

SP Jain London School of Management Access and participation plan

2023-24 to 2027-28

Introduction

SP Jain is a global business school with campuses in the dynamic hubs of Dubai, Mumbai, Singapore and Sydney. SP Jain Institute of Global Management is registered in Australia to provide modern, relevant and practical global business education. We are renowned for offering multi-city undergraduate and postgraduate programmes. For its flagship Global MBA program, the school has been ranked by reputed international publications such as Forbes, Times Higher Education–Wall Street Journal and The Economist.

The SP Jain London School of Management (SPJ UK) has been set up to open a new London Campus (first teaching year in 2022-23) which will offer a range of undergraduate and post-graduate programmes, from MBAs to undergraduate degrees in business and management.

The vision of the university is to be an influential, futuristic international business and technology higher education institution recognised for leading innovative, principled education and applied research. We will equip our students with the ability to explore, examine, think critically and develop professional skills to become effective and responsible global leaders. Our aspiration is that our graduates will apply their technological and entrepreneurial acumen to solve develop solutions to ever-pressing global problems in an ever-evolving world that will be continually disrupted by technology, politics and environment.

SPJ UK is dedicated to maintaining and improving a high-quality learning experience for students with high academic standards and to ensuring inclusive practice and equality of opportunity. The school believes in the implementation of rigorous procedures to assure quality and standards, through the promotion of quality enhancement, and by developing innovative teaching methods and optimising the use of technology to deliver higher education. Our operations across the globe are grounded in provision of opportunity for disadvantaged and under-represented students, as evidenced by our generous scholarships and support programmes.

SPJ UK is excited to bring its practice to London. Our staff profile includes people of all ages, cultures, races; people from nearly every part of the world; people with unique backgrounds, lived-experiences and education; people with differing interests, goals and aspirations come together to create a vibrant, dynamic and pulsating workplace. We develop and support our academic team with an ecosystem wherein colleagues can individually and as an academic community contribute meaningfully to the industry and society through excellence in learning, teaching and practice-oriented research. We are excited to bring this practice to London.

In accordance with the Office for Students (OfS) fair access and participation regulation, this Plan sets out our targets and intentions in respect of the fair access and participation agenda, committing to ensuring equality of opportunity and successful outcomes for all UK home learners, regardless of background. This is a key pillar of our mission; as such we take an embedded approach across our institution.

Our data

In the absence of our own data, this Plan draws on and assesses the national picture in respect of fair access to higher education and outcomes for under-represented and disadvantaged groups. Our assessment is based upon currently available, public domain data and particularly the OfS access and participation data dashboard ('OfS A&P Data Dashboard'). We have also drawn on data relating to our specialist discipline area of Business and Management specifically to inform our approach.

The Covid pandemic

The impact of Covid-19 on students is likely to persist for several years. Students entering HE in 2022 are likely to have experienced significant educational disruption in Y11 and Y12. As UCAS note¹, disadvantaged students (POLAR4 measure) were more likely to be at the lower end of the attainment spectrum and this, coupled with a capacity squeeze on HE due increasing numbers of 18-year-olds, means the risk of disadvantage and underrepresentation in HE is magnified.

Data sources: UCAS, OfS, HESA, internal (SP Jain Australia). The latest possible data sources were used.

1. Assessment of performance

1.1 Higher education participation

Access by POLAR4

POLAR4 is concerned with participation in Higher Education (HE) by students who come from areas where representation in HE is low. This is a national concern and a performance measure for the Office for Students (OfS), given that in 2020-21 the sector average gap in participation between young (under 21) students from POLAR4 Quintile 1 (most underrepresented) and POLAR4 Quintile 5 (most represented) backgrounds was 17.7% (OfS A&P Data Dashboard). Whilst this gap has been steadily reducing over time, there is still work to do in improving this measure.

In the context of SPJ UK and our location in London, we acknowledge that there are very few POLAR4 Quintile 1 and 2 areas in London (our intended catchment) and therefore this measure is not as suitable locally as other measures of disadvantage, such as the index of multiple disadvantage (IMD). We note the difference in the gap between POLAR4 and IMD (see below), which suggests that the use of postcode-based measures may not be reliable indicators of the kinds of disadvantage that lead to access gaps. We propose to consider both measures and further explore this disparity in the context of our own student body as we start to recruit students over the coming years.

However, given this context we do not propose to set a POLAR4 access target at this stage. We will continue to monitor our emerging data and consider our target markets as we grow our enrolments, and may seek to set a target in future years as appropriate, via a variation to this Plan.

Access by Index of Multiple Deprivation (IMD)

In stark contrast to the POLAR4 measure, in 2020-21 the sector average gap between students from IMD Quintile 1 (most deprived) and IMD Quintile 5 (least deprived) backgrounds was -2.1% (OfS A&P Data Dashboard), meaning that a higher proportion of Quintile 1 learners are accessing higher education than those from Quintile 5. Given the positive national picture in this area, we would expect to be able to attract balanced proportion of disadvantaged students. Whilst we acknowledge that there is not a gap in the sector data for this group, as we are a new provider we wish to ensure that we are attracting disadvantaged students, particularly from IMD Q1 and Q2, as we grow our enrolments. We therefore propose a target for this group as a commitment under this Plan, to ensure we contribute to the current sector performance in this area. We will closely monitor our data to ensure it is inline with the good performance across the sector.

¹ UCAS (2020) *What happened to the COVID cohort*, Cheltenham: UCAS. <https://www.ucas.com/file/411836/download?token=51eovdPg>

Success – Continuation and Attainment by POLAR4 and IMD

The latest data from across the sector shows gaps in both continuation (2019-20) and attainment (2020-21) for students from under-represented and deprived backgrounds, with the most significant gaps in each area being for the most disadvantaged students.

Table 1: Continuation - OfS A&P Data Dashboard (2019-20) Proportion of students from highest and lowest quintiles retained in HE.

POLAR4 Q1	POLAR4 Q5	POLAR4 Gap
91.4%	95.2%	3.8%
IMD Q1	IMD Q5	IMD Gap
88.1%	94.6%	6.5%

Table 2: Attainment - OfS A&P Data Dashboard (2020-21) Proportion of students from highest and lowest quintiles being awarded 1st/2.1 degree outcomes.

POLAR4 Q1	POLAR4 Q5	POLAR4 Gap
80.8%	89.4%	8.6%
IMD Q1	IMD Q5	IMD Gap
74.9%	89.7%	14.8%

Research points to a range of challenges that can negatively impact on retention, including picking the right subject (Archer 2005²). The lack of access to experienced role models, advice and guidance, as well as sense of belonging and the development of social networks (Thomas 2012³) are often felt disproportionately by more disadvantaged and under-represented learners. Research also suggests that under-represented students who are more likely to be first-in-family to HE can find adapting to the expectations of study more challenging and can face additional concerns in negotiating the ‘hidden curriculum’ (e.g. Semper and Blasco 2018⁴), which can exacerbate gaps between themselves and their peers in respect of attainment outcomes.

SPJ UK aim to avoid disparities in continuation and attainment rates amongst our diverse cohorts through our models in inclusive teaching and learning, student support and embedded employability and global opportunities. In terms of inclusive learning, we will consider implementing a formal policy that draws on existing good practice both across the sector and within the SP Jain group, including approaches to the first year experience, embedded career development and cultural competency. The Policy will set baseline expectations incumbent on all programmes and those supporting student learning in order to ensure that the School sustains a culture of inclusive learning. We will also engage the student voice and our Industry Advisory Board in curriculum design. We will ensure that our programmes enable our diverse student body to answer questions and solve the problems that are relevant to them; ensure that the curriculum is informed by the diversity of staff and students’ social and cultural perspectives and include case studies taken from a range of perspectives across the globe. However, we will closely monitor our data over time as our first and subsequent student intakes progress their studies.

Progression by POLAR4 and IMD

Again, the latest sector progression outcomes show gaps between the highest and lowest quintiles for both POLAR4 and IMD. Research (e.g. Okay-Somerville et al 2020⁵) suggests that socio-economically disadvantaged students have differing career expectations, and different forms of social and cultural capital than more advantaged peers.

² Archer, L. (2005). The ‘value’ of higher education. In *Higher education and social class* (pp. 131-148). Routledge.

³ Thomas, L. (2012). Building student engagement and belonging in Higher Education at a time of change. *Paul Hamlyn Foundation*, 100, 1-99.

⁴ Semper, J. V. O., & Blasco, M. (2018). Revealing the hidden curriculum in higher education. *Studies in Philosophy and Education*, 37(5), 481-498.

⁵ Okay-Somerville, B., Allison, I., Luchinskaya, D., & Scholarios, D. (2020). Disentangling the impact of social disadvantage on ‘becoming employable’: evidence from STEM student university-to-work transitions. *Studies in Higher Education*, 1-15.

It will be 4-5 years before we are able to track progression data for our students. We will monitor data as it becomes available and seek to set targets in future iterations of this Plan, should gaps emerge over time. Given our global opportunities and placement programme, and employability-focused curriculum, we expect to track and nurture student career aspirations early in the student lifecycle.

Table 3: Progression - OfS A&P Data Dashboard (2016-17) Proportion of students from highest and lowest socio-economic quintiles progressing into highly skilled or higher-level study.

POLAR4 Q1	POLAR4 Q5	POLAR4 Gap
68.8%	74.8%	6%
IMD Q1	IMD Q5	IMD Gap
69.1%	76.1%	7%

1.2 Black, Asian and minority ethnic students

Access

White students comprise the highest proportion of entrants to HE across the sector. However, there is an over-representation of total minority ethnic students relative to the population, although this masks disparities in access rates for students from different ethnic backgrounds. There are also disparities in the type of institution into which minority ethnic students progress, with lower rates into the most selective institutions.

