



**S P Jain
London School
of Management**

S P Jain London School of Management Access and Participation Plan 2026/27-2029/30

1 Introduction and Strategic Aims

The SP Jain London School of Management (SPJL) was established in February 2021, with its first intake of students in September 2023. The School offers a 4-year Bachelor of Business Administration, an MSc in Global Business, a Global MBA, a Masters in Management in Family Managed Business and an Executive MBA. It is planned to open a BSc in Data Science in 2026.

The SPJL, although a separate legal entity with its own registration with the Office for Students, is part of the S P Jain Global Group which is a global business school with campuses in the dynamic hubs of Dubai, Mumbai, Singapore and Sydney. The SP Jain School of Global Management is registered in Australia to provide modern, relevant and practical global business education. It is renowned for offering multi-city undergraduate and postgraduate programmes. For its flagship Global MBA programme, the school has been ranked by reputed international publications such as Forbes, Times Higher Education–Wall Street Journal and The Economist. The S P Jain Global Group shares the same vision and mission and common programmes, tailored to the appropriate regulatory frameworks to allow for global mobility for both undergraduate and postgraduate students.

The School's vision, and that of the wider Group, is to 'transform lives through the power of education'. We aim to equip our students with the ability to explore, examine, think critically and develop the professional skills to become effective and responsible global leaders. Our aspiration is that our graduates will apply their technological and entrepreneurial acumen to problem solve and develop solutions to pressing global problems in an ever-evolving world that will be continually disrupted by technology, politics and environment.

One of the key drivers for the establishment of S P Jain Global Group and the School is to promote learning to support the development of our students as global citizens able to operate in today's globalised business world. Our programmes have been specifically developed to be inter-operable with those at S P Jain Global to promote international mobility. All our students are offered at least one semester at S P Jain Global and those on the four-year BBA are able to access up to three with a choice of Singapore, Dubai and Sydney. To support this mobility, the School provides travel bursaries and support to access employment opportunities for disadvantaged students.

SPJL is dedicated to maintaining and enhancing a high-quality learning experience for students with high academic standards. We aim to ensure 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. It uses engaged classroom learning

with higher than average classroom hours to develop students' ability to apply concepts. As well as innovative teaching, it is also developing educational technology at pace by harnessing the power of generative AI to support students and personalising their learning through an AI tutor available 24/7.

SPJL has recently approved its first Strategy 'Transforming the Future 2025-28' to enable us to develop from our start-up phase to ensure continuous improvement of the student experience. This strategy includes the intention to continue to widen access and provide equality of opportunity for our students. We have had some success to date, as the aim set out in our 2022/23-2027/28 Access and Participation Plan by the end of the plan period was to achieve 20% of students from Black, Asian and Minority Ethnic (from here described as Global Majority) students and 25% from IMD Quintiles 1 and 2. We have achieved these aims in both the undergraduate cohorts we have admitted so far (in Sept 23 and Sept 24). Both cohorts are small, but our outreach work is developing and we aim to continue to meet targets going forward.

We are proud of the diverse environment we have created in the short time we have been in operation and this plan aims to continue with this trajectory. We are also focussed on student success as part of our new strategy.

This Plan is aimed at increasing access to the most disadvantaged students. It also aims to ensure that they are able to access the global mobility aspects of our offer and participate in exchanges both as a result of academic support. In a pre-emptive move to ensure gaps do not arise in attainment, the Plan also addresses interim gaps in mathematical knowledge and outcomes.

2 Risks to Equality of Opportunity

To understand where risks to equality of opportunity may be present at SPJL, we have completed an assessment of performance (Annex A), which explores current available data for access and attainment. As we only recruited our first students in September 2023, we only have very limited data on which to base this new plan. We have, therefore, used available internal data, conducted focus groups, used appropriate sector data and research as well as our knowledge of the sector to review the risks. These have been considered against the Equality of Opportunity Risk Register (EORR) and our institutional context.

As a small provider, we have considered which risks are likely to be most relevant to our student body and which we can reasonably seek to mitigate, making a positive impact at an institutional level and contributing positively to sector performance. We have identified two primary risk areas and our intervention strategies seek to address the risks we have identified as a priority for us.

Other indicators of risk that were identified as part of our assessment of performance can be found in Annex A, with commentary on the reasons why they have not been prioritised.

The potential risks to equality of opportunity that we have identified are:

2.1 Access

2.1.1. Risk 1

There is a risk that learners from the most disadvantaged backgrounds are experiencing inequitable access to pre-entry provision, advice and guidance relating to higher education and, therefore, will be unprepared for, and/or unaware of, the S P Jain London programmes. Learners from the most disadvantaged backgrounds may also be disproportionately impacted by cost pressures or have the perception that international mobility is not an option.

We have identified one indicator of risk that suggests this may be occurring:

IMD 2019 Quintile 1 students

The enrolment of students from the most disadvantaged backgrounds (IMD Quintile 1) is 18% (2-year aggregate, 2023-24 to 2024-25), which is below the sector average of 22.5% (4-year aggregate, 2019-20 to 2022-23). There is a 3.5pp gap in enrolments between students from IMD Quintile 1 and IMD Quintile 5 across the two years of available data (2023-24 to 2024-25).

2.1.1.2 Links to the Equality of Opportunity Risk Register (EORR)

Along with education sector and industry evidence (see Annex B), our institutional experience and student consultations suggest that these differential enrolment rates may be a result of EORR Risks 1 to 3 and 10.

- **EORR Risk 1 (Knowledge and skills):** There is a risk that target students may not have equal opportunities to develop the knowledge and skills required to access higher education due to home, school, or geographical context. Current students have told us that the opportunity to develop global business skills was a key motivation for applying for a course at SPJL, as these learning opportunities weren't available in their education pre-higher education, and understanding the purpose of our global learning model is important for applicants.
- **EORR Risk 2 (Information and guidance):** Target students may face inequality of opportunity in their access to appropriate information and guidance about higher education, including higher education choices, study modes, expectations, and access pathways; as well as linked information about careers and employability. Students may not have access to quality information and guidance which outlines the options available to them, particularly in relation to knowing enough about a new, small institution like SPJL to encourage them to apply. It is also important that applicants understand how our global model works. From anecdotal evidence from students in the independent sector, knowledge of opportunities outside mainstream universities is very limited
- **EORR Risk 3 (Perceptions of higher education):** International mobility is a key feature of our offer and it may be that students from these backgrounds are not encouraged to view this as a possibility for them. This may be seen as an option for middle class, more affluent students and not for those in the target group.
- **EORR Risk 10 (Cost Pressures):** Financial pressures are considered as a risk for students, starting at the pre-entry phase. The impact of the cost-of-living crisis is being felt acutely and our experience of working with applicants suggests that concern about student finances and the high cost of living is an increasing issue for more and more students, and most particularly for those from lower income backgrounds. In our context, the costs associated with global mobility may be concerning to potential applicants from less affluent backgrounds and contribute to them deciding not to apply. Through our student consultations, students shared that understanding the expected costs of studying abroad as early as possible was important to inform their decisions. Our student consultations have also highlighted that the majority of our students need to work or have financial support to be able to access studying abroad opportunities.

2.2 Student success

2.2.1. Risk 2

There is a risk that a lack of access to a range of appropriate support may be affecting the maths attainment for students from various backgrounds targeted by the Equality of Opportunity Risk Register.

Due to our limited on-course data as a new provider, we have focused our attainment target on attainment for a mathematics-based module (Mathematical & Digital Literacy). This was identified as a potential risk through monitoring of student performance. Due to small cohort sizes, it is not possible to report attainment percentages publicly. We have identified one indicator of risk which suggests this risk may be occurring as follows:

IMD 2019 Quintile 1 and 2 students

Our data shows that for the Mathematical & Digital Literacy module, there is a significant gap in attainment between students from IMD Quintile 1 and Quintile 2 backgrounds and students from IMD Quintiles 3, 4 and 5. The specific data is too small to report publicly.

Students from the global majority

Our data shows that for the Mathematical & Digital Literacy module, there is a significant gap in attainment between students from Global Majority backgrounds and White students. The specific data is too small to report publicly.

2.2.1.1. Links to the Equality of Opportunity Risk Register (EORR)

Along with education sector and industry evidence (see Annex B), our institutional experience and student consultations suggest that these differential outcomes may be a result of EORR Risks 1, 6 and 7. These risks may be present in different combinations and to varying extent for each identified target group.

- **EORR Risk 1 (Knowledge and skills):** There is a risk that target students may not have equal opportunities to develop the knowledge and skills required to access higher education due to home, school, or geographical context prior to entry. We have identified from even the limited cohort that students' achievement in mathematics at GCSE is not at the level of their international counterparts. This means that they need more support to develop their mathematics skills to be able to succeed in the UK and when they access the global mobility provision. Current students have told us that the opportunity to develop global business skills was a key motivation for applying for a course at SPJL, but to be able to access it they will need to improve their mathematics skills.
- **EORR Risk 6 (Insufficient academic support):** There is a risk that target students are unable to access academic support when required, particularly in relation to mathematics skills which they have not been able to achieve at School. Our student consultations have reported positive feedback for our AI Tutor provision supporting maths attainment thus far, which we plan to develop throughout this Plan.
- **EORR Risk 7 (Insufficient personal support):** There is a risk for our target students that they are unable to access appropriate personal support when required. This is important within the context of increasing pressures on students regarding costs, mental health and wellbeing, and the need to develop employability skills both inside and outside of the curriculum offer. Students have told us they would like to see more topics covered in employability and skills workshops, and CV support to help prepare them for the world of work.

2.3 Other risks and challenges

2.3.1. Small datasets

When deciding which risk areas to concentrate on in this APP, we took into account our status as a new, small provider. Given that we only commenced operations in September 2023 and we have currently only two UG UK cohorts, the data we have is very small, severely limiting our capacity for comprehensive data analysis and statistical significance. This constraint also impacts our ability to

make accurate assessments and interpretations. Nevertheless, we have conducted evaluations and provided insights where we deemed it meaningful.

2.3.2. Ongoing impacts of the Coronavirus pandemic

We want to acknowledge the ongoing impact of the Coronavirus pandemic, which will continue to affect students throughout the life of this Plan. This is noted in the EORR Risk 9; while Risk 9 is not one of our identified priority risks, we will remain vigilant to the ongoing effects of the pandemic going forward, closely monitoring relevant data to ensure that any emerging gaps throughout the student lifecycle are identified and addressed. We will aim to better understand these risks, which we know disproportionately affect underrepresented and socioeconomically disadvantaged students, through ongoing evaluation and our collaborative work with other similar providers through the SEER network.

3 Objectives

Based on the above analysis of the EORR and our internal evidence, including the consultations we have undertaken, we have determined the following objectives

Target Reference (Annex C, Table 5d)	Objectives	Intervention Strategy
PTA_1	To support access into higher education and to SPJL for students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1) by increasing enrolments, from 18% to 20% by 2029-30.	IS1
PTS_1	To improve mathematics-based attainment outcomes for students from the lowest socioeconomic backgrounds (IMD 2019 Quintiles 1 and 2), closing the gap in attainment outcomes for these students compared to their least disadvantaged counterparts (IMD Quintiles 3, 4 and 5), achieving a gap no greater than 2 percentage points by 2030.	IS2
PTS_2	To improve mathematics-based attainment outcomes for students from Global Majority backgrounds, closing the gap in attainment outcomes for these students compared to their White counterparts, achieving a gap no greater than 17 percentage points by 2030.	IS2

4 Intervention strategies

4.1 Intervention Strategy 1 – Supporting access to higher education for students from the lowest socioeconomic backgrounds

Objectives and targets:

To support access into higher education and to SPJL for students from the lowest socioeconomic backgrounds (IMD 2019 Quintiles 1) by increasing enrolments, from 18% to 20% by 2029-30.

Targets: PTA_1 – Annex C, Table 5d.

Risk to equality of opportunity: Knowledge and skills; Information and guidance; Perception of higher education; Cost pressures.

Evaluation: Evaluation for this intervention strategy will generate OfS Type 1 (T1) and Type 2 (T2) standards of evaluation, which will establish whether the intended outcomes are being achieved. We will evaluate each component part of the strategy, as detailed in the ‘Evaluation’ column in the Intervention Strategy Table below. The strategy will commence from September 2026, with publication and sharing of findings as per the publication plan below. This publication plan highlights our publication intentions across all of our intervention strategies and associated activities.

