

Higher Education Access and Participation Statement

Our Approach

GSM London’s inclusive ethos has reinforced the design of the student experience to bring about positives changes in the lives of our diverse student body. This is underpinned by a number of basic principles:

- To provide ‘second chances’ for those who have missed out
- To provide an opportunity for those who have never considered themselves eligible or ‘worthy’ of HE.
- To enhance the personal growth, confidence and employability of our distinctive student body through excellent vocational and academic education.
- To make a significant contribution to the regional economy by building productive partnerships with employers to address skills gaps and supporting enterprise
- To provide excellent and inspirational teaching and learning which is research informed and utilises active learning approaches to encourage student discovery and practice
- To create a safe and secure environment in which equality of opportunity, diversity of backgrounds and experiences are valued
- To enhance the employment prospects and life chances for our students e.g. securing graduate opportunities, entering higher level study or supporting their entrepreneurial capacity to build sustainable businesses.

Activities to Widen Access and Participation

A student journey methodology provides a framework for planning and implementing our educational strategy, identifying student opportunities and aligning support services that can be personalised to meet individual needs of students. These are designed to support widening participation populations which represent over 95% of the GSM London student body and span all stages from pre-entry to alumni.

Inclusive Recruitment	
Outreach	<ul style="list-style-type: none"> • Community engagement (e.g. libraries; community centres; shopping centres) • Schools & FE College events & on generic benefits of HE including individual Information, advice and guidance (IAG) sessions • Open days
Recruitment	<ul style="list-style-type: none"> • Direct recruitment, limited use of UCAS due to the 3 intake recruitment cycle • Promotion to reach as many different target segments as possible using a combination of digital, print, broadcast and community face to face communication. • Course advisors provide IAG • Self-efficacy diagnostic to set realistic expectations for applicants concerning the demands of HE study
Non- Standard applications	<ul style="list-style-type: none"> • The College offers extended programmes incorporating level 3 • Applicants without formal qualifications are welcomed but will need to demonstrate ‘ability to benefit’ through a work

	<p>reference or Academic Interview</p> <ul style="list-style-type: none"> • English Language Testing is provided • If students are unsuccessful, the course advisor will sign post to other opportunities • The College has encourages RPL applications from those with relevant prior certificated or experiential learning
Pre-entry	<ul style="list-style-type: none"> • ‘Flying Start’ – a taster programme to deliver essential HE Skills, promote a sense of belonging and demystify higher education • HE Funding advice and guidance • Access to wellbeing services including learning support applications • Named Course advisor to support the pre-entry phase until enrolment
Enrolment	<ul style="list-style-type: none"> • Comprehensive induction to all relevant aspects of the College • Handover from course advisors to student engagement team

Teaching and Learning	
Programmes	<ul style="list-style-type: none"> • Standard & extended degrees • 2 year (accelerated) and 3 years • Undergraduate and Postgraduate • Embedded skills and employability
Educational pedagogy	<ul style="list-style-type: none"> • Strengths based learning opportunities to enable individual students develop expertise in applying their strengths to learning and employment • Active learning to enhance opportunities for discovery and practice • Work-related activities at levels 5 and 6 to build experience • Timetabled sessions to support students to achieve the extra curricula ‘Horizon Employability Award’ • Inclusive assessment methods • Opportunities for professional body accreditation or recognition (depending on choice of programme) • VLE support for each module (GSM Learn) with partial lecture capture to enable students to study independently
Student guidance and learning support	<ul style="list-style-type: none"> • Personal tutoring timetabled with curriculum outcomes • Small group teaching with an average class size of 25 • Module staff provide additional support through office hours • Library provide additional workshops on specific themes e.g. referencing; digital literacy • ‘Ask a Librarian’ one to one support on research for assignment and general academic advice • Online resources for stretch learning opportunities Lynda.com • Learning support through Wellbeing for those with disabilities and SPLDs • Transitional support as students commence a new level of study • Progression Clinics to support students achieve and move on to the next level • Formation Zone to support students develop businesses and

	<ul style="list-style-type: none"> entrepreneurial capability • My Future on-line resource to support student employment opportunities • Careers advice availability to alumni throughout their careers
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Strategic approaches to student support, retention and success	
Overarching strategy	<ul style="list-style-type: none"> • Widening participation is the institutional <i>raison d'etre</i> • The principles that have emerged from the national 'What Works 1 and 2' projects are used as a framework for devising our approach to student retention and success • Development of an evidence based approach. The Strategic Planning function evaluates improvements in response to interventions providing regular dashboards to monitor metrics • Established START(Student Transition and Retention Team) – a cross cutting team including academics and professional services to drive projects that support students at each stage of their journey
Understanding our students	<ul style="list-style-type: none"> • The College is building greater insight about the student body to facilitate more effective interventions. • Risk profiling of each student has been piloted to identify the factors that may inhibit their progression (based on US model) • Development of a bespoke student analytics model to trigger appropriate interventions in a timely manner • Providing an enabling environment - champions from all departments lead on student progression, retention and achievement interventions
College Enhancement Plan	<ul style="list-style-type: none"> • Detailed operational plans that are strategically aligned and owned by the relevant stakeholders to 'enrich student outcomes'

Summary

GSM London is committed to providing a local offer of business and management Higher Education for under-served communities. The College demonstrates a strong commitment to fair access, including the minimising of barriers for applicants, with a goal of widening participation to HE within the local area. In addition to setting clear criteria for entry on to programmes, the College welcomes applications from students with non-traditional backgrounds and values work-related experience for those returning to education. In line with its Mission Statement and ethos of widening participation the College has implemented a number of activities to improve access and participation. The College is working collaboratively with students and partners to further enhance our HE offer for the local area.