

# British Academy of Jewellery

## Access and participation plan

2020/21 – 2024/2025

### Preface

Born out of the industry in 1999 by a local Hatton Garden family-run business, the British Academy of Jewellery (BAJ) provides pioneering jewellery education and business training programmes that nurture creative talent and technical ability. Responding to industry needs, the Academy seeks to provide the next generation of skilled jewellers and creative business leaders who possess the aptitude and ingenuity to shape the future of the jewellery and wider creative industry.

The Academy is committed to the principle that everyone with the potential to benefit from higher education should have equal opportunity to do so and is committed to enabling social mobility through education. It will be the Academy's aim to widen participation, raise attainment and bridge identified gaps in retention, progression and success to ensure students at the Academy enjoy the best possible outcomes.

### 1. Assessment of performance

The British Academy of Jewellery intends to launch its BA(hons) in Jewellery Design & Production validated by Kingston University in September 2022. In June 2021 it will also be launching a Pearson BTEC Higher National Diploma (HND) in Business: Entrepreneurship and Small Business Management. Since it currently does not deliver higher education provision, there is no opportunity to assess its current performance in this area.

The Academy, an independent learning provider, currently delivers Further education courses in Jewellery Design and Manufacturing (Level 2 to 4 respectively) and does have data related to Access and Participation of students in the last three years on its provision (2016-17 to 2018-19). This data, where possible, has been used in the assessment of performance to identify gaps between underrepresented groups and their peers for Access, Success and Attainment, aiming to anticipate certain gaps that could occur in its Higher education provision when launched. The data, due to the small numbers has been aggregated across 2 and where possible 3 years, and redacted where it could be used to identify individuals.

Non-continuation data on the Further education provision was not deemed comparable and useful, since many of the Further education courses the Academy provides do not require continuation, and only a small number of students progress across its provision year on year. For this reason, the data included in the sections on continuation reflects the programme completion of our students instead. Since the provision currently offered at the Academy only results in pass or fail, attainment has been calculated by comparing the number of students completing the courses and the number of students achieving the course (Pass). The Academy does not currently obtain sufficient data on progression. It tracks progression from learners, but response rates are low, which has resulted in a dataset that is small and cannot be used to draw significant conclusions from.

Where possible the Academy reviewed an intersectional or disaggregated analysis of its performance data, but due to small student numbers in its Further education provision, this remained limited. In these instances, the Academy gave general consideration to whether students face more than one barrier to access and participation or face multiple dimensions of disadvantage. To reach these conclusions the Academy gathered information and data through qualitative analysis (for example through focus groups and one to one interviews).

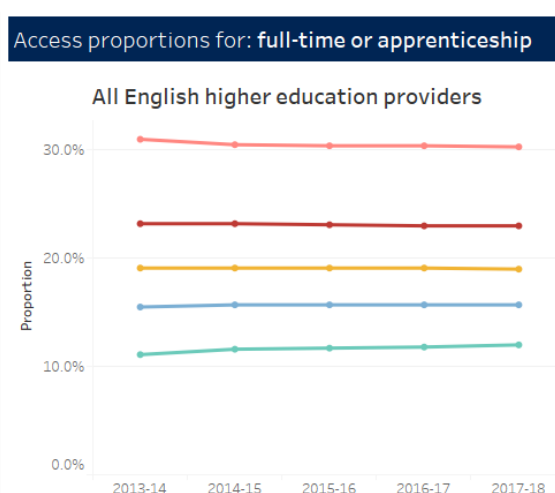
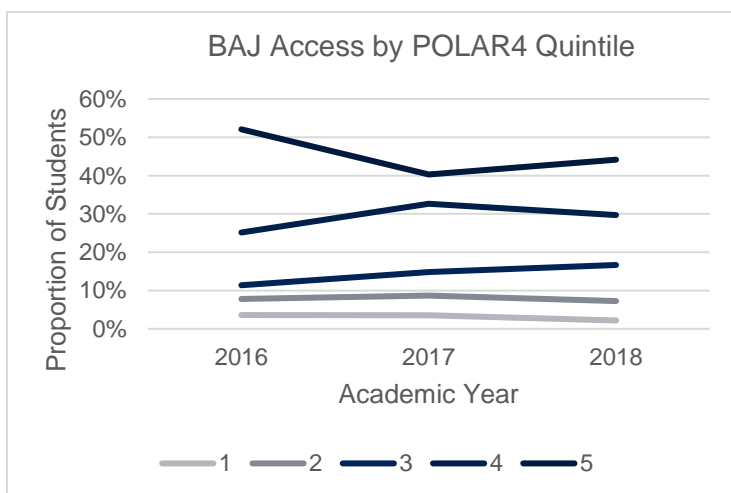
## 1.1 Higher education participation, household income, or socioeconomic status

### Access

In the last 3 years, the gap between student access of POLAR 4 quintile 1 and 2 (least represented) and quintile 3, 4 and 5 (most represented) groups has averaged at 78% for the Academy's Further education provision in Jewellery Manufacturing. This gap is on average 33% larger than the gap documented for all Higher education providers. The specialist nature of the provision and the subject's competitive industry has historically been unappealing to a substantial amount of students from the least represented groups. The Academy will set a target to reduce this significant gap.

Access Year	POLAR4 Quintile					Grand Total
	1	2	3	4	5	
2016	5	15	20	40	85	165
2017	5	15	30	65	80	195
2018	5	10	25	40	60	140
<b>Grand Total</b>	<b>15</b>	<b>40</b>	<b>70</b>	<b>145</b>	<b>225</b>	<b>500</b>

Access Year	POLAR4 Quintile					3, 4 or 5 vs 1 or 2 Gap	All HE Gap	Difference
	1	2	3	4	5			
2016	4%	8%	11%	25%	52%	77.2%	45.2%	32.0%
2017	4%	9%	15%	33%	40%	75.5%	45.0%	30.5%
2018	2%	7%	17%	30%	44%	81.2%	44.6%	36.6%
<b>Grand Total</b>	<b>3%</b>	<b>8%</b>	<b>14%</b>	<b>29%</b>	<b>45%</b>	<b>78%</b>		



## Success

### Continuation

Non-continuation data on the Further education provision at the Academy is not deemed comparable and useful, since many of the Further education courses the Academy provides do not require continuation, and only a small number of students progress across its provision year on year. For this reason, the data reflects the on programme continuation of our students instead. The first table lists the amount of students who have completed each academic year, for each POLAR4 Quintile, and the second table represents the percentage of students that completed of all students that started. Despite the small numbers (particularly for POLAR 4 Quintile 1 and 2 respectively) from this data it could be established that there is no gap in continuation between students from the most represented group and least represented groups (quintiles 5 and 1 respectively) in the Academy's Further education provision. The Academy is aware that a gap has been reported in continuation rates for students from the least represented groups by some competitors<sup>1</sup> delivering HND courses. The Academy therefore will closely monitor all HE provision for gaps in continuation for students from the least represented groups in this provision.

Access Year	POLAR4 Quintile					Total
	1	2	3	4	5	
2016	5	10	15	35	75	140
2017	5	15	25	55	65	165
<b>Total</b>	<b>10</b>	<b>25</b>	<b>40</b>	<b>85</b>	<b>140</b>	<b>305</b>

Access Year	POLAR4 Quintile					Total
	1	2	3	4	5	
2016	..	..	..	79%	86%	83%
2017	..	..	86%	83%	84%	84%
<b>Total</b>	..	<b>87%</b>	<b>83%</b>	<b>81%</b>	<b>85%</b>	<b>83%</b>

### Attainment

Attainment of the Academy's Further education provision has been calculated by comparing the number of students starting the courses and the number of students achieving the qualification. Despite the small numbers (particularly for POLAR 4 Quintile 1 and 2 respectively) from this data it could be established that there is no gap in attainment between students from the most represented group and least represented groups (quintiles 5 and 1 respectively) in the Academy's Further education provision.

Access Year	POLAR4 Quintile					Total
	1	2	3	4	5	
2016	5	10	15	30	75	135
2017	5	15	25	50	65	160
<b>Total</b>	<b>10</b>	<b>25</b>	<b>40</b>	<b>80</b>	<b>135</b>	<b>290</b>

Access Year	POLAR4 Quintile					Total
	1	2	3	4	5	
2016	..	..	..	74%	84%	80%
2017	..	..	83%	80%	81%	81%
<b>Total</b>	..	<b>83%</b>	<b>79%</b>	<b>77%</b>	<b>83%</b>	<b>80%</b>

### Progression to employment or further study

Due to small numbers the Academy could not draw a meaningful conclusion from its Further education data to identify report and publish gaps in progression between the most represented groups and least represented groups (quintiles 5 and 1 respectively). The Academy will set a target to implement a robust system for data collection on progression in order to analyse and identify gaps in progression for underrepresented students on its Higher Education provision.