Table 4: Access - OfS A&P Data Dashboard (2020-21) Proportion of students from different ethnicity identities progressing into HE.

Ethnic Identity	% of Entrants (2020-21)
White	67.7%
Asian	17.2%
Black	7.5%
Mixed	5.4%
Other	2.2%

For business and management courses, students from minority ethnic backgrounds have higher representation than average whole sector data.

Table 5: Student population by subject area coding and ethnicity (HESA 2019-20)

Subject area	White %	Black %	Asian %	Mixed %	Other %
Business & Management	64.3%	11.7%	15.7%	4.0%	2.5%
All subjects	75.2%	7.4%	11.6%	4.2%	1.6%

However, as a selective provider we note that minority ethnic students enter at lower rates. Therefore, we propose setting a target for this area under this Plan, we commit to monitoring our intake by ethnicity over time to ensure representation and diversity in our student cohorts.

Success – Continuation and Attainment by ethnicity

There are gaps across the sector in respect of continuation and attainment outcomes between students from different ethnic backgrounds. A specific OfS national key performance measure (KPM) has concern for the significant gap in attainment (1st and 2:1 Degree outcomes) between white and Black students. Black students are also the group least retained.

Table 6: Continuation - OfS A&P Data Dashboard (2019-20) Proportion of students from different ethnicities continuing in HE

Ethnicity	Continuation rate	Continuation Gap Relative to White Students
White	92.0%	-
Asian	92.3%	-0.2% (positive gap)
Black	87.4%	4.7%
Mixed	90.6%	1.5%
Other	89.2%	2.8%

The gap in attainment outcomes between white and Black students is significantly worse (17.4%) than other groups.

Table 7: Attainment - OfS A&P Data Dashboard (2020-21) Proportion of students from different ethnicities being awarded 1st/ 2:1 Degree outcomes

Ethnic Identity	Attainment rate	Gap Relative to White Students
White	86.8%	-
Asian	81.0%	5.8%
Black	69.3%	17.4%
Mixed	84.2%	2.5%
Other	78.6%	8.2%

It will be at least three years before we can begin to analyse data from our own context, but we will monitor academic progress rates and indicators of potential gaps in continuation or attainment prior to this.

Progression by ethnicity

The latest progression outcomes (2016-17) for the sector show gaps for Black, Other and Asian ethnicities. Whilst these gaps have been decreasing over time, we will remain cognisant of these broader trends as our progression data emerges and check gaps are not occurring for our own students.

Table 8: Progression - OfS A&P Data Dashboard (2016-17) Proportion of students from different ethnicities progressing into highly skilled employment or higher-level study.

Ethnic Identity	% of Population	Gap Relative to White Students
White	74%	-
Asian	70.2%	3.8%
Black	69.3%	4.7%
Mixed	71.1%	2.9%
Other	70.2%	3.9%

1.3 Mature students

Access by mature students

In the 2020 End of Cycle report, UCAS note a significant growth in acceptance rates of mature (21 and over) students. Across the sector, the current (2020-21) average participation rate for mature learners is 32.8%⁶. This may be due to economic uncertainty, and this trend could therefore continue for some time. We will seek to provide opportunities for mature learners as our operation matures, however we do not propose to set a target at this time, given our focus in the young market and our newness to the UK context.

Success – Continuation and Attainment by mature learners

⁶ OfS Access and Participation Data (2020-21)

The latest sector data shows an 7.5% continuation gap in outcomes between young (93.6% continuation) and mature (86.1% continuation) learners⁷. The OfS Topic Briefing⁸ suggests that retention for mature learners can be impacted by lowered academic confidence due to time away from studies, and the additional familial and caring responsibilities compared to younger students. Mature learners are also more likely to be commuter students, which can negatively impact on feelings of belonging and community.

There is also a gap in attainment outcomes (achievement of a 1st or 2:1 Degree outcome), where 76.3% of mature learners across the sector achieve this outcome compared to 85.8% of young students (a gap of 9.5%⁹) in 2020-21.

As our own data emerges over time, we will continue to reflect on the sector data and will seek to set our own targets in the future should gaps emerge for our cohorts.

Progression by mature learners

Sector data shows a positive picture for mature learners progression outcomes. Mature learners perform better than their young counterparts, at 75.7% progression compared to 72.3% (young (under 21) progression). This represents a positive gap of -3.4%¹⁰. This is possibly due to having previous career experience and the rationale for study which often includes career progression or change objectives. Again, we will monitor our emerging data as it becomes available over time.

1.4 Students with disabilities

Access by students with disabilities

Participation by students with disabilities across the sector is average 17% (2020-21)¹¹. In the 2020 End of Cycle report, UCAS note a significant increase in the number of students declaring disabilities, mental health and specific learning difficulties along with an increase in acceptances. As we enrol our first intakes, we will monitor our intake data over time and broadly seek to meet student population parity for those with disabilities. We also commit to ensuring a proactive and safe environment for declaring disability and help-seeking, so that all students feel able to seek support.

Success – Continuation and Attainment by Disability

Learners with disabilities continue in higher education at a relatively similar rate to non-disabled learners (90.4% and 91.6%, respectively)¹². In relation to attainment outcomes (achievement of a 1st or 2:1 Degree outcome) the sector has a small average 1.1% gap for learners with disabilities (83.1% attainment) compared to their non-disabled (84.1% attainment) counterparts¹³. Both retention and attainment outcomes for students with disabilities can be impacted by the inclusivity of the campus and its learning and teaching provision. Our small intake of new students can enable greater agility in responding to the needs of individual students. At the same time, we are aware of the importance of taking a universal design approach to development. We will monitor our data as it emerges, and seek to set targets should we observe gaps emerging over time (3 years).

Progression by Disability

Again, across the sector small gaps persist into progression outcomes for learners with disabilities, who progress at 71.5% compared to their non-disabled counterparts at 73.3%¹⁴ (1.8% gap). We will remain

⁷ Ibid, 2019-20

⁸ <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/mature-students/advice/>

⁹ OfS Access and Participation Data (2020-21)

¹⁰ Ibid, 2016-17

¹¹ Ibid, 2020-21

¹² OfS Access and Participation Data (2019-20)

¹³ Ibid, 2020-21

¹⁴ Ibid, 2016-17

cognisant of sector data and trends, particularly in light of the new Graduate Outcomes data, as our progression data emerges over time, and will explore setting targets in the future should gaps emerge.

1.5 Care leavers

Access by care leavers

There are a particularly small percentage of care leavers in higher education, as well as a small proportion of care leaver population accessing higher education compared to other school students, at 13% and 43% respectively (2018-19)¹⁵. Whilst we do not propose setting targets for this group at this time, as part of this Plan we commit to ensuring we capture care leaver data along with other student data to monitor our performance. Once we are established and our intake increases, we will review our performance and may seek to set targets through subsequent Plans (post 2026-27).

Success and Progression by care leavers

In 2017-18, the continuation rate for care experienced students was 5.6% lower than that of non-care students. There is also a gap in the attainment rate (achievement of a 1st or 2:1 Degree outcome) of care leaver students compared to their non-care counterparts, which in 2018-19 was 12.1%. In respect of progression into highly skilled employment or further study, the gap is significantly lower with non-care students having only a slightly higher rate by 0.4%¹⁶.

As research suggests, care leavers often face multiple disadvantage which impacts across the lifecycle. Reasons for attrition are often multi-faceted, including complex mental health concerns (Harrison, 2017). Attainment levels for care leavers are also generally lower due to a range of factors including disrupted schooling (Flynn, Tessier and Coulombe, 2013). We will monitor our data as it emerges, and seek to set further targets in future should gaps present.

1.6 Intersections of disadvantage

Given we currently have no institutional data upon which to draw, we do not propose to provide further specific analysis here nor set targets at this time. We will consider this data as our institutional data emerges over time, and remain cognisant of national concerns and the OfS KPMs.

1.7 Other groups who experience barriers in higher education

Again, we do not consider we are able to explore additional groups at this time given our newness and emerging context. We will explore opportunities to collect and analyse a range of additional data as this Plan is implemented (from 2025-26).

2. Strategic aims and objectives

SPJ Jain is committed to ensuring equality of opportunity to participate in higher education for all learners, regardless of background. Such principles underpin our operations across the globe, supported by a generous scholarship programme to facilitate access. We will similarly contribute to the UK national effort to close gaps in participation and success for under-represented and disadvantaged learners. Our launch year will incorporate a significant scholarships package for targeted learners.

Reflecting best practice across the sector, our focus in this Plan is on three key areas:

- Development and launch of a **targeted schools, colleges and community outreach programme**, with particular focus on supporting aspiration and attainment raising

¹⁵ In 2018-19, 13 per cent of children looked after for more than a year were in higher education by age 19, as against 43 per cent for all other school students. <https://www.officeforstudents.org.uk/publications/consistency-needed-care-experienced-students-and-higher-education/>

¹⁶ OfS Differences in Student Outcomes: Further Characteristics (2020)

- **Excellence, flexibility and inclusivity in teaching, learning and curriculum**, which promotes access and academic success for all learners and equips our graduates with the expertise required to excel in a global business setting.
- **Effective student support** to promote positive and successful student experiences (academic and non-academic), including **financial support that levels the playing field** for disadvantaged learners.

Our mission is to become a leading institution for excellence in business and management programmes that are underpinned by, and provide ongoing access to, global study and career experiences. We will maximise real-world experiences and projects through our curriculum, developing globally and industry-conscious graduates with advanced professional capabilities.

