

GBS Access and Participation Statement 2023-2024

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Related GBS policies

- GBS Strategic Plan
- GBS Equality and Diversity Policy
- GBS Admissions Policy

External Reference Points

1. Leeds Trinity University Access and Participation Plan:
<http://www.leedstrinity.ac.uk/Key%20Documents/access-and-participation-plan.pdf>
2. University of Suffolk Access and Participation Plan: [Widening participation | University of Suffolk \(uos.ac.uk\)](http://www.uos.ac.uk/Widening-participation/)
3. Bath Spa University Access and Participation Plan:
https://www.bathspa.ac.uk/media/bathspaacuk/about-us/policies/academic-and-student/July-30th-2020-approved-updated-full-BathSpaUniversity_APP_2020-21_2024-25.pdf
4. Oxford Brookes University Access and Participation Plan (Summary):
<https://www.brookes.ac.uk/getmedia/296a0222-01a6-486f-a5dc-6a0b611cc81e/Access-and-Participation-Plan-Summary-2020-25.pdf>
5. Pearson Access and Participation Plan:
<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/business-2016.html>

6. The Quality Assurance Agency (QAA) revised '*The QAA UK Quality Code for Higher Education Quality Code and associated Core Practices and Guiding Principles*'.
7. Equality Act 2010: [Equality Act 2010 \(legislation.gov.uk\)](http://legislation.gov.uk)
8. Higher Education Statistics Agency (HESA): <https://www.hesa.ac.uk/>

Global Banking School Access and Participation Statement 2023-2024

1. Purpose

- 1.1. To provide an access and participation statement that supports Global Banking School (GBS) strategic aim, as detailed in GBS Strategic Plan 2021-2024 together with our Equality and Diversity Policy, of widening access to higher education and supporting students to progress and achieve at their chosen programme of study.
- 1.2. To ensure that GBS Access and Participation Statement meets the requirements of Office for Students (OfS) Regulatory Framework Condition A2 and Higher Education and Research Act (HERA) 2017 for approval of access and participation statements.

2. Background

- 2.1. The Office for Students (OfS) requires, as a part of its initial and on-going conditions for registration, that all higher education providers produce either an Access and Participation Statement or an Access and Participation Plan. Since GBS is registered with the OfS for the approved category for fee charges up to the basic fee amount, an Access and Participation Statement is appropriate.
- 2.2. For the 2023-24 academic year, students of GBS are enrolled as students of an appropriate programme awarding institution (Bath Spa University, Canterbury Christ Church University, Leeds Trinity University, Oxford Brookes University, University of Suffolk and Pearson). As such, GBS is subject to each awarding institution's approach to access and participation, as detailed in their respective Access and Participation Plans, as well as GBS's own Access and Participation Statement. Following successful registration with the OfS, GBS has published its Access and Participation Statement on its website and reviews the Statement on an annual basis.

3. General Statement

- 3.1. GBS is committed to recruiting and supporting students from under-represented groups to help and support them to meet their education needs and career aspirations.
- 3.2. At present, GBS offers a range of higher education programmes; from foundation year, HNDs, undergraduate Honours degree to postgraduate Master's degree programmes. GBS offers higher education programmes of study, in partnership with other higher education providers through sub-contractual arrangements. Our partners currently include Bath Spa University, Canterbury Christ Church University, Leeds Trinity

University, Oxford Brookes University and the University of Suffolk. GBS is a Pearson-approved centre and offers the BTEC HND Business, BTEC HND Healthcare Practice for England (Healthcare Management), BTEC HND Digital Technologies for England (Cyber Security) and BTEC HND Construction Management for England (Construction Design and Build Technician) and as such, GBS offers these programmes under the auspices of Pearson.

3.3. GBS recruits and admits students from around its main geographical locations in London, Birmingham, Leeds, and Manchester. We are highly successful in recruiting students living in areas of relatively low higher education participation, low household income and socio-economic status. Many of our students are mature (over 25 years of age) from a variety of ethnic backgrounds and have been away from education for significant periods of time.

3.4. We will continue to recruit students around our geographical location and expect to maintain the profile of the students we currently have but as GBS evolves, we will also look to recruit and admit more traditional students from the 18 to 25 age group with more traditional Level 3 entry qualifications.

3.5. GBS will admit prospective students through a fair and transparent admissions process who wish to undertake a programme of study offered by GBS and meet the requisite entry requirements, through either formal qualifications or recognised life and work experiences, or through recognition of prior certificated learning at Level 4/5 in the UK Framework for Higher Education Qualifications (FHEQ).