<sup>1</sup> The Academy reviewed the AP Statement from the London Churchill College, the APP from Nelson College, the AP statement from David Game College and the APP from Wallsal college reporting on their subcontracted provision of the HND Business to London College of Contemporary Arts (LCCA). Some reported a gap in continuation for students from the least represented groups.

Access Year	POLAR4 Quintile					Total
	1	2	3	4	5	
2016	5	5	10	20	35	75
2017	0	5	5	10	10	25
<b>Total</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>30</b>	<b>45</b>	<b>100</b>

Access Year	POLAR4 Quintile					Total
	1	2	3	4	5	
2016	..	..	..	84%	92%	89%
2017	..	..	..	..	..	82%
<b>Total</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>85%</b>	<b>90%</b>	<b>88%</b>

## 1.2 Black, Asian and minority ethnic students

### Access

The Academy is proud of its ethnically diverse student population. The Academy's FE data indicates there is no gap in access to provision by Black, Asian and minority ethnic students.

Access Year	Asian	Black	Mixed	Other	White	Total
2016	10	20	15	10	110	165
2017	20	25	30	5	115	195
2018	10	15	20	5	85	140
<b>Grand Total</b>	<b>40</b>	<b>60</b>	<b>70</b>	<b>20</b>	<b>310</b>	<b>500</b>

Access Year	Asian	Black	Mixed	Other	White
2016	7%	11%	10%	5%	67%
2017	9%	13%	16%	3%	58%
2018	9%	11%	15%	5%	60%
<b>Grand Total</b>	<b>8%</b>	<b>12%</b>	<b>14%</b>	<b>4%</b>	<b>62%</b>

### Population in England and Wales<sup>2</sup>

Asian	Black	Mixed	Other	White
7.5%	3.3%	2.2%	1%	86%

### Success

#### Continuation

Non-continuation data on the Further education provision at the Academy is not deemed comparable and useful, since many of the Further education courses the Academy provides do not require continuation, and only a small number of students progress across its provision year on year. For this reason, the data reflects the on programme continuation of our students instead. The first table lists the amount of students who have completed each academic year, for each ethnicity, and the second table represents the percentage of students that completed of all students that started. From the data, which is based on small numbers, absolute gaps could not be established, however, there is a good indication there is no absolute gap in continuation between Black, Asian and minority ethnic groups and white students. This could however not be fully documented in the tables below due to the small numbers in the provision.

<sup>2</sup> Population of England and Wales in 2011. See <https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/population-of-england-and-wales/latest#by-ethnicity-over-time>

Academic Year	Asian / Asian British	Black / African / Caribbean / Black British	Mixed / Multiple ethnic group	Other ethnic group	White	Total
2016	10	15	15	10	90	140
2017	10	20	30	5	100	165
<b>Grand Total</b>	<b>20</b>	<b>35</b>	<b>45</b>	<b>15</b>	<b>190</b>	<b>305</b>

Academic Year	Asian / Asian British	Black / African / Caribbean / Black British	Mixed / Multiple ethnic group	Other ethnic group	White	Total
2016	..	..	..	..	82%	83%
2017	..	85%	88%	..	88%	84%
<b>Grand Total</b>	<b>79%</b>	<b>82%</b>	<b>84%</b>	<b>..</b>	<b>85%</b>	<b>83%</b>

### Attainment

Attainment at the Academy's Further education provision has been calculated by comparing the number of students completing the courses and the number of students achieving the course. From the data, which is based on small numbers, absolute gaps could not be established, however, there is a good indication there is no absolute gap in attainment between Black, Asian and minority ethnic groups and white students. This could however not be fully documented in the tables below due to the small numbers in the provision. Since the provision currently offered at the Academy only results in pass or fail, the Academy anticipates there is a possibility a gap in degree outcomes (1sts or 2:1s) between black and white students could be present in its BA Higher education delivery, as it is also present in the sector<sup>3</sup>. It is for this reason the Academy will include a target, in line with the national KPM<sup>4</sup> as set by the OfS, to eliminate the anticipated gap. After reviewing data from competitors<sup>5</sup> delivering the HND business qualification the Academy will also set a target for this delivery referencing the pass, merit and distinction outcomes.

Academic Year	Asian / Asian British	Black / African / Caribbean / Black British	Mixed / Multiple ethnic group	Other ethnic group	White	Total
2016	10	15	10	5	90	135
2017	10	20	25	5	95	160
<b>Grand Total</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>10</b>	<b>185</b>	<b>290</b>

Academic Year	Asian / Asian British	Black / African / Caribbean / Black British	Mixed / Multiple ethnic group	Other ethnic group	White	Total
2016	..	..	..	..	79%	80%
2017	..	85%	84%	..	83%	81%
<b>Grand Total</b>	<b>79%</b>	<b>82%</b>	<b>80%</b>	<b>..</b>	<b>81%</b>	<b>80%</b>

<sup>3</sup> National Key Performance measures set by the Office for Students. See

<https://www.officeforstudents.org.uk/media/0bcce522-df4b-4517-a4fd-101c2468444a/regulatory-notice-1-access-and-participation-plan-guidance.pdf>

<sup>4</sup> Official statistic: Key performance measure 4. See <https://www.officeforstudents.org.uk/about/measure-of-our-success/participation-performance-measures/gap-in-degree-outcomes-1sts-or-21s-between-white-students-and-black-students/>

<sup>5</sup> The Academy reviewed the AP Statement from the London Churchill College, the APP from Nelson College, the AP statement from David Game College and the APP from Wallsal college reporting on their subcontracted provision of the HND Business to London College of Contemporary Arts (LCCA). All plans reported a gap in attainment between Black, Asian and minority ethnic groups and white students.

## Progression to employment or further study

Due to small numbers the Academy could not draw a meaningful conclusion from its Further education data to identify report and publish gaps in progression between Black, Asian and minority ethnic groups and white students. The Academy will set a target to implement a robust system for data collection on progression in order to analyse and identify gaps in progression for underrepresented students.

Academic Year	Asian / Asian British	Black / African / Caribbean / Black British	Mixed / Multiple ethnic group	Other ethnic group	White	Total
2016	10	5	5	0	55	75
2017	0	0	0	0	15	25
<b>Grand Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>0</b>	<b>75</b>	<b>100</b>

Academic Year	Asian / Asian British	Black / African / Caribbean / Black British	Mixed / Multiple ethnic group	Other ethnic group	White	Total
2016	..	..	..	..	93%	89%
2017	..	..	..	..	..	82%
<b>Grand Total</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>91%</b>	<b>88%</b>

### 1.3 Mature students

#### Access

The Academy has a large percentage of mature students accessing its Further education Provision. There is no gap in access for mature students in the Academy's current provision. Since the BA (Hons) Jewellery Design and Production course will be a full-time programme, we are anticipating the Further education provision, which is mainly delivered over two to three days a week for ten months, to remain an attractive course for mature students, in some cases as an alternative to Higher education. Additionally, the blended learning approach in the HND Business programme is also expected to be attractive to mature students, in line with data reviewed by competitors<sup>6</sup>.

Access Year	Under 21	21 and Over	Total
2016	55	115	165
2017	70	125	195
2018	60	80	140
<b>Total</b>	<b>185</b>	<b>320</b>	<b>500</b>

Access Year	Under 21	21 and Over	Total
2016	32%	68%	100%
2017	36%	64%	100%
2018	43%	57%	100%
<b>Total</b>	<b>37%</b>	<b>63%</b>	<b>100%</b>

#### Success

##### Continuation

Non-continuation data on the Further education provision at the Academy is not deemed comparable and useful, since many of the Further education courses the Academy provides do not require

<sup>6</sup> The Academy reviewed the AP Statement from the London Churchill College, the APP from Nelson College, the AP statement from David Game College and the APP from Wallsal college reporting on their subcontracted provision of the HND Business to London College of Contemporary Arts (LCCA). All plans showed large percentages of mature students accessing their provision.

continuation, and only a small number of students progress across its provision year on year. For this reason, the data reflects the on programme continuation of our students instead. The first table lists the amount of students who have completed each academic year, desegregated by age (under 21 and 21 and over respectively), and the second table represents the percentage of students that completed of all students that started. From the data, we can conclude there is a 10% gap in continuation between those aged under 21 and those aged 21 and over. The Academy, as Further education provider, accepts students from the age of 16 on its provision and has identified that the continuation gap relates specifically to students aged 16-19 (see table 3 and 4 below). Since the Academy's Higher education provision will not be accessible to students below the age of 18, the Academy does not anticipate the gap it has identified in its Further education provision is likely to translate to its Higher education provision. The Academy is aware that the continuation rates for mature students are generally lower<sup>7</sup> and that some competitors delivering HND courses<sup>8</sup> have reported this gap also. The Academy therefore will closely monitor all HE provision for gaps in continuation for mature students.