2.1 Target groups

In setting targets under this Plan, we have considered that SPJ UK is in its first year of operation in the UK, and new to the HE regulatory environment in England, alongside the findings from our analysis of sector data. As we do not have our own data, and will need to see data and trends emerging for student success and progression over the next 3-5 years, we have decided to target our approach in the access area. This will enable us to set targets we can start working on immediately; whilst providing a commitment to monitoring our emerging success and progression data over time, seeking to set targets during the life of this Plan (from 2025-26 onwards) should gaps emerge.

Our focus will therefore be on access for key target under-represented and disadvantaged students, using the IMD measure. Given our aspiration to be a diverse, culturally rich institution, reflecting our global operations, we are also setting a Black and minority ethnic student access target. Over the life of this Plan, SPJ UK will continue to monitor national priorities in relation to access and participation, while testing our data against relevant sector priorities. This will help to ensure that equality of opportunity is maintained, and gaps do not emerge across the whole lifecycle. This is particularly important as our own data is emerging and requires building over time.

Table 9: target groups and areas

Target group	Access	Success (continuation)	Success (attainment)	Progression
IMD Q1 & Q2	X			
Black and minority ethnic students	X			

2.2 Aims and objectives

SPJ UK is a high-quality institution with an innovative and flexible delivery model that produces digitally savvy and industry ready graduates. The flexible and blended approach inherent in our delivery model means that we can provide access for and target mature students who are changing or furthering their career path. Students benefit from a mix of on-campus and remote delivery via our excellent online technology infrastructure.

As a key consideration particularly for under-represented and disadvantaged students (Layer 2004; Okay-Somerville 2020; Budd 2017¹⁷), SPJ UK has a sharp focus on employability. Our current Australian-based industry integrated programmes require students to study in three of our four campuses across the globe to gain critical global professional skills and acquire the edge in a global employment market. We encourage

¹⁷ Layer, G. (2004). Widening participation and employability. (M. Yorke, Ed.), Learning and Employability (p. 20). York: LTSN; Okay-Somerville, B., Allison, I., Luchinskaya, D., & Scholarios, D. (2020). Disentangling the impact of social disadvantage on 'becoming employable': evidence from STEM student university-to-work transitions. Studies in Higher Education; Budd, R. (2017). Disadvantaged by degrees? How widening participation students are not only hindered in accessing HE, but also during—and after—university. Perspectives: Policy and Practice in Higher Education, 21(2–3), 111–116.

global experiences wherever possible, although the context of Covid has made this problematic in recent years. This is a principal attraction for students when considering enrolling in our programmes. Such exposure and opportunities help to link target students, who are less likely to have professional networks, with excellent career and graduate outcomes.

As a new provider, SPJ UK will need to develop its outreach programme and seek to link with target schools, colleges and communities. We are already exploring the schools and colleges market and undertaking targeting of relevant schools and colleges with whom we will seek to form relationships. Similarly, we are mapping our community and exploring a range of organisations (including UniConnect hubs, other third parties working in access to HE, and local business) with whom we will seek to establish links for mutual benefit. In particular, we are focused on disadvantaged and Black and minority ethnic students. This work is still in its infancy due to SPJ UK's position as a new provider. However, we are committed to developing and expanding these activities over the coming years.

We will actively monitor performance in terms of access, success, and progression of target students using a range of data. Following the enrolment of our first three cohorts, we will assess our emerging access and success performance records, identifying areas for improvement and developing an appropriate action plan to rectify and mitigate weaknesses, which may include seeking a variation to the Plan and additional target setting.

Strategic aims and objectives

Our strategic aim is to attract a diverse intake of learners, including those from under-represented backgrounds, disadvantaged and Black and minority ethnic students, and provide them with an outstanding and inclusive study experience which facilitates success and global employability opportunities in a range of business and management fields. We aim that our graduates will be accomplished and acquire the edge in the employment market due to the global experiences they participate in as part of their SPJ UK degree.

Our objectives over the life of this Plan are to:

- Raise the profile of SPJ UK's unique offer, stimulating interest and aspiration amongst potential learners from target under-represented backgrounds.
- Achieve 20% enrolments from the most disadvantaged learners.
- Achieve 25% of enrolments from Black and minority ethnic students.
- Support all students, regardless of background, to achieve their full potential.
- Provide all students with equal opportunities for progression beyond higher education and facilitate opportunities via our curriculum and global study experiences.

Targets

Access Targets

As determined by the performance assessment based on sector data, specific data related to Business and Management courses, and our specific context, our targets are:

1. **Aim:** To increase the proportion of the most disadvantaged learners at SPJ UK. **Objective:** increase the proportion of IMD Q1 and Q2 undergraduate entrants, to 35% by 2027-28.

Our Baseline 2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
0%	23%	25%	27.5%	30%	35%

As we do not yet have our own cohorts, we have used our 0% baseline for 2022-23. Over longer term (by 2030-31), we will seek to further our performance and gain equality at 40% from Q1 and Q2.

3. **Aim:** To increase the proportion of Black and minority ethnic learners at SPJ UK. **Objective:** increase the proportion of undergraduate Black and minority ethnic entrants, working towards sector average as we grow our cohorts over the longer term. In the initial period of this Plan, to achieve minimum 33% by 2027-28.

Our Baseline 2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
0%	15%	17%	20%	25%	33%

As we do not yet have our own cohorts, we have used our 0% baseline for 2022-23. Longer term, we will review our emerging recruitment patterns and explore local population parities for different ethnic groups, and seek to set appropriate targets where required.

As we are new to the UK sector, and in our first year of recruitment in 2023-24, we will need to ensure close monitoring of our recruitment strategy and potentially revisit our targets accordingly in subsequent years, when we better understand our emerging market and enrolment patterns. Should we find that we need to revise our targets to further drive and improve performance, then we will seek to do so via a variation of our Plan.

Success and Progression Targets

We do not propose to set any targets in the success or progression area, given we have no current data upon which to draw. We commit to monitoring our emerging data as our first and subsequent cohorts progress through their study, and to seeking to set targets with the OfS should gaps emerge over the life of this Plan.

3. Strategic measures

3.1 Whole provider strategic approach

SPJ UK is a new higher education provider with a distinct offer that encompasses global opportunities and experiences for students as integral to the curriculum. We are committed to embedding access and participation across all our activities as it is a pillar of our approach and inherent in our values. Across all our programmes, we adopt a student-centred approach underpinned by a commitment to ensure all students regardless of their educational background, entry pathway, mode or place of study successfully transition and progress in their course of study, and that the school has mechanisms and strategies to identify specific learning and support needs of all students.

Our approach to curriculum is one of embedded, real-life employer projects and innovation. Our teaching and learning mode incorporates flexible and blended online and campus components to best facilitate access for a diverse array of learners. SPJ UK will deliver a range of work across the lifecycle to make progress in relation to our access targets and to ensure gaps in continuation, attainment and progression do not emerge. Given our small student numbers and limited resources, we will concentrate effort and investment where it can be most effective, with the focus being supporting student access in the first years under this Plan.

Engagement with target learners in the access area will be facilitated through the development of outreach activity, as we start to work with target schools, colleges and community. We will ensure our data collection and analysis is designed so that any issues can be identified early as our students progress through their studies. We hope that this will help us to avoid some of the continuation and attainment gap challenges we have identified across the sector. To facilitate continuous improvement, we will also work towards an increasingly evidence-based, data-driven approach.

Our key strategic measures are set in our Theory of Change (ToC) model, which sets our framework for achieving our stated aims, objectives and targets:

INPUTS (Strategic Measures)	CHANGE	IMPACT
<p>Embedding Access and Participation across the Institution and Strengthening Data</p> <ul style="list-style-type: none"> strengthening our leadership, expertise and practice in access and participation ensuring collaborative development across the core and academic teams allocating resources and grow key capacities to accelerate performance outcomes integrating student consultation and collaboration. 	<ul style="list-style-type: none"> APP is understood, and leaderships is distributed and embedded. Staff are supported and informed, training needs identified and actioned. Staff are more aware of data/ evidence and best practices; are engaged with and implementing agenda. Increasingly evidence-led and data-driven practices, leading to continuous improvement. 	<p>APP embedded in culture, strategy and practice. Increased performance outcomes across Access, Success and Progression.</p>
<p>Development of our Outreach-to-Transition-In Programme</p> <ul style="list-style-type: none"> A local and national outreach strategy and programme fostering awareness, inspiration, and aspiration as well as focus on Business and Management as a study and career path. Facilitated applicant journey and inclusive, contextual admissions Engaged and welcoming transition-in 	<ul style="list-style-type: none"> Develops awareness, confidence, and interest in HE. Supports aspiration to follow HE pathways. Relevant partnerships improve effectiveness and activities. Increases key influencer engagement. Minimises / removes barriers to enrolment; promotes student achievement and confidence, and sense of belonging in HE. Supports successful and positive transition-in. 	<p>Students are equipped to progress to HE and successfully apply and enrol.</p> <p>The reach and scale of outreach work is increased, and target groups are supported to apply to HE by a range of key influencers.</p> <p>Target students are offered places and successfully enrol.</p>
<p>Inclusive curriculum and pedagogy, integrating online learning and global experiences</p> <ul style="list-style-type: none"> Developing inclusive curriculum and pedagogy Flexible and blended provision to enhance access Multi-city delivery model which prepares students for a multicultural work environment A responsive curriculum to industry needs Embedded real world challenges, employability, and industry perspectives Enhanced monitoring and implementation of enhanced assessment and feedback practices Learning enhanced and made more accessible through sophisticated online teaching technology Student support measures Recruitment of world class faculty 	<ul style="list-style-type: none"> An inclusive curriculum appeals to more diverse student groups. It supports ongoing success and participation of all students, who are more likely to be retained, engage, and achieve higher degree and satisfaction outcomes. Integrated industry challenges ensure students consider career options early and make successful transitions to relevant employment. 	<p>Student continuation, attainment and progression outcomes for all target groups are in line with their peers</p>
<p>Student Support (enabling success)</p> <ul style="list-style-type: none"> Wellbeing support Identification of students at risk through monitoring Financial support and advice 	<ul style="list-style-type: none"> Students are supported holistically throughout their study across academic, personal, professional, and financial wellbeing. Students needs are addressed and managed to promote success and a positive HE experiences. 	

