

ACCESS AND PARTICIPATION STATEMENT 2024-2027

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 underrepresented 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

- Every Year an Annex including supporting data is attached to this statement
- 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 May 25

Overview

OMNES Education London School pledges a genuine commitment to improving access, success, and progress for students from all backgrounds by offering a supportive and personalised environment. We are a fast-growing institution driven by academic excellence and focused on developing students' adaptability, employability, and intercultural awareness. Our programmes enable students to flourish as individuals and as part of the community.

Our aspiration is to provide fair access and participation opportunities to all students, enabling them to achieve their career goals. The diversity of our student body is an important aspect of our learning environment, exposing students to different cultures, mindsets, and academic backgrounds.

At OMNES Education London School, global citizenship is one of our five core values underpinning our educational approach

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 third one for OELS. Last year we looked at establishing benchmarks. We now carry on monitoring data to continue our evidence-based approach to access and participation.

As in previous years, in 23–24 and 24-25, the vast majority of students registered for our programmes through their home institutions in France, Switzerland, Monaco, and Spain. In accordance with the laws and policies of those countries, it is illegal to collect data on ethnic backgrounds. Therefore, we currently do not hold data to monitor access and performance by ethnic minorities.

When a student register for our programme, the Academic Services Officer receives 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 2023-2024, our School welcomed 1169 students from over 67 nationalities, offering a wide range of programmes: 1 semester or 1 year in Bachelor, Master, or 1 to 8 weeks of learning expedition.

The London programmes offer an international scale to the qualifications of our students. Their time at the London School is a strong asset to their career and allows 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 schools who select 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.

For example, we welcomed students in foundation year, who could then apply to integrate a Bachelor's degree at one of OMNES Education schools, INSEEC in France. They participated in one week of classes with undergraduate students at our London campus, providing a taster of the study abroad experience available if they enrolled at INSEEC. In April 2023, we had 17 preparatory students; in April 2024, we welcomed 8 students.

Support

The following support was implemented in 2022–23 and has been ongoing since then:

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

While on campus, we offer optional, free English and academic skills support classes every Wednesday afternoon. Language should not be a barrier to learning thematic topics. These

classes have been well received and are a valuable support for students with lower levels of English.

From April 2025, our permanent lecturers will offer three hours of office hours for English language support and two hours for business support.

The Academic Team — including the Academic Programmes Director, the Dean, the School Director, and lecturers — is available for one-to-one appointments on campus or via Teams. They are keen to help students through their learning journey. A variety of pedagogical methodologies are implemented to promote student development and achievement, including case studies, simulations, role play, debates, mentoring, and presentations. CPD and training for lecturers on these methodologies are offered every semester.

In past years, following student feedback, we introduced tutorials, usually organised on an ad hoc basis. For specific subjects, particularly quantitative subjects (e.g., Probability and Statistics, Operational Research, Computer Science and Artificial Intelligence), tutorials are organised before assessments to review concepts that some students may not have fully understood. Attendance has been high, and student feedback has been very positive.

On campus, we provide medical and mental health support services. Students can access one-on-one sessions with our Psychological Coach and Counsellor, who specialises in supporting young individuals. Additionally, we offer drop-in afternoons with our Nurse, and our Administrative Support Officer at reception is certified in mental health first aid, ensuring students receive the care and assistance they need.

.Data on Attainment

Each home school has a selection process, which includes the overall academic profile of the student and their 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.

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

Dates: 06th September 2023 - 20th December 2023

Total of students: 396

Figure 1

Programme Name	Average Mark /20	Average Mark /100
Postgraduate Corporate Finance & Private Equity	14.00	70%

Postgraduate Investment Management and Capital Markets	13.30	66.5%
Year 2 International Business London Focus	13.80	69%
Year 2 International Business	12.30	61.5%
Year 3 Engineering	12.70	63.5%
Year 3 International Business	13.20	66%
Year 3 International Relations	13.80	69%

For Spring and Summer 24, programmes and results gained are as follows:

Dates: start date: 03rd January 2024- end date: 26th July 2024

Total of students: 579

Figure 2

Programme Name	Average Mark /20	Average Mark /100
Year 2 International Business London Focus	12.50	62.5%
Year 2 International Business London Focus ONLINE	13.20	66%
Year 3 International Relations	13.00	65%
Year 3 International Communications	13.00	65%
Year 3 Intensive London	12.40	62%
Year 3 Intensive London ONLINE	10.10	50.5%
Year 3 Engineering Apprentice	12.10	60.5%

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 23-24 (Semester 1)		Fail (%)	Lower Second Class	Upper Second Class	First Class	Higher First Class	Nb of students
Master's	Programme Master Finance Corporate Finance & Private Equity	0	0	82	18	0	14
	Programme Master Finance Investment Management & Capital Markets	0	0	71	29	0	25
Undergraduate	Programme Y2 International Business	14	69	19	20	0	103
	Programme Y2 International Business - London Focus	3	50	45	5	0	20
	Programme Y3 Engineering	4	65	15	0	0	108
	Programme Y3 International Business	2	84	14	0	0	37
	Programme Y3 International Relations	0	72	27	0	0	89

Spring 23-24 (Semester 2)		Fail (%)	Lower Second Class	Upper Second Class	First Class	Higher First Class	Nb of students
Undergraduate	Programme Y3 Engineer New	6	52	23	0	0	66
	Programme Y3 Intensive London ONLINE & On campus	12	55	9	0	0	87
	Programme Y3 International Business	0	83	8	0	0	37
	Programme Y3 International Communications	0	77	15	0	0	13
	Programme Y2 International Business - London Focus	0	59	27	3	0	32
	Programme Y2 S2 International Business	11	68	24	0	0	151

Summer 23-24		Fail (%)	Lower Second Class	Upper Second Class	First Class	Higher First Class	Nb of students
Undergraduate	Programme Y3 Engineering Apprentice	6	39	27	0	0	32
	Programme Y3 International Relations	0	46	54	0	0	28

Among failed students, we identified several groups: students who did not attend the resit exams; students who missed more than 50% of a module; and students who did not achieve the learning outcomes. In 2023-24, the percentage of students who failed varied by programme, ranging from 0% to 15%, with an overall average of 7%. The results for 2025-26 are not yet known, but our ambition is to continue supporting students so that the percentage of failed students decreases to 5%.

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's 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. In May 24, we welcomed 32 students, and in May 25, we had 11 students.

Apprentices studying towards a Master's 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 and April 2023, we had 89 Sup Career students, including 14 online to tackle logistics issues (visa, finance, health). In April and May 2024, we had 41 students, including 4 online, and in May 2025, we welcomed 9 students. Accommodations are included in the offer; students do not pay extra for their housing, which emphasises our inclusive value.

In February and 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 10 students. In March 2024, we had 5 students; and in March 2025, we welcomed 74 INSEEC students for a week in London, including 16 who participated online to address logistical challenges such as visas, finance, and health. By offering an online option, we ensure our programmes remain accessible and inclusive for all students, regardless of their individual circumstances.

In March 23, we developed another Learning Expedition for Apprentice students but on Innovation for another University with 12 students. In April 24, we had 37 students from this university.

In April 23, we launched a Learning Expedition on Facility Management for a university in Belgium, with 25 students. In February 24, we welcomed 14 students, and in February 25, we had 14 students.

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, while improving their English language skills. These students would not have been able to come otherwise, as they are not authorised to leave their company for more than a week (apart from pre-arranged agreements such as *ECE* designed for their Year 3 Engineering Apprentice). Also, a majority of these students would typically not have the financial support for housing for a semester in London. This opportunity fits well with our Equity, Diversity and Inclusivity approach.

Online Programmes

At OMNES Education London School, we value face-to-face classes and activities. However, we recognise that in certain circumstances, students may be unable to travel to London. We

do not want them to miss the opportunity to study with us, so we offer some programmes fully online. This allows students facing visa, health or financial challenges, family obligations, or employment commitments to complete the programme and receive the corresponding ECTS credits.

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.

Figure 5

Academic Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total number of Students	1750	1670	1745	1169	955
Number of Students known with special needs	27	9	42	27	26
%	2%	1%	2.5%	2%	2.7%

When considering disabilities, we ensure that appropriate support is available, such as extra time during assessments, additional breaks if required, and the ability to use a laptop. Decisions regarding accommodations are based on recommendations from the home school's panel, supported by medical documentation. Where needed, OELS can assist students in applying for special arrangements by liaising with their home school.

