



Voice Study Centre

Access and Participation Statement

Document Reference: OfS Condition A2 Compliance Statement

Applicable Academic Year: 2026-27

Review Schedule: Reviewed and re-published annually

Approved By: [Governing Body / Academic Board]

1. Context and Institutional Scope

The Voice Study Centre is governed by condition E10 as an Associate College of the University and this statement demonstrates good practice.

As an institution exclusively offering postgraduate higher education provision (Level 7 and Level 8), the provider does not register "qualifying persons on qualifying undergraduate courses" as defined by the Higher Education and Research Act 2017 (HERA). This statement sets out our commitment to maintaining a fair, inclusive, and highly accessible postgraduate learning environment.

2. Statutory Equality Act 2010 Alignment

We ensure that institutional barriers to access, success, and progression are systematically addressed across all nine protected characteristics outlined in the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including color, nationality, and ethnic or national origins)
- Religion or belief
- Sex
- Sexual orientation

2.1 Elimination of Discrimination (Section 149 Compliance)

In accordance with our wider statutory duties, The Voice Study Centre operates robust admissions and academic assessment policies designed to eliminate direct or indirect discrimination, harassment, or victimization.

- Admissions is governed by our admissions policy, which aligns with the University of Essex
- Entry requirements are clearly documented in our documentation and published on our website
- All students are interviewed by the Director of Studies, and the interview process is clearly communicated on the website
- Our non-standard route is clearly communicated on our website
- Detailed interview notes are kept following a set criteria
- The criteria are clearly communicated to the student at the beginning of each interview
- The decision and rationale for the decision are shared with the student in a timely manner
- Where a student is not offered a place, there is an opportunity for further dialogue relating to the reason

We monitor admissions processes across student groups to ensure that our admissions processes support equality of opportunity. We evaluate demographic, gender and race and produce a yearly report twice per year for our Programme Management Board meetings with the University of Essex where strategic action points are presented and monitored.

2.2 Duty to Provide Reasonable Adjustments (Section 20)

Postgraduate study presents distinct structural challenges for disabled scholars. The Voice Study Centre implements an anticipatory approach to reasonable adjustments:

- **Physical & Digital Infrastructure:** All postgraduate learning platforms, digital libraries, and virtual learning environments (VLEs) conform to public sector accessibility standards.
- **Individual Support Plans:** Students with learning needs and mental health challenges are assigned a dedicated academic liaison to implement tailored adjustments (e.g., alternative assessment formats, extended deadlines, assistive software integration) without compromising the academic rigor of Level 7/8 study. One-to-one support is allocated on an as of need basis.
- **24 hour counselling support:** Confidential 24-hour counselling support is available on an as-needed basis by a registered team of psychotherapists to both National and International Students.

3. Targeted Postgrad Access and Widening Participation Initiatives

3.1 Non-Traditional Entry Pathways

Recognizing that systemic socioeconomic barriers can interrupt early academic careers, we do not restrict entry solely to holders of traditional undergraduate degrees.

- **3.2 Introduction to Postgraduate Academic Skills widens participation**

We actively operate a University of Essex, accredited articulation route via our Introduction to Postgraduate Academic Skills course that enables direct entry for experienced professionals. The route is assessed formally to ensure rigorous standards.

- **3.3 APL and RPL**

The Voice Study Centre is governed by the University of Essex RPL/APL policy to ensure previous modules or equivalent forms of learning can be transferred onto the MA.

- **Flexible and Modular Delivery**

Financing postgraduate study is a well-documented barrier for mature learners and those with caring responsibilities.

- We structure our curriculum around flexible, part-time, and blended learning models. This permits individuals to remain in employment, lowering the immediate financial barrier to postgraduate progression.

4. Student Consultation and Oversight

In alignment with general principles of good governance, our postgraduate students are active partners in evaluating our inclusivity.

- Student representatives feedback to our board on a termly basis and action reports are written and communicated in response
- Student feedback on accessibility and support services is collected every semester and directly informs the annual review of this statement.
- We provide the following opportunities for feedback: 1) Anonymised surveys after each module, 2) Student representative feedback; 3) Informal Feedback. 4) End of course feedback based on the NSS

5. Monitoring and Review

This statement is reviewed, updated, and re-published on the Voice Study Centre public website annually to maintain ongoing compliance with E10 requirements and to transparently demonstrate our commitment to postgraduate equity.