

Mission and Vision Statement

2026 to 2031

Policy Owner	Principal and Chief Executive
Approved by	Board of Governors
Scope	All students, staff, governors, partners and contractors
External Framework	Equality Act 2010; OfS Conditions of Registration; QAA UK Quality Code; CMA Guidance for HE Providers; Advance HE Professional Standards Framework
Review Cycle	Annual, or sooner following material legislative or regulatory change

1. Purpose and Context

This statement sets out the mission, vision and values of Acquire Learning College and the strategic aims that flow from them. It is the reference point against which the College sets its priorities, plans its provision and holds itself to account. It is intended to be read alongside the College's Strategic Plan, Five-Year Business Plan, Access and Participation Statement and Quality Plan, each of which puts the mission and vision into effect.

Acquire Learning College is an independent higher education provider based in Sheffield. It serves learners across the city and the wider South Yorkshire region, with a particular commitment to those who have historically been under-represented in higher education.

The mission and vision have been approved by the Board of Governors and inform decision making at every level of the College, from the design of individual programmes to the allocation of resources and the shape of the student experience.

2. Our Mission

Mission

Acquire Learning College exists to widen access to high quality higher education for learners in Sheffield and South Yorkshire, especially those who have been under-served by traditional routes, empowering them to change their lives through education, giving them the confidence to succeed in employment and further study. We deliver inclusive, career focused programmes that raise aspiration and equip students with the knowledge, skills and behaviours they need.

Our mission expresses what the College does now and why it exists. Three commitments sit at its heart. First, access: we actively remove the barriers that keep capable people out of higher education, whether those barriers are financial, academic, geographic or personal. Second, quality: widening access counts for little unless the education on offer is rigorous, current and well taught, so we hold our provision to demanding academic and professional standards. Third, progression: we measure our success by where our students go next, judging our work by their outcomes in employment and further study rather than by enrolment alone.

3. Our Vision

Vision

To be recognised as a leading independent provider of inclusive higher education in the North of England, where every student, whatever their starting point, is supported to achieve, to progress and to contribute to their community and economy.

Our vision describes the College we intend to become. It sets a deliberately high standard. We do not aspire simply to grow, but to be known for the quality and inclusivity of what we do and for the difference our learners make in their workplaces and communities. The vision commits the College to sustained investment in teaching, in student support and in the partnerships with employers and community organisations that make progression real.

4. Our Values

Six values guide how the College behaves and how it expects its students, staff, governors and partners to behave. They are the standards by which the College judges its own conduct.

- **Inclusion.** We welcome learners from all backgrounds and design our provision so that difference is supported and diversity is valued. We treat equality of opportunity as a working practice, not a slogan.
- **Aspiration.** We expect a great deal of our students and of ourselves. We help learners set ambitious goals and give them the support to reach them.
- **Integrity.** We are honest with our students and with our regulator. We make claims we can evidence, we keep our commitments and we act transparently in matters of academic standards, finance and governance.
- **Support.** We recognise that many of our students carry responsibilities and pressures beyond their studies. We put practical academic, personal and financial support at the centre of the student experience.
- **Excellence.** We pursue high standards in teaching, assessment and student outcomes, and we improve continuously on the basis of evidence and feedback.

- **Community.** We are rooted in Sheffield and South Yorkshire, and we work in partnership with employers, schools and community organisations to serve the region and strengthen its economy.

5. Strategic Aims

The following aims translate the mission and vision into the priorities the College pursues. Each aim is developed further, with measurable objectives and targets, in the Strategic Plan and the Access and Participation Statement.

5.1 Widen access and support participation

We will recruit and support students from groups that are under-represented in higher education, and we will provide the outreach, guidance and financial support needed to help them enter, stay and succeed. Our access work is set out in full in the Access and Participation Statement.

5.2 Deliver high quality provision and secure academic standards

We will maintain rigorous academic standards and a high quality academic experience across all programmes, aligned with the QAA UK Quality Code and the relevant conditions of registration. Our approach to assuring and enhancing quality is set out in the Quality Plan.

5.3 Improve student outcomes and progression

We will support strong continuation, completion and progression to employment or further study, and we will monitor outcomes closely so that any group falling behind is identified and helped.

5.4 Provide an inclusive and supportive student experience

We will offer a welcoming environment with well resourced academic, personal and wellbeing support, so that students are able to engage fully with their studies whatever their starting point or circumstances.

5.5 Engage employers and the community

We will build and sustain partnerships with employers and community organisations across Sheffield and South Yorkshire, ensuring our curriculum stays relevant to the labour market and that students have access to work related learning and progression routes.

5.6 Sustain sound governance and financial resilience

We will operate with effective, transparent governance and a sustainable financial model, so that the College can meet its commitments to students and its obligations as a registered provider over the long term.

6. Alignment with the Regulatory Framework

The mission, vision and strategic aims are designed to be consistent with the conditions of registration set by the Office for Students and with the wider regulatory framework for higher education. In particular, the commitment to widening access supports the expectations on access and participation; the commitment to quality and academic standards supports the B conditions relating to quality, reliable outcomes and standards; the commitment to an inclusive and well supported student experience supports the College's obligations on student protection and consumer protection under CMA guidance; and the commitment to sound governance and financial resilience supports the conditions relating to management and governance.

The College also works within the Equality Act 2010, aligns its academic practice with the QAA UK Quality Code, and develops its staff against the Advance HE Professional Standards Framework. Together these frameworks shape how the mission and vision are realised in practice.

7. Realising, Monitoring and Reviewing the Mission and Vision

The mission and vision are given effect through the College's planning cycle. The Strategic Plan converts the strategic aims into objectives, actions and measurable targets; operational plans allocate

the resources to deliver them; and the Board of Governors receives regular reports on progress against those targets.

The Board reviews this statement at least annually, and sooner if there is a material change in the College's circumstances, in the regulatory framework or in the needs of the communities it serves. Any revision is approved by the Board and recorded in the version control table below.

Version Control and Approval

Policy title	Mission and Vision Statement
Version	1.0
Status	Approved
Approved by	Board of Governors
Date of approval	
Next review date	
Policy owner	Principal and Chief Executive, Acquire Learning College
Responsible officer	Principal and Chief Executive
Regulatory framework	Equality Act 2010; OfS Conditions of Registration (Access and Participation; B Conditions on quality and standards; Student Protection; Governance); QAA UK Quality Code 2024; CMA Guidance for HE Providers 2015; Advance HE Professional Standards Framework (PSF 2023)
Related policies	Strategic Plan; Five-Year Business Plan; Access and Participation Statement; Quality Plan; Governance Framework; Equality, Diversity and Inclusion Policy; Student Protection Plan
Supersedes	Any previous Mission and Vision Statement of Acquire Learning College

Signed (Chair of the Board of Governors):

Name:

Date:

Signed (Principal and Chief Executive):

Name:

Date: