

**GBS**  
**(Global Banking School Ltd.)**

**Access and Participation Statement 2019-2020**

*Contents*

1. *Purpose*
2. *Background*
3. *General Statement and Values*
  - (a) *General Statement*
  - (b) *Values*
4. *Access and Participation to Programmes of Study at GBS*
  - (a) *Areas Seeking to Address*
  - (b) *Ambition and Strategy*
  - (c) *Activities and Support for Students*
5. *Consultation, Approval, Monitoring and Approval*

*Annex 1: GBS documents referred to in this Statement*

**1. Purpose**

1.1 To provide an access and participation statement that supports GBS's strategic aim, as detailed in GBS's Strategic Plan 2018-2021 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's Access and Participation Statement meets the requirements of Office for Students 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 the initial and on going conditions for registration, that all higher education providers produce either an access or participation statement or 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 2019-20 academic year students of GBS are enrolled as students of the appropriate programme awarding institution (Buckinghamshire New University<sup>1</sup>, Leeds Trinity University<sup>2</sup>, University of Suffolk<sup>3</sup>, Leicester College<sup>4</sup> or Pearson<sup>5</sup>). As

---

<sup>1</sup> The access and participation plan for Buckinghamshire New University can be found at <https://bucks.ac.uk/about-us/governance-and-policies/access-agreement>

<sup>2</sup> The access and participation plan for Leeds Trinity University can be found at <http://www.leedstrinity.ac.uk/Key%20Documents/access-and-participation-plan.pdf>

<sup>3</sup> The access and participation plan for the University of Suffolk can be found at

<sup>4</sup> Leicester College provides access to higher education programmes which can be found at <https://leicestercollege.ac.uk/?s=access+to+higher+education>

<sup>5</sup> Pearson's approach to access and participation for the BTEC HND Business programme can be found in the Programme Specification <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/business-2016.html> Section 3.3, page 18

such, GBS is subject to each awarding institution's approach to access and participation as well as GBS's own Access and Participation Statement. Following successful registration with the Office for Students GBS has published its Access and Participation Statement on its website<sup>6</sup> and reviews the Statement on an annual basis.

### **(a) 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 GBS is currently a relatively small provider of higher education. At present GBS offers a range of higher education programmes, from foundation year, HNC/HND, undergraduate honours degrees and masters degrees programmes. GBS offers higher education programmes of study, in partnership with other higher education providers through sub-contractual arrangements. Our partners currently include Buckinghamshire New University, Leeds Trinity University, Leicester College and the University of Suffolk. GBS is a Centre of Pearson approved to offer the BTEC HND Business programme, as such GBS offers this programme under the auspices of Pearson.

3.3 GBS recruits and admits students from around its three main geographical locations in East London, Birmingham 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) and have been away from education for significant periods of time. Our students are also from a variety of ethnic backgrounds, including black males and females.

3.4 We will continue to recruit students around our geographical location and expect to maintain the profile of mature students from a variety of ethnic backgrounds who have been away from education for a significant time. GBS will also look to recruit and admit more traditional students from the 18 to 25-age group with more traditional Level 3 entry qualifications.

3.4 GBS will admit prospective students to the Pearson BTEC HND Business programme through a fair and transparent admissions process, who wish to undertake a programme of study offered by the 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).

### **(b) Values**

3.5 GBS's Strategic Plan 2018-2021 identifies nine core values as follows:

- (a) Focusing on learners and learning
- (b) Striving for excellence in learner achievement
- (c) Supporting widening participation for students living in traditionally low areas of higher education participation
- (c) Ensuring high aspirations and learner achievement
- (d) Having committed and qualified staff
- (e) Valuing everyone's contribution

---

<sup>6</sup> [https://globalbanking.ac.uk/wp-content/uploads/2019/01/GBS-Access-and-Participation-Statement-2019-20\\_V2.0.pdf](https://globalbanking.ac.uk/wp-content/uploads/2019/01/GBS-Access-and-Participation-Statement-2019-20_V2.0.pdf)

- (f) Creating a dynamic and welcoming environment
- (g) Working in effective teams and partnerships
- (h) Developing and enhancing our strategic capability to ensure the long term success of the GBS in order to achieve our vision.

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

#### **4. Access and Participation to Programmes of Study at Global Banking School**

##### **(a) Areas Seeking to Address**

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

- To provide an opportunity for those who 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 each individual'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 each individual identify and realise their career aspirations through diverse means of employment and/or further study

4.2 A main focus of GBS 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 East London, Birmingham and Manchester, together with our recruitment from the local geographical areas, greatly 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**

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

- people from lower socio-economic groups or from neighborhoods where higher education participation is low
- people from low-income backgrounds
- ethnic groups from economically disadvantaged backgrounds
- mature learners

4.4 Our student profile over the past four years that 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.

4.5 We will approach recruitment and selection for admission to higher education through contacts with and advertising in local communities. Having said that, 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 difficulties in making contact with.

4.6 GBS will monitor and provide student data through HESA and other returns required by external bodies.

### **(c) Activities and Support for Students**

4.7 GBS provides support and encouragement to individuals enquiring about higher education study from first point of contact through to being a student at the GBS. Our approach is to encourage prospective students to complete an application form and invite them in for informal discussion before going through a more formal 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 or interview, prospective students are offered the opportunity to meet existing students to ask them about their experiences.

4.8 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 Programme Leader and Programme Manager, teaching and professional services staff. We provide academic and pastoral support according to our Academic and Pastoral Care Policy. The Student Engagement Manager is responsible for student engagement with studies and pastoral support is provided by the Head of Academic Support.

4.9 Programme Managers and the Student Engagement Officer meet individually with students to discuss attendance, assessment submissions and achievement, progression and academic malpractice.

## **5. Consultation, Approval, Monitoring and Review**

5.1 GBS's Access and Participation Statement has been discussed with its senior managers, external independent board members and teaching staff. The Statement has also been discussed with students during 2019-20 who are enrolled on the Pearson BTEC HND Business programme.

5.2 The Chair of Academic Board has approved this Access and Participation Statement and it was also approved at a full meeting of Academic Board in November 2018. This revised version will be considered and approved by Academic Board in November 2019. This Access and Participation Statement has also been considered and approved by GBS's senior management team. The Statement will be reviewed on an annual basis as part of the GBS's quality cycle. The annual review will include feedback from students. Any revisions to GBS's Access and Participation Statement will be approved by Academic Board and the approved revised document made available on the GBS's website and its VLE.

### ***Annex 1: GBS documents referred to in this Access and Participation Statement***

*GBS Strategic Plan 2018-2020*  
*GBS Equality and Diversity Policy*  
*GBS Admissions Policy and Procedures*  
*GBS Academic and Pastoral Care Policy*

*A&QD Revised 24 September 2019 Version 3.0*