Academic Year	Under 21	21 and Over	Total
2016	40	95	140
2017	55	110	165
<b>Total</b>	<b>95</b>	<b>210</b>	<b>305</b>

Academic Year	Under 21	21 and Over	Total
2016	76%	86%	83%
2017	77%	88%	84%
<b>Total</b>	<b>77%</b>	<b>87%</b>	<b>83%</b>

Access Year	16-18	19+	Total
2016	25	115	140
2017	25	140	165
<b>Total</b>	<b>50</b>	<b>250</b>	<b>305</b>

Access Year	16-18	19+	Total
2016	71%	86%	83%
2017	73%	87%	84%
<b>Total</b>	<b>72%</b>	<b>86%</b>	<b>83%</b>

#### Attainment

Attainment at the Academy's Further education provision has been calculated by comparing the number of students completing the courses and the number of students achieving the course. From the data, it could be established that there is a 13% gap in attainment between young and mature students. The Academy, as Further education provider, accepts students from the age of 16 on its provision and has identified that the attainment gap relates in specific to students aged 16-19 (see table 3, 4 and 5 below). Since the Academy's Higher education provision will not be accessible to students below the age of 18, the Academy does not anticipate the gap it has identified in its Further education provision is likely to translate to its Higher education provision. Having reviewed attainment data from competitors<sup>9</sup> delivering the HND in business, the Academy is aware some providers have identified a gap in attainment for mature students. Since the Academy is experienced in delivering education to mature students it will continue to monitor mature students on the HND provision closely and roll out

<sup>7</sup> See <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/mature-students/>

<sup>8</sup> The Academy reviewed the AP Statement from the London Churchill College, the APP from Nelson College, the AP statement from David Game College and the APP from Wallsal college reporting on their subcontracted provision of the HND Business to London College of Contemporary Arts (LCCA). Some reported a gap in continuation for mature students.

<sup>9</sup> The Academy reviewed the AP Statement from the London Churchill College, the APP from Nelson College, the AP statement from David Game College and the APP from Wallsal college reporting on their subcontracted provision of the HND Business to London College of Contemporary Arts (LCCA). Some reported a gap in attainment for mature students.

support measures it has in place in its FE provision (documented below) to ensure this gap does not appear in the Academy's business provision.

Academic Year	Under 21	21 and Over	Total
2016	35	95	135
2017	50	105	160
<b>Total</b>	<b>90</b>	<b>205</b>	<b>290</b>

Academic Year	Under 21	21 and Over	Total
2016	69%	85%	80%
2017	74%	85%	81%
<b>Total</b>	<b>72%</b>	<b>85%</b>	<b>80%</b>

Access Year	16-18	19+	Total
2016	35	135	165
2017	35	160	195
<b>Total</b>	<b>70</b>	<b>290</b>	<b>365</b>

Access Year	16-18	19+	Total
2016	20	110	135
2017	25	135	160
<b>Total</b>	<b>50</b>	<b>245</b>	<b>290</b>

Access Year	16-18	19+	Total
2016	65%	83%	80%
2017	70%	84%	81%
<b>Total</b>	<b>68%</b>	<b>84%</b>	<b>80%</b>

#### Progression to employment or further study`

Due to small numbers, the Academy could not draw a meaningful conclusion from its Further education data to identify report and publish gaps in progression between young and mature students. The Academy will set a target to implement a robust system for data collection on progression in order to analyse and identify gaps in progression for underrepresented students.

Academic Year	Under 21	21 and Over	Total
2016	20	55	75
2017	5	20	25
<b>Total</b>	<b>25</b>	<b>75</b>	<b>100</b>

Academic Year	Under 21	21 and Over	Total
2016	..	88%	89%
2017	..	83%	82%
<b>Total</b>	<b>92%</b>	<b>86%</b>	<b>88%</b>

## 1.4 Disabled students

### Access

The Academy ensures it meets legal obligations to have reasonable adjustments in place where possible for disabled students, including those with specific learning difficulties or mental health conditions. In the last academic years, the Academy has welcomed 110 disabled students (those in receipt of DSA and those who have declared a disability but are not in receipt of DSA), 23% of its total student population in the last 3 years. Compared to the 16% of working-age adults in the UK population<sup>10</sup>, the Academy does not have a gap in access for disabled students in its current provision. Having reviewed data from competitors<sup>11</sup> delivering the HND business qualification, a gap in access for disabled students was present across the sector. Since the Academy has robust measures in place to communicate support measures and support disclosure, the Academy is confident it will continue to

<sup>10</sup> <https://www.gov.uk/government/publications/disability-facts-and-figures/disability-facts-and-figures>

<sup>11</sup> The Academy reviewed the AP Statement from the London Churchill College, the APP from Nelson College, the AP statement from David Game College and the APP from Wallsal college reporting on their subcontracted provision of the HND Business to London College of Contemporary Arts (LCCA). All plans reported a gap in access of disabled students.



attract a disabled students on this provision. It will however monitor its access data closely in order to identify gaps should they arise.

Access Year	Mental Ill Health	No Known Disability	Other Disability	Physical Impairments	Specific Learning Difficulties	Cognitive or Learning Difficulties	Social / Comm. Impairment	Total
2016	5	125	0	10	20	0	0	165
2017	10	145	0	15	20	0	0	195
2018	5	115	0	5	10	0	0	140
<b>Total</b>	<b>20</b>	<b>390</b>	<b>5</b>	<b>30</b>	<b>50</b>	<b>5</b>	<b>5</b>	<b>500</b>

Access Year	Mental Ill Health	No Known Disability	Other Disability	Physical Impairments	Specific Learning Difficulties	Cognitive or Learning Difficulties	Social / Comm. Impairment	Total
2016	2%	76%	1%	7%	13%	1%	0%	100%
2017	6%	74%	1%	7%	11%	1%	1%	100%
2018	3%	83%	1%	5%	6%	1%	1%	100%
<b>Total</b>	<b>4%</b>	<b>77%</b>	<b>1%</b>	<b>6%</b>	<b>10%</b>	<b>1%</b>	<b>1%</b>	<b>100%</b>

## Success

### Continuation

Non-continuation data on the Further education provision at the Academy is not deemed comparable and useful, since many of the Further education courses the Academy provides do not require continuation, and only a small number of students progress across its provision year on year. For this reason, the data reflects the on programme continuation of our students instead. The first table lists the amount of students who have completed each academic year, disaggregating those with a disability and those with no know disability, and the second table represents the percentage of students that completed of all students that started. From the data, which is based on small numbers, absolute gaps could not be established; however there is a good indication there is no absolute gap in continuation between disabled and non-disabled students. This could however not be fully documented in the tables below due to the small numbers in the provision.

Academic Year	Mental Ill Health	No Known Disability	Other Disability	Physical Impairments	Specific Learning Difficulties	Cognitive or Learning Difficulties	Social / Comm. Impairment	Total
2016	5	105	0	10	20	0	0	140
2017	10	125	0	10	15	0	0	165
<b>Total</b>	<b>15</b>	<b>230</b>	<b>0</b>	<b>20</b>	<b>35</b>	<b>0</b>	<b>0</b>	<b>305</b>

Academic Year	Mental Ill Health	No Known Disability	Other Disability	Physical Impairments	Specific Learning Difficulties	Cognitive or Learning Difficulties	Social / Comm. Impairment	Total
2016	..	83%	..	..	..	..	..	83%
2017	..	84%	..	..	..	..	..	84%
<b>Total</b>	<b>..</b>	<b>84%</b>	<b>..</b>	<b>84%</b>	<b>81%</b>	<b>..</b>	<b>..</b>	<b>83%</b>

### Attainment

Attainment at the Academy's Further education provision has been calculated by comparing the number of students completing the courses and the number of students achieving the course. From the

data, which is based on small numbers, absolute gaps could not be established; however there is a good indication there is no absolute gap in attainment between disabled and non-disabled students. This could however not be fully documented in the tables below due to the small numbers in the provision. Since the provision currently offered at the Academy only results in pass or fail, the Academy anticipates there is a possibility a gap in degree outcomes (1sts or 2:1s) between disabled and non-disabled students could be present in its Higher education delivery, as it is also present in the sector<sup>12</sup>. It is for this reason the Academy will include a target, in line with the national KPM<sup>13</sup> as set by the OfS, to eliminate the anticipated gap.