Publication Plan:

Format of findings	Sharing of findings
<p>We will produce an annual summary progress and review report, which will:</p> <ol style="list-style-type: none"> 1. Provide insights on the effectiveness and progress of relevant activities across our Intervention Strategies based on the achievement of intended outcomes. 2. Capture learning and insights that inform improvements in practice and any appropriate changes and developments. <p>Highlights and themes from this report will be shared online, for example through our website/SEER website.</p> <p>Findings will also be shared internally to relevant committees and groups, to inform practice and decision making. See ‘Evaluation Strategy’ section.</p>	<p>Progress ‘highlights’ of what both works and doesn’t work will be shared annually.</p>
<p>We will produce an Evaluation to Date or End of Project Report (whichever is relevant) capturing all evaluation and findings, disseminated online via our website and the SEER website</p>	<p>4 years on from Plan commencement (Autumn/Winter 2029) and/or at the conclusion of projects. For Financial Support evaluation, this will be every 2 years, from 2027-28.</p>
<p>We will also contribute at conferences and through workshops and events hosted by networks such as SEER and IHE.</p>	<p>At minimum every 2 years, starting from 2026-27.</p>
<p>We will contribute to other calls for evidence, such as through TASO.</p>	<p>As they arise – at a minimum every two years</p>

Intervention Strategy 1 - Supporting access to higher education for students from the lowest socioeconomic backgrounds

Activity	Inputs	Outcomes	Evaluation
<p>Outreach programme development</p> <ul style="list-style-type: none"> Targeted outreach activities at local schools, including enhanced information, advice, and guidance and together with opportunities for in school talks, campus visits, and subject masterclasses We aim to collaborate with 10 schools/colleges by the end of the Plan 	<ul style="list-style-type: none"> UG Recruitment staff time Administration and resource Student Ambassadors 	<p>Intermediate outcomes</p> <ul style="list-style-type: none"> Increased knowledge and awareness of HE. Increased knowledge of HE pathways and the HE application process. Improved knowledge and awareness of flexible learning options. Improved confidence and preparation for HE selection process. Improved confidence in their ability to progress to higher education Improved motivation and engagement in learning. Improved self-perceptions about academic abilities and confidence. Improved knowledge of global mobility options 	<p>Process Evaluation</p> <ul style="list-style-type: none"> Data analysis: Number and % of pupils at partner schools and colleges with target characteristics. (T1) Output analysis: the number of schools /colleges in a relationship. (T1) Data analysis: Number and % of pupils accessing outreach activities and % of pupils with target characteristics (T1). Output analysis: the number of outreach activities delivered (T1). Post-activity polls gathering stakeholder (staff and student) experiences and perceptions (T2). Review of data availability, utilisation and value to practice, including any changes to practice based on evaluation and other insights (T1). <p>Impact Evaluation</p> <ul style="list-style-type: none"> 2-3 student focus groups or reflective activity at minimum every two years from 2027-28,

		<ul style="list-style-type: none"> Improved sense of belonging in HE / pathways to HE. (Partners) Increased awareness of SPJL offer for progressing to HE study. <p>Longer-term outcomes</p> <ul style="list-style-type: none"> Improved sustained relationships with local partners Applications to HE from target groups Offers from HE providers Enrolments in HE 	<p>to explore key themes from polls and surveys. (T2)</p> <ul style="list-style-type: none"> Data analysis: application rates to SPJL by target groups (T2).
<p>Contextual admissions</p> <ul style="list-style-type: none"> We aim to provide contextual offers to applicants from IMD Quintile 1 and 2 backgrounds, applicants who have experienced Care, and applicants in receipt of Free School Meals. Eligible applicants will be identified through their applications and invited 	<ul style="list-style-type: none"> Admissions staff time Administration and resource 	<p>Intermediate outcomes</p> <ul style="list-style-type: none"> Increased knowledge and awareness of SPJL and contextual admissions policy (Staff) Increased knowledge and awareness of contextual admissions policy <p>Longer-term outcomes</p> <ul style="list-style-type: none"> Increased number of applications from target students 	<p>Process evaluation</p> <ul style="list-style-type: none"> Data Analysis: Number and % of students receiving contextual offers and enrolments from target groups (T1) Data Analysis: number and % of new entrants with target characteristics (T1). <p>Impact evaluation</p> <ul style="list-style-type: none"> Student survey to understand experiences of entering through the contextual admissions system (T2).

<p>to interview as part of the contextual offer process.</p>		<ul style="list-style-type: none"> • Increased offers to target students • Increased enrolments from target students 	
<p>Financial support for global mobility</p> <ul style="list-style-type: none"> • Bursary payments available to support students from lower income households to access study abroad opportunities at our global partner in Singapore, Dubai and/or Sydney • Study abroad guides with costs and the process of going on an exchange, co-created with students 	<ul style="list-style-type: none"> • Admissions staff time • Finance staff time • Student Experience staff • Administration and resource 	<p>Intermediate outcomes</p> <ul style="list-style-type: none"> • Reduced financial pressures. • Students’ financial needs are supported • Improved student emotional and mental wellbeing, linked to financial security • Students are able to fully participate in the SPJL student experience, positively impacting sense of belonging • Improved cultural awareness for students studying abroad <p>Longer-term outcomes</p> <ul style="list-style-type: none"> • Increased enrolments from target students • Increased continuation rates for target students • Increased attainment rates for target students 	<p>Process Evaluation</p> <ul style="list-style-type: none"> • Data Analysis: Number and % of students receiving bursaries (T1), analysed by student characteristics (where possible). • Output Analysis: Total spend of bursaries, including by student characteristics. (T1) • Poll gathering bursary recipient experience and perceptions of the process and allocation (T2). <p>Impact Evaluation</p> <ul style="list-style-type: none"> • Data Analysis: engagement with global mobility by bursary recipients, by student characteristics (T2). • As per relevant parts of the OfS Evaluating the Impact of Financial Support toolkit, every two years from 2026-27.

<p>Induction and transition programme</p> <ul style="list-style-type: none"> • Developing practices in enrolment and induction to create a welcoming, engaged programme of induction that recognises needs and potential barriers, and supports target learners. • Development and implementation of 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 and the city of London. • Learners will be encouraged to actively 	<ul style="list-style-type: none"> • Academic, Student Experience and Registry Staff • Administration and resource 	<p>Intermediate outcomes</p> <ul style="list-style-type: none"> • Increased confidence in starting SPJL course • Improved connections and engagement between students, particularly amongst diverse groups • Improved awareness and knowledge of SPJL course <p>Longer-term outcomes</p> <ul style="list-style-type: none"> • Increased student sense of belonging • Increased number of applications from target students • Increased enrolments of target students 	<p>Process evaluation</p> <ul style="list-style-type: none"> • Data Analysis: number and % of applicants from target groups (T1). • Data Analysis: number and % of new entrants from target groups (T1). • Output Analysis: Number of induction activities delivered (T1). • Data Analysis: Engagement with induction programme, analysed by student characteristic where possible (T2). <p>Impact evaluation</p> <ul style="list-style-type: none"> • Pre- and post- induction surveys to measure change in confidence during transition (T2). • Student surveys or focus groups to share transition experiences and make recommendations for support (T2).
--	--	--	--

<p>join and participate in a range of academic-related and social and skill-building activities.</p> <ul style="list-style-type: none">• Applicants will be made aware of the induction programme and starter pack to help inform their decisions.			
--	--	--	--

Total costs of activities

Over the four-year cycle, we will invest approximately £762,000 in these intervention activities.

Summary of Evidence Base and Rationale

We have conducted a literature review, which includes specific references to the range of materials OfS has identified in its guidance, in addition to a range of other research and best practice references. Evidence suggests that delivering outreach in partnership with schools and colleges can help respond to the diversity of needs and barriers to accessing higher education for target students (CFE Research, 2023), informing our outreach activities and commitment to working with schools and colleges around London. The outreach activities we have included in the Plan, such as in school talks, campus visits, and subject masterclasses, have been shown in research to have positive effects on student awareness about higher education and rates of application to higher education (e.g. Austen et al., 2021; Younger et al., 2018).

We have also drawn on research on the effectiveness of contextual admissions to inform our continued commitment to considering contextual offers for target groups. Research suggests that using contextual admissions is a recommended approach to improve access to higher education for students from underrepresented backgrounds (OfS, 2019; Boliver et al., 2021). We have been informed by the evidence in considering which student characteristics we will consider under our contextual admissions approach and how their backgrounds will be accounted for in admissions decisions (Boliver et al., 2017; Gorard et al., 2018).

Our global mobility financial support is informed by evidence which suggests that when students from disadvantaged backgrounds have awareness of available bursaries, this can have a positive effect on their decision to pursue higher education (TASO, 2025). We aim to ensure that all prospective students are aware of the financial support on offer; our student consultations have also emphasised the importance of applicants having sufficient knowledge about the financial support available and the approximate costs they can expect to fund from other sources, so they can make well-informed decisions. Research focusing on financial support for studying abroad tells us that finances are a key barrier to access study abroad programmes for students (Universities UK, 2013) and that dedicating some university funds to travel bursaries for students from lower-income and underrepresented backgrounds is a recommendation across various sources with the intention to increase student engagement with global mobility opportunities (e.g. Whatley and Clayton, 2020; Universities UK, 2013; Whatley, 2017). This evidence base has informed our decisions to prioritise global mobility funding for students from our target groups who are most in need of financial support to facilitate their participation.

We have chosen to focus on developing our induction and transition offer as evidence highlights the positive effects that pre-enrolment and induction activities can have on students (TASO, 2023; Beard, et al., 2023). We are aware of the importance of student integration into higher education and the impact this can have on continuation (Scottish Framework for Fair Access, 2024; Tinto, 1988) as well as student feedback that having sufficient information and guidance available at the start of their course is important to them.

A more comprehensive review of our evidence base relating to these activities is available in the Annex B.

4.2 Intervention Strategy 2 – Targeted academic support for the most socioeconomically disadvantaged students and students from Global Majority backgrounds

Objectives and targets:

To improve attainment outcomes for students from the lowest socioeconomic backgrounds (IMD 2019 Quintiles 1 and 2), closing the gap in attainment outcomes for these students compared to their least disadvantaged counterparts (IMD Quintile 5), achieving a gap no greater than 2 percentage points by 2030.

To improve mathematics-based attainment outcomes for students from Global Majority backgrounds, closing the gap in attainment outcomes for these students compared to their White counterparts, achieving a gap no greater than 17 percentage points by 2030.

Targets: PTS_1, PTS_2 – Annex A, Table 5d.

Risk to equality of opportunity: Insufficient academic support; Insufficient personal support.

Evaluation: Evaluation for this intervention strategy will generate OfS Type 1 (T1) and Type 2 (T2) standards of evaluation, which will establish whether the intended outcomes are being achieved. We will evaluate each component part of the strategy, as detailed in the 'Evaluation' column in the Intervention Strategy Table below. The strategy will commence from September 2026, with publication and sharing of findings as per the publication plan listed above, with our Intervention Strategy 1.

Intervention Strategy 2 - Targeted academic support for the most socioeconomically disadvantaged students and students from Global Majority backgrounds

Activity	Inputs	Outcomes	Evaluation
<p>Attainment-raising tools</p> <ul style="list-style-type: none"> • Additional input in mathematics for those with GCSE grades 4 and 5 in Mathematics to ensure that they have the appropriate foundations in mathematics • Development of AI Tutor to support students' learning, particularly for quantitative and mathematical skills development • Staff training on promoting AI Tutor and integrating it into classroom support strategies • 	<ul style="list-style-type: none"> • Academic staff time • IT staff time • Support staff time • Administration and resource 	<p>Intermediate outcomes</p> <ul style="list-style-type: none"> • Improved cognitive and metacognitive outcomes. • Improved motivation and engagement in learning. • Improved academic and study skills • Improved self-perceptions about academic abilities and confidence. • Improved assessment grades • Improved attainment in quantitative and maths-based modules <p>Longer-term outcomes</p> <ul style="list-style-type: none"> • Increased continuation rates for target students • Increased attainment rates for target students 	<p>Process Evaluation</p> <ul style="list-style-type: none"> • Data Analysis: Number and % of students engaging and % of students with target characteristics. (T1) • Output analysis: Number of individual student engagements with AI Tutor (T1). • Some post-activity polls gathering student experience and perceptions. (T2). • Output analysis: Number of AI Tutor training sessions run (T1). • Data analysis: Number of staff participating in training (T1). • Post-training feedback survey for academic staff using AI Tutor (T1). • Review of data availability, utilisation and value to practice, including any changes to practice based on evaluation and other insights (T1). <p>Impact Evaluation</p>

			<ul style="list-style-type: none"> • Baseline and annual student survey exploring perceptions and confidence in respect of academic skills and mathematical skills (T2). • 2-3 student focus groups at minimum every two years from 2026-27, to explore key themes from polls and surveys. (T2) • Annual end-of-year staff survey exploring confidence in using AI Tutor and other academic support methods to provide effective student support to meet diverse needs (T2). • Data Analysis: continuation and completion rates by target groups. (T2) • Data Analysis: module attainment and attainment (degree outcome) by target students. (T2) • 2-3 case studies at minimum every two years from 2026-27 focusing on students who have engaged with academic support to understand how it has helped their experience and outcomes. (T2)
Monitoring of at-risk students <ul style="list-style-type: none"> • Enhanced monitoring of students' attendance, learning needs, and 	<ul style="list-style-type: none"> • Academic staff time • Support staff time 	Intermediate outcomes <ul style="list-style-type: none"> • Early identification of students at risk of discontinuing, not completing or not achieving a 	Process Evaluation

<p>formative and summative assessments to ensure sufficient progress through the Student at Risk process</p>	<ul style="list-style-type: none"> Administration and resource 	<p>good module or degree outcome.</p> <ul style="list-style-type: none"> Identification of target groups at risk. Proactive monitoring of and support provided to identified at risk (target) students. <p>Longer-term outcomes</p> <ul style="list-style-type: none"> Improved number of 1st attempt assessment submissions. Improved module/assessment grades. Improved continuation rates for target students. Improved completion and attainment rates for target students. 	<ul style="list-style-type: none"> Staff review that considers the effectiveness and value of, and desired improvements to at-risk monitoring systems (T1, T2). <p>Impact Evaluation</p> <ul style="list-style-type: none"> Data Analysis: continuation and completion rates by target groups (T2). Data Analysis: module attainment and attainment (degree outcome) by target students (T2).
<p>Support to employability programme</p> <ul style="list-style-type: none"> Development of Personal Readiness Programme, including skills workshops and development embedded into programmes and bespoke 1-1 careers support 	<ul style="list-style-type: none"> Academic staff time Careers staff time Administration and resource 	<p>Intermediate outcomes</p> <ul style="list-style-type: none"> Increased knowledge and capacity relating to career and employability skills. Increased level of professional networks and contacts. Increased knowledge and understanding of the labour 	<p>Process Evaluation</p> <ul style="list-style-type: none"> Data Analysis: Number and % of students engaging and % of students with target characteristics (T1). Output analysis: Number of sessions run (e.g. skills workshops, 1-1 careers support) (T1) Some post-activity polls gathering student experience and perceptions (T2).