Alignment with other strategies

Our access and participation agenda is aligned with other key strategies at SPJ UK, providing for a whole institution, embedded approach. In particular, we consider the following policies with alignments:

Equality, Diversity and Fair Treatment Policy

Our Equality, Diversity and Fair Treatment Policy has an overarching objective to ensure that people from all groups in society have the opportunity to participate successfully in post-secondary education. This is fully aligned with our mission under this Plan, as we aim to enrol a diverse student cohorts and ensure equality of opportunity for students from all backgrounds in terms of being able to enter and succeed at SP Jain.

The Policy commits to promote and support an environment which values and affirms equal opportunity, diversity and inclusivity in accordance with universal principles of equity, fairness and social justice. It outlines our key commitments to:

- maintaining practices which attract and support students from a diverse range of backgrounds including those who may have encountered disadvantages
- embedding practices in course design and support to ensure students from diverse backgrounds are enabled to succeed in their studies
- an approach for making reasonable adjustments to accommodate students with disabilities and additional resources for students who may need additional support to succeed.

These key responsibilities are fully reflected in this Plan. The Policy also references similar ambitions in this Plan relating to facilitating and ensuring the success of all students. Our Policy commits to promoting the principles of equal opportunity and strives to support its students to achieve their full potential in a learning environment which is fair, inclusive, diverse and supports students' health and wellbeing. Finally, it recognises the value of individual differences in educational settings.

As we developed this Plan, we have considered the Equality Act (2010), noting congruency between the Act and the concerns of this Plan. We are committed to a zero-tolerance approach and eliminating discrimination, and to promoting diversity and inclusion under the commitments of this Plan to advance equality of opportunity. We note that the nine protected characteristics of the Equality Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) overlap with targets under this Plan, and therefore see these areas in alignment. As a small organisation, these agendas will be reviewed and monitored together to ensure continuous alignment and efficient use of resources that maximise impact.

Teaching and Learning

Reflecting the principles of inclusive, innovative, and employer-embedded curriculum design and development in this Plan, our Teaching and Learning Strategy outlines commitments to ensuring ongoing development and improvement in the curriculum, which should be aligned to strategic objectives and values. The strategy recognises that this work must take place in a range of facets of our provision, including:

- Learning (Student Participation, Student Experience and Attainment)
- Teaching (Staff Practice and Scholarship)
- Curriculum (Courses and Subjects)
- Infrastructure for Learning and Teaching (Administrative, Physical/Environment and Technological).

These commitments are reflected in this Plan, as we have identified the curriculum and our practices for teaching and learning as sites of focus in terms of ensuring inclusivity and supporting students from disadvantaged and underrepresented backgrounds to achieve. In respect of the infrastructure facet of our provision as noted in our Teaching and Learning Strategy, we pay regard to target students with disabilities under this Plan, to ensuring that our environment is enabling and supportive.

Students at Risk (SAR) Policy

Our SAR Policy details SPJ UK's commitment to providing a learning environment where all students have an enriching and successful learning experience. The policy sets out the School's mechanisms for identifying students who may be at risk of not progressing in a course of study and the processes used to provide targeted and timely support. This Policy is particularly relevant to our target groups under this Plan, ensuring barriers and challenges that may lead to risk are identified and addressed with support early, before impacting on continuation and/or attainment.

The Policy supports our access and participation ambition to implement processes to identify students needing additional support so that the intervention is respectful, timely, equitable, consistent and procedurally fair. It sets out the following key objectives that are relevant to the commitments under this Plan.

SPJ UK will:

- have in place strategies to identify students who require additional support to achieve their academic potential; this includes remedial classes and additional lecture hours to support student learning and individual adjustments to address student needs
- support the mental health and well-being of its student body through a range of educational and support initiatives, including counselling, mindfulness sessions and links to support networks.
- undertake analysis of admissions data or entry pathway to identify cohorts who may require additional support.
- undertake cohort analysis of progression, completion and attrition rates to identify strategies supporting student success.
- make available information about support services to staff and students.
- encourage students with academic or personal support needs to access support from relevant internal and external support services.

Strategic measures

To make progress towards our targets, and to reduce the likelihood of gaps emerging in the success and progression areas, SPJ UK has identified and commits to the following measures.

Strategic Measure 1: Embedding Access and Participation across the Institution and Strengthening Data

SPJ UK recognise the development work that needs to be undertaken to ensure the institution and staff are equipped and effective in delivering our new access and participation agenda in the UK. Given our newness to the UK market, current understanding is relatively under-developed, which needs addressing under this Plan to ensure access and participation is embedded as we develop. This measure includes implementing effective and distributed leadership; building our data and evidence capacity; implementing processes and allocating resources for effective delivery and management of the agenda; and, building institutional awareness and understanding. We consider these components essential for continuous improvement across the whole lifecycle, in a whole-provider approach¹⁸. It therefore relates to all our targets, aims and objectives.

Strengthening governance and leadership is of key importance. A core steering group for access and participation will be established to oversee the delivery and monitoring of the agenda. Over the life of this Plan, we will:

- strengthen our leadership, expertise and practice in access and participation
- ensure collaborative development across the core and academic teams¹⁹
- allocate resources and grow key capacities to accelerate performance outcomes
- integrate student consultation and collaboration

¹⁸ <https://www.phf.org.uk/wp-content/uploads/2017/04/Summary-report-final-no-crop-1.pdf>

¹⁹ Action by core and academic teams is one of the four areas in the approach used by "What Works?" Model of Working <https://www.phf.org.uk/wp-content/uploads/2017/04/Summary-report-final-no-crop-1.pdf>

A communications and training programme will be implemented which allows staff to understand our performance gaps and what is required in terms of targets and improved practices based on current performance, theory of change models and good practice and research. In the first two years of this Plan we will incorporate access, equality and diversity training considerations and unconscious bias.

Our Access and Participation Committee and leadership team will use this Plan and our targets to drive a whole institution approach across the whole student lifecycle. However, we also recognise our current data limitations, and the need to grow monitoring and evaluation capacity²⁰. Over the life of the Plan as we build our data, we expect to begin to identify patterns, correlations or trends and we will draw on national data to compare our performance. We will improve our understanding of our student body as our cohorts progress and any gaps for underrepresented groups. As such, our current data capture, collation and analysis capacity will be strengthened to support an increasingly data-driven, evidence-based approach. We will also collect qualitative data about the impact of our activities through student interviews and focus groups, as well as collecting structured reflections from staff. Qualitative, deeper dive evaluation is particularly important in our context of small cohorts, as often quantitative analysis is not possible and/or is difficult to draw meaningful conclusions from. These developments will be delivered over the first two to three years of this Plan.

Strategic Measure 2: Development of our Outreach-to-Transition-In Programme

SPJ UK is committed to exploring ways to attract students from a wide range of backgrounds, particularly students from our target under-represented backgrounds, disadvantaged students and Black and minority ethnic students. Our outreach activity will be developed and integrated with our marketing and recruitment strategy and operations. We will build on effective and proven practices from our global experience, and integrate good practice from sector outreach activity. We expect this work to include developing collaborations with schools, colleges and other partners to reach target learners. In 2022-23, the foundations for effective practice will be built, with a clear focus on the identified target learners. Our emerging evidence base and priorities will then continue to direct our practice. This measure relates to all our access targets, targeting and supporting our ambitions to enrol students from under-represented, disadvantaged and minority ethnic backgrounds.

Students searching for a curriculum that incorporates multi-country learning experiences will be attracted to SPJ UK's unique model. As we develop our outreach programme, we will look to sector best practice for guidance as well as highlighting and leveraging our key attributes. We envisage that activities will include engaging with target schools, colleges, community and industry to support application and enrolment to SPJ UK, and to inspire and stimulate broader interest in business and management study and careers. We also have ambitions to better engage with our local and business community to reach adult learners who may wish to progress their career, as well as support our student employability agenda.

Our Marketing Strategy comprises a comprehensive integrated marketing and communications programme across a range of media including print, digital (including social media), mobile, TV and events. We will use these channels and our broader capabilities in marketing to target learners under this Plan, complementing our outreach programme. Outreach activities will also be developed and launched, via schools and colleges, education agents and key influencers (e.g. teachers, careers counsellors, parents, relevant community organisations, employers). Such partnerships can help us to maximise use of resources and help to provide equitable opportunities to access higher education (Moore et al, 2013). It is intended that we will run a variety of targeted information sessions, webinars, open days and one-to-one mentoring / counselling.

As we are new to the UK and have not collaborated with these stakeholders before, it is expected that we will need to develop our programme over the first two to three years of this Plan. We will seek to work with up to 5 targeted stakeholders in first instance. Key measures will be targeting the stakeholders with whom we would like to work to progress our access milestones; running a communications and engagement plan;

²⁰ Use of data, evaluation and feedback is one of the four areas the approach used by "What Works?" Model of Working
<https://www.phf.org.uk/wp-content/uploads/2017/04/Summary-report-final-no-crop-1.pdf>

and developing and delivering a programme of activities with target learners. Regular review of collaboration and partnership activity will inform further and ongoing work with a range of stakeholders.

This strategic measure has three key elements.