Academic Year	Mental Ill Health	No Known Disability	Other Disability	Physical Impairments	Specific Learning Difficulties	Cognitive or Learning Difficulties	Social / Comm. Impairment	Total
2016	5	100	0	10	20	0	0	135
2017	10	115	0	10	15	0	0	160
<b>Total</b>	<b>15</b>	<b>220</b>	<b>0</b>	<b>20</b>	<b>35</b>	<b>0</b>	<b>0</b>	<b>290</b>

Academic Year	Mental Ill Health	No Known Disability	Other Disability	Physical Impairments	Specific Learning Difficulties	Cognitive or Learning Difficulties	Social / Comm. Impairment	Total
2016	..	80%	..	..	..	..	..	80%
2017	..	80%	..	..	..	..	..	81%
<b>Total</b>	<b>..</b>	<b>80%</b>	<b>..</b>	<b>80%</b>	<b>81%</b>	<b>..</b>	<b>..</b>	<b>80%</b>

#### Progression to employment or further study

Due to small numbers, the Academy could not draw a meaningful conclusion from its Further education data to identify report and publish gaps in progression between disabled and non-disabled students. The Academy will set a target to implement a robust system for data collection on progression in order to analyse and identify gaps in progression for underrepresented students.

Academic Year	Mental Ill Health	No Known Disability	Other Disability	Physical Impairments	Specific Learning Difficulties	Cognitive or Learning Difficulties	Social / Comm. Impairment	Total
2016	0	60	0	5	10	0	0	75
2017	0	15	0	0	5	0	0	25
<b>Total</b>	<b>5</b>	<b>75</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>100</b>

Academic Year	Mental Ill Health	No Known Disability	Other Disability	Physical Impairments	Specific Learning Difficulties	Cognitive or Learning Difficulties	Social / Comm. Impairment	Total
2016	..	91%	..	..	..	..	..	89%
2017	..	..	..	..	..	..	..	82%
<b>Total</b>	<b>..</b>	<b>90%</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>88%</b>

<sup>12</sup> National Key Performance measures set by the Office for Students. See

<https://www.officeforstudents.org.uk/media/0bcce522-df4b-4517-a4fd-101c2468444a/regulatory-notice-1-access-and-participation-plan-guidance.pdf>

<sup>13</sup> Official statistic: Key performance measure 5. See <https://www.officeforstudents.org.uk/about/measure-of-our-success/participation-performance-measures/gap-in-degree-outcomes-1sts-or-21s-between-disabled-students-and-non-disabled-students-hesa/>

## 1.5 Care leavers

The Academy does not currently identify and track care leavers in its Further education provision. It is therefore not possible to report access, success and progression data for its current provision. The Academy is aware that care leavers are 11% less likely to enter higher education and are around 38% more likely to withdraw from their course and not return than other young people with similar demographic profiles and qualification levels.<sup>14</sup> We will, therefore, put a system in place by 2021 to closely track care leavers in our Higher education provision, and have worked with Kingston University, our validating partner for the BA(Hons) Jewellery Design & Production, to understand the barriers to access, success and progress for care leavers. Due to the small numbers on our future Higher education provision, the Academy decided a target related to care leavers could not be monitored by statistically significant data. Should the Academy recruit care leavers on the BA(Hons) Jewellery Design & Production however, the Academy will connect with Kingston University to discuss suitable support that can be provided through both the Academy and Kingston University. Kingston University has been a leader and exemplary in supporting the needs of care-experienced and estranged learners since 2006 when they were awarded the Buttle UK quality mark. As an early adopter of the government's Care Leaver Covenant, one of the first institutions to take the Standalone Pledge and through their KU Care programme, Kingston University is the ideal partner to support the Academy's efforts in promoting fair access, participation and success for care leavers. Following the good practice as seen from our validation partner, any care leavers joining the HND Business qualification will also be adequately supported by the Academy's student achievement officer.

## 1.6 Intersections of disadvantage

### Intersection of POLAR4 quintile and sex in access

In light of the identified gap in access for POLAR4 quintile 1 and 2 (most represented) and quintile 3, 4 and 5 (least represented) groups, currently at 78%, for the Academy's Further education provision in Jewellery Manufacturing, the Academy has attempted to review an intersection of disadvantage between POLAR4 quintile 1-5 and sex. It is clear that there is an additional gap in access between POLAR4 quintile 1 and 2 for male and female students. The subject, jewellery design and manufacturing, could provide the explanation for the gap, as with many fashion and design subjects it is known to attract more males than females, which can be seen by the higher percentage of females across the entire provision.

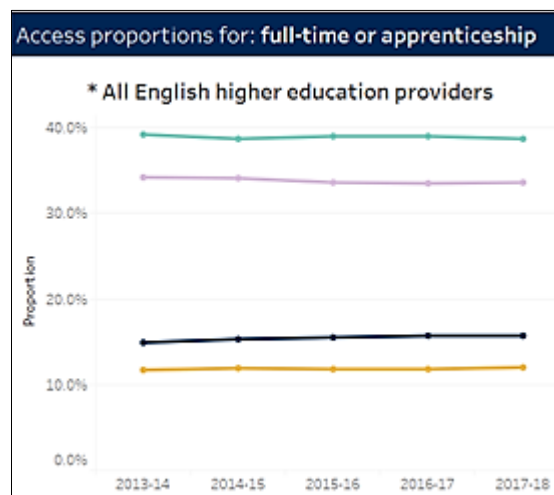
Even though the numbers reported are small, and the BAJ FE provision is not equivalent to HE provision, we believe this gap could translate in our upcoming HE provision since it is evident in national statistics.<sup>15</sup>

Access Year	Female		Male		Total
	Quintile 3, 4 and 5	Quintile 1 and 2	Quintile 3, 4 and 5	Quintile 1 and 2	
2016	95	15	55	5	165
2017	105	20	65	5	195
2018	70	5	55	5	135
<b>Total</b>	270	40	175	15	500

<sup>14</sup> Moving on Up Report published as part of the HERACLES (Higher education: Researching Around Care Leavers' Entry and Success) project on the NNECL website. See <http://www.nnecl.org/resources/moving-on-up-report?topic=guides-and-toolkits>

<sup>15</sup> National statistics show 12% male and 15.7% female quintile 1 and 2 are accessing Higher education. See Office for Students National Statistics Tables

Access Year	Female		Male	
	Quintile 3, 4 and 5	Quintile 1 and 2	Quintile 3, 4 and 5	Quintile 1 and 2
2016	56%	9%	32%	2%
2017	55%	10%	33%	3%
2018	50%	5%	41%	4%
<b>Total</b>	<b>54%</b>	<b>8%</b>	<b>35%</b>	<b>3%</b>



## 1.7 Other groups who experience barriers in higher education

The Academy will also apply its existing data collecting processes to collect data from its Higher education student population to identify potential gaps in access, participation and progress for the following underrepresented groups:

- **Carers**
- **People estranged from their families**
- **students from groups with protected characteristics under the Equality Act** (where the collection of data is possible)
- **People from Gypsy, Roma and Traveller communities**
- **Refugees**
- **Children from military families**

The Academy, as a small provider, will not be setting targets in specific for these groups at this time, due to its anticipation that, due to its small provision, it will not be possible to make significant conclusions from its statistical data on students from these underrepresented groups in the Academy's Higher education Provision. It will, however, work closely with Kingston University, validating partner, to develop support plans for students from these underrepresented groups, when they join our HE provision. Good practice on student support plans will be shared across both HE and FE provision.

## 2. Strategic aims and objectives

The Academy's overarching theory of change is constructed around the Academy's aim to make a valuable contribution to aspired change in the industry and Higher education landscape, to increase access and decrease gaps in participation, success and progress for students from underrepresented groups. Based on our assessment of performance of our FE provision, qualitative analysis (through focus groups<sup>16</sup> and interviews<sup>17</sup>), communication with Kingston University and competitor and national data, the Academy has set the following targets:

- **BAJ Target 1.** Reduce the gap in access by 50% between the most and least represented group, enabling 7% of learners from POLAR 4 quintile 1 to access BAJ HE provision by 2024-25, and close the gap between the most and least represented group by 2038-39<sup>18</sup>
- **BAJ Target 2.** Close the gap in success (attainment) between white and black students by 2024-2025: BA degree outcomes (1sts or 2:1s), HND course outcomes (pass, merit, distinction).
- **BAJ Target 3.** Close the gap in success (attainment) between disabled and non-disabled students by 2024-25: BA degree outcomes (1sts or 2:1s), HND course outcomes (pass, merit, distinction).
- **BAJ Target 4.** Reduce the gap in non-continuation between the most and least represented groups (Participation of Local Areas (POLAR4) quintiles 5 and 1 respectively) to 2.4% by 2024-25, and close the gap by 2030-31
- **BAJ Target 5.** Collect and analyse data on progression of students, to analyse potential gaps and identify and engage a suitable partner to set up a collaborative target to eliminate foreseen gaps in progression by 2023-24

### 2.2 Target groups

Target Group	Student Lifecycle Stage
Least represented group (POLAR4 quintile 1 and 2 respectively)	Access, Continuation
Black students	Success (attainment)
Disabled students	Success (attainment)
All underrepresented groups	Progress

