

## **ACCESS AND PARTICIPATION STATEMENT**

### **1. INTRODUCTION**

OMNES Education London School (OELS) is committed to fostering an inclusive educational environment that supports and enhances the academic and professional aspirations of a diverse student body. This statement outlines our dedication to improving access and participation for students from varied backgrounds, focusing on community engagement and global opportunities facilitated by our affiliation with the OMNES Education Group.

### **2. SUPPORT FOR LOCAL COMMUNITIES**

At OELS, we recognize the importance of community engagement and local partnerships in creating educational opportunities. Our collaboration with institutions like Westminster Academy allows us to support local communities in London by providing pathways to higher education. These partnerships are designed to inspire and assist students from less represented backgrounds to pursue their academic goals at a higher level. Through workshops, seminars, and joint educational initiatives, we aim to make a tangible impact on our local community, offering resources and guidance to help students navigate the transition to higher education.

### **3. GLOBAL OPPORTUNITIES**

Leveraging the global network of OMNES Education Group, OELS offers unprecedented access to international educational opportunities. We believe that our global reach can open doors for students who might not otherwise have the chance to study abroad or engage with a diverse international curriculum. This global perspective not only enriches the student experience but also prepares our graduates to thrive in an increasingly interconnected world. We are committed to making these opportunities accessible, especially to students from socio-economically disadvantaged backgrounds, enabling them to expand their horizons and gain international exposure.

### **4. SUPPORT FOR FIRST-GENERATION STUDENTS**

Within the OMNES Education Group, specific schools host a significant number of first-generation students from entrepreneurial families globally. Inspired by their achievements, OELS aims to extend similar support to first-generation students in the UK and abroad. We recognize the unique challenges these students face, often navigating the educational environment without familial guidance on academic life. To address these challenges, OELS offers specialized support services designed to assist first-generation students in thriving academically and professionally. Our goal is to empower these students by providing the

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resources and support needed to succeed and to foster a sense of belonging and achievement within our diverse student community.

## **5. EQUALITY OF ACCESS TO EDUCATIONAL OPPORTUNITIES**

OELS is dedicated to ensuring that all potential students have equal access to educational opportunities. To achieve this, OELS has established clear, transparent, and accessible admissions procedures that are designed to eliminate barriers to entry. Our admissions process is designed to provide all applicants with a fair, straightforward pathway into higher education, ensuring that decisions are based solely on merit and potential. We actively communicate these procedures through our website and directly to applicants to ensure clarity and understanding. Additionally, special provisions are made to accommodate applicants from underrepresented or disadvantaged groups, including support and guidance throughout the application process. This proactive approach reflects our commitment to fostering an inclusive academic environment that not only welcomes diversity but also actively supports it, ensuring that all students can thrive at OELS.

## **6. COMMITMENT TO CONTINUOUS IMPROVEMENT**

OELS is dedicated to continuously developing our access and participation strategies based on the evolving needs of our students and the changing educational landscape. We monitor the effectiveness of our initiatives through regular feedback and comprehensive data analysis, allowing us to make informed adjustments that enhance our support and outreach efforts.

Our Access and Participation statement reflects OMNES Education London School's commitment to creating an inclusive educational environment that not only supports students from diverse backgrounds but also actively removes barriers to higher education. By collaborating with local communities, leveraging our global network, and supporting first-generation students, OELS is dedicated to providing a transformative educational experience that prepares students to meet the challenges of the future confidently.

## **7. SUPPORTING DOCUMENTS**

- Annex 1: Access and Participation Report Oct 23
- CSR OMNES Education Group Report: [TIME TO ACT : the CSR approach OF OMNES EDUCATION - OMNES Education](#)

## **8. OELS Website**

[London school - OMNES Education](#)

Annex 1:

**Access and Participation Report Oct 23**

**Overview**

OMNES Education London School pledges to make a genuine commitment to developing access, success, and progress for students from all backgrounds by offering a supportive and personal environment. We are a fast-growing institution driven by academic excellence and developing student adaptabilities, employability and intercultural awareness. Our programmes enable our students to flourish as individuals but also as part of the community.