1. *A local and national outreach strategy and programme fostering awareness, inspiration and aspiration as well as focus on Business and Management as a study and career path.*

Our outreach programme includes a range of experiential, discipline-focused activity, and personalised experiences and support for target learners where a sense of belonging can be built early. Focussed outreach activities will be aimed primarily at schools and colleges within local, low IMD areas (IMD Quintiles 1 and 2) as well as Black and minority ethnic learners in schools. We will consider alignment with school and college curricula in our approach to developing effective and meaningful activities. Our activities will be further expanded and developed over the life of this Plan.

It is intended that activities will include experiential, Business and Management-focused activity linked to real world and industry challenges, and career outcomes as well as aspirational and awareness raising activity, including (by 2023-24):

- Experiential, discipline-focused outreach activities in colleges, community and on campus, linked to career pathways and outcomes. These activities will include taster and practical sessions.
- Awareness-raising activities that concentrate on:
 - Familiarisation with SPJ UK, our attributes as a small specialist provider and our competitive global offer.
 - Pathways to higher education including application and admissions advice and support.
 - Financial support and financial literacy for higher education.
 - Student support in higher education, including disability, wellbeing and skills development.
- Aspirations and careers activities that concentrate on:
 - The value of a degree in relation to career opportunities.
 - Career pathways and progression from SPJ UK.
 - Work experience and career development as part of studying.
- Student Ambassadors scheme (Gartland 2013; Gartland 2015²¹) providing role models and authentic insights into study life and learning at SPJ UK (from 2024-25).
- Support and advice on the application process, including support for personal statement writing, interviews and aptitude tests to prepare learners for admission and transition-in.
- A range of online resources and sessions, and other digital activity particularly through social media campaigns to reach target groups and offer flexible, broader and targeted engagement.
- Enhancing our broader communications and information, ensuring that communications are effective for all target groups. Information in all formats will be reviewed on an annual basis and where practicable will be developed continually throughout the recruitment cycle, being informed by the stakeholders with whom we work and including feedback from students as part of broader student consultation. Particularly, we are conscious that our marketing materials need developing to highlight support for students with disabilities, which includes some financial support for access to disability support assessments (DSAs) for relevant students. We will therefore develop our materials by 2022-23 and increase the visibility of our services, highlighting the opportunity to apply for the DSA.

²¹ Gartland, C. (2013). Marketing participation: Student ambassadors' contribution to widening participation in engineering and medicine at two contrasting universities. *Widening Participation and Lifelong Learning*, 14(3), 102–119; Gartland, C. (2015). Student ambassadors: 'role-models', learning practices and identities. *British Journal of Sociology of Education*, 36(8), 1192–1211.

- We will also develop a range of online resources and sessions, and additional delivery and communications via social media. This will facilitate a national reach into target communities.

In respect of targeted outreach that promotes our specific offer in business and management, as well as taster and subject specific activities, SPJ UK will explore potential strategic partnerships with third parties to promote the discipline and facilitate access. Working in partnership with relevant organisations with whom our mission is aligned will help us to make faster progress on our targets. As a new provider with limited current collaborations, we will develop our programme over the first two to three years of this Plan, seeking to work with a minimum of 5 targeted stakeholders in first instance. We will establish a targeting mechanism for the stakeholders we wish to reach; build resources and establish effective administration; and ensure our relationships develop to achieve the outcomes intended. We will also improve our evidence base and knowledge of what works by drawing further on sector and industry research and evidence from our partners.

Student target groups will be considered in the placement, delivery and evaluation of activities.

2. *Facilitated applicant journey and inclusive, contextual admissions*

We will develop our applicant journey with a view to integrating personalised experiences and touch points to support learners in the process of applying. This will promote smooth transition in and identification (Kift, 2014) with SPJ UK's community, building early sense of belonging²², which is particularly important for target students. We expect to have a full applicant journey model mapped (enquiry – conversion – enrolment) by the start of 2023-24, with particular considerations for target groups and the potential barriers they are more likely to face, such as belonging and identity, financial hardship, access to support and role models.

Differentiated support and information for various target groups will be integrated accordingly. We can support learners in a very hands-on, tailored way according to different applicant characteristics, providing for a personalised experience and meeting students 'where they are' (Hockings 2010; Thomas 2011; Stentiford and Koutsouris 2021²³).

As part of enhancing our admissions processes and facilitating access for our target groups, we will consider implementation of a more formal contextual admissions²⁴ process, which builds from our current model of aptitude testing and interviewing by 2023-24. This acknowledges that our target learners are more likely to experience barriers in this phase of access to higher education.

We will assess an applicant's prior attainment and potential to succeed in the context of their individual circumstances and will consider a range of factors: an applicant's school performance; typical rates of progression to higher education in their home area / whether they reside in an area with less advantaged socio-economic characteristics; whether the applicant has spent time in care, has disabilities, is a first generation Higher Education attendee, entitled to discretionary payments / free school meals or is a refugee, amongst others. Each applicant will be assessed on a case-by case basis and the aim is to form a more complete picture of the applicant. Drawing on existing good practice in the sector, we will utilise a range of measures and support to applicants during the conversion process including guaranteed invitation to interview, provide one-to-one mentoring

²² Mere Berryman & Elizabeth Eley (2019) Student belonging: critical relationships and responsibilities, International Journal of Inclusive Education.

²³ Hockings, C. 2010. "Inclusive learning and teaching in higher education: a synthesis of research." EvidenceNet HEA. https://www.heacademy.ac.uk/system/files/inclusive_teaching_and_learning_in_he_synthesis_200410_0.pdf; Thomas, L (2011) (ed) Institutional Transformation to Engage a Diverse Student Body, Emerald Publishing Limited, 2011; Lauren Stentiford, L. & Koutsouris, G (2021) What are inclusive pedagogies in higher education? A systematic scoping review, Studies in Higher Education, 46:11, 2245-2261,

²⁴ Contextual admissions enables assessment of an applicant's prior attainment and potential, in the context of their individual circumstances, and is an evidenced method of increasing, and making fair, access for students from disadvantaged backgrounds (OfS 2019; HEPI and Brightside 2017; Boliver et al 2017; Gorard et al 2019)

support for essay / aptitude tests, offer a grade reduction below the standard entry requirements for the course where appropriate, and offer information, guidance and support on student finance.

These practices are relevant for effective longer-term impact on retention and attainment outcomes²⁵, as well as promoting access. We will also monitor our contextual admissions data and its relationships to outcomes in the areas of success and progression, to ensure gaps do not arise and any necessary targeted support is provided.

3. *Engaged and welcoming transition-in*

We acknowledge the importance of the transition-in phase particularly for our target students who are more likely to face barriers and have less support / knowledge from home about the process. During the first year of this Plan, SPJ UK will build our practices in enrolment and induction to create a welcoming, engaged programme of induction that recognises needs and potential barriers, and supports target learners.

We will develop and implement a pre-induction 'starter pack', available to students online before induction, which provides key information and support relating to attendance, student finance, timetabling, advice and wellbeing, library services, academic life and assessment. Our welcome programme will pay careful attention to integration in our community (globally) and the city of London. Learners will be encouraged to actively join and participate in a range of academic-related and social and skill-building activities. These features help ensure successful transitions and are particularly valuable for under-represented groups who are less likely to have prior information. In the first year of this Plan, we will continue this journey with specific focus on our target groups and the barriers they are more likely to face, to refine our induction practices and ensure positive transition experiences.

Further activity to be developed over the first two years of this Plan include use of current students to support applicants and attend various events to provide authentic insights on life and learning at SPJ UK, and targeting digital communications around the application and admissions phase. Differentiated support and information for target groups will be integrated accordingly, providing for a very personalised experience.

We will assess our activity and respond to data to determine the factors responsible for raising interest, application, acceptance and enrolment rates.

Strategic Measure 3: Inclusive curriculum and pedagogy, integrating online learning and global experiences

SPJ UK will deliver an innovative global curriculum, through which our students have the opportunity to study at our campuses in other cities across the globe. We believe this provides a rich, engaging and inclusive curriculum where a range of cultural perspectives are incorporated, providing us a competitive advantage over other providers. Inclusive practice contributes to building a sense of belonging and engagement with the learning experience²⁶, which is particularly relevant to under-represented target groups.

While we do not have targets relating to success (continuation or attainment measures), we nevertheless recognise the importance of ensuring inclusive approaches to our curriculum and pedagogy. This area will be important as our students progress in their studies, and will help to ensure that gaps in continuation and attainment for target groups do not arise.

²⁵ Mountford-Zimdars, A, Sabri, D, Moore, J, Sanders, J, Jones, S, Higham, L (2015) Causes of Differences in Student Outcomes, Higher Education Funding Council for England, HEFCE; Leese, M. (2010) Bridging the gap: Supporting student transitions into higher education. *Journal of Further and Higher Education*, 29(2), 103-110

²⁶ Pridham, B., Martin, D., Walker, K., Rosengren, R., & Wadley, D. (2015). Culturally Inclusive Curriculum in Higher Education. *Australian Journal of Indigenous Education*, 44(1), 94-105

Our Bachelor of Business Administration (BBA) undergraduate four-year program was developed to equip graduates with the expertise required to excel in a global business setting. This is achieved through combining business knowledge and skills with liberal arts. Students graduate able to tackle real-world business problems with the confidence and a depth of knowledge and experience that makes them 'work ready' with the skill sets required by global businesses. Such capital and experiences in respect of employability outcomes are particularly critical for mature learners, who often study for employability progression, and under-represented students who are less likely to have existing professional networks.