### 2.2 Aims and objectives

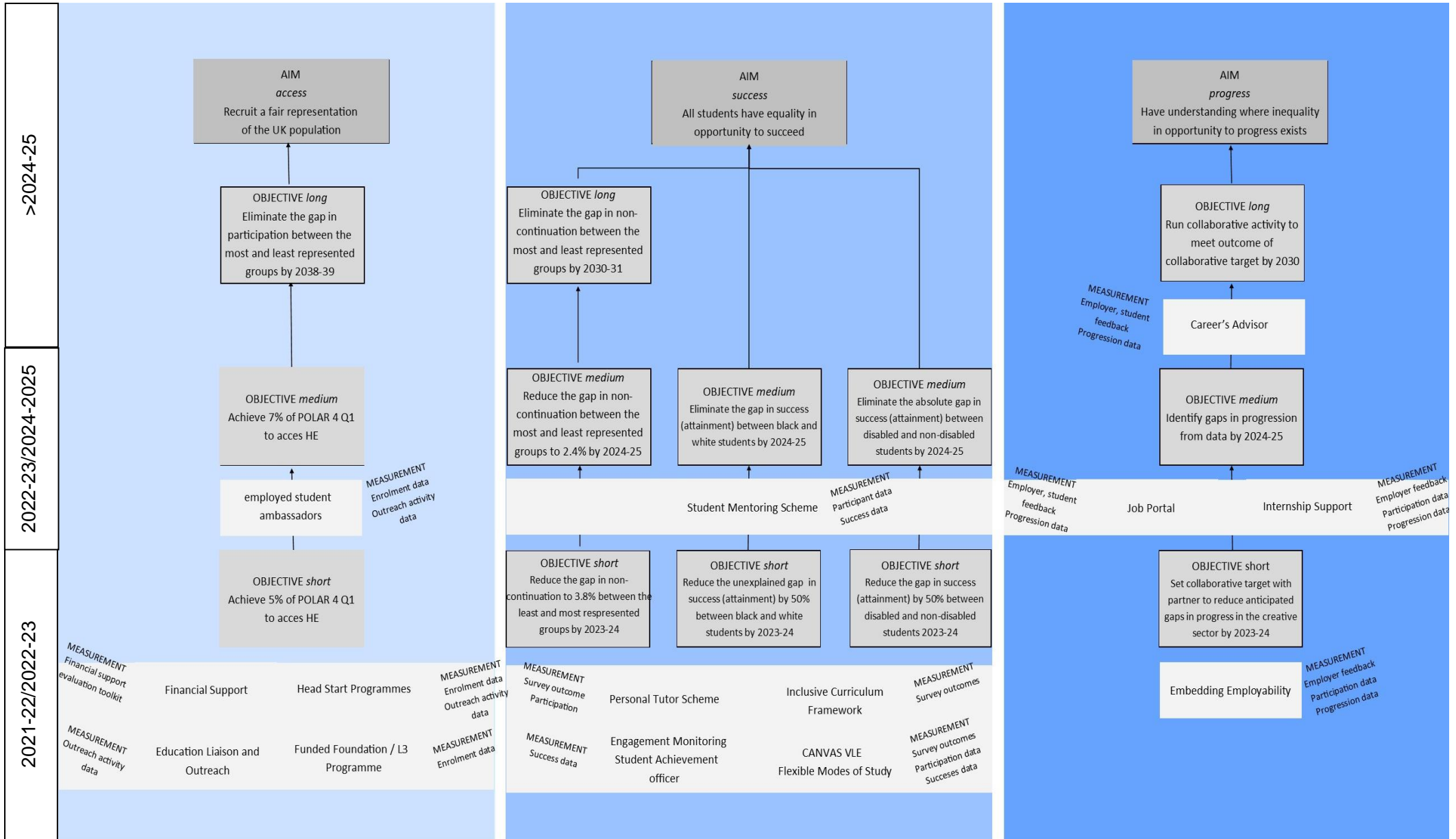
The Academy has identified three overarching aims, one for each access, success and progress, which have also been broken down into one to three short, medium and long term objectives. The table on the next page illustrates the aims, objectives, inputs and measurements the Academy has identified across the five-year plan.

---

<sup>16</sup> The Academy organised 4 focus groups with in total 15 students from underrepresented groups on its FE provision.

<sup>17</sup> The Academy conducted 2 interviews with student ambassadors from Kingston University.

<sup>18</sup> Even though the Academy aims to be very ambitious with supporting disadvantaged students who choose to study the subject out of passion to access, progress and achieve the best outcomes, it is not considered beneficial for those students for the Academy to radically alter its recruitment efforts. Even though the Academy aims to educate all its students to become highly desirable candidates for the industry and beyond, with wide-ranging transferable skills, it is undeniably a challenging climate for art and design graduates. The Academy acknowledges, in some cases, this deters students from disadvantaged backgrounds from studying the subject, which is out of the Academy's control.



### 3. Strategic measures

#### 3.1 Whole provider strategic approach

##### Overview

As a small provider, the Academy adopts a whole provider strategic approach to access and participation. Staff from across the Academy is aware and involved in the planning, delivering and evaluating of the plan and its strategic measures. With access and participation valued as an integral part of all employees' roles. The team apply a full lifecycle approach which extends from pre-entry support through the recruitment and admissions team; on-course success and post-graduation progression through the Teaching and Learning Team. Staff who are not necessarily access and participation specialist will be engaged, and where appropriate trained, to ensure success is supported across all departments. Data collected by the MIS team is presented in an understandable format during staff meetings and conferences and analysed collaboratively. The Board of Directors will track data and monitor progress against the plan during its monthly meetings, systemic issues in ensuring equality of opportunity will be reviewed and monitored during these meetings. The Academy is currently looking for a new site to use in addition to its Langdales site in London and will consider potential sites for opportunities to improve access and participation for students from underrepresented groups in terms of location, design of the building and the inclusion of digital solutions within.

##### Alignment with other strategies

The Access and Participation plan aligns with other strategies, policies and procedures applied at the Academy. The Access and Participation plan is aligned with the Student Protection Plan, Equality and Diversity Policy, Admissions Policy, Safeguarding Policy, amongst others. The Head of Quality, monitors policies and procedures implementation and annual reviews, is an active member of the Access and Participation team.

The Academy's Equality and Diversity policy has been written to promote and integrate equality and diversity into all areas of the Academy's ethos, policy and practice and to recognise and work to remove institutional barriers that prevent equal access and success for learners, staff and other key stakeholders. The policy has been designed to meet the requirements of the Equality Act 2010 and its equality objectives are closely aligned with the content of our Access and Participation Plan, in particular since the Academy aims to address the unequal outcomes between different ethnic groups (black and white students respectively) and those with and without a disability. The Academy will undertake an intersectional analysis of its first HE students, in order to continue evaluating and developing strategic measures that meet both our equality objectives and access and participation outcomes. It intends to perform its equality impact assessment on all new measures to understand how our plan and activities might impact on people who share protected characteristics. The Academy actively reads reports and tracks published research (for example survey results) that highlight significant findings (for example the NUS report<sup>19</sup> that highlighted LGBT students were more likely to consider leaving higher education than their heterosexual peers, citing bullying harassment and the feeling of not fitting in as contributing factors). The Academy will consider whether any of these issues lie behind any future gaps in our HE provision.

---

<sup>19</sup> NUS Report: Education Beyond the Straight and Narrow, LGTB students' experience in higher education. See [https://www.nus.org.uk/Global/LGBT%20research%20report\\_web.pdf](https://www.nus.org.uk/Global/LGBT%20research%20report_web.pdf)

## Strategic measures

The Academy has identified a range of strategic measures (input) to achieve our desired outcomes.<sup>20</sup> A chain of logic has been produced for all strategic measures, and where appropriate they have been included in the plan to explain causality.

### Access

#### Education Liaison and Outreach

The Academy already delivers outreach activities to 31 schools, other colleges, agencies (job centres) and cultural organisations (libraries,...), developing the interest of young people and adults from under-represented groups in jewellery design and the creative industries in general. A range of partners have been identified using the HEFCE's interactive maps to locate areas with lower than expected participation rates. London areas included Hackney and Tower Hamlets, all in close proximity to the Academy, and we are planning to expand the delivery of outreach activities to institutions in areas identified through the Office for Student Participation of Local Areas map.<sup>21</sup> Outreach activities have been evaluated to positively affect the enrolment of students from underrepresented groups for the Further education provision and will be evaluated by comparing participant lists and enrolment numbers on the Higher education courses.