The aspiration of OMNES Education London School is to provide fair access and participation opportunities to all its students to enable them to achieve their career goals.

The diversity of our student body is an important aspect of the learning environment. It exposes students to different cultures, different mind-sets and different academic backgrounds.

Here at OMNES Education London School, *Global Citizenship* is one of our five values, which underpin our teaching project.

Please see below an extract of our mission statement:

***Global Citizenship:*** *At OMNES Education London School, we are committed to helping our students to become global citizens who respect others and diversity, engage in ESG matters and the community, and strive for integrity and excellence.*

The diversity of background and experiences, which our students bring, makes a lively and challenging study environment, preparing our students to navigate in a multicultural world.

Each year, an access and participation report presents the ongoing operational activities supporting our Access and Participation Plan.

**Progress on the areas we are seeking to address**

Our School is committed to an evidence-based approach to access and participation.

This access and participation statement is the second one for OELS. Last year we looked at establishing benchmarks. We start monitoring data to continue our evidence-based approach to access and participation.

As previously reported, 95% of our students register to our programmes through their home school in France, Switzerland, Monaco and Spain. Following government policies of those countries, it is illegal to collect data on ethnic backgrounds. Therefore, we currently do not have any data to monitor access and performance of ethnic minorities.

When a student registers to our programme, the academic Services Officer receive records collecting a wide range of information, including data on the student's personal characteristics, courses of study, as well as qualifications obtained that are linked to their home school.

## **Access**

In 2022-2023, our School welcomed 1,586 students from over 60 nationalities every year offering a wide range of programmes: 1 semester or 1 year in Bachelor, Master or learning expedition.

The London programmes offer an international scale to the qualifications of our students. Their time on the London School is a strong asset to their career and allow them to apply for international positions.

We believe that the London programmes should be accessible to all students.

OELS is not responsible for the recruitment as an institution but is reliant on the home school who selects the students.

One of our objectives is to give the chance to the London experience to a wide range of students, supporting them all the way.

## **Support**

Our Pre-Arrival Support Officer is our key contact for our students with visa and accommodation questions. We have developed a Visa Application Guide, a Housing Guide and online forums to help our students. We also created videos to support students in their visa application.

During their time on our campus, we have optional, free English support classes every Wednesday afternoon. Language should not be a barrier to the learning of thematic topics. These classes have been well received by students and are a great support for students with low level of English.

The Academic Team: the Academic Programmes Director, the Director in Teaching and Learning, the School Director alongside with the lecturers are available for one to one appointment on campus or via Teams. They are available for meetings and are keen to help student through their learning journey. A variety of pedagogical methodologies is implemented to enable student development and achievement including case studies, simulations, role play, debates and presentations.

In the past years, following the student feedback, we implemented tutorials. These sessions are usually organised on an ad-hoc basis. For some specific subjects, in particular quantitative subjects (Probability and Statistics, Operational Research, Computer Science and Artificial Intelligence) tutorials are set up before assessments aiming to review concepts that some students may not have fully understood.

On campus, we provide medical and mental support services. Student can benefit from one-on-one sessions with our dedicated Psychological Coach and Counsellor, whom specialize in assisting young individuals. Additionally, we offer drop-in afternoons with our Nurse. Furthermore, our Administrative Support Officer at the reception is certified in mental health first aid, ensuring that student receive the care and assistance they may need.

### **Data on Attainment**

Each Home school has a selecting process, which includes the overall academic of the student and the level of English. There is an expectation that the applicant has the academic potential and the motivation to be able to fulfil the objectives of the programme and achieve the standard required for the award. OMNES Education London School encourages applications from students from all backgrounds and will, at all times, seek to ensure equality of opportunity for all students.