<ul style="list-style-type: none"> • Use of AI Tutor to undertake interview preparation and practice 		<p>market, professional standards and competencies.</p> <ul style="list-style-type: none"> • Improved self-perceptions about career and employability capacities, readiness and confidence. • Improved motivation and engagement in learning. <p>Longer-term outcomes</p> <ul style="list-style-type: none"> • Improved attainment rates for target students. • Improved progression rates for target students. 	<ul style="list-style-type: none"> • Annual end-of-year Staff Survey exploring whether content was appropriate and effective, and to explore challenges. (T1) <p>Impact Evaluation</p> <ul style="list-style-type: none"> • Baseline and annual student survey exploring perceptions and confidence in respect of career development and management / employability skills and professional networks. (T2) • 2-3 student focus groups at minimum every two years from 2026-27, to explore key themes from polls and surveys. (T2) • Data Analysis: continuation and completion rates by target groups. (T2) • Data Analysis: attainment by target students. (T2) • Data analysis: progression into employment and into highly skilled employment or post-graduate study pathways for target students (T2).
---	--	--	---

Total costs of activities

Over the four-year cycle, we will invest approximately £136,000 in these intervention activities.

Summary of Evidence Base and Rationale

We have conducted a literature review, which includes specific references to the range of materials OfS has identified in its guidance, in addition to a range of other research and best practice references. We have focused our on-course activities around attainment-raising and employability. Evidence emphasises the importance of developing academic skills, particularly to support the attainment of students from our target groups (Thomas, 2012; Parker et al., 2017). We have aligned observations of our students' mathematics-related attainment with research which highlights that academic skills development should be personalised to student need (Checkoway, 2018). As we have seen our target students struggling with mathematics, we have focused activities on maths attainment-raising, particularly through introducing the use of an AI Tutor. Evidence suggests that students can benefit from interacting with artificial intelligence to develop their problem-solving skills and academic performance (Essel, 2022; Hooshyar et al., 2018; Cakir, 2019). Our current use of the AI Tutor has been well received by our students, who shared in student consultations that they had found it useful for revising; this is corroborated by our internal evaluation showing a positive correlation between AI-Tutor usage and improved academic outcomes for at-risk students. We are interested in exploring the emerging field of using AI to support students' academic development, alongside other forms of academic support.

Our commitment to monitoring the progress of our students and identifying students at risk of not progressing satisfactorily is informed by evidence. The evidence suggests that early warning systems can identify students at risk of failing assessments and be of benefit to these students (Cassells, 2017). The evidence also tells us that monitoring students' engagement with VLE and online learning can be effective to identify and predict at-risk students (Si Na and Tasir, 2017), which forms part of our approach to this activity and our Students at Risk Policy. We have also prioritised in-curricula delivery of careers and employability support, to develop student's employability skills, confidence, and readiness for work. Following sector best practice and the evidence, we will design a cohort tailored, needs-based support to employability programme which is associated with the most effective development of employability skills (Scott and Willison, 2021; Moore et al., 2013; Pegg et al., 2012). We are also exploring the use of artificial intelligence to support the programme, following evidence which suggests that combining people-led support with AI-powered resources can enhance educational achievement, decrease interview anxiety, and optimise development of soft skills for employability (Randazzo, 2025; Ejjami, 2024; Gonzalez-Rico and Lluch Sintés, 2024). Our student consultations have highlighted student interest in expanding our employability workshop offer and incorporating sessions to teach students about the evolving uses of artificial intelligence in business.

A more comprehensive review of our evidence base relating to these activities is available in the Annex B.

5 Whole provider approach

We are committed to equality of opportunity and particularly to reducing barriers to access, attainment, global mobility and access to graduate employment for students from disadvantaged backgrounds and for Global Majority students.

We take a whole provider approach (WPA) to access and participation and have evaluated our current WPA context using tools developed by Liz Thomas, as part of the 'Using research evidence to ensure a whole provider approach in your APP' programme of support, organised by the Centre for Research on Education and Social Justice, University of York. The review tool is informed by the 'Understanding a whole institution approach to widening participation: Implementation and Evaluation Guidance and Toolkit', Thomas/OFFA, 2017. We have identified areas where we can go further as part of our commitments in this Plan. We have therefore structured this section against the key domains in the SEER WPA tool which are considered part of an effective whole provider approach.

5.1 Institutional and Senior Leadership Commitment

The Board and the Senior Management Team are committed to ensuring equality of opportunity and to widening access. This is specifically outlined in our Strategy 2025-28 'Transforming the Future'. Our vision is to 'transform lives through the power of education' and in pursuit of this vision we are developing tools which will enable us to raise the attainment of all students to a level where they can excel.

The Board is led by a former Vice Chancellor from a post 92 University and the Dean and COO have worked across different institutions in the HE Sector and, therefore, there is a breadth of knowledge across the institution at Board and Senior Management Level. Other managers have experience of widening participation and supporting disadvantaged students. The work to oversee the APP is led by the Access and Participation Committee which also oversees equality and diversity issues more generally. Membership comprises the COO (in the Chair), the Business Development Manager, the UK Undergraduate Recruitment and Outreach Manager, the Director of Student Experience, the Registrar and the BBA Programme Director. Our governance structures are in the early stages of development as we have only been operational since November 2023, but we have a full complement of staff on the Committee. Currently we are engaging students through the Student Council but will appoint students to the Committee as student numbers grow. The Access and Participation Committee reports to the Academic Board and from there the Board of Directors to ensure that there is engagement at all levels of governance.

In terms of finances, sufficient funds are available to support WP through the staffing to visit schools and colleges, generous bursary support for global mobility, support for students with disabilities, and bespoke careers and employability support.

5.2 Alignment of policies to ensure widening participation

Our overall strategy includes our widening participation commitments. We have an Equity and Fair Treatment Policy for students which is aligned with the Access and Participation Plan, our Admissions Policy and our Student Outreach Plan. Although we currently provide a bursary for all students, the provision will in time be reduced to support our target populations should we restrict it.

The student attainment targets in the plan are aligned to our Learning and Teaching Enhancement Plan and our assessment strategies. We are at the early stages of implementing our programmes, but we are working to align them to ensure that all students can achieve their full potential through the introduction of AI, additional support for mathematics, and ensuring that the maths content is accessible. Our student support recognises the need to identify and support students at risk both academically and in terms of requiring student support and these are fully implemented to ensure

that all students are supported. We already offer bespoke careers provision but we will be articulating the strategy for this in future.

In terms of staff, recruitment is designed to ensure that staff are in sympathy with the vision, mission and strategy of the School in line with our Staff Recruitment Selection, Induction, Performance Review and Promotion Policy and Procedures. We have undertaken some training to ensure that they are aware of unconscious bias and also the BBA Programme Director has attended some webinars on transition issues but this is something that we can develop further as we grow.

5.3 Communication and organisational arrangements to facilitate WP

Given our size, there is direct communication between members of staff and students but we have structures in place to ensure that this remains the case as we grow.

In terms of outreach, we have experienced staff who are working with schools to develop a network of school with which we can work. We have established open days and applicant days where we can provide more detailed information on the opportunities at S P Jain. We have also developed a summer school in Dubai so that Year 12 students can get a taste of global mobility.

To ensure communication with students, we have whole cohort townhall meetings which are attended by the Dean and the Director of Student Services as well as the Programme Director. Actions are determined and reported back to students to demonstrate progress. All academic staff are required to have office hours and we aim to resolve issues quickly.

We have longer than average teaching hours, but we have organised the timetable to ensure that the students do not need to attend campus each day to facilitate work for those students who wish to do this. We will aim to maintain this going forward.

We aim to ensure that students have adequate time for assessments through dedicated assessment weeks. We have a Mitigating Circumstances Policy which allows students circumstances to be recognised should they have an illness or personal crisis. For those with learning needs or disabilities, our disability policy ensures that they get a bespoke Individual Learning Support Plan that allows for extra time or other learning support where appropriate.

We are currently developing extra-curricular activities in consultation with students. Some of these activities are social and designed to promote belonging and community. Others are aimed at cultural and business learning. There is a Global Learning Committee with student representatives which advises on the activities that students would like to engage in. We fund these activities in full to make sure that students from disadvantaged backgrounds can access them.

We aim to communicate with our students clearly and through official channels – we have a Who's Who to facilitate communication to the most appropriate channels. We also deploy Blackboard Learn for academic communications. We are implementing an online suggestion box where students can make suggestions and raise issues, anonymously should they wish.

As outlined above, we have a Students at Risk policy where students at risk either through lack of attendance, failure, identified learning support or a disability or other issues are identified and provided with appropriate support. Due to our size, we can operate this effectively without a formal learning analytics system. However, as we develop, we will review the requirement for this.

5.4 Staff commitment, awareness and skills to implement WP

Staff are made aware of the institutional commitment to WP and student success through regular staff meetings and involvement in governance. Through our recruitment we ensure that staff are committed to equality and diversity and that they are focussed on the student experience. This is something that we will review to ensure that we maintain the diverse staff body that we have developed over the last two years. As our policies and procedures are aligned to WP and student success, we have not had to be explicit about this but will review this going forward.

We have instituted training to ensure that managers understand equality and diversity and we will take this further to ensure that there is training focussed on WP and what is required to promote student participation and success. Currently our small size means we can communicate the required message and ensure that staff are aligned with our goals. However, as we continue to grow, we will need to systematise this.

We are members of HELOA (Helping Students Make Informed Decisions), which have networks for student recruitment, and Independent Higher Education (IHE), which has networks for student recruitment, admissions, student services and equality and diversity, in which staff are actively encouraged to participate to ensure they are continually updated on sector issues.

As outlined above, all those who are directly involved in delivering the APP are members of the Access and Participation Committee (APC) which brings together professional services and academic staff. We will widen this to include the Head of Careers to ensure that activity in this area is developed in line with our commitments. Similarly, the Student at Risk process brings together academic and support staff to review student engagement and progress and to ensure that there are holistic interventions to support student success.

5.5 Student contribution

As we have only had two cohorts of home undergraduate students, we are currently developing the system of student engagement in this area. All staff are given an induction which outlines the importance of respect and dignity and inclusion. We are widening this to ensure that they are aware of issues of harassment and misconduct and not to be passive bystanders, but there is more we can do to promote the need for inclusivity for diverse cohorts.

We work in close partnership with our students and those that are elected as student representatives receive training on how to be an effective rep, which going forward will include diversity training. We also involve all students through townhall meetings to provide direct feedback on their experience but will review the induction to ensure that we provide more information on the importance of this to the development of their experience. We do not currently reward students for taking part in this process but this is something we can review in future.

We are developing a 'You said, we listened' campaign to demonstrate how the School acts upon student feedback. Our small size is an advantage here as we can action some issues at pace to ensure that they are rectified or suggestions are put in place.

As well as being members of the SPJL governance structure, we have also encouraged students to participate in the IHE Student Council and one student is currently a member.

We will also be developing a student ambassador scheme once we have a critical mass of students which will support the outreach activities and ensure that potential applicants are able to discuss the opportunities with current students.

5.6 Data

To date we have only admitted two cohorts of home undergraduate students and, therefore, have very limited data. We have analysed what data we have and will continue to ensure that we collect the required information to enable further analysis in future. We do, however, have a biometric attendance system to allow us to monitor student attendance and this feeds into the student at risk procedure. We also ensure that the information on students' performance and those with ILSP is monitored regularly.

We are currently implementing our student records system and this will integrate all the data we have to enable greater analysis.

We monitor the data we have and it is reported to the Academic Board and Board of Directors and is used to develop policy. For example, the performance of students on a maths-based module has meant that we have reviewed our teaching approach and our assessment.

We have recently approved our first institutional Strategy 'Transforming for the future' as we move beyond our start-up phase and this includes KPIs directly relating to our goals and our WP goals are included in this strategy. As we develop our findings, these will be disseminated externally.

We have engaged the Specialist Evidence, Evaluation and Research (SEER) team from Applied Inspiration as our external evaluators for Access and Participation. Their team provides a wealth of experience and expertise that we would not normally have access to in-house, and they have provided data analysis and support throughout the development of this Plan.

6 Student consultation

S P Jain London places great weight on the student voice as a means of improving both our programmes and the student experience as a whole through our Student Representation and Feedback Policy. Actively listening and responding to our students is crucial in the creation of a vibrant, creative and inclusive educational environment. We encourage our students with a collaborative approach and provide a range of spaces and opportunities, at programme and institutional level, to empower student ownership of their education and experience. We are committed to creating an atmosphere where every student feels heard, seen, valued and inspired to contribute to their own and others success.

Students were consulted in the development and drafting of this Plan through focus groups to understand key student concerns and a questionnaire exploring student experiences of financial support and the current travel bursary. The plans were also circulated to all home undergraduate students for comment. Students provided feedback on draft intervention strategies to ensure this included consideration of the challenges our current students felt were most pertinent.

Key points from student consultations that have informed this Plan include their recommendations for us to:

- Provide further detail on financial support information for applicants;
- Develop a student co-created guide to global mobility experiences;
Consider their suggested topics for employability and skills workshops, such as how to use AI in marketing.

