantaged backgrounds or those with non-traditional educational backgrounds. Students who may benefit from this support are transparently means-tested and fee reductions made as appropriate.

## JCA Creative Practice Bursaries

Recognising the additional costs that come with creative practice, such as the cost of fabrics and materials, JCA has allocated a generous fund to its Bursaries scheme.

Application is made post enrolment and is typically for students who are working toward a major or final project.

## JCA Hardship

Under exceptional circumstances students may face sudden challenges that require them to apply for hardship funds which may assist, for example with travel.

Application is made post enrolment and evidence based.

OUTREACH	Outreach Officer / Schools Liaison	Investment
	Saturday Club	Investment
	Scholarships	Investment
FINANCIAL SUPPORT	Scholarships	Fee Waiver
	Bursaries (Creative Practice)	Cash
	Bursaries (Final Year Collection)	Cash
	Hardship Funds	Cash
TECHNOLOGY SUPPORT	Purchase of assistive technology loaned to students)	Investment

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# 7.

## CAMPUS ACCESSIBILITY

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JCA is situated in the heart of Mayfair, close to the tube, rail and bus transport links. The campus is newly refurbished and includes specialist facilities. Every effort has been made to make both facilities as accessible as possible to all members of our community.

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# 8.

## MONITORING AND REVIEW

### Measures and evaluation

In meeting its obligations under the Higher Education and Research Act (HERA) the Academy will submit annual returns of data to the Higher Education Statistics Agency (HESA).

Alongside this submission, the Academy will evaluate and analyse data from a number of sources in its comparative benchmarking of recruitment, progression and achievement patterns.

### Review

It is anticipated that the statement will become more detailed and sophisticated over time as internal data (and external data benchmarks) informs practice.

- External data sets will include inter alias :
- Higher Education Statistics Agency performance indicators
- UCAS national and provider statistics
- Teaching Excellence Framework metrics
- Graduate destinations
- Department for Education destination measures
- Student Loan Company data
- Feedback through the Teaching Excellence Framework (TEF)

### Approval

The Access and Participation Statement will be reviewed on an annual basis through discussion at the deliberative committees of the Academy and ultimately be signed off by the Board of Governors.