OMNES Education London School evaluates the mark on marking scheme as below:

Grade	French Mark	Percentage	Foundation Degree
A	17 - 20	70% - 100%	Distinction
B	15 - 16.99	60% - 69%	Merit
C	10 - 14.99	40% - 59%	Pass
D	0 - 9.99	0% - 49%	Fail

For the Fall 23, programmes and results gained are as follow:

**Dates: 06th September 2022 - 16th December 2022**

**Total of students: 561**

***Figure 1***

Programme Name	Average Mark /20	Average Mark /100
Postgraduate Brand Building & Digital Experience	9.16	45.80%
Postgraduate Corporate Finance & Private Equity	13.39	66.95%
Postgraduate Investment Management and Capital Markets	13.07	65.35%
Year 3 International Relations	14.67	73.35%
Year 3 International Business	13.62	68.10%
Year 3 Engineering	13.71	68.55%
Year 2 International Business	12.25	61.25%
Year 2 International Business - English Focus	14.16	70.80%
Year 2 Programming	13.25	66.25%

For Spring and Summer 23, programmes and results gained are as follows:

**Dates: start date: 06th January 2023- end date: 28th July 2023**

**Total of students: 727**

**Figure 2**

<b>Programme Name</b>	<b>Average Mark 0/20</b>	<b>Average US/ UK Mark 0/100</b>
Postgraduate Business English and London Culture	13.70	68.50%
Postgraduate International Business Innovation	12.97	64.85%
Year 3 Engineering New	12.45	62.25%
Year 3 Intensive London	12.78	63.90%
Year 3 Intensive London Online	9.55	47.75%
Year 3 International Business	13.01	65.05%
Year 3 International Communication	13.35	66.75%
Year 3 International Creativity	14.55	72.75%
Year 2 Total London	12.57	62.85%
Year 2 International Business	13.06	65.30%
Year 2 International Business - English Focus	13.40	67.00%
Year 3 Engineering Apprentice	12.38	61.40%
Year 3 London Intensive Business	13.97	69.85%

OMNES Education London School is proud to share the figures of achievement. The tables below gather the number of students that have failed. However, as part of OMNES Education London School's flexibility towards its students, the students who have failed and who have a good record of attendance (more than 50%), are given a chance to retake the failed module(s).

**Student Results per programme**

**Figure 3**

Fall 22-23 (Semester 1)		Fail (%)	Lower Second Class(%)	Upper Second Class (%)	First Class (%)	Higher First Class (%)	Nb of students
Master's	Programme Master Brand Building & Digital Experience	0%	15%	38%	31%	15%	13
	Programme Master Finance Corporate Finance & Private Equity	0%	0%	82%	18%	0%	11
	Programme Master Finance Investment Management & Capital Markets	0%	0%	71%	29%	0%	17
Undergraduate	Programme Y2 International Business	6%	11%	56%	26%	1%	82
	Programme Y2 International Business - London Focus	5%	0%	16%	74%	5%	43
	Programme Y2 Programming	14%	11%	25%	39%	11%	72
	Programme Y3 Engineering	0%	6%	58%	34%	1%	140
	Programme Y3 International Business	0%	1%	66%	33%	0%	124
	Programme Y3 International Relations	0%	3%	5%	92%	0%	59

Spring 22-23 (Semester 2)		Fail (%)	Lower Second Class(%)	Upper Second Class (%)	First Class (%)	Higher First Class (%)	Nb of students
Master's	Programme Master Business English & London Culture	0%	0%	71%	29%	0%	14
	Programme Master International Business Innovation	0%	14%	50%	36%	0%	36
	Programme Master International Business Innovation ONLINE	15%	0%	70%	15%	0%	20
Undergraduate	Programme Y3 Engineering New	1%	36%	53%	10%	0%	87
	Programme Y3 Intensive London	6%	18%	47%	25%	3%	205
	Programme Y3 Intensive London ONLINE	42%	8%	25%	17%	8%	12
	Programme Y3 International Business	0%	11%	67%	22%	0%	54
	Programme Y3 International Communications	8%	0%	42%	50%	0%	38
	Programme Y3 International Creativity	0%	0%	21%	79%	0%	24
	Programme Y2 International Business - London Focus	2%	8%	59%	31%	0%	64
	Programme Y2 S2 International Business - London Focus	0%	4%	65%	31%	0%	26
	Programme Y2 Total London	1%	10%	69%	20%	0%	70

