



GREEN VALLEY ACADEMY

Access and Participation Statement

Academic Board Approval, 5 October 2026

DOCUMENT CONTROL

Reference	GVA-14
Owner	Principal (equality of opportunity); Wellbeing Team Leader (operational lead)
Approved by	Academic Board— 5 October 2026
Effective from	6 October 2026
Next review	August 2027, updated with the Academy's own data as it accrues
Applies to	All provision delivered by Green Valley Academy, beginning with the BSc (Hons) Public Health with Foundation Year
Linked documents	Admissions Policy; EDI Policy (Equity, Diversity and Inclusion Policy); Disability Disclosure and Learning Support Policy; Strategic Plan 2026–2031

CONTENTS

DOCUMENT CONTROL

1. PURPOSE AND STATUS OF THIS STATEMENT
2. MISSION AND WIDENING PARTICIPATION IDENTITY
3. CONTEXT AND EXPECTED STUDENT PROFILE
4. COMMITMENTS ACROSS THE LIFECYCLE: ACCESS
5. COMMITMENTS ACROSS THE LIFECYCLE: SUCCESS
6. COMMITMENTS ACROSS THE LIFECYCLE: PROGRESSION
7. TARGETS
8. GOVERNANCE, MONITORING AND PUBLICATION

If page numbers do not display, right-click the contents and select "Update Field".

1. PURPOSE AND STATUS OF THIS STATEMENT

- 1.1** This Access and Participation Statement sets out how Green Valley Academy promotes equality of opportunity across the entire student lifecycle: access to higher education for those under-represented within it; success during study, expressed as retention, continuation, completion and attainment; and progression beyond study into employment or further education. It serves two purposes at once and is drafted to satisfy both. Publicly, it is the Academy's commitment to its applicants, students and community, published on the Academy's website so that anyone may hold the institution to it; internally, it is an assurance document which directs admissions practice, curriculum delivery, support services and governance oversight, and against which the Board of Directors receives an annual report. Although the Academy delivers franchised provision awarded by the University of Wolverhampton and is not itself registered with the Office for Students, this Statement is deliberately written to the standard expected of registered providers, on the simple ground that the Academy's students are entitled to protections no weaker than those their peers enjoy elsewhere.

2. MISSION AND WIDENING PARTICIPATION IDENTITY

- 2.1** The Academy's mission, set out in its Strategic Plan 2026–2031, is to open higher education to the communities of Luton and the surrounding region, and its provision is designed for the students whom higher education has traditionally passed by: adults returning to study after years in work or caring; applicants who left school without the qualifications their ability warranted; students balancing study with employment and family; and members of communities that remain under-represented in English higher education. The integrated Foundation Year is the cornerstone of this design — a supported, credit-bearing route into degree-level study for applicants who demonstrate potential rather than certificated attainment — and the whole architecture of the Academy's support, from the Personal Academic Tutor allocated to every student to the wellbeing and disability services described in the Disability Disclosure and Learning Support Policy and the Mental Health and Wellbeing Referral Policy, exists to convert access into success rather than merely into enrolment.

3. CONTEXT AND EXPECTED STUDENT PROFILE

- 3.1** Luton is among the youngest and most ethnically diverse towns in England; substantial parts of the town rank among the more deprived neighborhoods nationally; the town's communities experience well-documented inequalities in health outcomes; and progression to higher education from many of its wards remains below the national average. It is in, and for, this context that the Academy has been established, and its first course — public health — addresses the town's needs twice over, both by educating practitioners for a sector in sustained demand and by drawing those practitioners from the very communities whose health outcomes they will serve.
- 3.2** As a new provider admitting its first cohort in September 2026, the Academy does not yet possess student data of its own, and this Statement therefore describes an expected profile rather than a measured one: predominantly mature students; local and commuting; a majority entering through the Foundation Year without traditional Level 3

qualifications; substantial representation from Black, Asian and minority-ethnic communities; and a significant proportion from areas of relative deprivation and from households with no prior experience of higher education. From the first day of enrolment the Academy shall collect the data needed to replace expectation with measurement — entry qualifications and route, age, sex, ethnicity, disability, and area-based markers of disadvantage — and each annual review of this Statement shall substitute actual data for expectation as it accrues. At enrolment, Green Valley Academy will capture the demographic and contextual information necessary to establish an evidence-based student profile, including age, sex, ethnicity, disability status, entry qualifications and route of entry, postcode and relevant area-based indicators of disadvantage, together with other information required for equality, access and participation monitoring. This information will be reviewed annually and used to replace the Academy's initial assumptions with actual cohort data.