Our inclusive, innovative curriculum provides students with:

- Deep knowledge of business management concepts and current practices in the global business environment and emerging technologies to support, sustain and innovate business. Students will be able to tackle a variety of different business sectors with expertise and confidence.
- The ability to problem solve in challenging business situations, instilled through a plethora of case studies and real world simulations. At the end of the program the students demonstrate the ability to think critically and provide viable solutions for a wide range of specific business problems.
- An appreciation for the different ways business is conducted around the world, incorporating and celebrative diversity and ensuring our curriculum is inclusive. Students develop the ability to adapt to local environments and gain an understanding of business methods in different cultures. They also acquire respect and appreciation for different customs, traditions and habits from around the world.
- Understanding of the value of teamwork through the group projects that they work on. They learn to responsibly collaborate with others to effectively disseminate learning/project/research outcomes to a variety of audiences using highly developed communication skills and work productively within a team of experts in the field. The students understand how crucial teamwork is to succeed in the workplace.
- Students learn to recognise their own strengths, grow as leaders and develop a career plan.

These attributes not only provide for a rich, inclusive curriculum but support graduate outcomes at the progression stage. Measures include:

- Developing inclusive curriculum and pedagogy, drawing on research and good practice in inclusive curriculum and pedagogy (for example, considering recommendations from the Disparities in Student Attainment (DiSA) research, 2014 from Wolverhampton University)
- Flexible and blended provision to enhance access, including our online curriculum which benefits from specialised software that delivers synchronous learning at a superior level. Students can connect with peers and faculty from different areas, collaborate on assignments, participate in polls, quizzes and breakout sessions, and more. This provides the students with an engaged classroom atmosphere delivered online.
- A responsive curriculum to industry needs. SPJ UK will offer both undergraduate and postgraduate business degrees focusing on big data, artificial intelligence, fintech, and cyber security, which are increasingly sought-after skills in a digital age and particularly in a post-pandemic context for businesses that have had to quickly revert to an online environment. Industries reporting graduate recruitment issues are around computer programming, consultancy and related activity²⁷. Companies need staff with both the knowledge of technology and its application to business. These industries find it particularly hard to find people with the relevant skills. These programs aim to fill this gap.
- Embedded real world challenges, employability and industry perspectives. This helps to address a key concern for target groups, particularly those from disadvantaged and under-represented areas, regarding the value of a degree in respect of career outcomes (Behle 2020; Gorard et al 2016). Access

²⁷ Prospects Skills shortage in the UK – Analysis by Charlie Ball/Foreword by ACAS

to industry, employers and professionals through the curriculum (as well as extracurricular activity) provides exposure and connections for target groups who are less likely to have existing professional networks (Thompson 2017; Clarke 2018).

- Enhanced monitoring²⁸ and implementation of enhanced assessment and feedback practices that have been shown to be effective for non-traditional students.
- Learning enhanced and made more accessible through sophisticated online teaching technology. We use a specialised and proprietary software platform, ELO (Engaged Learning Online), that delivers synchronous learning. 20 TV monitors, a tracking camera and custom developed software are designed to ensure that an online environment does not dilute the academic rigour and dynamism of the on-campus experience but enables flexibility and engagement. ELO ensures that students can connect with peers and faculty from different areas, collaborate on assignments, participate in polls, quizzes and breakout sessions, and more. The platform allows teachers to make eye-contact (a very important feature), moderate discussions, split the class into groups, take a poll and have one on one discussions with students. ELO is physically delivered in a specially built theatre where a Professor has access to the latest technology to provide the in-classroom experience including motion sensor feature in real time.
- Student support measures (including study skills and financial support – see Strategic Measure 4) and formalised training to develop staff to provide improved support for Specific Learning Difference (SpLD) and disabled students.
- Recruitment of world class faculty will include some who will be based internationally delivering content developed for the UK to reflect a global curriculum. Professional student support staff will be in place, including counsellors, tutors, administrators, etc., to ensure an excellent, and safe student learning experience.

Strategic Measure 4: Student Support (enabling success)

We recognise that students from different backgrounds will face different challenges in adapting to and succeeding in higher education. Our Students At Risk Strategy, for example, requires us to be pro-active in identifying students ‘at risk’ through monitoring student attendance, engagement with the Virtual Learning Environment (VLE), monitoring early assessment. This enables us to put in place additional support to enable such students to achieve their full potential. We will achieve this thought taking a data-led approach to identifying students in need of additional support across application, progression and completion lifecycle stages, offering a range of mental health and well-being support options, supporting students to access relevant support from internal and external services.

Although work is ongoing in designing the student support function of the London campus, as an organisation SP Jain School of Global Management has extensive experience of supporting student well-being and mental health. Other campuses usually have a counselling and coaching team staffed with professionally qualified Student Counsellors at each campus. Students are encouraged to seek advice and support on a personal and individual basis as required during their time on campus. In each campus, Student Counsellors manage a ‘buddy’ system where students new to the campuses and cities will be matched with an existing student from the prior batch to share lifestyle and study experiences. Organisational expertise will inform how student support provision is implemented in the London Campus. We are committed to the ongoing resourcing and improvement of a range of support services that acknowledge the academic, personal, cultural, technical and language needs of all students enrolled at the school.

Students are eligible for reasonable adjustments if they have a disability or other relevant certified conditions. In these circumstances, the school will make reasonable adjustments to ensure that students are able to participate in learning, teaching and assessment on an equivalent basis to other students. This could

²⁸ Hockings, C. (2010) Inclusive learning and teaching in higher education: a synthesis of research, London: Higher Education Academy. Available at <https://www.advance-he.ac.uk/knowledge-hub/inclusive-learning-and-teaching-higher-education-synthesis-research>

include investigation, development and approval of alternative exam conditions, the use of adaptive technology or other tailored support through an individualised Access Plan.

We will use learning analytics to create a dashboard from early in the student journey to monitor students. (e.g. engagement, attendance, library loans etc.). This will enable us to determine students ‘at risk’ and prevent failure. We can then support them based on their needs and direct them to the right help. This includes social, behavioural, academic and financial risk. The smaller student body will allow the School to define interventions on a one-to-one basis.

We also recognise the importance of extra curricula careers support and therefore commit to further developing our services (including careers counselling, CV and application writing workshops, industry talks and networking (both face to face and online)). We will provide tailored support for individual progression, empowering students to make informed decisions and manage and develop their career pathways. Given the specialist nature of our provision, the school has built an effective and specialist career development process, which is available to all students. This includes access to multi-national career service office to support the consideration of international opportunities. Our Professional Readiness Program (PRP) prepares students for a successful career at the end of their programme by working with them to help develop their career objectives, work experience and providing leadership and communication training as well as soft knowledge to support success in job interviews.

A fulltime student experience manager will work closely with the Dean, Registrar and COO to quickly address all issues and to proactively learn from feedback. Feedback is taken in several ways – formal surveys, programme committees, Student Council, townhall meetings and Dean’s lunch meetings with a small group of students.

Financial support

SPJ UK will offer the following bursaries to target disadvantaged students. Awards are based on eligibility relating to household income. We have considered sector evidence that shows that financial bursaries and scholarships are most effective where used to support student success. Whilst our aims and targets in this Plan relate to access measures, these financial support provisions address a key concern for target students regarding the affordability of higher education. This supports our access targets as, for students from our target backgrounds, the availability of financial support at transition-in is essential, ensuring a higher likelihood of continuation in the first few months of programme.

Award type	Eligibility	Amount
S Jain Bursary	UK undergraduate students with lower household income (HHI) levels	£0-25,000 HHI = £ 3,000 per year £25,001-32,000 HHI = £2,000 per year £32000-42,500 HHI = £1,000 per year
Care Experienced Bursary	Students who are: <ul style="list-style-type: none"> • Under 25 at enrolment • Assessed as a home fee payer • Have lived in public care or as a looked-after child, including with foster carers under local authority are, in a residential children’s home, or that have been adopted after being in care. 	£ 2,000 per year

SP Jain also have a Hardship Fund available by application to support students experiencing financial disadvantage. £10,000 is the total pot available per annum, out of which awards will be made. We also consider the cost of the study abroad programme, which is £950. Bursaries will be provided to UK resident students (particularly those from disadvantaged backgrounds and those who would not be able to afford to study abroad without an award) wishing to study abroad for a year. This will be for the travel and living costs while abroad.

3.2 Student consultation

As SPJ UK is a new HE provider and has yet to welcome our first intake, we have not had opportunity to consult with existing fee-paying students.

In the future, opportunities will be provided for students to reflect upon the SPJ UK approach to access and participation, highlighting strengths and weaknesses, and inputting directly into future iterations of this Plan. Mechanisms for meaningful student engagement and consultation during 2022-2027 will be further developed with our pioneer students from 2022-23, and will include:

- Representation on SPJ UK strategic panels
- Representation on committees
- Consultation on an individual basis
- Student engagement strategy, including debriefs and sub-groups for feedback
- Student surveys

For example, SP Jain has an Access and Participation Committee (APC) in our committee structure, to which a student rep will be invited in autumn 2023. There will also be student representation invited on Academic Board.

We will work closely with students to understand and respond to their needs, interests and broader context. They will be engaged in the ongoing development, delivery and monitoring of this Access and Participation Plan and associated activities. This is particularly important for a diverse and inclusive student population, with a range of needs. Within the campus we will implement a student representation structure through which we can involve the student body in decision-making and feedback on strategic direction including the development of our access, progression and student success strategies and interventions. Student representatives on our APC and on Academic Board will provide input and feedback on this Plan, including the design and implementation of activities and programmes, and monitoring and evaluation of work and progress towards targets. These students will be expected to engage and liaise with the broader student body for wider input and feedback. Our broader student representation structure (type to be determined, in collaboration with our first cohort of students), will also offer opportunities for students to be involved in the design and evaluation of this Plan and we will seek input via meeting agenda items, surveys, workshops and focus groups. We will endeavour to ensure that a diverse range of students are providing input through these various channels.