Students value the opportunity to make their voice heard through various bodies as outlined in the Student Representation and Feedback Policy. Student Representatives are elected for each cohort

and provided with training by the Director of Student Experience. Examples of Student Voice opportunities, include:

- Townhall meetings take place twice a term or semester throughout the academic calendar. This is an opportunity for the Dean and a member of the Student Experience Team to meet the whole cohort to gain feedback. Actions are recorded on a tracker and reviewed regularly to ensure that appropriate action is taken.
- Academic Committees. These take place with the programme director at the beginning of the module to ensure that any issues of teaching quality or content are picked up and dealt with quickly.
- Programme Committee where programme director and members of academic staff meet with student representatives to review curriculum changes, external examiner reports, annual monitoring and any other quality assurance issues.
- Global Learning Committee where student representatives have an input into the types of extra-curricular activities they wish to participate in.
- Module evaluation surveys are conducted at the end of the module to collect feedback on the teaching and the module.
- Student Experience Survey conducted annually to review the student experience including student support and learning resources.
- End of programme questionnaire is administered at the end of each programme and in time the School will participate in the NSS.
- Programme Annual Monitoring uses data gathered from academic committees and programme committees and other surveys to plan enhancements and improvements for programmes year-on-year.
- Student Council which reviews all issues related to the Student Experience.

The feedback from students is submitted to the Learning and Teaching Committee and where appropriate the Programme Development and Review Committee. These in turn report to Academic Board and where appropriate the Board of Directors. There is student representation embedded within our governance structure and student representatives are full members of the following committees: Learning and Teaching Committee, Programme Development and Review Committee and Academic Board. As the governance structure matures, there will be student members of the Access and Participation Committee and the Board of Directors.

6.1 Student Representation

Student Representatives are elected annually by their cohort. They are trained by the Director of Student Experience. Their role is to collate student feedback from their peers and report back in the various fora above. Student reps provide feedback on actions or responses to their programme peers.

All student reps are members of the Student Council which is a key part of our governance structure.

7 Evaluation of the plan

7.1 Strategic Context for Evaluation

Evaluation and research are part of our 'whole institution' approach to access and participation. Our academic, professional and leadership teams contribute to the monitoring and evaluation of targets, intervention strategies and activities in this plan through supporting and inputting on the range of evaluation measures. The Outreach and Registry team ensure data capture is appropriate for the required monitoring and evaluation outputs. We also draw on the skills of staff responsible for the

delivery of the activities in this Plan, and our student representatives, to effectively incorporate evaluation.

In our assessment of our current context for evaluation, using the OfS evaluation self-assessment tool, we are 'emerging' across all areas. We have some foundations in place, but need to develop our practices, including embedding evaluation into activity design and delivery and ensuring feedback cycles into improving practice. Therefore, as we continue to build our cross-institution capacities for effective evaluation and the application of findings to improve practice, staff and student representatives will be supported with relevant training in Theory of Change and evaluation methods, provided through our SEER membership. Students are important in this work, and we will work in partnership with students on the design and implementation of evaluation and research, particularly where this pertains to current students. SEER provides us with additional and specialist evaluation and research expertise to deliver our commitments in these areas. We will actively participate in this network, which provides us with opportunities to be part of collaborative research and evaluation projects and learn and share practice with other members and external stakeholders. SEER host an annual Symposium and regular workshops, roundtables and 'learning lunches' throughout the year, as well as providing us with opportunities to showcase our practice and insights. We will also engage with TASO and other relevant organisations in calls for evidence, conferences, events, and training.

7.2 Activity design

As detailed in the Intervention Strategies section of this Plan, evaluation has been established at the start. We have built effective evaluation practice into our Strategies by establishing a range of evaluation attached to the individual activities that contribute towards the overall objective of each Strategy. We can, therefore, build up an understanding of which activities are working and which are not. We have taken a Theory of Change (ToC) approach to the development of our Intervention Strategies, identifying clear intended outcomes (intermediate and end) and a supporting evidence base that has informed our activity development and challenged assumptions. We will continue to review, develop and strengthen our ToC, adding to our evidence base as our evaluation findings emerge and developing enhanced activity-level ToCs where required.

7.3 Evaluation design

We have collaborated with SEER and drawn from OfS and TASO toolkits and guidance on effective evaluation approaches. We have considered how the outcomes of activities can be evaluated credibly. Employing mixed method approaches is particularly important, as we will need to rely on qualitative data to support our understanding, or fill gaps, in quantitative data. We will triangulate findings where possible and seek to deepen our insights through qualitative methods. Given the developmental stage of our evaluation practice, the majority of our evaluations are type 1 (narrative), and type 2 (empirical enquiry) of the OfS 'Standards of Evidence'. We have however noted that we will explore and consider where type 3 evaluation could be implemented in future.

Our evaluation approach has also considered the context and scale of the activities and, as we have proposed working with strategic partners in our Intervention Strategies, we wish to note that some flexibility and development may be required as our collaborations take shape, allowing for input, support and advice from partners. Our evaluation approach, data collection and analysis have been formulated on the intended outcomes and objectives of our activities. Where appropriate and possible, we will consider and employ validated scales to our evaluation practices. We have also considered evaluation that spans (a) process and (b) impact, to provide a comprehensive understanding of how our activities are working. We will explore further research projects in relation to our activities and our ambition to better understand the experiences and challenges of target students and issues of equality of opportunity. For example, consultation with students as part of the development of this Plan supports the identification of risks relating to insufficient information and

guidance available when applying to higher education and to SP Jain London; however, we consider that there is further research that would add insight to this area.

7.4 Implementing our Evaluation Plan

We will collaborate internally across our team and with our strategic partners to deliver our evaluation plan. Our evaluation process will comply with institutional policies and complies with all legal requirements relating to data protection, following ethical, safeguarding, legal and risk considerations. As noted above, we are members of the Specialist Evidence, Evaluation and Research (SEER) service, with whom we will work in partnership to deliver our evaluation plan. A Data Sharing Agreement has also been established. SEER provides us with opportunities to collaborate on various evaluation and research items, including for example the evaluation of the impact of financial support, using the OfS toolkit. The design of our evaluation has also been heavily informed by intended and projected standardised outcomes being adopted by SEER across its membership base, which not only increases efficiencies but provides opportunities to increase the sample size and evaluation, helping to mitigate the issue of small datasets where these occur. SEER incorporate and draw on TASO guidance on best practices for evaluations. As a practice network, we are also able to participate in peer review of practice and evaluation and share practice and findings. We are also well-placed to respond with agility to interim findings and emerging data. We can be responsive in flexing our activity accordingly to help to keep us on track to achieve our objectives and targets and continuously improve our practice.

7.5 Learning from and Disseminating Findings

We are committed to sharing our learning and findings internally, with our partners, within our close networks and with the broader sector, to develop a stronger and increased volume of evidence about what works and what can be improved. We are pleased to help to grow the evidence base for equality of opportunity in higher education and we will submit evaluation outputs to OfS' repository of evidence as appropriate. In Section 4, we have set out our publishing plan, which includes publishing findings on interim and longer-term outcomes through a range of channels. In developing the format of our communications, we will consider creative and visual methods, and different audiences/purposes. We will ensure that our findings are open access.

We are a member of HELOA and IHE, at which we can share and present findings. It is anticipated that we will actively contribute to conferences, network events and publications. Where appropriate we will draw on existing networks to collaborate and engage with similar organisations.

Shared practice across the institution allows for review and feedback on evaluation findings and reports, and discussion regarding the improvements that could be made. More broadly, evaluation findings related to access and participation work will inform other agendas and practice, such as programme review and revalidation, communications and recruitment strategies and community engagement. We will publish the findings of our evaluation activities on our website and with sector bodies as appropriate. Further details about how we will evaluate our intervention strategies is included in Section 4.

9 Provision of information to students

Information regarding our fees, entry requirements and support services are available to students and applicants through our prospectus, website and internal student information platform. We aim to ensure information is clear and accessible. We aim to use straightforward, direct language in all communications to ensure understanding by individuals from diverse backgrounds and educational levels. Providing thorough and precise descriptions of our academic programmes, admission requirements, financial support options, and campus resources is also a priority.

We understand that financial concerns are at the forefront of applicants' minds and in the current economic climate, financial considerations are crucial for many students, but particularly those from target groups in this Plan. We provide information about the financial support options available on our website, in our prospectus, at Open Days, information webinars and in the Offer Packs. Detailed information on Student Finance England, including eligibility criteria, application processes, and deadlines are available on our website with links to the Student Loan Company website. Information on student finance instalment plans and how to pay fees are also available on our website. Student Services also provides information and guidance about money advice to enrolled students.

Our financial support model for the Access and Participation Plan is provided below. Full details of Scholarships and Bursaries are provided on our website.

An accessible summary of this plan alongside this full version will be made available on our website.

Financial Support Scheme	Purpose	Criteria for Eligibility	Number of Awards	Level of Support	Level of Support in Subsequent Years of Study
Hardship Fund	To support students who come into unexpected financial difficulty to continue and thrive in their study.	Student Services assesses students on a case-by-case basis. Students need to submit 3 months bank statements, SLC information and a supporting statement explaining their unexpected financial hardship to be considered.	Variable per award, needs-basis.	Grant up to £500 per year. Fund capped at £10000	One-off grant, awarded as per application.
Global Mobility Bursary	To support students from low-income households to access study abroad opportunities.	This bursary is awarded automatically to all home undergraduate students disclosing a household income below the national median income level (as defined annually by the Office for National Statistics <u>Average household income, UK - Office for National Statistics (ons.gov.uk)</u> in any enrolment year.	Variable. All eligible students are granted bursaries.	£ 4000 per student	Student may opt for bursary in first, second or third years.

Annex A - Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

APP PERFORMANCE ASSESSMENT

As SP Jain is a new provider, taking a first cohort of students for the 2023-24 academic year, there is not yet any OfS APP data available to inform our performance assessment. The latest OfS APP data release (July 2024) covers up to the 2022-23 monitoring year, before SP Jain had enrolled any students. Whilst a full performance assessment using OfS data is not possible at this time, we have used internal data where relevant and possible, and supplementary additional insights particularly where datasets are small.

Where available, we have compared our data with the OfS APP sector data. The sector data is presented as a 4-year aggregate up until 2022-23; whilst we cannot make direct comparisons as the sector data and our internal data cover different years, we feel the sector data still offers a useful comparator.

From this analysis, we have determined our key Indicators of Risk, which we have explored further using supplementary information, data and evidence from internal and local sources; and, from the wider sector and sector bodies.

We considered performance across all APP measures, at each stage of the lifecycle:

- Access – enrolment
- Continuation – continuing students measured at 1 year and 15 days post initial enrolment
- Completion – students completing their course, up to 6 years after beginning their studies
- Attainment – achievement of a First or 2:1 degree outcome
- Progression – progression into highly skilled employment or further post-graduate study

This assessment presents only the identified indicators of risk areas from our full analysis.

ANALYSIS PROCESS

1. The first layer of analysis explored our available internal data, identifying the Indicators of Risk for further consideration and inclusion in this Annex, as part of our Access and Participation Plan (APP) performance assessment and determination of target areas.
2. Supplementary data (internal and external) and questions are then added to further understand the context for the indicator of risk and the possible occurrence of risks to equality of opportunity.
3. Commentary on our consideration of the risks in the Equality of Opportunity Risk Register (EORR), and whether they are occurring in our context, is then provided.

SUMMARY OF INDICATORS OF RISK AND TARGET AREAS

The following table highlights all the indicators of risk we have identified from the full initial data analysis.

Table 1: Summary of Indicators of Risk and Priorities

Metric /Student Group	IMD Quintile 1	TUNDRA	Global Majority	Disabled	Mature learners (21 & over)	ABCS	FSM-eligible learners
Access	PTA_1	Gap present, but not a strategic priority. Recommend monitoring.		OfS data shows gap which is reduced by internal data. Recommend monitoring.	Gap present, but not a strategic priority. Recommend monitoring.		
Continuation							
Completion							
Attainment	PTS_1		PTS_2				
Progression							

Key

	No data available
	Priority Target (PT)

PRIORITY TARGET AREAS

We have determined that the following priority areas will be of concern under our APP, with associated targets and milestones.

1. Enrolment of IMD Quintile 1 students.
2. On-course maths attainment for Global Majority students
3. On-course maths attainment for IMD Quintile 1 and 2 students

1. ANALYSIS - ACCESS

We have identified some risks to equality of opportunity at SP Jain at the Access phase of the student lifecycle. Risks are likely the result of multiple factors and complex intersections, including for example, access to pre-entry knowledge and skills necessary for study.

SP Jain is a very new provider, taking a very small intake of students in 2023/24 and a second cohort of entrants in 2024/25. Due to the very small numbers, data is only available as a 2-year aggregate (2023-24 to 2024-25), using rounding and suppression due to extremely small cohort sizes. As a small and new provider, available and meaningful data is limited. We are aware of the limitations of our data and have carefully considered supplementary data and insights to inform our analysis.

There is no data available for ABCS Quintiles and students eligible for Free School Meals. As data becomes available for these measures, they will be monitored closely to identify any gaps. Internal enrolment data (2-year aggregate 2023-24 to 2024-25) shows that for some demographics, there are positive gaps where target groups have better access rates than their comparator groups:

STUDENTS FROM THE GLOBAL MAJORITY

Across the 2-year aggregate (2023-24 to 2024-25), SP Jain has an intake of 57% non-White students across Black, Asian, and Mixed ethnicity categories (2-year aggregate, 2023-24 to 2024-25). This is above the sector's average of 34.3% non-White entrants (4-year aggregate 2019-20 to 2022-23).

This area is therefore not a concern under this Plan.

INDEX OF MULTIPLE DEPRIVATION (IMD 2019)

The enrolment of students from the most disadvantaged backgrounds (IMD Quintile 1) is 18% (2-year aggregate, 2023-24 to 2024-25), which is below the sector average of 22.5% (4-year aggregate, 2019-20 to 2022-23).

The enrolment of students from IMD Quintile 2 is 36% (2-year aggregate, 2023-24 to 2024-25), which is above the sector average of 21.2% (4-year aggregate, 2019-20 to 2022-23).

