



Access and Participation Statement

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1.0 Overview

Care International Academy is an educational institution based in London, and was jointly founded in 2011 by business and academic professionals. CIA has a deserved reputation for the provision of quality education and training in an informal yet stimulating environment. Our intention is to provide our learners with an enjoyable learning experience that will enhance their employment prospects.

CIA has been providing education and training to a range of learners from different background and ages across different levels. CIA has performed well to serve the needs of the white European, Asian and African communities. However, we recognise that we need to more to attract and cater the needs of the white British males and females. Please find below the CIA's performance data over the last 4 years;

Course Name	Number of	Female	Male	European	Asian	African	Funded	Private	Employed	Unempl oved	Completion Rate
Year 2014											
ESOL Skills for Life Entry 1	20	14	6	18	0	2	20	0	15	5	100%
ESOL Skills for Life Entry 2	16	10	6	16	0	0	16	0	16	0	100%
ESOL Skills for Life Entry 3	14	9	5	10	4	0	14	0	14	0	90%
IELTS Preparation	10	2	8	0	3	7	0	10	4	6	100%
Year 2015											
ESOL Skills for Life Entry 1	21	15	6	17	4	0	21	0	21	0	100%
ESOL Skills for Life Entry 2	17	10	7	12	5	0	17	0	17	0	100%
ESOL Skills for Life Entry 3	15	3	12	6	9	0	15	0	15	0	100%
IELTS Preparation	15	3	12	0	13	2	0	15	15	0	100%
Level 2 Diploma in Business Administration	13	4	9	9	1	3	13	0	13	0	100%
Level 3 Diploma in Business Administration	25	7	18	15	10	0	25	0	25	0	100%
Year 2016											
ESOL Skills for Life Entry 1	30	15	15	20	10	0	30	0	25	5	100%
ESOL Skills for Life Entry 2	20	9	11	12	0	8	20	0	20	0	100%
ESOL Skills for Life Entry 3	20	8	12	8	12	0	20	0	20	0	95%
IELTS Preparation	10	10	0	10	0	0	0	0	10	10	100%
Level 2 Diploma in Business Administration	10	6	4	5	0	5	10	0	10	0	100%
Level 3 Diploma in Business Administration	40	14	26	26	14	0	40	0	40	0	100%
Leve 2 Diploma in Health and Social Care	10	10	0	0	3	7	10	0	2	8	100%
Year 2017											
ESOL Skills for Life Entry 1	35	20	15	25	10	0	35	0	25	10	100%
ESOL Skills for Life Entry 2	25	10	15	9	10	6	25	0	20	5	95%
ESOL Skills for Life Entry 3	20	8	12	8	12	0	20	0	20	0	95%
IELTS Preparation	8	2	6	0	8	0	0	8	8	0	100%
Level 3 Diploma in BusinessAdministration	75	25	50	27	48	0	75	0	75	0	100%
Leve 3 Diploma in Health and Social Care	16	10	6	4	12	0	16	0	16	0	100%
Level 3 Diploma in Customer Service	44	14	30	17	27	0	44	0	44	0	100%

Year 2018 Ongoing											
ESOL Skills for Life Entry 1	55	21	34	27	28	0	55	0	45	10	In Progress
ESOL Skills for Life Entry 2	45	30	15	20	25	0	45	0	40	5	In Progress
ESOL Skills for Life Entry 3	30	12	18	11	19	0	30	0	27	3	In Progress
Entry 2 Functional Skills English and Maths	10	4	6	8	2	0	10	0	10	0	In Progress
Entry 3 Functional Skills English and Maths	16	4	12	5	6	5	16	0	14	2	In Progress
Level 1 Functional Skills English and Maths	15	0	15	0	15	0	15	0	15	0	In Progress
Level 3 Diploma in Business Administration	92	31	61	25	67	0	91	1	92	0	In Progress
Level 3 Diploma in Health and Social Care	13	5	8	4	7	2	11	2	13	0	In Progress

We have worked hard in making positive contribution to the lives of the European who are making UK as their home country, especially to a large proportion of females that helps them to integrate in the UK society and contributes positively through employment. This access has enabled them to achieve a degree of financial independence that has long lasting positive impact on their social set up. CIA has excellent retention, success and progression rate that is above the national average.

2.0 Ambition and strategy

Our aim is to provide excellent professional training and careers services. We want our clients to improve their employability prospects through our specialised training programmes offered by our organisation. Our consultants are experts who will guide individuals through all the stages of the job-search process, ensuring that our clients make the most of their skills, experience, professional and academic achievements to find sustainable and meaningful employment. We can assist our learners in achieving their career ambitions by providing them with an IAG service via our professional consultants.