3.3 Evaluation strategy

SPJ UK's evaluation strategy focusses on a commitment to learning, quantitative and qualitative evaluation, systematic data collection and quality research to provide an evidence-based approach to access and participation. Although we are at the initial stages of considering and developing our evaluation methodology and approach, and therefore unable to complete the Office for Students self-assessment toolkit, this resource will be invaluable in informing our evaluation strategy.

Our approach will also be developed in alignment and reference to the Office for Students' Access and Participation Standards of Evidence. All our activities incorporate a clear narrative to map our understanding of the relationship between what we do and the outcomes we seek. Where appropriate we will use a pre-

/post- measure design to assess outcome changes across time supporting the development of empirical evidence.

Strategic context

Although the specific evaluation requirements of this Access and Participation Plan represent a new context of practice for SPJ UK, as a network of institutions with four global campuses we are able to build on extensive experience of and practice in diversity and student support across these other contexts. We have an institutional commitment to high quality scholarship, research and evaluation of learning and teaching as exemplified by our Scholarship for Learning and Teaching Policy. The evaluation of our access and participation and student success and progression activity will come under the purview of this policy as well as other relevant policies.

Our approach to designing and developing our evaluation strategy is also informed by the existing good practice and guidance from sector bodies, such as TASO, the Office for Students, CFE²⁹, the Educational Endowment Foundation³⁰, and the National Foundation for Educational Research³¹, and other sources. We have also become a member of the Specialist Evidence, Evaluation and Research (SEER)³² service to add expertise and capacity and drive outcomes in evaluation and research. We will share learning and outcomes through the sector where appropriate, contributing to network and sector discussion.

Our access and participation activities and evaluation outcomes will be overseen by our Access and Participation Committee. We will take a structured approach to ensuring that governance of this area is distributed across the institution by ensuring that responsibility for fair access and student success is built into key roles at all levels of the university and forms part of our KPIs.

It is also important that the student voice is represented in our fair access and student success work, and that student feedback and experience forms a key part of the assessment of the impact of our activities. As our student body grows, we intend to ensure that student representatives are involved in discussions about the impact of our activities and that our ongoing development is informed by current student experience. We recognise the good work in student research in other more established institutions³³ and will aspire to develop similar opportunities when size and resourcing allows.

Programme design

As a provider new to working in this space, we recognise that we have an opportunity to build on the experience and expertise developed across the sector. This enables us to:

- Build programmes from the ground up, with a theory of change informed approach
- Ensure that our developing practice is informed by the evidence and the expertise of our own staff, peers across the sector and relevant sector bodies
- Design our interventions with evaluation built in and fully integrated into our delivery plans
- Establish a regular formative process of reviewing the development and impact of our activities as well as annual summative reviews
- Develop a whole student lifecycle and whole institution³⁴ approach by ensuring that all relevant sections of the institution are involved in developing a joined up access and student support approach.

We are building a whole new programme of activity, and our understanding of the high level impacts of our work is likely to be deferred for a number of years. For this reason, in the initial stages of our development

²⁹ <http://cfe.org.uk/work/>

³⁰ <https://educationendowmentfoundation.org.uk/>

³¹ <https://www.nfer.ac.uk/key-topics-expertise/social-mobility/>

³² www.collaborativehe.com

³³ https://warwick.ac.uk/services/dc/about/widening_research_and_participation/

³⁴ <https://www.offa.org.uk/egp/whole-institution-approach/>

we will focus on ‘small step’ incremental changes and impacts³⁵, until we have sufficient evidence to identify relationships between small steps and the high-level outcomes of our interventions. In this approach, the results of our evaluation will be critical in informing programme development, improvement and design. We will regularly review evaluation findings as they emerge, via our new Access and Participation Committee and also embedding into other formal governance structures such as Academic Board and our Programme Development and Review Committee. These committees are responsible for ensuring that evaluation is used to help identify what works (and what doesn’t), and what is effective in closing the equality gaps we have identified; thereby progressing our milestones and targets. Key stakeholders in these groups are responsible for designing and implementing appropriate changes to programme design in their respective areas of responsibility as a result of evaluation findings, and updating the Access and Participation Committee on progress.

Evaluation design

As a new provider (in the UK), we have not been able to effectively complete the OfS evaluation self-assessment tool³⁶, because we do not yet have an existing body of practice to draw on or assess. As this document demonstrates, however, we have begun the process of thinking and developing our approach and would assess our practice as ‘emerging or in development’ across most areas.

In terms of the Standard of Evidence framework³⁷, as we develop an integrated evaluation approach alongside our practice, we are aiming initially for type 1 (narrative) and type 2 (empirical enquiry) evaluation, by developing detailed theories of change about how and why we think our interventions work and implementing pre / post designs to measure change across time. We are taking the opportunity to build an evidence-informed approach that draws on the expertise and experience of our peers in the sector. The alignment between our strategic aims, described above, and the design of our evaluation approach will be achieved by implementing a fully developed Theory of Change (TOC) approach (see below).

We are in the process of developing a nested structure of TOCs, with an overarching theory of change being designed at the programme level and feeding into a series of interlocking and more focussed TOCs to inform and guide individual activities across the access and student success domains.

One of the key challenges we face is developing sufficient resource and expertise to be able to deliver on our ambitions. However, as previously noted, we are able to draw and build upon a wide range of tools and expertise already developed and tested across the sector, such as the OfS Insight Briefings, TASO Evidence and Evaluation briefings, Uniconnect resources, as well as research and evaluation outcomes published by other institutions, and third sector organisations. We have already drawn on resources provided by Advance HE³⁸, Continuum³⁹, TASO⁴⁰ and the OfS. Our priority in the initial stages of this plan is to focus on impact evaluation, so we can identify what works best in our context and dedicate our limited resources accordingly.

We are aware of the limitations of the small sample sizes that will characterise our activities in the early stages of our development and will balance quantitative data collection with a qualitative approach designed to increase our understanding of student experience and decision making. At the same time, we are aware of the limitations of relying on participant self-report data (e.g. Harrison et al 2018⁴¹). To mitigate these limitations, we will also aim to triangulate participant self-report data with other qualitative information, such as practitioner self-reflection, teacher feedback. As we develop our experience and expertise we will

³⁵ Harrison, N., & Waller, R. (2017). Evaluating outreach activities: overcoming challenges through a realist ‘small steps’ approach. *Perspectives: Policy and Practice in Higher Education*, 21(2-3), 81-87.

³⁶ <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation/standards-of-evidence-and-evaluation-self-assessment-tool/evaluation-self-assessment-tool/>

³⁷ <https://www.officeforstudents.org.uk/publications/standards-of-evidence-and-evaluating-impact-of-outreach/>

³⁸ <https://www.advance-he.ac.uk/knowledge-hub/higher-education-outreach-widen-participation-toolkits-practitioners>

³⁹ <https://wideningparticipation.wordpress.com/2017/09/28/outreach-toolkits/>

⁴⁰ <https://taso.org.uk/evidence/resources-hub/>

⁴¹ Harrison, N., Vigurs, K., Crockford, J., Colin, M., Squire, R., & Clark, L. (2018). Understanding the evaluation of access and participation outreach interventions for under 16 year olds, Bristol: Office of Students. Available at https://www.officeforstudents.org.uk/media/a8ad5c94-7a33-4b53-8f09-824d0705f073/of2018_apevaluation.pdf

increasingly be able to robustly bring together quantitative and qualitative approaches in a mixed methods approach (Thiele et al 2018⁴²).

As we continue to develop, build and scale up our activities we look forward to building in new evaluation approaches, including the use of action learning sets and participatory evaluation approaches working with our students and potential students.

Developing our Theories of Change

A theory of change approach enables us to use a structured framework to develop both our interventions and an integrated evaluation framework. Drawing on existing resources⁴³, we are using the following structure to develop our theory of change framework.

TOC Stage	Key Issues
Evaluation stakeholder analysis	Determining the key evaluation stakeholders (including those leading the APP process) to ensure that evaluation outcomes fit their requirements
Problem definition	Exploring and defining the issue driving the design of our intervention. This can include analysis of key problem stakeholders and their relationship to the problem or issue of focus
Overview of our solution	Description of the intervention and the evidence base (drawing on pre-existing information, such as literature reviews, TASO resources etc.) that demonstrates why we believe this solution will work.
Defining the 'active ingredients'	Detailed description of the specific elements of the interventions, implementation or delivery that we believe will lead to the desired outcomes. Description of the evidence-base that underpins our understanding of how the 'active ingredients' work. This can draw on literature reviews, sector evidence and reports, research, and our own experience and expertise.
Defining success	A description of what the outcome looks like (for the institution, participants, students etc.) if the active ingredients deliver the outcomes we expect
Defining evaluation measure	Translating the model of success into a series of robust and valid measures or qualitative outcomes.

By taking a careful, evidence-informed approach to developing both our interventions and the integrated evaluation approach, we aim to avoid the risk of 'reinventing the wheel', by drawing on existing and proven best practice, whilst at the same time avoiding the risk of pursuing approaches or strategies that have been shown elsewhere to be ineffective.