There is a 3.5pp gap in enrolments between students from IMD Quintile 1 and IMD Quintile 5 across the two years of available data (2023-24 to 2024-25). The sector gap is -2.8pp (4-year aggregate, 2019-20 to 2022-23) in favour of IMD Quintile 1 students.

Given this assessment and the presence of a gap in enrolments between IMD Quintile 1 and IMD Quintile 5 students, we propose setting a target in this area.

TUNDRA (LOW PARTICIPATION NEIGHBOURHOODS)

TUNDRA is a Quintile-based risk indicator of participation in higher education by geographical area, where Quintiles 1 and 5 include students from areas with respectively the lowest and highest participation.

SP Jain's internal enrolment data is available as a 2-year aggregate (2023-24 to 2024-25), using rounding due to extremely small cohort sizes.

The enrolment of students from the areas of least participation in higher education (TUNDRA Quintile 1) is 7% (2-year aggregate, 2023-24 to 2024-25), which is below the sector average of 12.2% (4-year aggregate, 2019-20 to 2022-23). The enrolment of students from the areas of most participation in higher education (TUNDRA Quintile 5) is 54% (2-year aggregate, 2023-24 to 2024-25), which is above the sector average of 30.2% (4-year aggregate, 2019-20 to 2022-23).

Therefore, the gap in enrolments between students from TUNDRA Quintile 1 and TUNDRA Quintile 5 is 47pp (2-year aggregate, 2023-24 to 2024-25). The sector gap is 18pp (4-year aggregate, 2019-20 to 2022-23).

Whilst this is a large gap, other contextual factors must be considered. SP Jain is a predominantly local recruiter in London, which as a region has a higher rate of participation in higher education compared to other regions and fewer TUNDRA Quintile 1 areas. Therefore, the higher representation of Quintile 5 students is to be expected and this context has been considered when reviewing this indicator of risk.

Given this assessment, in the context of our London base and very small datasets, TUNDRA is not one of our priority targets for Access.

DISABLED STUDENTS

SP Jain's internal enrolment data is available as a 2-year aggregate (2023-24 to 2024-25), using rounding due to extremely small cohort sizes.

The majority of students across the 2-year aggregate (2023-24 to 2024-25) did not report a disability. The enrolment of students who reported a disability is 7% (2-year aggregate, 2023-24 to 2024-25). This is below the sector's 4-year aggregate (2019-20 to 2022-23) of 17.3% disabled entrants.

It is not possible to analyse data disaggregated by type of disability at this time.

We have also considered our internal data available about disabled students enrolled, which demonstrates that some students have disclosed their disability after enrolment. This brings our disabled student figures to 15% of our student cohort, comparable to the sector's average of 17.3% disabled entrants.

Given our assessment and consideration of some current students disclosing disabilities after enrolment, we have not included Disability as a priority target area for Access. However, we will continue to monitor this and actively encourage and support applicants to disclose disability prior to entry.

MATURE LEARNERS (21 AND OVER)

SP Jain's internal enrolment data is available as a 2-year aggregate (2023-24 to 2024-25), using rounding due to extremely small cohort sizes.

The entrant rate for mature learners (21 and over) is 4% (2-year aggregate, 2023-24 to 2024-25), which is well below the sector average of 28.5% (4-year aggregate, 2019-20 to 2022-23).

Due to the global mobility focus of our offer, we are aware that this may not be appropriate for many mature students, particularly those who may have jobs and family priorities. As mature learner enrolment is not a strategic priority, we have not included Mature learners as a priority target area for Access. However, we will continue to monitor our data.

CARE LEAVERS

SP Jain did not enrol any students categorised or self-declaring as care leavers and care experienced between 2023-24 and 2024-25. While we currently do not have an intake of students from this target group, we are cognisant that students who are care leavers, estranged from families and refugees often face significant challenges in higher education, including lower continuation and attainment rates compared to their peers.

While this risk indicator is not included in our priority target areas for Access we will continue to monitor our internal data on care leaver enrolment.

CONTINUATION

This section provides our performance on student continuation for identified key risk indicators.

Continuation is measured as the proportion of enrolled students continuing into a second year of higher education study 1 year and 15 days post-enrolment or completing study and leaving with a higher education qualification.

There is no meaningful continuation data available at this stage so it is not possible to set any targets for Continuation. As OfS APP data becomes available, continuation data will be monitored.

COMPLETION

This section provides our performance in student completion for the OfS key risk indicators and target groups.

Completion is measured by as the proportion of students completing their course within 6-years from enrolment.

There is no meaningful completion data available at this stage so it is not possible to set any targets for Completion. As OfS APP data becomes available, completion data will be monitored.

ATTAINMENT

This section provides our performance with respect to the attainment of our students from key target groups.

Attainment is measured as the proportion of students who achieve a 'good degree', i.e., a First (1st) or a 2:1 degree outcome.

There is no meaningful attainment data available at this stage as we have not had any students complete their degrees yet. As OfS APP data becomes available, attainment data will be monitored and setting of targets will be considered. Whilst we lack full attainment outcomes data as would usually be reported on the OfS APP data dashboard, we have been collecting our own internal data for attainment on-course. We recognise that this is based on extremely small numbers, and is a more granular level of attainment data than would ordinarily be considered in an APP. However, whilst we await fuller attainment data when we have had a full cohort graduate, we felt it was important to respond to what our internal data is telling us about some areas of concern for underrepresented student groups.

Our BBA course includes a first-year module titled 'Mathematical & Digital Literacy'. We monitor students' progress and flag students at risk, based on indicators such as low attendance, poor engagement, incomplete assessments, and underperformance in formative tasks. This flagged some of our students as being considered academically at risk in this module. We have conducted further internal data analysis of our current year one cohort, including considering their GCSE Maths grades on entry, their performance on the Mathematical & Digital Literacy module, and demographic factors. This analysis identified concerns about attainment for some student groups, specifically related to mathematics-based modules, which we consider to require action through this Plan. When we have full academic outcomes data available in future, we will review this target and consider whether the specific focus should be reconsidered if gaps emerge at the degree awarding level.

STUDENTS FROM THE GLOBAL MAJORITY

Due to the number of students in the year one cohort being below the threshold for public reporting, the specifics of this data have been necessarily suppressed for public viewing.

Our data shows that for the Mathematical & Digital Literacy module, there is a significant gap in attainment between students from Global Majority backgrounds and White students. The specific data is too small to report publicly.

We also observed that when GCSE Maths grades on entry were considered in the analysis, students from Global Majority backgrounds who achieved lower GCSE Maths grades (4 and 5) showed a correlation with failing the Mathematical & Digital Literacy module.

As mathematics skills are an important part of our course, and it appears that Global Majority students are disproportionately failing the module, we propose setting an interim target for the course of this APP to reduce the mathematics module attainment gap between non-White and White students.

INDEX OF MULTIPLE DEPRIVATION (IMD 2019)

Due to the number of students in the year one cohort being below the threshold for public reporting, the specifics of this data have been necessarily suppressed for public viewing.

Our data shows that for the Mathematical & Digital Literacy module, there is a significant gap in attainment between students from IMD Quintile 1 and Quintile 2 backgrounds and students from IMD Quintiles 3, 4 and 5. The specific data is too small to report publicly.

We also observed that when GCSE Maths grades on entry were considered in the analysis, students from IMD Quintile 1 and 2 who achieved lower GCSE Maths grades (4 and 5) showed a correlation with failing the Mathematical & Digital Literacy module.

As mathematics skills are an important part of our course, and it appears that IMD Quintile 1 and 2 students are disproportionately failing the module, we propose setting an interim target for the course of this APP to reduce the mathematics module attainment gap between IMD Quintile 1 and 2 and IMD Quintiles 3, 4 and 5.

PROGRESSION

This section provides our performance in relation to the progression of students from the OfS key target groups.

Progression is measured in terms of graduate destinations into the labour market or elsewhere that include being employed in a highly skilled professional or managerial job, or undertaking further study, or another positive outcome.

There is no meaningful progression data available at this stage, as there has not yet been a graduating cohort, so it is not possible to set any targets for Progression. As OfS APP data becomes available, progression data will be monitored.

2.SUMMARY OF TARGET AREAS

We have used the initial performance assessment above and the emerging indicators of risk (i.e. measures where our performance is weak) to signpost to the priority areas for further investigation and/or including as target areas in the new Access and Participation Plan (APP). In summary, these areas are:

ACCESS

1. IMD Quintile 1 student enrolment

CONTINUATION, COMPLETION, ATTAINMENT, PROGRESSION

1. On-course maths attainment for Global Majority students
2. On-course maths attainment for IMD Quintile 1 and 2 students

3. RISKS TO EQUALITY OF OPPORTUNITY

We have considered the identified indicators of risk against the national Equality of Opportunity Risk Register (EORR). This highlights 12 risks that are of national concern, and which are more likely to affect students within our target groups (TUNDRA Q1 and Q2 students, mature students, and disabled students).

ACCESS (PRE-ENROLMENT)

The first five (5) Risks on the EORR relate to the Access (pre-enrolment) area, and we note that all 5 risks are generally more likely to have an impact on outcomes for the target groups we have identified in relation to enrolment outcomes (IMD Quintile 1 students). We have therefore considered all 5 Risks in relation to our context at SP Jain London, and in consultation with our community of staff and students. We also consider Risk 10 (Cost pressures) to manifest itself most strongly in the access area for us, so have included this risk here. The following information provides a summary of our context in relation to each risk, and considerations of whether it is occurring and potentially the cause of the indicators of risk (i.e. poor performance) we have identified. Further information can also be found in references in the main Access and Participation Plan and in Annex B.

RISK 1 – KNOWLEDGE AND SKILLS

It is noted that applicants from our target groups are likely to have had fewer experiences which support their knowledge and skill development to access higher education. We are particularly aware of the challenges that some students have with mathematics. We do not require Maths A-level qualifications for entry to SP Jain London and understand that students from less advantaged backgrounds often have lower maths GCSE attainment, so this is an area of concern. In our internal data analysis, we have noted that students from lower socioeconomic backgrounds and Global Majority backgrounds are over-represented in the data of failing maths-based modules. These students also often have lower GCSE Maths grades in comparison to their peers, which can be challenging when students enter the course and are required to complete maths-based modules. We are addressing these challenges for students on the course through our academic support, whilst noting that there is more to be done at the pre-entry stage to ensure students are better prepared for the course.

Recognising these challenges, we consider EORR Risk 1 highly relevant to our context and have developed strategies to mitigate this risk through improved outreach and communications.

RISK 2 – INFORMATION AND GUIDANCE

Information and guidance about higher education options, particularly at small and specialist providers, can be lacking in schools and colleges. As a small and new provider, there is a risk that

potential applicants are unaware of the SP Jain London programmes and opportunities. We are keen to raise awareness through our outreach and marketing, to ensure potential applicants are aware of the options available through our provision. Students may also lack awareness about the specific global mobility focus of SP Jain London, as this is a unique delivery model compared to many other HE providers. Our outreach involves schools and colleges with high numbers of pupils in our target groups and includes information on the specific provision and education model at SP Jain London. As we are mindful of the high cost of living in London, we target schools within the London Borough, where cost pressures may be mitigated through students commuting.

We attend schools and colleges careers and HE fairs, and deliver talks on SP Jain Lond’s programme and model to assemblies and student groups. We also deliver subject tasters, virtual information sessions, and attend teachers and advisors conferences. Our work with colleges has enabled us to deliver a post-16 summer school in Dubai, providing information and insight to target students to offer a taste of studying with SP Jain London and our global campuses.

We consider Risk 2 to be an important risk to consider for our applicants, and our intervention strategies must include robust information and guidance opportunities for the applicants we interact with.

RISK 3 – PERCEPTIONS OF HIGHER EDUCATION

Learners from the most disadvantaged backgrounds may have the perception that international mobility is not an option for them, due to cost pressures or not seeing these global opportunities as something available for ‘people like them’. Studying abroad can be perceived as a luxury option for more affluent students. As global mobility is the cornerstone of our offer, we are keen to dispel these perceptions and, alongside offering financial support to enable travel, will seek to provide information to enable students from target groups to understand the opportunities and see them as attainable for them. Our travel bursary offer is clearly visible on our website and in our marketing and communications to show applicants the availability of financial support from their first interaction with us.

Developing a sense of belonging is key to ensuring a successful transition from applicant to enrolled student. We are aiming to improve the diversity of our cohort through our intervention strategies, and our access intervention strategies will utilise role models from a diverse range of backgrounds where possible to enable perceptions to improve.

We consider EORR Risk 3 as a key risk for our target students and endeavour to challenge misconceptions about higher education through our intervention strategies focusing on facilitating access to global mobility alongside targeted outreach.

RISK 4 – APPLICATION SUCCESS RATES

This risk has not been identified as a key risk at this time. Our application processes aim to be fair for all applicants. We aim to give offers to students who meet our entrance requirements and offer level. We utilise interviews to learn more about our applicants, and understand how their interests and career ambitions align with our offer.

We provide contextual offers to students who are from IMD Quintiles 1 and 2, those in receipt of Free School Meals, and care experienced applicants. We use contextual information as part of our commitment to widening access, taking into account the context in which an applicant has achieved, or will achieve their qualifications, to provide greater understanding of their potential to study us.

Students who are borderline or eligible for contextual admissions will also be invited to attend an online interview, giving them a further opportunity to champion themselves.

We ensure that applicants either come on an open day, an applicant day or attend a webinar to ensure that they are aware of the unique features of study at S P Jain, its small size and the global mobility offer. Our current intake does not demonstrate any evidence of inequalities in the application success rate, so this is not a priority risk for us, though we will continue to monitor this.