Summer 22-23		Fail (%)	Lower Second Class(%)	Upper Second Class (%)	First Class (%)	Higher First Class (%)	Nb of students
Y3 Students	Programme Y3 Engineering Apprentice	0%	42%	39%	18%	1%	83
	Programme Y3 London Intensive Business	0%	8%	33%	50%	8%	12



### **Student results for the year 22-23**

22-23	Fail (%)	Lower Second Class(%)	Upper Second Class (%)	First Class (%)	Higher First Class (%)
Results	3%	12%	50%	33%	2%
UK Benchmarks 20-21			47%	38%	
UK Benchmarks 21-22			47%	33%	

The data of attainment at OELS are comparable with the UK Benchmarks of previous years. At time of this report, UK Benchmarks 22-23 were not available.

OELS is proud to demonstrate a low level of students who failed. In 22-23, for all programmes except Year 2 programming, we offered resit exams to students who failed a module as a second chance to support them in their learning process.

For the programme Year 2 programming, the home school decided to organise the resit themselves on site in Paris.

Among failed students, we had:

- Students who did not attend the resit exams
- Students who missed more than 50% of a module
- Students who did not achieve the Learning outcomes

The ambition for 23-24 is to carry on supporting students so that the percentage of failed students do not increase.

### **Apprenticeship**

OELS welcomes students from a wide range of social backgrounds, in particular students who are apprentices. These students are employed by a company under a contract ruled by the French law. Underprivileged groups have welcomed these programmes. Education is free and students receive a salary.

Apprentices studying towards an integrated Master degree in Engineering awarded by the French School *ECE* come on the London School for a semester usually from May to July. Upon completion of the programme, they receive 10 ECTS credits, which count towards their degree.

Apprentices studying towards a Bachelor degree in International Business awarded by the French School *Sup Career* come on the London School for a week. Upon completion of the programme, they receive 3 ECTS which count towards their degree.

In March 23, we developed a Learning Expedition focussing on English language for Apprentice students studying towards a Master's degree in International Business awarded by the French School *INSEEC*. We welcomed a small cohort of five students and we are working towards expending this Learning Expedition.

The ambition of the school is to develop these programmes. Companies are keen for their apprentices to follow these programmes as they are a unique opportunity to give an international perspective to the qualification.

### **Online Programmes**

At OMNES Education London School, we value face-to-face classes and activities. However, we also understand that, in some circumstances, students cannot travel to the London campus, as we do not want them to miss on the opportunity to study with us, we offer some programmes, fully online. Hence, students with visa issues, specific family needs or who are in employment can follow the programme and receive the corresponding ECTS.

### **Students with Special needs**

OMNES Education London School is committed to supporting its students by providing a suitable environment where special needs students feel comfortable while studying on campus. OELS focuses on improving the support for students on the campus by gathering accurate information that OELS assesses closely with students before and on arrival, based on their specific needs.

From September 21, OMNES Education London School has enrolled students with a disability of dyslexia, hearing impairment, autism disorder and anxiety. For the 21-22 academic year, the school has enrolled approximately 1,670, among which 9 with a known disability based on HESA analysis. Further analysis have been done and for the academic year 22-23 OMNES Education London School has enrolled 1434 students among which 42 with a known disability. The percentage of students with a support plan has increased in 22-23 to 3% from 1% the previous year.

Since Sept 22, during the welcome week, we include a presentation of our Special Need Officer to inform students who to contact for support. This improvement of communication is surely correlated with the increase in the number of students with special needs.

***Figure 5***

<b>Academic Year</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>Total number of Students</b>	1750	1670	1434
<b>Number of Students known with special needs</b>	27	9	42
<b>%</b>	2%	1%	3%

When considering different disabilities, OMNES Education London School ensures that there are no significant differences for students' disabilities by providing additional support such as extra time during the assessments, breaks if necessary and the ability to use a laptop. OMNES Education London School's decisions are based on the results of a home school panel, which is supported by medical documents. However, if need be, OMNES Education London School can support a student who needs to apply for special arrangement.

Furthermore, our facilities are designed for disabled students so that they may study on our campus without barrier: clear signage for accessible feature, disabled toilets on the ground floor, lift up to the 3<sup>rd</sup> floor, disabled lift at reception (currently under refurbishment).