4. GBS Strategic Goals

4.1. GBS Strategic Plan 2021-2024 identifies four strategic goals as follows:

- To develop and diversify our portfolio
- To bring high quality educational opportunities to more UK-based students
- To achieve degree awarding powers
- To establish a research and knowledge exchange capability.

4.2. Widening participation and access to higher education studies is of fundamental importance to helping achieve GBS's strategic goals.

4.3. GBS takes an inclusive approach to recruiting and supporting individuals and groups of individuals with protected characteristics (as defined by the Equality Act 2010).

5. Access and Participation Objectives

(A) Areas seeking to address

5.1. The areas of access and participation GBS seeks to address are informed by the following principles:

- To provide an opportunity for those who have been out of education for a significant period and wish to return to study.
- To provide an opportunity for those who may not in the past have had the confidence to undertake studies at higher education level.
- To enhance everyone's personal confidence through success and achievement, underpinned by a supportive learning environment.
- To provide a welcoming and secure environment in which equality of opportunity, diversity of backgrounds and rich experiences are valued.
- To help everyone identify and realise their career aspirations through diverse means of employment and/or further study.

5.2. GBS main focus is to recruit and admit students from a wide range of backgrounds where engagement with higher education is or has been under-represented. Our campus locations in London, Birmingham, Leeds, and Manchester, together with our recruitment from the local geographical areas, enables GBS to achieve its stated aims for widening access and participation in higher education. We welcome prospective students not holding formal qualification requirements who are able to demonstrate that they can benefit from higher education, are committed to study, and can evidence relevant life and work experiences together with determination and motivation to study.

(B) Ambition and Strategy

5.3. GBS aims to recruit and admit individuals to higher education from a wide range of different under-represented groups. These include the following:

- People from lower socio-economic groups or from a neighbourhood where higher education participation is low.
- People from low-income backgrounds.
- Ethnic groups from economically disadvantaged backgrounds.
- Mature learners.

5.4. Our student profile over the past five years to whom we have been offering a range of higher education programmes shows that we have been highly successful in meeting

our widening participation aims. GBS is committed to maintaining its success at access and participation and welcomes all individuals from under-represented groups in higher education.

5.5. We will approach recruitment and selection for admission to higher education through contacts with and advertising in local communities. Furthermore, many of our students come to us through recommendations from our past and current students. Community based referrals have been and will continue to be a vital aspect of our strategic approach to reach out to the highly diverse and distinct communities that more conventional and traditional institutions of higher education find difficulty in contacting.

5.6. GBS monitors and provides student data through Higher Education Statistics Agency (HESA) and Jisc¹ and other returns required by external bodies.

(C) Activities and Support for Students

5.7. GBS provides support and encouragement to individuals enquiring about higher education study from first point of contact through to being a student at GBS. Our approach is to invite prospective students for informal discussion before going through a more formal application and interview process. Some applicants lack initial confidence in their abilities, and we aim to assure them that if they have the required formal qualifications, which may have been obtained some years ago, or relevant life and work experiences, we will support them in their studies. When invited into GBS for informal discussion, prospective students are offered the opportunity to meet existing students to ask them about their experiences.

5.8. Upon commencement of their studies at GBS, student support is offered through a full induction process with the opportunity to meet the staff at GBS, including their Student Success Tutor, teaching, and professional services staff. We provide academic, welfare and pastoral support. Our Cohort and Level Leaders are responsible for providing students academic support with their studies while pastoral support is provided by our Student Welfare Team.

6. Monitoring, review and approval

6.1. GBS Access and Participation Statement is considered by Academic Board which is attended by external independent board members and senior academic staff.

¹ HESA is now part of Jisc. Jisc is now the data controller of personal data previously controlled by HESA.

6.2. The Statement is reviewed on an annual basis and may be amended by GBS at any time. Any amendments and revisions will be approved by Academic Board and the approved revised document made available on GBS's website and its Virtual Learning Environment (VLE).

6.3. The Access and Participation statement will be monitored on an annual basis by Academic Board.

7. Data Protection and Confidentiality

7.1. GBS is registered with the Information Commissioner's Office as a Data Controller. Details of the School's registration are published on the [Information Commissioners website](#). GBS as a Data Controller shall implement appropriate technical and organisational measures to ensure that processing of personal information is performed in accordance with the UK General Data Protection Regulations (UK GDPR) and under the Data Protection Act 2018 (DPA).

8. Alternative Format

8.1. This document can be provided in alternative formats (including large print, audio and electronic) upon request. For further information, or to make a request, please contact the Academic Standards and Quality Office at asqo@globalbanking.ac.uk.