



London College of Business Studies

ACCESS AND PARTICIPATION STATEMENT

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Introduction

The Access and Participation Statement by London College of Business Studies (LCBS) mainly relates to the College's responsibilities and roles in enabling and providing a provision of higher education with principles of equal opportunities, equality and inclusivity embedded into it. The College is committed to widening access and participation to Higher Education. The College believes that all learners should be able to study at LCBS with the expectation and facilitation of meeting their needs and aspirations. All students should be supported thoroughly for them to succeed in their studies and progress in their life. The College has prepared this statement by taking the following into account;

- LCBS Mission and Objectives
- Recruitment and Admissions Policy
- Admission Data
- Assessment Data
- Teaching and Learning Support
- Staff Development
- Equality and Diversity Policy
- Disability Policy
- Welfare Support and Strategy
- Student Feedback
- Quality Assurance Processes

Approach and Commitment

College's commitment to widening access and participation to higher education is clearly reflected through its mission statement: *Our aim is to provide all of our students with an excellent academic programme at the lowest possible cost. We positively embrace ethnic diversity, and feedback from our students indicates that they enjoy studying in such a cosmopolitan environment.*

As an alternative provider of Higher Education the College fully understands and is committed to the purpose of an alternative provider to enable pupil from disadvantaged backgrounds or non-traditional routes to access higher educations to develop and progress in their lives.

For this reason the College continues to promote its courses to a wide variety of applicants and accepts applications from all learners with a view of assessing them on the basis of qualification requirements and prerequisites outlined by the awarding body.

This commitment is further echoed through the College's Recruitment and Admission Policy which states; *recruitment of learners is conducted in such a way so as to maximise the opportunity for a learner to be able to apply, whilst ensuring that the academic standards expected of a higher education institution are met. We approach this through accepting applications from as diverse a range of learners as possible to*

apply to the courses we offer. The policy further states, “the college is committed to ensuring that it recruits learners with integrity irrespective of their age, ethnicity, gender, sexual orientation or any other arbitrary diversity characteristic. It will make every effort to support learners who have special requirements by detailing the support available with their studies. The only prerequisite imposed is the ability of the candidate to satisfy the entry criteria for the course.”

The College is currently a small organisation with low number of learners and that is why the applications received have not been large in number. However, in the past the College has enabled around 500 learners from disadvantaged backgrounds to achieve Higher National Diploma or Higher National Certificate qualification over a tenure of 2 years as a provider designated to provide student support. Learners belonged to various background and profiles and their achievement or progress was solely on the quality of work and commitment they were able to produce. College was appreciated by all learners regarding the unprecedented support provided to them during the difficult financial times. The College received an overall high satisfaction rate from all learners in the area of support.

The commitment is further reiterated in College’s Learning and Teaching Policy which states: *the College is concerned to provide an inclusive learning experience, which recognises the nationality of its students and ensures that no student is alienated. Indeed, diversity is something that can be celebrated as enriching the learning process.* Widening and increasing participation has been included as an objective of the Learning and Teaching Strategy to enhance educational experience and enable student skills development.

Staff development practices have mainly been based on the in-house training and development related to the provision of higher education where staff are trained to incorporate inclusivity in all areas and especially in providing feedback to learners. Staff understands that people from diverse backgrounds and circumstances have differing learning pace and requirements which need to be consolidated upon for an effective feedback process.

College maintains and monitors its Equality and Diversity policy and collects feedback from student representation on areas of diversity, equality and equal opportunities. Feedback from learners has again been positive where they have commended the support available to them. The equality and diversity policy endorses the need to create an environment of inclusivity at the College as this takes the view that learners should be prepared to understand diversity and equality for them to have no problems later in life when they enter employment in a similarly diverse setting. The policies states: *that the College needs to educate and develop all our students and staff to adopt an international outlook, to operate across cultures and to take an inclusive view of the opportunities before them. We believe that raising awareness of, and respect for, difference on an international scale will also encourage better understanding and management of the talents of all our staff and all our students.*

The policy further states that, *“We aim to create a tolerant community where freedom of belief and expression can be relied upon and where human rights are ensured. Our codes of conduct will emphasise the value of being non-judgemental where difference is perceived and will show how rights are balanced with responsibilities.*

Race, religion, sexual orientation and gender relations can provide trigger points for prejudice, discrimination, harassment and aggression that cannot be legislated out of existence in a single community. At London College of Business Studies we challenge behaviour and require staff and students to accept and respect the practices and dignity of all our colleagues and students.”