Finally, in order to comply with government and HESA policy on disability, OMNES Education London School is committed to ensuring that its Special Need Officer and staff members are trained and attend relevant workshops to be able to provide the best learning environment for students with special needs.

## **Provision of Student Progression into Employment**

The School offers multiple opportunities to students to develop their employability skills. Undertaking an academically challenging programme, led by lecturers with a strong implication in the professional world, prepares the students for meeting the demands of the current job market.

Students develop social and communication skills by taking an active part in the student societies and events organised throughout the semester.

All programmes include at least one guest speaker who is a professional with an expertise in the field of studies. The guest speakers offer career advice looking back at their career choices.

OMNES Education London School organises company visits. They have proven very successful for the students but also for the host company. Students are usually welcomed by a person from the HR department who gives valuable tips for job application.

Alumni meet up happens regularly (around 5 times a year). Students can listen to alumni career paths during formal presentations but also have informal conversations, both formats give valuable information to students when choosing education path (Master's application for example), when applying for internships or jobs and more generally when navigating the professional world.

## **Refugees**

In 22-23, we are delighted to have been able to open our summer programmes (London Language Lab) which focus on English language and employability skills to one Ukrainian refugee waiving all tuition fees. We contacted several organisations to open our programme to more refugees. Unfortunately, we only had one applicant.

In 23-24, we will invite 3 refugees during our British School to help them integrate the UK landscape by improving their English skills.

## **Financial Support**

Group OMNES Education has financially supported students using a wide range of scholarships and bursaries. In 2022-2023, a total of 1,282 students were allocated financial support for a total amount of 2 million euros. Compared to 2021-2022, the number of students who benefits from those financial aids increased by 22%, and the amount of scholarships and bursaries increased by nearly 800,000 euros, which accounts for 67% of the amount of 2021-2022.

## **Ambition and Plan for 23-24**

### **Financial Aids and fee waiver**

To attract international students and to increase the diversity of our student body, the Board of directors has decided to waive education fees for international students with strong academic background. From January 23, OMNES Education London School will offer 100% scholarship for 15 international students who are coming from institutions outside group OMNES Education. In Summer 23, OELS welcomed 4 students from Korea who received a 100% scholarship for their tuitions fees for the Global Summer School. This Summer school, focusing on international relations, is a fantastic opportunity for young adults to exchange ideas with foreign students and better understand the current world dynamic.

### **Engagement in the community**

As part as our engagement to be an active member of our community, we have created a module named “Community Engagement Project” which is part of the Y3 International Relations programme. Students engage in a charity using their time to have an impact in the local environment. We are currently working with 21 charities or local organisation.

The module enable OELS to have been short listed by Westminster Business Council 2023 in the category “CSR Engagement award” and by the Franco-British Business Award by the French Chamber of Great Britain in the category “Community Impact”. At the time of this report has been published, the results of those awards were not known.

This module corresponds to the strategic goal and the mission of our school: we want to ensure that the students fully engage in the ongoing development of our environment, being an active

member of our community. Once again, our value “Global Citizenship” serves as the foundation for this module.

### **Reading List**

The plan for 23-24 is to review the reading list in all the Module Handbooks and make sure reading lists represent authors and theorists from different races, genders and cultures. We are proactively seeking to promote EDI through decolonising the curriculum and promoting awareness.

### **OELS staff dedicating times to charities and organisations**

The new Staff Handbook now includes four half days when OELS staff can volunteer their time to local charities or organisations. We kicked off this initiative in 22-23, with two employees and one lecturer participating in the mentoring programme organised by the council for young people at Westminster Academy. Additionally, five members of OELS staff dedicated a day to provide lunch and snack for the “National Nurse Day” at Imperial College Hospital.

### **Access and Participation Committee**

As part of our governance, we have an Access and Participation Committee. This committee chaired by the Director of Teaching and Learning, review, assess and plan ongoing actions which are developed to ensure that access, progression and success are at the heart of our teaching project. Student representatives are part of the committee as we wish to encourage students’ voice on inclusivity and diversity on our campus.