#### Financial Support

##### *Undergraduate Course*

During focus groups organised by the Academy with students from underrepresented groups studying a Further education course in the academic year 2018-19, and in interviews with Student Ambassadors employed by Kingston University, financial support was considered highly important by a majority of the participants.<sup>22</sup> Since the Academy has not delivered Higher education, and it does not currently have the opportunity to conduct its own evaluation on financial support it has decided to base the development of its financial support model for BA students on our validating partner, Kingston University. In 2018, using data extracts supplied by HESA, Kingston University evaluated the impact of financial support on a range of student behaviours and outcomes.<sup>23</sup> Their analysis indicated the provision of bursaries appeared to increase the continuation chances of financially disadvantaged students significantly above the chances of their peers with a similar household income, and up to the level of their more well-off peers who did not receive any financial support. Household income and financial support significantly influenced degree completion rates. Findings of the Kingston University evaluation indicated that students who are worse off financially can struggle to complete their degrees and bursaries can mitigate this negative effect. The Universities further analysis showed that bursaries below £1,000 may not be effective in supporting student continuation, whereas bursaries above £2,000 were associated with significantly higher continuation rates than expected by chance.<sup>24</sup> Based on these findings by Kingston University, the Academy will introduce entry bursaries of £2,000, available for the first year of the course only, to new home students in 2021/2022 who meet the following criteria:

- Household income as assessed by Student Finance England or equivalent is £25,000 or less;

---

<sup>20</sup> See page 13

<sup>21</sup> POLAR – Participation of Local Areas. See <https://www.officeforstudents.org.uk/data-and-analysis/polar-participation-of-local-areas/map-of-young-participation-areas/>

<sup>22</sup> To the question “If you would receive financial support from the Academy, how important do you think this would be for your ability to financially continue with your studies? Please indicate the importance using the following scale: not at all important = 1 very important = 5.” 13 out of 19 participants said 4-5.

<sup>23</sup> Kingston University Access and Participation Plan 2019-20. See <https://d68b3152cf5d08c2f050-97c828cc9502c69ac5af7576c62d48d6.ssl.cf3.rackcdn.com/documents/undergraduate/fair-access/access-and-participation-plan-2019-20.pdf>

<sup>24</sup> Idem.



- The student is ordinarily resident in the UK;
- The student has not studied at Higher education level previously;
- Neither parent holds a Higher education qualification.

If the number of applications exceeds the available resource for bursaries (£44,000 by 2024-25), additional funds may be made available from the Academy. The Academy has great relations with industry sponsors and charities (for example The Koppel Project<sup>25</sup>), who have previously supported students with hardship grants and annually donate to the Academy (through sponsorship packages for the annual graduation). These funds will be allocated to students should applications for financial support exceed the allocated resource, and if required an attempt to secure further funds will be made. The Academy also uses its income of diploma courses to fund a Fee Waiver for students experiencing hardship when studying towards a diploma, given the small size of our HE provision the Academy could also tap into that resource. In the event that the number of applications by eligible students is lower than the available budget, these funds will be transferred into a Study Support and Retention Fund, which would then be available to support the retention of students who might otherwise be at risk of withdrawing because of financial hardship. Students would be able to apply for assistance from this fund at any level of study, and whether or not they have received an entry bursary. The Study Support and Retention Fund will be allocated to students who demonstrate financial needs and meet our target groups identified for non-continuation (the least represented groups (POLAR4 quintile 1 and 2 respectively), black and disabled students). Awards from the Study Support and Retention Fund will be variable, taking into account the circumstances of the individual student. As soon as the Academy is able to conduct its own evaluation of financial support on students, it will use the Financial Evaluation Toolkit<sup>26</sup> to evaluate the effectiveness of financial support in our own context.

### *HND Course*

Having reviewed data and strategies from competitors<sup>27</sup> and having discussed the lack of uptake of financial support available from one close competitor, the Academy has decided not to provide a financial support model to its HND students. In contrast to the high cost of tools and materials for the jewellery provision and the flexible blended learning format, students on the HND are expected to have less overhead costs, therefore displaying less need for financial support. The Academy will monitor its data closely and conduct focus groups with its first HE students to re-assess this decision.

## **Head Start Programme**

### *Undergraduate Course*

A programme (previously named Compact Scheme) Kingston University has successfully increased access from underrepresented groups with, called the Head Start programme<sup>28</sup> will be accessible to pre-entrants on the BA (Hons) Jewellery Design & Production of the Academy. The programme is comprised of the following interventions:

<sup>25</sup> See <http://thekoppelproject.com/the-charity/>

<sup>26</sup> Financial Evaluation Toolkit. See <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/financial-support-evaluation-toolkit/>

<sup>27</sup> The Academy reviewed the AP Statement from the London Churchill College, the APP from Nelson College, the AP statement from David Game College and the APP from Wallsal college reporting on their subcontracted provision of the HND Business to London College of Contemporary Arts (LCCA).

<sup>28</sup> Head Start Programme by Kingston University. See [https://www.google.com/url?client=internal-uds-cse&cx=003089172452942466442:gug\\_5uqpcbg&q=https://www.kingston.ac.uk/undergraduate/access/compact-scheme/head-start/&sa=U&ved=2ahUKEwikmf2QuKDiAhVOxoUKHZcfDp8QFjAAegQIABAB&usq=AOvVaw0UYIiqTX8nke19vSAN2trl](https://www.google.com/url?client=internal-uds-cse&cx=003089172452942466442:gug_5uqpcbg&q=https://www.kingston.ac.uk/undergraduate/access/compact-scheme/head-start/&sa=U&ved=2ahUKEwikmf2QuKDiAhVOxoUKHZcfDp8QFjAAegQIABAB&usq=AOvVaw0UYIiqTX8nke19vSAN2trl)

- A range of outreach and pre-entry events<sup>29</sup> to prepare participants for undergraduate study and support their transition into higher education in general and the Academy in particular;
- A single point of contact for information, advice and guidance.

Targeted support with preparation and transition offered through Head Start, will be enhanced through the Academy's mainstream welcome and induction events, ensuring that the programme is designed to build an early sense of belonging and engagement amongst underrepresented groups.

### *HND Course*

The good practice from the Head Start programme will also feed into the welcome and induction events planned for students on the HND Business qualification. Having reviewed data and measures from competitors<sup>30</sup> the Academy, expecting a large percentage of mature students returning to education, will ensure its induction programme and multiple levels of transition support during the first months of the course will adequately support the needs of those learners and ease the transition. The Academy will share a Study Advice Guide for mature students, which will include study tips, advice and answers to FAQ's, and will run a variety of skill and social support sessions during induction. The Academy, already attracting mature students on its FE provision, is aware of the research<sup>31</sup> conducted by others will conduct its own review of the suitability of its induction process for its HND learners (including mature and other students from underrepresented groups).

## **Entry Requirements**

### *Undergraduate Course*

The BA(Hons) degree in Jewellery Design & Production, unlike our FE provision, will have additional entry requirements related to ability. Students will have to submit a portfolio of work and attend an entrance interview and test. In order to improve prior attainment for students from under-represented groups, the Academy will be launching a funded<sup>32</sup> foundation qualification<sup>33</sup>, which will provide students with guaranteed interviews for the BA qualification. The Academy will annually reserve 25% of spaces for students from underrepresented groups. Throughout the foundation programme student from underrepresented groups will be supported and guided to develop a strong portfolio and the skills required to apply, and successfully undertake a Higher education course.

### *HND Course*

The entry requirements for the HND Course is closer aligned with the Academy's FE provision. With a Level 3 Business Course available to students to enrol on prior to enrolling onto the HND the Academy will have opportunities to support students with a variety of academic experiences. Similarly to the undergraduate course, the Academy will reserve 25% of spaces for students of under-represented groups on its HND provision. Where students from underrepresented groups present specific academic barriers to access, for example through not meeting the minimum language requirements, the Academy will signpost students to its parent company's (Free2Learn) provision.

---

<sup>29</sup> For example Head Start Express. See <https://www.kingston.ac.uk/events/item/3113/05-sep-2018-head-start-express/>

<sup>30</sup> The Academy reviewed the AP Statement from the London Churchill College, the APP from Nelson College, the AP statement from David Game College and the APP from Wallsal college reporting on their subcontracted provision of the HND Business to London College of Contemporary Arts (LCCA).

<sup>31</sup>For example through the report into mature students' experiences of support at the University of Bristol. See <https://www.bristol.ac.uk/media-library/sites/sraa/documents/Mature%20Students%20Research%20-%20Final%20Report.pdf>

<sup>32</sup> 16-18 year old students will have access to ESFA funding, which BAJ accesses through a prime contractor. Mature students who do not hold a level 3 or equivalent qualification will also have access to AEB funding, which BAJ access through a prime contractor.

<sup>33</sup> Level 3 UAL foundation qualification

## **Student Ambassador(s)**

The Academy will be employing 3 student ambassadors (students from underrepresented groups) from the first year and 3 from the second year of the HND Business qualification annually starting in 2021. In addition the Academy will also employ 2 student ambassadors from the BA (Hons) Jewellery Design & Production year 1 and 3, and 1 student ambassador from year 2 annually starting in 2022-23. The positions will be promoted at the start of the programme to each class and students will have an opportunity to apply to the paid position. The student ambassadors will be involved in the Access and Participation planning, access and participation activities (for example outreach activities), co-creation of curriculum, and evaluation activities of access and participation measures. As part of their role, they will be trained and supported to raise awareness on access and participation within the Academy.