[Vision Statement](#)

Our vision; we aim to be a transforming force in London the South East area of London and by our "modus operandi" continue to attract volume students. In this way, we will continue to grow and thus fulfil our business plan objectives

[Mission Statement](#)

Our mission is to provide a well-coordinated service that effectively assists a learner to transform themselves. In this way, they will greatly enhance their employability. The services referred to are IAG, education and student counselling.

Our Values Are

- Academic excellence and integrity.
- Outstanding teaching and service.
- Scholarly research and professional leadership
- Integration of teaching, research, and service.
- Individual and collective excellence.
- Diversity, equity, and social justice.
- Education of individuals across the lifespan.
- Collegiality and collaboration

Our Commitments

- Student support of the highest quality.
- Promotion of cultural diversity and equal opportunity.
- Orientation for new students.
- Provision of study resources, including course timetables.
- Career guidance for employment or further study.
- Up-to-date information on important developments.
- Opportunity for staff and student feedback.
- Clear implementation of regulations and policies.
- Assessment of current performance

CIA **HE strategy** for the next 3 to 5 years focuses on translating the success in meeting the needs of the target group at level 1-3 and ensuring all quality assurance processes and procedures and applied well in meeting and exceeding the needs of the learners. HE strategy not focuses in providing progression route for our internal level 3 learners but also provide an option for external learner to consider for higher studies. CIA recruitment division has been successfully recruiting learners for a range of HEI institution across London and south East. Registration with 'Office for students' will provide pathway in achieving our objective. This strategy is supported by socially responsible organisation that has placed significant importance to the corporate governance and financial sustainability in providing learners quality education with access and investment. HE academic provision is managed by the board of governors that consider the strategic direction of the academy. There is a

range of academic committees that provides the stability and assurance in managing and delivering the academic vision set by the board of governors.

CIA will offer HNC and HND programme to the learners, also CIA will consider offering 'Access to HE' to learners especially who have been outside mainstream education for some time and would like to return to HE qualification at the CIA or any HEI. This strategy will tackle the barrier faced by the adult learners that otherwise will not return to education to enhance their career progression.

Academic committee supported by the qualified teachers and assessors team will ensure robust monitoring and evaluation of the learner tracking and provide necessary support to learners in achieving their qualification. To ensure participation, access and investment 5-10% of the tuition fee will be used on student scholarships and bursary programmes to support learners in their learning journey.

Target Group

With the current profile of the existing learner to whom HE provision will provide the progression will sever our target market. Our participation, investment and access activities will focus on learners from the low income household, postcode of the poor borough of London, students from economically disadvantaged backgrounds Black African, Black Caribbean and the White British students that are trapped in the cycle of poverty and low achievement. We would also to focus on disabled learners and learners who are living in care to ensure inclusivity and access.

Collaboration agreements

CIA is working towards enhancing access and learner experience by working in collaboration with partners with whom we share ethical values and strategic goal. Working collaboratively provides best opportunities to the learners in getting the best learning experience and opportunity to progress into course wide range of provisions. We have partnership agreements with other HEI's like David Games, Bromley College and LSC (London School of Commerce). CIA also have partnership agreements with CLMD, Eden college and NEWTEC that feed into the HE provisions at the academy or at partner organisation. CIA careers and placement division works with partner organisation like local authorities and care sector to provide

employment and placement opportunities to improve the employability skills of the learners.

Continuous improvement, evaluation and monitoring

We use plan – do- review approach in managing academic provision at the academy. QA processes are embedded in all operations of the academy to ensure learners' journey is enhanced. CIA follow the standards/principles of 'Investor in People' where leaders and managers at all levels communicate with academic and admin staff of all the information. CIA robust committee structure ensures the input from the staff is taken into consideration and they are being kept up-to-date with the expected standards and the available support systems. All staff is members of the academic committee that meets every month to look at the issues affecting learners. Committee also considers the issues raised in the weekly team meetings by each specialist area. This facilitates the early intervention to ensure high standards in training are maintained. CIA also uses PLAN – DO - REVIEW" cycle in their recruitment of the right staff to ensure the staffing needs of the programme matches with right tutor with the right skills. It follows with the rigorous performance management system that identifies the training requirements of the trainers and supports them with their CPD. All tutors are expected to have relevant teaching qualifications along with the right level of industry experience, also expected to be aware of the recent changes to the higher education teaching excellence framework and demonstrate their understanding and application of the changes. Academic committee terms of reference include cascading these new developments to the existing tutors and ensures necessary support is provided for trainers to adopt and put into practice these changes. CIA internal processes are vetted by the partner organisation with whom CIA currently have service delivery agreement. Awarding organisations have also shown confidence in CIA academic delivery at the academy. These external reference points provide very useful impetus in identifying areas of improvement.