The College uses its policies to ensure equality of opportunity in academic achievement and career progression, linked directly to the equality objectives and championed by staff and students at the college. We have the highest expectations of our students, emphasising to them that they should aim for the best in academic achievement and professionalism. We want to ensure that our students do not just get a job but gain employment in highly competitive global markets with respected firms and companies or have the confidence to set up businesses or take a lead in the public or voluntary sector.

We will provide quality assured learning and teaching that recognises the diversity of our student and staff community at the College. The student experience will be enhanced towards inclusivity and good service for all.

London College of Business Studies is also committed to a policy of equal opportunities for disabled staff and students and aims to create an environment which enables them to participate fully in the life of the College. As a part of its Disability Policy the College understands its responsibilities that it needs to ensure that potential and current staff, students and visitors with disabilities are not discriminated against, ensure that reasonable adjustments are put in place for staff, students, applicants and visitors with disabilities, support the retention, development and progression of disabled staff and students and promote a positive working and studying environment for disabled staff and students.

College’s welfare support and strategy for learners also emphasises on diversity and inclusivity where we believe that a consistent and strategic approach to the issue of student welfare is critical to our success in improving the lives of our students. We will aim in everything that we do to pursue pragmatic and evidence-backed initiatives in order to achieve the most in the area of student welfare. We believe that ‘the average student’ does not exist, and that each student will have diverse needs, experiences, and difficulties. We facilitate this by improving student learning by providing a safe and caring environment in which students feel valued and confident to actively participate and take controlled risks. This is further implemented through the objectives of promoting independence, positive student behaviour and foster attitudes of cooperation and respect throughout the College community. The policy also aims to assist students to develop positive relationships with staff, peers, and other members of the college community.

The College continues to facilitate the access and participation by all students through its Individual Learning Plan policy through which the College ensures that all students receive an individual support that is tailored to the requirements specific to them. The plan assesses learning and skills requirement and set dates for achievement and review of the same.

In order to ensure that the above practices related to the Access and Participation Statements are fully as well as appropriately implemented, the College maintains quality assurance processes which are designed to assess and evaluate all of these processes continuously. This in effect creates a monitoring system for the College to ensure that the purpose of these strategies and approaches are met. Importantly, student feedback collected and meetings with student representation form part of the quality assurance process. The focus of our approach to quality assurance and enhancement extends much further than the maintenance of academic standards aiming to develop and maintain a college culture which is self-critical, honest and transparent and operate within a coherent quality assurance and improvement cycle. We aim to enhance as well as to assure the quality of the learners' learning experiences whilst they are studying at LCBS by improving the quality of the learner experience through monitoring, reviewing and continuously improving. In this context, we recognise the fact that all areas of LCBS's operations impact significantly upon the quality of that experience and are likely to influence learners' future prospects for success in the world of work.

Learners are supported through their initial interaction with the College when they apply for admissions. They are required to complete the application form, give a diagnostic assessment based on English and Mathematics and also attend an interview which aims to assess their goals, history, future plans and support needs if any. All successful applicants who are offered a place at the College are also invited to attend an induction which provides them with all the relevant information about the College and the course as well as the policies and processes that relate to them. As a part of the student development and enhancement, the College also has work based learning arrangements for its learners. Learners are also given support related to job hunting, interviewing and CV writing.

In addition to an ad hoc reviews, the College also conducts an annual review of this statements as a part of its annual review of all policies.