## Success

### **Personal Tutor Scheme**

Each student at the Academy will be assigned a personal tutor. The Academy will connect students from underrepresented groups with a personal tutor who can support them overcome the specific barriers they face. Personal tutors, where required, will be supported with training to increase their understanding of the challenges underrepresented students may face, to ensure they are able to identify specific needs, support and where appropriate refer students.

The aims of the personal tutor scheme are:

- To provide appropriate academic advice and guidance throughout a student's studies by monitoring progress and identifying individual needs
- To provide a holistic overview and guidance for individual study and the development of personal practice
- To provide a formalised structure for the ongoing process of formative feedback and personal development embedded in studio culture and teaching
- To help to develop a student's ability to be self-reliant and reflective and their ability to use feedback/feedforward to best advantage
- Take place regularly throughout the year:

For the BA(Hons) Jewellery Design & Production there will be scheduled meetings as follows:

- Level 4:
  - Teaching block 1: minimum of three one-on-one meetings
  - Teaching block 2: minimum of two face-to-face meetings (group or one-on-one)
  - Wrap-up email at the end of the academic year
- Level 5:
  - Welcome back and year planning meeting, one-on-one
  - End of teaching block 1: email contact or one-on-one
  - Wrap-up email at the end of the academic year
- Level 6:
  - Welcome back and year planning meeting, one-on-one
  - End of teaching block 1: email contact or one-on-one
  - Wrap-up email at the end of the academic year
- Additional sessions can be added in response to student needs

For the HND Business: Entrepreneurship and Small Business Management there will be scheduled meetings as follows:

- Year 1:
  - Teaching block 1: minimum of two one-on-one meetings
  - Teaching block 2: minimum of one face-to-face group meeting
  - Wrap-up email at the end of the academic year
- Year 2:
  - Welcome back and year planning meeting, one-on-one
  - End of teaching block 1: email contact or one-on-one
  - Wrap-up email at the end of the academic year

- Additional sessions can be added in response to student needs

### **Inclusive Curriculum Framework**

As validating partner of Kingston University, the Academy has access to the award-winning KU Inclusive Curriculum Framework that includes opportunities for learning and teaching staff to develop and enhance their skills so they can confidently create an experience that has benefit and relevance for students from all backgrounds. Since the introduction of the Inclusive Curriculum Framework in Kingston University, the institution has made consistent progress in narrowing the BME attainment gap and improving value-added scores for BME learners. We hope that further development of the framework will assist in narrowing attainment gaps that may exist for other groups.<sup>34</sup> In line with Kingston University guidelines, we will engage students as curriculum consultants to ensure they understand the framework and can confidently take part in the co-creation of the curriculum in the Academy's context. The Academy will evaluate the effectiveness of the access to the Kingston University Framework independently through student feedback (survey results) and its own data and will share findings related to the BA(Hons) Jewellery Design & Production with Kingston University and findings related to the HND Business: Entrepreneurship and Small Business Management with Pearson.

### **Engagement Monitoring**

The Academy already has an engagement monitoring system in place, with digital registers completed by tutors in classes. It is planning to expand this system to include tracking access to the open-access workshop, library and computer suites, through sign-in registers for its HE provision by 2021-2022. This system will support the achievement officer, already employed by the Academy for the FE provision, to track student engagement. Students with low engagement will be contacted and provided with individualised support and encouragement. The Academy is aware of the effects of mental ill health on student success and already has a range of activities to support student wellbeing; these will also be available to students on its HE provision. The Academy is using the Universities UK step change framework and checklist<sup>35</sup> to annually review and ensure the adoption of a whole university approach to mental health. Engagement monitoring will be introduced immediately when launching the HE programme.

### **Canvas VLE**

For its FE provision the Academy has recently introduced Canvas, a Virtual Learning Environment also utilised by Kingston University. All staff has been trained to use the programme, and a large percentage of content has now been produced on Canvas. The programme has been introduced to support learners by providing them with remote access to learning and teaching materials and resources, which means students who missed classes can catch up on missed content through distance learning.<sup>36</sup> In addition, VLEs help build a sense of community for students and staff, reducing feelings of isolation and disengagement and enhancing student confidence and engagement.<sup>37</sup> Since Canvas is also linked to our data management system PICS, reports on student engagement on the VLE are easily tracked and

---

<sup>34</sup> Kingston University Access and Participation Plan 2019-20. See <https://d68b3152cf5d08c2f050-97c828cc9502c69ac5af7576c62d48d6.ssl.cf3.rackcdn.com/documents/undergraduate/fair-access/access-and-participation-plan-2019-20.pdf>

<sup>35</sup> Universities UK stepchange framework. See <https://www.universitiesuk.ac.uk/policy-and-analysis/stepchange>

<sup>36</sup> As Casquero et al. (2010) points out, students are able to access e-learning materials any place and any time providing they have internet connectivity.

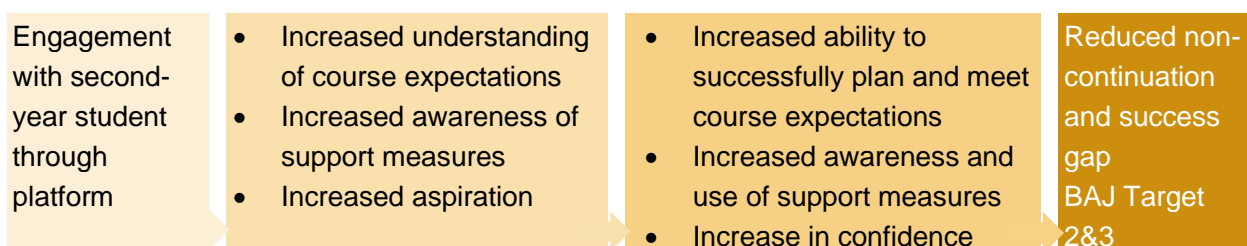
<sup>37</sup> Aspden, L. and Helm, P. (2004) Making the connection in a blended learning environment. Educational Media International 41 (3), 245–252.

monitored. Students with low engagement will be identifiable and contacted by the student achievement officer. The introduction of a Virtual Learning Environment for the HE students is expected to provide the same advantages to students as is evident on the FE provision. The Academy is aware of research<sup>38</sup> conducted on the theme and will be evaluating the benefits of the effectiveness of Canvas as a strategic measure to reduce gaps in attainment and success.

## Mentoring Scheme

### *Undergraduate course*

By 2023-2024 the Academy will set up a Mentoring Scheme which will serve as a platform for second-year students from underrepresented groups on the BA(Hons) Jewellery Design and Production to share their knowledge and experiences with first-year students from underrepresented groups. Kingston University successfully runs a mentoring scheme, which was highly rated by ambassadors and focus groups. Chain of logic for the mentoring scheme is visualised below:



The Academy will evaluate the effectiveness of this strategic measure on its HE provision when the Mentoring Scheme is launched in 2023-2024 using an empirical (Type 2) evaluation method through qualitative and quantitative evidence of a pre/post intervention change or difference compared to what happened with non-participating candidates.

## Flexible modes of study

### *HND course*

The Academy recognises that not everyone's life aligns with academic cycles and – as it does with its FE jewellery provision – it is planning to offer multiple intakes throughout the year for its HND courses. The blended learning is timetabled with students from under-represented groups in mind and will consider their barriers.

## Progress

### Embedding Employability in curriculum

The Academy has strong partnerships with luxury and bespoke jewellers<sup>39</sup> and industry guilds and uses these relationships to enhance the learning experience for its FE students, which was commended during its latest Ofsted inspection.<sup>40</sup> The Academy will continue to build on its partnership network, and apply its good practice in embedding employability in its FE provision to its HE provision. The Academy

<sup>38</sup> Flexible Delivery: An evaluation of the use of the virtual learning environment in higher education across Scotland. See [https://www.enhancementthemes.ac.uk/docs/ethemes/flexible-delivery/an-evaluation-of-the-use-of-the-virtual-learning-environment-in-higher-education-across.pdf?sfvrsn=262ef981\\_6](https://www.enhancementthemes.ac.uk/docs/ethemes/flexible-delivery/an-evaluation-of-the-use-of-the-virtual-learning-environment-in-higher-education-across.pdf?sfvrsn=262ef981_6)

Evaluation of How the Blended Use of a Virtual Learning Environment (VLE) Can Impact on Learning and Teaching in a Specific Module. See

<https://www.tandfonline.com/doi/pdf/10.11120/elss.2014.00019?needAccess=true>

<sup>39</sup> Two examples are the BAJ partnership with Cartier and Baroque Jewellers. See

<https://www.youtube.com/watch?v=2kt3IV0TcOA> and <https://www.youtube.com/watch?v=C6cxf-nRbuE>

<sup>40</sup> "Partnerships with local employers and industry guilds in the prestigious Hatton Garden area of London are strong. Managers and staff use these relationships well to enhance learners' experiences. For example, learners visit employers' workshops and complete design projects that employers set." BAJ Ofsted Report 2019. See <https://files.api.ofsted.gov.uk/v1/file/50062918>

employs a team of highly experienced staff from the jewellery sector and business field, with excellent occupational experience and knowledge. The majority still work in the sector, running their own businesses. For example, some of the jewellery staff design fashion and specialist jewellery or run online blogs about CAD.<sup>41</sup> In addition, staff attends frequent updates and professional development sessions to keep up to date with current trends.<sup>42</sup> The ethos of professionalism is planned and delivered through the course curriculum at all levels. Delivery of employability is staged and structured across all course levels so that students are effectively equipped for the world of work on their graduation.<sup>43</sup> Pearson Higher Nationals (RQF) have been designed in collaboration with industry, therefore most units provide opportunity for students to engage professionally, either in simulated or real-time commercial practice, and we anticipate a significant proportion of HND applicants will be mature adults already in employment.