RISK 5 - LIMITED CHOICE OF COURSE OR DELIVERY MODE

We are limited in some aspects of this risk due to our size and our delivery model. Our unique offer of the option of studying abroad for up to three semesters across our four-year BBA degree offers students significant access to global learning, but we recognise that not all students are in a position to take up these opportunities. Students from lower income backgrounds may be unable to afford to study abroad, even when in receipt of our travel bursary, or there may be personal circumstances that prevent them from studying abroad. The global learning nature of our institution is clearly stated on our website and throughout our marketing, so applicants and students understand that a significant portion of their degree is intended to be studied abroad at one of our global campuses. When students are unable to study abroad, alternative provision is provided at our London campus.

Whilst we recognise this as a risk for some students, we see the global learning as a core part of our offer and are not currently in a position to consider alternative choices of delivery modes. This is a risk we will continue to monitor over time.

RISK 10 – COST PRESSURES

Cost is relevant to our applicants at the pre-entry stage due to the considerations of the cost of our global mobility offer, which facilitates students traveling to one of our global campuses for a semester. Students can attend up to three semesters abroad, which comes with necessary costs for travel, accommodation, visas and living costs. We advertise widely our travel bursary offer for students, and once our brand is established, we are planning to target the bursary at students from the most disadvantaged backgrounds. This bursary aims to ease cost pressures which may deter applicants from applying to SP Jain London. Our recent impact of financial support evaluation found that all of our students who studied abroad had used the travel bursary, and all felt the bursary was important for their ability to study abroad.

Increases in cost pressures may also affect a student's ability to complete their course or obtain a good grade. The Student Academic Experience Survey 2023 delivered by Advance HE and HEPI notes there has been a 10% rise in the number of students in paid employment since 2022. In our most recent impact of financial support evaluation, we found that 50% of the students who responded did undertake paid work, and they all felt that having a paid job was moderately or very important to continuing at SP Jain.

We are also aware of the financial context of our London campus, located in the affluent business hub of Canary Wharf. Some of our students have commented that this area has additional expenses for travel and food. The majority of our cohorts are commuter students, living in and around London, which alleviates accommodation costs, though we recognise that living in London is generally more expensive than other areas of the country.

We continue to offer financial support on-course with our global mobility bursary, targeted at students from lower household income backgrounds. We will continue to provide financial support

and evaluate this to ensure we are offering the best and most effective support. We will monitor the impact on all students, with a particular focus on our target groups, e.g. IMD Q1 backgrounds. We also provide hardship funding for students who are most in need. We are also mindful of the potential for digital poverty on-course, if students are unable to afford to purchase laptops and equipment required for studying. Our programmes rely heavily on digital content and engagement, so access to technology is important. We continue to monitor our student needs in this area and will consider implementing specific support to address gaps in access to technology if required.

ON-COURSE (STUDENT SUCCESS)

The remaining Risks on the EORR relate to the on-course and progression areas. We have therefore considered the risks in relation to our context at SPJL, and in consultation with our community of staff and students.

The following information provides a summary of our context in relation to each risk, and considerations of whether it is occurring and potentially the cause of the indicators of risk we have identified. Further information can also be found in references in the main Access and Participation Plan, and in Annex B.

RISK 6 – INSUFFICIENT ACADEMIC SUPPORT

We have identified from even the limited cohort that students' achievement in mathematics at GCSE is not at the level of their international counterparts. This means that they need more support to develop their mathematics skills, particularly for our target groups. Our AI Tutor development aims to address some of this academic support need, and our evaluation so far suggests that at-risk students' engagement with the AI Tutor has a positive correlation to passing maths exams and improved academic outcomes. Those who engaged with the platform showed significantly better pass rates than those who did not, indicating that the AI Tutor can be a valuable academic support tool, which we will continue to monitor throughout this Plan.

We use engaged classroom learning with higher than average classroom hours to develop our students' abilities to apply concepts. We have also been exploring the use of educational technology and AI to support personalised learning for our students, which is a key activity in our intervention strategies. Student feedback shows that the majority of our students feel that the IT resources, library resources, and facilities support their learning.

We recognise Risk 6 as a key risk to our target student groups (e.g. IMD Q1 and Q2 students and Global Majority students) achieving their desired academic outcomes.

RISK 7 – INSUFFICIENT PERSONAL SUPPORT AND RISK 8 – MENTAL HEALTH

There is a risk that students do not experience an environment conducive to good mental health and wellbeing. This applies especially to students experiencing anxiety, depression, or neurodivergence (e.g. ADHD, dyslexia), which may impact their ability to engage with and succeed in their studies alongside other life stressors. We currently have small numbers of students declaring disabilities, some of whom have disclosed after enrolment and accessed our support services.

Across the UK, the NHS' mental health services are stretched with extremely high volumes of need, so our students may not be able to access the professional mental health services they need to cope with the requirements of study.

We see supporting students as key to enabling their success. We offer wellbeing support to support students learning and mental health needs; we supplement our in-house expertise with external counsellors and link to MindApples which provides proactive mental health support. We also offer financial support through our travel bursaries, as well as advice and support where needed.

Our wellbeing support is generally well received by our students, with recent surveys finding that the majority of students feel that the information about mental wellbeing support services is communicated well. Students also felt that disability support services were well communicated, and the majority of students who had sought wellbeing advice felt they had a positive experience.

We also consider access to extracurricular activities and employability opportunities as part of this risk. We are developing our extracurricular activity options for our students to ensure they can build connections and skills outside of their academic course. Our planned activities will also include enhanced employability workshops and support, both within the curriculum and outside of it.

We recognise Risk 7 as a key risk to our target student groups (e.g. IMD Q1 and Q2 students and Global Majority students) achieving their desired academic outcomes.

RISK 9 – ONGOING IMPACTS OF CORONAVIRUS

The ongoing impact of the Coronavirus pandemic will continue to affect both students and staff throughout the life of this Plan. Students joining SP Jain London over the next few years will have experienced disjointed and disrupted educational experiences prior to enrolment. This will have impacted students in a multitude of ways, such as through some more disadvantaged students having had less access to technology, which impeded learning.

While Risk 9 is not one of our identified priority risks for this Plan, we will remain vigilant to the ongoing effects of the pandemic, closely monitoring relevant data to ensure that emerging gaps throughout the student lifecycle are identified and addressed.

RISK 11 – CAPACITY ISSUES

As a small institution, we do have a small staff base. Nevertheless, through the access to resources from our global partner, particularly for library and IT resources, including the AI Tutor, we are able to provide a full range of support to our students. We also utilise external support where necessary to supplement our capacity, for example through the wellbeing support service MindApples. The majority of our students are commuter students based in London, and finding accommodation has not presented itself as a concern to our students at this time.

Whilst we anticipate our student numbers growing over time, we are mindful of the need to scale our support and resources available to students as we grow as a university. We will continue to review our capacity in terms of staffing, resourcing, and availability of resources, over the lifecycle of this plan.

RISK 12 – PROGRESSION FROM HIGHER EDUCATION

As a new provider with no graduating cohorts at the time of this plan, it has not been possible to fully consider how progression from higher education risks may impact our students. Whilst we await graduating cohorts and further data from their next steps, we are proactively embedding employability and careers into our curriculum and activities.

We also consider our global opportunities to be important in fostering students' ability to work in global contexts and with diverse teams. Our student feedback highly values these opportunities to gain critical global professional skills. We expect this to be of particular use for students from more disadvantaged backgrounds, who are less likely to have professional networks.

We also support students with a personal readiness programme which is built into the curriculum and which is supported by skills development workshops and 1:1 careers support.

Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan

Intervention Strategy	Activity	Evidence (reference / links)	Key points from evidence and reference to proposed activity
Intervention Strategy 1 – Supporting access to higher education for students from the lowest socioeconomic backgrounds	Outreach Programme Development Scope: target schools and colleges (10 by end of APP lifecycle) Target: students who are from IMD Quintile 1. What is it? Outreach activities and sessions delivered through partnering with schools and colleges	<p>¹CFE Research. 2023. The benefits of and barriers to collaborative access activity by higher education providers. Report for the OfS. https://www.officeforstudents.org.uk/media/3ad6de14-b501-4b3e-be63-d77e23e9fffa/benefits-and-barriers-to-collaborative-access-activity-by-higher-education-providers.pdf</p> <p>²TASO evidence toolkit, on pre-entry aspiration raising: https://taso.org.uk/intervention/aspiration-raising-interventions-pre-entry/</p> <p>³TASO evidence toolkit, on pre-entry study and soft skills support: https://taso.org.uk/intervention/study-and-soft-skills-support-pre-entry/</p> <p>⁴Universities UK. 2017. Raising Attainment Through University-School Partnerships. https://dera.ioe.ac.uk/30504/1/Raising-attainment-through-university-school-partnerships.pdf</p> <p>⁵TASO. 2021. Summary report: An investigation into the relationship between outreach participation and KS4 attainment/HE progression. https://s33320.pcdn.co/wp-content/uploads/relationship-outreach-attainment-progression.pdf</p> <p>⁶Brilliant Club. 2019. Barriers to Access: Five lessons for creating effective school-university partnerships. https://thebrilliantclub.org/wp-content/uploads/2020/05/Impact-Case-Study-Barriers-to-Access.pdf</p>	<p>Evidence on the impact of outreach activities delivered in partnership with target schools and colleges indicates that:</p> <ul style="list-style-type: none"> • partnerships with schools, colleges, and community organisations help, e.g.¹ <ul style="list-style-type: none"> ○ understand and respond to diversity of needs and barriers to accessing HE, ○ engage hard to reach groups, e.g., care leavers, ○ increase efficiency through collaboration and learning between partners, and ○ extend the reach of small and specialist HE providers. • partnerships can positively impact the aspirations² and attainment³ of disadvantaged students at, e.g., GCSE level, including the achievement of sufficient grades in the minimum of five GCSEs required for accessing HE^{4,5}. • to build effective outreach partnerships, HE providers should seek to engage schools and colleges with high proportion of disadvantaged students^{6,7}. • effective partnerships engage students early, align activities with the priorities of the partnered schools or colleges, and minimise the costs and logistical barriers to their involvement in the partnership^{6,7}. • partnerships enable HE providers to offer and engage prospective students in outreach activities like summer schools, campus visits, mentorship programmes, projects

		<p>⁷Martikke, S., A. Church & A. Hart. 2015. Greater than the sum of its parts: What works in sustaining community-university partnerships. Greater Manchester Centre for Voluntary Organisation.</p> <p>⁸Comunian, R., Dent, T., O'Brien, D., Read, T. & Wreyford, N. 2023. Making the Creative Majority: A report for the All-Party Parliamentary Group for Creative Diversity on 'What Works' to support diversity and inclusion in creative education and the talent pipeline, with a focus on the 16+ age category. KCL. https://www.kcl.ac.uk/cultural/projects/creative-majority-education</p> <p>⁹TASO evidence toolkit, on information, advice, and guidance: https://taso.org.uk/intervention/information-advice-and-guidance/</p> <p>¹⁰TASO evidence toolkit on multi-intervention outreach: https://taso.org.uk/intervention/multi-intervention-outreach/</p> <p>¹¹Robinson, D. & V. Salvestrini. 2020. The impact of interventions for widening participation to higher education. A review of the evidence. Education Policy Institute. https://epi.org.uk/wp-content/uploads/2020/03/Widening_participation-review_EPI-TASO_2020-1.pdf</p> <p>¹²Austen, L., R. Hodgson, C. Heaton, N. Pickering & J. Dickinson. 2021. Access, retention, attainment and progression: an integrative review of demonstrable impact on student outcomes. Advance HE. http://shura.shu.ac.uk/29312/</p> <p>¹³Younger, K., L. Gascoine, V. Menzies & C. Torgerson. 2018. A systematic review of evidence on the effectiveness of interventions and strategies for widening participation in higher education. Journal of Further and Higher Education, 43(6), 742–773. https://doi.org/10.1080/0309877X.2017.1404558</p>	<p>and project portfolios, skills attainment, HE insight and information events^{6,7}</p> <ul style="list-style-type: none"> workshops, subject tasters, and campus visits that integrate information, advice, and guidance (IAG) on accessing HE, are all likely to have positive, albeit small, effects on attainment raising in knowledge and skills relevant to HE, attitudes and aspirations for studying in HE, confidence in the ability to achieve a sufficient entry qualification to enter HE, and a sense of belonging to HE^{3,8,9,10,11,12}. combining a variety of outreach activities may have a positive effect also on the rates of participants who apply to HE¹³ <p>Our planned outreach activities will be designed to help:</p> <ul style="list-style-type: none"> disseminate information and guidance on HE. support prospective applicants with attainment raising. facilitate development of relevant skills. prepare for applying to HE.
	Contextual Admissions	<p>¹Boliver, V. & M. Powell. 2020. Fair admission to universities in England: improving policy and practice. Nuffield Foundation.</p>	<p>Evidence indicates that:</p> <ul style="list-style-type: none"> contextual admissions mitigate inequalities and biases in understanding and demonstrating talent as part of