Sharing outcomes

As we develop our approach and our own evidence base, we aim to be able to contribute to sector evidence about what works in the areas of access and student success. As such we will draw on sector and specialist networks, IHE, Guild HE, NEON and SEER to engage and collaborate with similar institutions, with the aim of sharing our learning and seeking opportunities to work with other HE providers, particularly other small specialist institution, to increase the scale of our developments and our collective understand of what works best in our part of the sector. Our SEER membership enables us to work collaboratively with external experts and other related small specialist providers to develop effective, robust and calibrated evaluation approaches that will enable us to investigate the specific impacts of what we do. We are focused on ensuring good

⁴² Thiele, T., Pope, D., Singleton, A., & Stanistreet, D. (2018). Exploring the use of mixed methods in research and evaluation of widening participation interventions: guidance for practitioners. *Widening Participation and Lifelong Learning*, 20(4), 7–38.

⁴³ E.g <https://taso.org.uk/evidence/resources-hub/toc/>

practices in qualitative evaluation given our small cohorts and need to provide deeper insights in smaller target areas.

Evaluation implementation

The theory of change model described above, will help us develop causally relevant and robust evaluation measures. Where possible we will identify and use existing and validated evaluation tools to increase the robustness of our toolkit and support effective comparison where other organisations are using the same tools.

We will start with an initial toolkit of standardised surveys and questionnaires, online polls, and quick data collection activities embedded in activities (using a pre / post design to assess change across the intervention). Where we are working with students or potential students over a longitudinal timeframe, we will also seek opportunities to assess longer term impacts of interventions (e.g. knowledge acquisition or attitudinal change) by conducting targeted follow up surveys an appropriate period after the intervention. As noted above, we recognise the importance of triangulating data so will seek to collect feedback from teachers in partners schools (for access and outreach work), our own teaching staff (for student success and progress activities) as well as the self-reflection of our own practitioners.

Evaluation of Financial Support

We do not anticipate having sufficient student numbers for the use of the full OfS financial support evaluation tool to be viable for some years, however, we will be able to extract and use relevant components from the toolkit (particularly the survey and interview tools) to inform our ongoing development of effective and impactful student financial support. From 2024-25, we will therefore evaluate our financial support model using the survey and interview tools from the OfS toolkit. When we do have sufficient numbers to guarantee tool validity, we will move to using this tool to its fullest, and as a result of this staggered approach, will have a number of years of comparator data to compare with. We will use the emerging findings year-on-year to review and improve our practice, based on the insights, data analysis and feedback from our target students.

Data Analysis Capacity

As we are new to this sector, we do not currently have sufficient student data to assess and identify key areas of priority – but we do have experience of working with and supporting a wide range of students across our network of institutions. As part of the process of developing our access and participation activities, we will consider how to we can adapt and reapply this expertise for the specific target groups discussed above.

We also need to rapidly develop and progress our data capacity and analytical function to monitoring student retention, progress, outcomes and graduate progression in the APP context. Nonetheless, as an organisation we have been delivering HE for a number of years in a global network, so we already have some of the required capacity already in place. We are currently reviewing existing data collection and analysis provision to ensure that our data capacity and approach is in line with APP and our own requirements. We will, for example, need to appropriately segment and analyse data to ensure that we can focus on APP target groups.

We will also draw on existent Government and regulatory data (e.g. that provided by the OfS, HESA, the DfE) to understand more about our institutional context and how it relates to sector benchmarks and comparator institutions. For the purposes of evaluation, we are planning to collect and analyse the following data across the different stages of the student lifecycle:

Student Lifecycle Change	Evaluation Data Collection
Pre-Access / Outreach	Demographic of participants Partner school characteristics Patterns of engagement Pre/post measures of knowledge or attitudinal change

	Application data Application conversion data.
Student Success / Experience	Student demographics Student retention Academic outcomes Student satisfaction (NSS) Pre/post measures of knowledge, attitudinal or behavioural change User satisfaction with student support provision
Student Progression	Student progression to graduate level careers data / salary outcomes via sector datasets.

Learning to shape improvements

As noted above, we are leveraging the opportunity of being a new provider in this sector to be able to build our approach anew, by drawing on existing good practice from across the sector, which will enable us to start from an effective and impactful position. Given this area of work is new to us, we will embed regular formative review and reflect cycles in which we gather feedback from key stakeholder and review evaluation outcomes to decide whether we need to change or amend delivery practice. For example, data and findings from our evaluation work will be discussed at Academic Board and used to drive plans for change in programme design through our Programme Development and Review Committee, and in other aspects of practice through the leadership of the Senior Executive. We expect that findings will be reviewed by the Registrar, Head of Student Services, Head of Admissions and other key staff, who will input and discuss the emerging findings and put forward actions and recommendations on how practices they are responsible for will be improved and developed., including proposing any additional activity if gaps in practice are found. As noted above, as we develop this work, we will be seeking more opportunities to embed student voice and feedback in this process.

We will ensure that the relationship between evaluation and practice runs in both directions, so that our evaluation processes and outcomes are sense-checked by practitioners to make sure that they are producing effective relevant outcomes that can inform their work. If necessary, we will review and revise our evaluation approach to ensure a good fit with practice requirements and needs.

We will also seek opportunities to collaborate with and learn from colleagues and peers across the sector, by, for example, joining relevant sector networks. We will build our own community of practice, to ensure that we share knowledge and expertise across the organisation to support and develop our whole institution approach. This will also facilitate our development as a learning organisation and our ability leverage individual learning and expertise in the interests of the organisation as a whole.

3.4 Monitoring progress against delivery of the plan

Our access and participation activities and evaluation outcomes will be overseen by the Board of Directors (BOD). SPJ UK will establish an Access and Participation Committee as outlined in the Governance Charter. We will take a structured approach to ensuring that governance of this area is distributed across the institution by ensuring that responsibility for fair access and student success is built into key roles at all levels of the university and forms part of our KPIs. Student representatives will be invited to sit on the Board of Directors and on the Access and Participation Committee, and will have a key role in monitoring this Plan through these mechanisms.

This Plan will drive strategic thinking and inform formal approaches to equality, diversity and inclusion, as well as access and participation. It provides a longer-term ambition and supports connectedness across the institution. The committee will track and evaluate progress and enable sharing of best practice to ensure continuous improvement in strategic measures, processes and activities, and will maintain oversight of

reporting and monitoring. Student input, via the student representatives on these committees, will be actively sought and championed.

The APP committee will report directly to board. It is created as a committee of the BOD. The committee will provide regular updates to these groups, including progress on the Plan and its key projects, and any emerging challenges or risks. The Board of Governors will receive these updates twice per annum. The committee will also be linked to our Equality, Diversity and Inclusion governance, and we will explore the appropriate model for this prior to the commencement of this Plan.

Throughout the life of the Plan, the APC will meet at least once every quarter, to monitor and input into practice and outcomes. If it is discovered that progress is worsening in any area, the APC can determine whether to redeploy its resources to targeted improvement in specific areas, accelerating action as per the strategic measures in this Plan. Additional expertise or resource may be deployed if required. The APC will also monitor expenditure in relation to the plan, and risk.

The APC will coordinate and review overall monitoring of data as part of the annual programme monitoring cycle, to ensure continuous monitoring of outcomes for target groups. In particular, we will look for any gaps that may arise, and progress towards targets and milestones. Data capability will improve in the longer-term, which will lead to an enhanced monitoring and evaluation capabilities. Over the life of this Plan, we will get a better understanding of how students from under-represented backgrounds compare to their peers.

4. Provision of information to students

SPJ UK will ensure that information is presented in a clear way that is accessible to all. The full Access and Participation Plan will be accessible through our website and paper copies will be available on request. Prospective and current students are provided with information about the fees they will be charged for the duration of their course. The fees for regulated programmes and information on financial support is published on our website and information on fees for the duration of a student's course are set out in offer letters.

A range of information about SPJ UK, academic programmes, entry requirements, fees, financial support, student support, teaching and learning, and total costs are set out in the prospectus and on the website. This information includes details about the eligibility criteria and application process for the financial support that we offer. We will ensure that students are provided with up-to-date information, ensuring transparency and easy access to all documents. Specific modes of communication will include:

- Application and Offer letters
- Induction and transition information and packs
- Programme design and regulations information (e.g. Plagiarism, mitigating circumstances)
- Townhall meetings.

5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)

Summary of 2023-24 entrant course fees

*course type not listed

Inflationary statement:

We will not raise fees annually for 2023-24 new entrants

Table 4a - Full-time course fee levels for 2023-24 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£9,000
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2023-24

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2023-24 entrants

Part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2023-24

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan 2023-24 to 2027-28

Provider name: S P Jain London School of Management Limited

Provider UKPRN: 10088214

Investment summary

The OFS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OFS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OFS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2023-24	2024-25	2025-26	2026-27	2027-28
Total access activity investment (£)	£21,000.00	£37,000.00	£53,000.00	£68,000.00	£75,000.00
Access (pre-16)	£2,000.00	£5,000.00	£10,000.00	£12,000.00	£14,000.00
Access (post-16)	£15,000.00	£25,000.00	£35,000.00	£45,000.00	£48,000.00
Access (adults and the community)	£2,000.00	£5,000.00	£6,000.00	£8,000.00	£10,000.00
Access (other)	£2,000.00	£2,000.00	£2,000.00	£3,000.00	£3,000.00
Financial support (£)	£22,000.00	£28,500.00	£30,000.00	£39,500.00	£45,000.00
Research and evaluation (£)	£12,000.00	£13,000.00	£15,000.00	£20,000.00	£22,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2023-24	2024-25	2025-26	2026-27	2027-28
Higher fee income (£HFI)	£150,000.00	£315,000.00	£495,000.00	£693,000.00	£759,000.00
Access investment	14.0%	11.7%	10.7%	9.8%	9.9%
Financial support	14.7%	9.0%	6.1%	5.7%	5.9%
Research and evaluation	8.0%	4.1%	3.0%	2.9%	2.9%
Total investment (as %HFI)	36.7%	24.9%	19.8%	18.4%	18.7%