4. COMMITMENTS ACROSS THE LIFECYCLE: ACCESS

- 4.1** The Academy's access commitments are these. Admissions shall assess potential and not merely attainment, applying the published criteria of the Admissions Policy exactly, using structured interviews and written tasks for Foundation Year applicants in place of reliance on prior grades, and reading every application with contextual understanding of the circumstances in which qualifications were or were not obtained. Costs shall be transparent and complete before application: tuition fees, additional costs and re-sit charges published in full, with hardship arrangements and payment plans publicised at enrolment rather than discovered in difficulty. Outreach shall be concentrated where participation is lowest, working through community organisations, adult education routes and health-sector employers across Luton and Bedfordshire, and the information, advice and guidance given in recruitment shall be honest about workload, cost and outcomes, in accordance with the Marketing, Recruitment and Admissions Compliance Policy. The organisation of teaching shall respect working and caring lives, with timetables concentrated into predictable blocks and published well in advance.

5. COMMITMENTS ACROSS THE LIFECYCLE: SUCCESS

- 5.1** The Academy's success commitments center on the certainty of being known. Every student shall have a named Personal Academic Tutor with scheduled meetings each semester and an open route between them; attendance, engagement and submission signals shall be reviewed weekly and shall trigger early, supportive intervention long before formal process; academic and digital skills development shall be embedded within the curriculum at every level, beginning in the Foundation Year, so that support is part of the course rather than a referral away from it; and the wellbeing, mental health and disability support of the Disability Disclosure and Learning Support Policy and the Mental Health and Wellbeing Referral Policy shall operate from induction onwards. Above all, equality of outcome shall be treated as a monitored obligation rather than an aspiration: continuation, completion and attainment shall be analysed by demographic group each semester by the EDI Committee, and any unexplained gap greater than five

percentage points shall automatically require a live action plan with a named owner, in accordance with the Equity, Diversity and Inclusion Policy.

6. COMMITMENTS ACROSS THE LIFECYCLE: PROGRESSION

- 6.1** The Academy's progression commitments connect study to livelihood. Employability shall be embedded within delivery rather than appended to it, through authentic public health briefs, employer engagement and placement exposure across Luton and Bedfordshire's health economy, developed with the Employer and Community Advisory Forum described in the Strategic Plan; every completing student's destination shall be tracked and reported to the Academic Board; and targeted careers support — CV development, application coaching and interview preparation, delivered within the timetable — shall be directed particularly to students with the least social capital, for whom unadvertised networks do not exist. The measure of progression the Academy sets itself is not employment alone but graduate-level employment or further study, with a majority in health-related fields.

7. TARGETS

- 7.1** Until three full years of the Academy's own data are available, GVA will operate internal institutional targets of at least 90% in-year retention, 85% continuation, 80% completion and 65% progression. For continuation, completion and progression, these targets are deliberately above the current OfS B3 numerical thresholds applicable to full-time first degrees. The 90% retention measure is an additional GVA internal measure. An unexplained demographic gap of more than five percentage points in any monitored outcome will trigger an internal review and, where appropriate, an action plan with a named owner. Sub-group targets will be introduced from the review of 2028–29 when sufficient GVA data are available to establish meaningful internal baselines.

8. GOVERNANCE, MONITORING AND PUBLICATION

- 8.1** The Wellbeing Team Leader leads the day-to-day implementation of this Statement; the EDI Committee monitors the data and the action plans each term; the Academic Board receives an annual access and participation report consolidating the year's evidence; and the Board of Directors reviews this Statement annually alongside the Strategic Plan, approving each revision. The Statement, together with a plain-English summary for applicants, shall be published on the Academy's website, referenced in the prospectus and offer pack, and supplied to the University of Wolverhampton upon request.
- 8.2** **This Statement is published on the Policies page of the Academy's website (www.greenvalleyacademy.co.uk/policies) and is linked from the admissions pages.**