<p>Scope: every applicant from the target groups indicated below.</p> <p>Target: applicants who are from IMD Quintiles 1 and 2; applicants who have experienced Care, and applicants in receipt of Free School Meals.</p> <p>What is it? Target applicants will be identified via their application, invited to interview, flagged for contextual consideration as part of their application, and prioritised for a place over candidates of equal performance in the application process</p>	<p>https://www.nuffieldfoundation.org/wp-content/uploads/2021/01/Fair-admission-to-universities-in-England.pdf</p> <p>²OfS. 2019. Contextual admissions: Promoting fairness and rethinking merit. https://www.officeforstudents.org.uk/media/bf84aeda-21c6-4b55-b9f8-3386b21b7b3b/insight-3-contextual-admissions.pdf</p> <p>³Boliver, V., S. Gorard & N.Siddiqui. 2021. Using contextual data to widen access to higher education, Perspectives: Policy and Practice in Higher Education, 25(1), pp.7-13. https://doi.org/10.1080/13603108.2019.1678076</p> <p>⁴Boliver, V., C. Crawford, M. Powell & W. Craigie. 2017. Admissions in Context: The use of contextual information by leading universities. The Sutton Trust. https://www.suttontrust.com/wp-content/uploads/2019/12/Admissions-in-Context-Final_V2.pdf</p> <p>⁵Gorard, S., V. Boliver & N. Siddiqui. 2018. How Can Contextualised Admissions Widen Participation? In: Shah, M., McKay, J. (eds) Achieving Equity and Quality in Higher Education. Palgrave Studies in Excellence and Equity in Global Education. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-78316-1_14</p>	<p>admissions to HE¹, and are a recommended approach to enhance access to HE for our target groups^{2,3}.</p> <ul style="list-style-type: none"> contextual admission processes can improve through intersectional use of indicators and cautious use of composite indicators (e.g., TUNDRA; school ratings); avoiding the attachment of conditions to contextual offer; lowering of the entry tariff to e.g., BCC (which predicts 80% completion and 50% attainment rates); transparency of eligibility criteria; covering eligibility criteria in pre-entry CIAG activities; lowering or removing prior attainment thresholds for participation in outreach programmes; increasing the intake of disadvantaged students / students with lower prior attainment into Foundation Year. factoring an applicant’s background into the decision on admission is fundamental for contextual admission^{4,5}. <p>In our existing Contextual Admissions policy, we will:</p> <ul style="list-style-type: none"> make changes to further improve direct access of students from our target groups.
<p>Financial Support for Global Mobility</p> <p>Scope: students enrolled from target groups.</p> <p>Target: students who are from IMD Quintiles 1 and 2.</p>	<p>¹TASO. 2025. Financial Support (Pre-Entry). Evidence Toolkit: Student access, success, and progression. https://taso.org.uk/intervention/financial-support-pre-entry/</p> <p>²Herbaut, E. & K. Geven. 2020. What works to reduce inequalities in higher education? A systematic review of the (quasi-)experimental literature on outreach and financial aid. Research in Social Stratification and Mobility, 65, 100442, ISSN 0276-5624, https://doi.org/10.1016/j.rssm.2019.100442</p>	<p>Evidence on pre-entry and post-entry financial support shows that:</p> <ul style="list-style-type: none"> pre-HE entry financial support, in terms of offering on-course bursaries towards tuition fees and subsistence, can have a small positive effect on disadvantaged students deciding to pursue higher education¹. provision of financial support to cover unmet needs in relation to participation in higher education outreach,

	<p>What is it? Financial support in the form of a bursary available for global mobility purposes for target groups to facilitate studying abroad at global campuses.</p>	<p>³Robinson, D. & V. Salvestrini. 2020. The impact of interventions for widening participation to higher education. A review of the evidence. Education Policy Institute. https://epi.org.uk/wp-content/uploads/2020/03/Widening_participation-review_EPI-TASO_2020-1.pdf</p> <p>⁴TASO. 2023. Financial support (post-entry). https://taso.org.uk/intervention/financial-support-post-entry/</p> <p>⁵OfS. 2020. Understanding the impact of the financial support evaluation toolkit: Analysis and findings. https://www.officeforstudents.org.uk/media/474c9580-e99a-4d24-a490-3474e85ae199/financial-support-evaluation-report-2016-17-2017-18.pdf</p> <p>⁶Harrison, N., S. Davies, R. Harris & R. Waller. 2018. Access, participation and capabilities: theorising the contribution of university bursaries to students' wellbeing, flourishing and success. Cambridge Journal of Education. https://doi.org/10.1080/0305764X.2017.1401586</p> <p>⁷Hordosy, R., T. Clark & D. Vickers. 2018. Lower income students and the 'double deficit' of part-time work: Undergraduate experiences of finance, studying, and employability. Journal of Education and Work 31(4), pp. 1-13. https://doi.org/10.1080/13639080.2018.1498068</p> <p>⁸Thomas, L. 2012. Building student engagement and belonging in Higher Education at a time of change: a summary of findings and recommendations from the What Works? Student Retention & Success programme Summary Report. Paul Hamlyn Foundation. https://www.phf.org.uk/wp-content/uploads/2014/10/What-Works-Summary-report.pdf</p> <p>⁹Clark, T., & R. Hordósy, 2019. Social Identification, Widening Participation and Higher Education: Experiencing Similarity and Difference in an English Red Brick University. Sociological Research Online, 24(3), 353–369. https://doi.org/10.1177/1360780418811971</p>	<p>admissions, and the cost of study, does have a positive effect on participation².</p> <ul style="list-style-type: none"> • pre-HE entry financial support is most successful when it is easy to understand and apply for, the eligibility criteria are clearly communicated and targeted at prospective beneficiaries³. • receipt of financial support (grants, bursaries, scholarships, and fee-waivers) increases continuation and completion⁴ and can close continuation gaps for disadvantaged students⁵. • receipt of on-course financial support benefits recipients in a variety of ways, including by: <ul style="list-style-type: none"> ○ increasing their capacity to focus on studies⁶. ○ improving their social life⁶. ○ helping them build a social network⁶. ○ increasing their self-esteem⁶. ○ reducing their need to work in term time⁷. ○ increasing their sense of belonging and mattering^{8,9}. • means-based financial support is more effective than merit-based support, particularly for disadvantaged students¹⁰. • adopting an effective method for identifying students at a greater risk and therefore in greater need of financial support is necessary for the overall effectiveness of the financial support provision¹¹. • studying abroad is considered as one of the most efficient ways for students to develop valuable skills such as intercultural competency and international awareness¹² • finances are considered a key barrier to accessing global mobility programmes, with students worrying
--	---	---	---

		<p>¹⁰Herbaut , E. & K. M. Geven. 2019. What Works to Reduce Inequalities in Higher Education? A Systematic Review of the (Quasi)Experimental Literature on Outreach and Financial Aid Policy Research Working Papers. https://doi.org/10.1596/1813-9450-8802</p> <p>¹¹Kaye, N. 2021. Evaluating the role of bursaries in widening participation in higher education: a review of the literature and evidence, Educational Review, 73:6. https://doi.org/10.1080/00131911.2020.1787954</p> <p>¹²Whatley, M. & Clayton, A. 2020. Study Abroad for Low-income Students: The Relationship Between Need-based Grant Aid and Access to Education Abroad, Journal of Student Financial Aid, 49:2. https://doi.org/10.55504/0884-9153.1679</p> <p>¹³Universities UK. 2021. Universities UK International: Short-term Mobility, Long-term impact. https://www.universitiesuk.ac.uk/sites/default/files/uploads/UUKi%20reports/Short-term-mobility-long-term-impact-report.pdf</p> <p>¹⁴Whatley, M. 2017. Financing study abroad: An exploration of the influence of financial factors on student study abroad patterns. Journal of Studies in International Education, 21:5, 431-449. https://doi.org/10.1177/1028315317697798</p> <p>¹⁵Naffziger D. W., Bott J. P., Mueller C. B. 2008. Factors influencing study abroad decisions among college of business students, International Business: Research, Teaching, and Practice, 2:1, 39-52. https://www.researchgate.net/profile/Douglas-Naffziger/publication/237299705_FACTORS_INFLUENCING_STUDY_ABROAD_DECISIONS_AMONG_COLLEGE_OF_BUSINESS_STUDENTS/links/5450e0350cf249aa53dc65ba/FACTORS-INFLUENCING-STUDY-ABROAD-DECISIONS-AMONG-COLLEGE-OF-BUSINESS-STUDENTS.pdf</p>	<p>about financing their time abroad and affording upfront costs¹³</p> <ul style="list-style-type: none"> receiving means-based financial support significantly increases a low-income student’s probability of participating in studying abroad^{12,14} being able to use means-based financial aid can mitigate the correlation between low-income status and financial ability to participate in study abroad opportunities¹² availability of financial support influences students decisions about studying abroad^{12,13,14,15} dedicating some funds to financial support for students from lower-income and under-represented backgrounds is a recommendation intended to increase student engagement with global mobility^{12,13,14,15} <p>Our proposed plans for financial support for global mobility aim to offer students:</p> <ul style="list-style-type: none"> financial support that emphasises pro-active targeting of students based on need. access to financial support to enable participation in global mobility opportunities.
	<p>Induction and Transition Programme</p> <p>Scope: new students</p>	<p>¹TASO. 2023. Evidence Toolkit. https://taso.org.uk/evidence/toolkit/</p> <p>²Frauke P., C. Spiess, C. Katharina & V. Zambre. 2018. Informing Students about College: An Efficient Way to Decrease the Socio-</p>	<p>Evidence related to support activities before, during, and post-enrolment to HE shows that:</p> <ul style="list-style-type: none"> residential or online pre-enrolment programmes covering orientation, information, and advice on

	<p>Target: students who are from IMD Quintiles 1 and 2.</p> <p>What is it? Induction programme intended to support learners in transition to HE, including pre-entry information, and a welcome programme including social activities</p>	<p>Economic Gap in Enrolment: Evidence from a Randomized Field Experiment. DIW Berlin Discussion Paper No. 1770, Available at SSRN: https://ssrn.com/abstract=3287800 or http://dx.doi.org/10.2139/ssrn.3287800</p> <p>³van Lamoen, P. M., M. Meeuwisse, A.M.F. Hiemstra, L.R. Arends & S.E. Severiens, S. 2024. Supporting students' transition to higher education: the effects of a pre-academic programme on sense of belonging, academic self-efficacy, and academic achievement. <i>European Journal of Higher Education</i>, pp.1–22. https://doi.org/10.1080/21568235.2024.2331122</p> <p>⁴Beard, L.M., K. Schilt & P. Jagoda. 2023, Divergent Pathways: How Pre-Orientation Programs Can Shape the Transition to College for First-Generation, Low-Income Students1. <i>Sociol Forum</i>. https://doi.org/10.1111/socf.12923</p> <p>⁵Perrine, R. M. & J. W. Spain. 2008. Impact of a Pre-Semester College Orientation Program: Hidden Benefits? <i>Journal of College Student Retention: Research, Theory & Practice</i>, 10(2), pp.155–169. https://doi.org/10.2190/CS.10.2.c</p> <p>⁶Austen, L., R. Hodgson, C. Heaton, N. Pickering & J. Donaldson. 2021. Access, retention, attainment and progression: an integrative review of demonstrable impact on student outcomes. <i>Advance HE</i>. https://documents.advance-he.ac.uk/download/file/document/10204</p> <p>⁷Scottish Framework for Fair Access. 2024. Extended Induction. https://www.fairaccess.scot/intervention/extended-induction/</p> <p>⁸Tinto, Vincent. "Stages of Student Departure: Reflections on the Longitudinal Character of Student Leaving." <i>The Journal of Higher Education</i>, vol. 59, no. 4, 1988, pp. 438–55. JSTOR, https://doi.org/10.2307/1981920</p> <p>⁹Rains, JP. 2017. Defining student journey mapping in higher education: The 'how-to' guide for implementation on campus. <i>Journal of Education Advancement & Marketing</i>, 2(2), pp.106-119.</p>	<p>higher education, can impact positively the aspirations and motivation for studying in HE of prospective applicants¹ and increase access to HE for, e.g., first-in-the-family students².</p> <ul style="list-style-type: none"> • pre-enrolment activities aiming to provide information and advice, as well as activities for developing relevant academic skills, can enhance the learning and performance, and the sense of belonging and social capital of entrants during their first year of study in HE^{3,4}. • induction programmes boost the development of peer capital and self-advocacy skills by disadvantaged students (e.g., first-in-the-family; low family income)^{5,6}, which impacts on the integration of students in HE. • student integration into HE, their institution, and course, is central to their transition and continuation^{7,8}. • mapping the student journey around key transition points and across target student groups can help optimise the student experience and support their transition^{9,10}. <p>Our induction and transition activities will aim to:</p> <ul style="list-style-type: none"> • set up a programme of student support from pre-enrolment to the end of the first year that may comprise checking with students at touchpoints, monitoring risk to help allocate targeted support, engaging students in social, extracurricular, and other activities as part of an extended induction. • provide key information at pre-arrival and during induction and transition throughout the first year of study.
--	---	---	--

		<p>https://www.henrystewartpublications.com/sites/default/files/EAM2.2_DefiningstudentjourneymappinginhighereducationThehowtogoideforimplementationoncampus.pdf</p> <p>¹⁰Young, A., L. Dawes & B. Senadji. 2023. Using journey maps as a holistic, reflective approach to capture student engineering identity experiences. <i>European Journal of Engineering Education</i>, 49(1), pp.22–44. https://doi.org/10.1080/03043797.2023.2268023</p>	<ul style="list-style-type: none"> • enhance student sense of belonging and social capital.
<p>Intervention Strategy 2 – Targeted academic support for the most socioeconomically disadvantaged students and Global Majority students</p>	<p>Attainment-Raising Tools</p> <p>Scope: current students, particularly those studying mathematics-based modules.</p> <p>Target: students who are from IMD Quintiles 1 and 2; Global Majority students.</p> <p>What is it? Various attainment-raising academic support, particularly focused on developing AI Tutor to support students learning in mathematics and other skills.</p>	<p>¹Thomas, L. 2012. Building student engagement and belonging in Higher Education at a time of change: a summary of findings and recommendations from the What Works? Student Retention & Success programme Summary Report. Paul Hamlyn Foundation. https://www.phf.org.uk/wp-content/uploads/2014/10/What-Works-Summary-report.pdf</p> <p>²Parker, H., A. Hughes, C. Marsh, S. Ahmed, J. Cannon, E. Taylor-Steads, L. Jones & N. Page. 2017. Understanding the different challenges facing students in transitioning to university particularly with a focus on ethnicity. <i>New Directions in the Teaching of Physical Sciences</i>, Vol.12 (1). https://files.eric.ed.gov/fulltext/EJ1231896.pdf</p> <p>³OfS. 2023. Blended learning and OfS regulation. https://www.officeforstudents.org.uk/publications/blended-learning-and-ofs-regulation/themes/</p> <p>⁴Coombs, H. 2022. First-in-Family Students. HEPI Report 146. https://www.hepi.ac.uk/wp-content/uploads/2022/01/First-in-Family-Students.pdf</p> <p>⁵TASO. 2023. Summary report: What works to reduce equality gaps for disabled students. https://taso.org.uk/wp-content/uploads/TASO-report-what-works-to-reduce-equality-gaps-for-disabled-students.pdf</p>	<p>Evidence related to academic support, attainment-raising, and the use of AI tutoring shows that:</p> <ul style="list-style-type: none"> • developing academic and other skills, e.g., that help with coping in a higher education environment, is important across student groups and characteristics, and has implications for transition and continuation in higher education¹. • insufficient support with developing such skills during the first year of undergraduate study impacts negatively the continuation and attainment of disadvantaged students¹, including Global Majority learners², mature learners³, first-in-the-family learners⁴, and disabled learners⁵. • embedding skills into curricula works most effectively when: • the skills and their development (when and how) are made prominent in the student experience from the first year of study⁶. • students collaborate with both academic staff and skills specialists (e.g., learning/academic support staff) in developing the skills⁷. • support with skills development is accessible <u>and</u> signposted throughout the student journey⁶.

