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## **GBS Access and Participation Statement 2021-2022**

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<b>Related policies</b>
<ul style="list-style-type: none"> <li>▪ GBS Strategic Plan 2021-2024</li> <li>▪ GBS Equality and Diversity Policy</li> <li>▪ GBS Admissions Policy and Procedures</li> <li>▪ GBS Academic and Pastoral Care Policy</li> </ul>
<b>External Reference</b>
<ol style="list-style-type: none"> <li>1. Buckinghamshire New University Access and Participation plan: <a href="https://bucks.ac.uk/about-us/governance-and-policies/access-agreement">https://bucks.ac.uk/about-us/governance-and-policies/access-agreement</a></li> <li>2. Leeds Trinity University Access and Participation plan: <a href="http://www.leedstrinity.ac.uk/Key%20Documents/access-and-participation-plan.pdf">http://www.leedstrinity.ac.uk/Key%20Documents/access-and-participation-plan.pdf</a></li> <li>3. University of Suffolk Access and Participation plan: <a href="#">Widening participation   University of Suffolk (uos.ac.uk)</a></li> <li>4. Leicester College Access and Participation plan: <a href="https://leicestercollege.ac.uk/?s=access+to+higher+education">https://leicestercollege.ac.uk/?s=access+to+higher+education</a></li> <li>5. Pearson Access and Participation plan: <a href="https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/business-2016.html">https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/business-2016.html</a></li> <li>6. Office of the Independent Adjudicator in ‘<i>The Good Practice Framework: Handling Student Complaints and Academic Appeals</i>’. (2016).</li> <li>7. The Quality Assurance Agency (QAA) revised ‘<i>The QAA UK Quality Code for Higher Education Quality Code and associated Core Practices and Guiding Principles</i>’.</li> <li>8. Equality Act 2010: <a href="#">Equality Act 2010 (legislation.gov.uk)</a></li> <li>9. Higher Education Statistics Agency (HESA): <a href="https://www.hesa.ac.uk/">https://www.hesa.ac.uk/</a></li> </ol>

## Contents

1. Purpose.....	4
2. Background.....	4
3. General Statement.....	5
4. GBS Values.....	6
5. Access and Participation Programmes.....	6
6. Consultation and Approval.....	8
7. Monitoring and Review.....	8
8. Data Protection and Confidentiality.....	9
9. Alternative Format.....	9

## **GBS HE Malta Limited Access and Participation Statement 2021-2022**

### **1. Purpose**

- 1.1. To provide an access and participation statement that supports GBS HE Malta Limited (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 2021-22 academic year students of GBS are enrolled as students of an 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 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' own Access and Participation Statement. Following successful registration with the OfS, GBS has published its Access and Participation Statement on its website<sup>6</sup> and reviews the Statement on an annual basis.

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<sup>1</sup> Buckinghamshire New University Access and Participation plan: <https://bucks.ac.uk/about-us/governance-and-policies/access-agreement>

<sup>2</sup> Leeds Trinity University Access and Participation plan: <http://www.leedstrinity.ac.uk/Key%20Documents/access-and-participation-plan.pdf>

<sup>3</sup> University of Suffolk Access and Participation plan: [Widening participation | University of Suffolk \(uos.ac.uk\)](https://www.uos.ac.uk/~/media/University-of-Suffolk/About-us/Access-and-Participation-Plan-2021-2022.pdf)

<sup>4</sup> Leicester College Access and Participation plan: <https://leicestercollege.ac.uk/?s=access+to+higher+education>

<sup>5</sup> Pearson Access and Participation plan: <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/business-2016.html>

<sup>6</sup> GBS website link: [Policies - Global Banking School courses in banking, finance, business, management, healthcare in London, Manchester, Birmingham.](https://www.gbsmalta.com/en/qualifications/btec-higher-nationals/business-2016.html)

### **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. GBS is currently a medium-sized provider of higher education. At present, GBS offers a range of higher education programmes; from foundation year, HNC/HND, Undergraduate Honours degree to Masters degree 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, Canterbury Christ Church University, and the University of Suffolk. GBS is a Pearson-approved centre to offer the BTEC HND Business, Diploma in Education and Training, BTEC HND Healthcare Practice for England (Healthcare Management) programmes, and as such, GBS offers these programmes under the auspices of Pearson.
  
- 3.3. GBS recruits and admits students from around its three 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) 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.
  
- 3.5. 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 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 Values**

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

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

4.2. Widening participation and access to higher education studies is of fundamental importance to helping achieve GBS' 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 Programmes**

##### **(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 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.

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, 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**

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 dis-advantaged backgrounds.
- Mature learners.

5.4. Our student profile over the past four 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 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 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.

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 Programme Leader and Student Success Tutor, teaching, and professional services staff. We provide academic, welfare and pastoral support according to our Academic and Pastoral Care Policy. Programme Leaders are responsible for student engagement with studies and pastoral support is provided by our Student Welfare Officer.

5.9. The Programme Leader and Student Success Tutor meet individually with students to discuss attendance, assessment submissions, achievement, progression, and academic malpractice.

## **6. Consultation and Approval**

6.1. GBS 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 enrolled on the Pearson BTEC HND Business and Pearson BTEC HND Healthcare Practice for England programmes.

6.2. The Chair of Academic Board has approved this Access and Participation Statement in March 2021. This Access and Participation Statement has also been considered and approved by GBS' Senior Management Team.

## **7. Monitoring and Review**

7.1. This Statement may be amended by GBS at any time. The Statement will be reviewed as part of GBS' quality cycle. Any revisions to GBS' Access and Participation Statement will be approved by Academic Board and the approved revised document made available on GBS' website and its Virtual Learning Environment (VLE).

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



## **8. Data Protection and Confidentiality**

8.1. 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).

## **9. Alternative Format**

9.1. This policy can be provided in alternative formats (including large print, audio and electronic) upon request. For further information, or to make a request, please contact:

- **Name:** Welfare Management Team
- **Position:** Welfare Officer/Manager
- **Email:** [welfare@globalbanking.ac.uk](mailto:welfare@globalbanking.ac.uk)