Our facilities are designed to accommodate disabled students:

- Clear signage indicating accessible features
- Accessible toilets on the ground floor
- Lift access up to the third floor
- Disabled lift access to the building entrance

In compliance with government and HESA policies on disability, OELS ensures that the Special Needs Officer and staff members receive relevant training and attend workshops to provide the best possible 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 ups happen regularly (around twice 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.

We designed a Learning Expedition entitled Business Immersion Week for EU Business School with campuses in Barcelona, Geneva, Munich, and also 100% Digital students. In February 2023, we welcomed 41 students; in November 2023, we had 20 students; in November 2024, we welcomed 16 students. The objective of this week is to introduce them to the UK professional market, where they benefit from a combination of workshops, company visits, and networking events.

Refugees

In 24-25 and 25-26, 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.

Financial Support

Group OMNES Education has financially supported students using a wide range of scholarships and bursaries. In 2023-2024, a total of 1,148 students were allocated financial support for a total amount of 1.6 million euros. Some of those students attending OELS programmes.

Monitoring of previous Plan and Ambition for 25-26

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 24, OELS welcomed 3 students from Korea who received a 100% scholarship for their tuition 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.

In 23-24, we welcomed 1 student from Wildau University in Germany, and 1 student from ISM Munich – 2 international students

In 24-25, we welcomed 2 students from the Eastern Switzerland University, and 1 student from ESIC University in Madrid – 3 international students

In 25-26, we are expecting 5 students from ESIC Spain, 2 students from VIVES Belgium, 1 student from SRH Haarlem University in the Netherlands, and 1 student from Tecnológico de Monterrey in Mexico, so a total of 9 international students.

Engagement in the community

Community Engagement Project

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 enabled 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”. Unfortunately, OELS was not successful but could showcase its involvement in the community.

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.

In 2023–24, 117 students participated in this module, and 127 students in 2024–25. It is now an integral part of the International Relations programme and will continue in 2025–26.

Refugees

As in previous years, we will offer free places to our Summer Schools for Ukrainian refugees in summer 26.

Work experience

As part of our commitment to widening access, we offer young people the opportunity to spend one or two weeks shadowing members of staff. This initiative gives them a first-hand introduction to working in an academic environment, helping to raise aspirations and build confidence in pursuing professional careers.

EDI within each Programme

The plan in 2023-24 was to review the reading lists, but in Fall 24, the Board of Directors decided to implement deeper changes to incorporate EDI within each programme. When programmes are annually reviewed by the academic team and the Programme Lead, a check is conducted to ensure that each programme incorporates elements of EDI, either through the reading list or in the concepts covered. If EDI content is not identified within a programme, an action is raised for the Dean or the Academic Programme Director to work with the relevant lecturer to ensure appropriate EDI content is included. This process was implemented in 2024 and will continue in 2025-26.

OELS staff dedicating times to charities and organisations

The new Staff Handbook includes a provision for staff to volunteer up to four half-days per year for local charities or organisations.

This initiative began in 2022–23, with two employees and one lecturer participating in a mentoring programme organised by Westminster Academy. It continued in 2024–25, with one lecturer and one staff member taking part in a similar scheme organised by City Lyons.

In 2023–24, our staff collectively contributed 15 days to charitable activities; in 2025–26, this more than doubled to 34 days.

Our ambition is to continue offering this volunteering opportunity to all staff, reinforcing our commitment to community engagement and corporate social responsibility

Access and Participation Committee - Governance Mechanism

The Access and Participation Report is formally shared with the Board of Directors once a year to ensure appropriate oversight of our progress and priorities. In addition, an Access and Participation Committee meets annually to review the report in detail, providing expert input and advice. During these reviews, key performance indicators (KPIs) and future targets are discussed and agreed upon, allowing the institution to align its access and participation objectives with its broader strategic goals. This governance structure ensures a clear, accountable framework for monitoring progress and embedding equity, diversity, and inclusion at all levels of institutional decision-making.