		<p>⁶Thomas, Liz. 2020. Excellent Outcomes for All Students: A Whole System Approach to Widening Participation and Student Success in England. Student Success. Special Issue: Enabling Excellence through Equity. Vol. 11 (1). https://orcid.org/0000-0003-2101-0067</p> <p>⁷Bailey, R. 2018. Student writing and academic literacy development at university. Journal of Learning and Student Experience, Vol.1: Article 7. https://core.ac.uk/download/pdf/301021821.pdf</p> <p>⁸Checkoway, B. 2018. Inside The Gates: First-Generation Students Finding Their Way. Higher Education Studies, Vol 8(3). https://doi.org/10.5539/hes.v8n3p72</p> <p>⁹Essel, H. et al. 2022. The impact of a virtual teaching assistant (chatbot) on students' learning in Ghanaian higher education. International Journal of Educational Technology in Higher Education, 19. https://link.springer.com/article/10.1186/S41239-022-00362-6</p> <p>¹⁰Hooshyar, D., Ahmad, R. B., Yousefi, M., Fathi, M., Horng, S.-J., & Lim, H. 2018. SITS: A solution-based intelligent tutoring system for students' acquisition of problem-solving skills in computer programming. Innovations in Education and Teaching International, 55:3, 325-335. https://doi.org/10.1080/14703297.2016.1189346</p> <p>¹¹Cakir, R. 2019. Effect of Web-Based Intelligence Tutoring System on Students Achievement and Motivation. Journal of Educational Technology. https://sdbindex.com/documents/00000062/00000-75043.pdf</p> <p>¹²Otto, D., Assenmacher, et al. 2024. Student Acceptance Of AI-Based Feedback Systems: An Analysis Based On The Technology Acceptance Model (TAM). INTED2024 Proceedings, https://doi.org/10.21125/inted.2024.0973</p>	<ul style="list-style-type: none"> • skills development is personalised through needs analysis, for example based on student confidence levels related to a 'curriculum' of skills, that reveals what students do not know ('hidden curriculum') and what skills they should focus on⁸. • skills development and support are framed as a means for success and overcoming challenges for students who have already succeeded in overcoming challenges, e.g., related to a disability, or their socio-economic background (e.g., first-in-the-family students)⁶. • interacting with an AI virtual teaching assistant chatbot can be associated with students performing better academically compared to interacting with the course instructor⁹ • solution-based intelligent tutoring systems can improve students' learning interest and problem-solving skills¹⁰ • web-based intelligent tutoring systems can significantly improve students' academic performance and motivation¹¹ • using an AI-based feedback system to support self-regulated learning in mathematics courses can be associated with moderately positive acceptance of the feedback system by students, showing a willingness to use AI systems and receive feedback on their performance¹² <p>Our planned attainment raising tools, including AI tutoring, should help:</p> <ul style="list-style-type: none"> • develop bespoke academic support to support student attainment
--	--	--	--

			<ul style="list-style-type: none"> • raise student attainment in target areas, such as mathematics • further explore the effectiveness of AI tutors for mathematics and other academic support
	<p>Monitoring of at-risk students</p> <p>Scope: current students.</p> <p>Target: students who are from IMD Quintiles 1 and 2; Global Majority students.</p> <p>What is it? Enhanced monitoring of students' attendance, learning needs, and formative and summative assessments to ensure sufficient progress through the Student at Risk process</p>	<p>¹Newman-Ford, L. et al. 2008. A large-scale investigation into the relationship between attendance and attainment: a study using an innovative, electronic attendance monitoring system. <i>Studies in Higher Education</i>, 33(6), pp. 699-717. https://doi.org/10.1080/03075070802457066</p> <p>²Kim, A. et al. 2020. Understanding the impact of attendance and participation on academic achievement. <i>Scholarship of Teaching and Learning in Psychology</i>, 6(4), 272–284. https://doi.org/10.1037/stl0000151</p> <p>³Halpern, N. 2010. The impact of attendance and student characteristics on academic achievement: findings from an undergraduate business management module, <i>Journal of Further and Higher Education</i>, 31(4), pp. 335-349. https://doi.org/10.1080/03098770701626017</p> <p>⁴Halpen, N. 2007. Attendance in Higher Education: does it matter? <i>Investigations in university teaching and learning</i>, 4(2), pp. 7-13. https://doi.org/10.1080/03098770701626017</p> <p>⁵Pistilli, M. D. & K. E. Arnold. 2010. Purdue Signals: Mining Real-Time Academic Data to Enhance Student Success. <i>About Campus</i>, 15(3), pp.22–24. https://doi.org/10.1002/abc.20025</p> <p>⁶Cassells, L. 2017. The effectiveness of early identification of 'at risk' students in higher education institutions, <i>Assessment & Evaluation in Higher Education</i>, 43(4), pp. 515-526. https://doi.org/10.1080/02602938.2017.1376033</p> <p>⁷Si Na, K. and Tasir, Z. 2017. Identifying at-risk students in online learning by analysing learning behaviour: A systematic review. 2017 IEEE Conference on Big Data and Analytics (ICBDA), 16-17 November, Kuching, Malaysia. https://doi.org/10.1109/ICBDAA.2017.8284117</p>	<p>The evidence related to monitoring students at-risk of not progressing academically shows that:</p> <ul style="list-style-type: none"> • student attendance at learning events has significant correlation to academic attainment, reducing the chance of failing academic assessments, and increasing the chances of attaining high grades, and has been evidenced specifically in business management contexts^{1,2,3} • student participation in-class is associated with academic achievement² • some student characteristics have been considered to be more 'at-risk' in terms of their propensity to achieve, including young students, students from a non-British cultural background, and students without A-level entry qualifications⁴ • the employment of a traffic alert system for at-risk students based on combined data on student demographic data, attendance, assessment performance, and engagement on the VLE, promotes behavioural change towards better attendance and engagement of the students and better overall attainment⁵ • applying an early warning system to identify students at risk of failing assessments can benefit students at the highest risk of failure⁶ • monitoring students' engagement with VLE and online learning can be effective to identify and predict at-risk students⁷

			<p>Our monitoring developments will:</p> <ul style="list-style-type: none"> ensure that students at risk of not progressing satisfactorily are identified through proactive, targeted, and timely support
	<p>Support to Employability Programme</p> <p>Scope: current students.</p> <p>Target: students who are from IMD Quintiles 1 and 2; Global Majority students.</p> <p>What is it? Careers workshops, skills workshops, and other career support to support students employability, including use of AI Tutor where appropriate.</p>	<p>¹Ramaiah, B. & D. Robinson. 2022. What works to reduce equality gaps in employment and employability? TASO.</p> <p>²Percy, C. & K. Emms. 2020. Drivers of early career success for UK undergraduates: an analysis of graduate destinations surveys. Edge Foundation. https://www.edge.co.uk/sites/default/files/documents/edge_hesa_analysis_report_web-1.pdf</p> <p>³ Scott, F. J. & D. Willison. 2021. Students’ reflections on an employability skills provision, Journal of Further and Higher Education, 45:8, pp. 1118-1133. https://doi.org/10.1080/0309877X.2021.1928025</p> <p>⁴Moore, J., J. Sanders & L. Higham. 2013. Literature review of research into widening participation to higher education. Bristol: HEFCE. http://www.hefce.ac.uk/pubs/rereports/year/2013/wplitreview/</p> <p>⁵ Pegg, A., J. Waldock, S.Hendy-Isaac & R. Lawton. 2012. Pedagogy for employability. The Higher Education Academy. https://documents.advance-he.ac.uk/download/file/document/3983</p> <p>⁶TASO. 2024. Information, advice and guidance for employment and employability (post-HE). https://taso.org.uk/intervention/information-advice-and-guidance-for-employment-and-employability-post-he/</p> <p>⁷TASO. 2024. Technology-based solutions to improve employability / employment outcomes (post-HE). https://taso.org.uk/intervention/technology-based-solutions-to-improve-employability-employment-outcomes-post-he/</p>	<p>Evidence related to developing employability skills and support career readiness suggests that:</p> <ul style="list-style-type: none"> disadvantaged students have less positive employment outcomes than their better off peers¹. the most important factor for career success and satisfaction appears to be whether graduates were confident they could function / perform effectively across a range of relevant skills². features of higher education that associate positively with high graduate career satisfaction and earning potential include²: <ul style="list-style-type: none"> focus on skills development. relevance of the curriculum to graduate jobs. relevance of the degree, degree classification (grade), and the qualification for graduate jobs. relevant work experience during the degree. whether the graduate job was obtained through the university. cohort tailored, needs based support with the development of employability skills works best, according to alumni feedback^{3,4} and good practice from the UK HE sector⁵. career counselling, expert and industry speaker talks, provision of work opportunities (placements, internships), simulators of, e.g., work experience or CV writing, and teaching and workplace learning of employability skills, are all examples of support that

		<p>⁸TASO. 2024. Teaching employability skills (post-HE). https://taso.org.uk/intervention/teaching-employability-skills-post-he/</p> <p>⁹Randazzo, R. 2025. The Effects Of AI-powered Virtual Agents On Job Seekers' Interview Skills. Thesis. http://essay.utwente.nl/105306/1/EST%20Master%20Thesis%20-%20Rosita%20Randazzo.pdf</p> <p>¹⁰Ejjami, R. 2024. AI'S Impact on Vocational Training and Employability: Innovation, Challenges, and Perspectives. International Journal for Multidisciplinary Research, 6:4. https://www.ijfmr.com/research-paper.php?id=24967</p> <p>¹¹Gonzalez-Rico, P. and Lluch Sintes, M. 2024. Empowering Soft Skills through Artificial Intelligence and Personalised Mentoring. Education Sciences, 14:7. https://doi.org/10.3390/educsci14070699</p>	<p>may benefit the development of competencies and potentially also, progression outcomes^{6,7,8}.</p> <ul style="list-style-type: none"> • using AI-powered virtual agents as an interview practice tool can be associated with a decrease in interview anxiety, and job seekers using the AI agent found them helpful in preparing for future job interviews and a positive influence on their communication skills, confidence, calmness, and self-reflection skills.⁹ • using AI-powered resources in vocational training and employability contexts can enhance educational achievements using tailored learning, adaptable platforms, immediate feedback, and simulations.¹⁰ • a combination of technology and human interaction is necessary to optimise development of soft skills for employability¹¹ <p>Our careers and employability activities will:</p> <ul style="list-style-type: none"> • provide career advice and support through in-person or virtual sessions with our careers staff, and AI Tutor as applicable. • embed employability skills into our curricula. • utilise artificial intelligence where appropriate to act as an on-demand interview practice tool.
--	--	--	---

Fees, investments and targets

2026-27 to 2029-30

Provider name: S P Jain London School of Management Limited

Provider UKPRN: 10088214

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

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.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OFS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2026-27	2027-28	2028-29	2029-30
Access activity investment (£)	NA	£47,000	£48,000	£50,000	£51,000
Financial support (£)	NA	£103,000	£114,000	£125,000	£134,000
Research and evaluation (£)	NA	£15,000	£16,000	£17,000	£18,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2026-27	2027-28	2028-29	2029-30
Access activity investment	Pre-16 access activities (£)	£0	£0	£0	£0
Access activity investment	Post-16 access activities (£)	£47,000	£48,000	£50,000	£51,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£47,000	£48,000	£50,000	£51,000
Access activity investment	<i>Total access investment (as % of HFI)</i>	10.4%	7.6%	6.8%	6.6%
Access activity investment	<i>Total access investment funded from HFI (£)</i>	£47,000	£48,000	£50,000	£51,000
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£93,000	£100,000	£108,000	£116,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£10,000	£14,000	£17,000	£18,000
Financial support investment	Total financial support investment (£)	£103,000	£114,000	£125,000	£134,000
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	22.7%	18.0%	17.0%	17.4%
Research and evaluation investment	Research and evaluation investment (£)	£15,000	£16,000	£17,000	£18,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	3.3%	2.5%	2.3%	2.3%