### **Job Portal and Internship Support**

The Academy already has a close relationship with the industry, and regularly advertises and recommends students for positions; it aims to build a job portal for all students where positions are listed by 2025. Students from underrepresented groups will be able to access additional support on the portal to build a strong application. The Academy is also working on partnership agreements with industry to supply students with access to internships. It aims to make these internships available to students who it has identified face barriers to progression, in order to address a gap in progression between students from underrepresented groups and other students, should there be one.

### **Careers Advisor**

By 2023-24 (when the first cohort of learners from HE provision have reached the final year of their course) the Academy will employ a careers advisor who will organise practical group and individual support with career direction, finding and applying for jobs. The careers officer will run training sessions throughout the academic year on topics including (but not limited to) CVs, applications, interviews, body language and using LinkedIn. Alongside the admissions team, they will also promote progression through targeted careers sessions, taster events, visits to and talks by industry professionals. The development of these activities will be carefully planned and based on industry evidence or evidence from partner organisations (for example Kingston University, who already have an employability team and employability activities<sup>44</sup>). The Academy will evaluate the effectiveness of its investment in a career advisor independently through comparing participation progression data with non-participation progression data, and student and employer feedback.

### **Collaborative Partnership**

The Academy will aim to build a partnership with collaborative target(s) on progression with a suitable partner to support students from underrepresented groups with progression within and outside the niche industry of jewellery. The overarching aim of the partnership would be to enlarge opportunities for students to gain immediate employment upon graduating, by emphasising their wide range of skills and connecting those skills with roles inside and outside the jewellery industry. The Academy aims to deliver the first collaborative activities by 2024-25.

## **3.2 Student consultation**

---

<sup>41</sup> See <http://www.cadjewelleryskills.com/>

<sup>42</sup> Referenced in BAJ Ofsted Report 2019. See <https://files.api.ofsted.gov.uk/v1/file/50062918>

<sup>43</sup> Each year has a professional practice course module of 30 credits (150 GLH)

<sup>44</sup> Kingston University Careers and Employability Service. See <https://www.kingston.ac.uk/careers/>

For the development of this plan, the Academy engaged with FE students from underrepresented groups on its current provision<sup>45</sup>. Four focus groups engaging in total fifteen students<sup>46</sup> were given training on the Academy's Access and Participation Strategy and the Office for Students role and objectives<sup>47</sup> before being asked a range of questions to discuss the barriers they would face to access, progress and success should they wish to progress<sup>48</sup> onto our degree in 2021. The students were also consulted to review a range of strategic measures for their effectiveness that were adopted by other institutions. A number of questions from the financial support evaluation toolkit<sup>49</sup> were also adopted and included to gauge the importance of financial support for students to increase their chances of accessing HE. The strategic measures chosen for the plan were all highly rated by students during the focus groups, and the Academy has decided to introduce financial support in our plan in response to the focus group results<sup>50</sup>. In addition to the focus groups, the Academy also interviewed two student ambassadors from Kingston University, who were consulted to review the barriers they faced to access, and where appropriate success and progress. The students were asked which activities Kingston University currently provides to students they accessed, and whether they were successful, and what could be improved. The feedback from the student ambassadors was also used to prioritise investment on financial support and the strategic measures listed in the plan. The students consulted during the development of the plan were all provided a copy of the plan and asked to provide feedback on the plan.

Moving forward the Academy will engage HE students in the development of future plans and execution and evaluation of the current plan when the course is launched in 2021. It will aim to do so through the following channels and methods:

### **1. Promoting involvement throughout campus**

The Academy wants to ensure all students are aware of its efforts to provide equal opportunities to all. The Academy will show the OfS video<sup>51</sup> during the first week on site to all students; it will communicate its procedures on how students can get involved then and through email or Canvas. Posters will be produced and located in student communal areas. The Academy will seek to gain a representative view from different sections of the student body and will build a platform on Canvas to engage as many students from underrepresented groups as possible to express their views.

### **2. Engagement with the Student Council**

The Academy will train its student representatives on the Academy's Access and Participation Strategy and the Office for Students role and objectives, so student representatives can clearly communicate the plan to other students, and support efforts to engage students from underrepresented groups to engage in the Academy's strategic measures.

---

<sup>45</sup> All students were currently studying the Level 3 diploma in Jewellery Manufacture and Design, which will be a feeder course for our BA qualification

<sup>46</sup> 11 students declared a disability or are in receipt of DSA, 1 BAME student, 3 mature students, and all Polar 4 Quintile 1 & 2.

<sup>47</sup> Office for Students video was shown to all students. See <https://www.officeforstudents.org.uk/for-students/help-your-university-or-college-tackle-inequality/>

<sup>48</sup> 50% of participants to the focus groups indicated they would like to progress

<sup>49</sup> Financial support evaluation toolkit. See <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/financial-support-evaluation-toolkit/interview-tool/>

<sup>50</sup> On the question "If you would receive financial support from the Academy, how important do you think this would be for your ability to financially continue with your studies? Please indicate the importance using the following scale. (1 not important - 5 very important)" 73% of students indicated 4 or 5.

<sup>51</sup> Office for Students video. See <https://www.officeforstudents.org.uk/for-students/help-your-university-or-college-tackle-inequality/>

### 3. Student Ambassador Positions

The Academy will be employing student ambassadors (students from underrepresented groups) annually starting in 2021. The positions will be promoted at the start of the year to each class and students will have an opportunity to apply to the paid position. The student ambassadors will be involved in the Access and Participation planning, access and participation activities (for example outreach activities), co-creation of curriculum, and evaluation activities of access and participation measures. They will be part of decision making panels. As part of their role they will be trained (e.g. equality and diversity training, data-interpretation training), and supported to fulfil their role and raise awareness on access and participation within the Academy.

At all times materials will be shared with students in an accessible format, and students will be communicated to regarding the implementation, monitoring and evaluation processes through feedback at relevant stages about the changes that have been achieved and made as a result of their input.

### 3.3 Evaluation strategy

The Academy has an evaluation strategy to ensure improvements are driven by evidence and evaluation. The Academy's evaluation strategy identifies the purpose of evaluation and its importance, the principles of evaluation and integration at the Academy, its implementation and governance. The Academy's evaluation strategy also summarises the step approach when conducting an evaluation:

1. Scope and aim of the evaluation
2. Terms of Reference (ToR)
3. Methodology
4. Evaluation work plan, roles and responsibilities
5. Implementation
6. Production of report
7. Dissemination

The Academy has used the OfS self-assessment of evaluation tool<sup>52</sup> to assess its evaluation practice in its FE context in the below-listed categories.

#### Strategic context

At the Academy, evaluation is prioritised and prioritised as part of a whole provider strategic approach to access and participation. Resources are committed, in terms of staff and training as well as financial. At regular intervals evaluation of impact is discussed in meetings with students and staff across the Academy. Evaluation is valued by managers who embed evaluation and use it to support strategic objectives.

#### Programme design

Evaluation plans are established at the beginning. All programmes are developed with a rationale, clear measurable objectives and are underpinned by evidence where possible, which is used to inform decisions on the course of action. When possible the Academy will aim to test the existing evidence to understand if it is rigorous and/or trustworthy. Programmes are assigned with agreed deliverables and success measures as well as a clear description of the "what" and "why". For each programme, a logic chain has been developed that describes investment, activities, output and desired outcomes and impact. The Theory of change process maps the outcomes and where possible is used to challenge assumptions.

#### Evaluation design

---

<sup>52</sup> OfS self-assessment of evaluation tool. See <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/standards-of-evidence-and-evaluation-self-assessment-tool/evaluation-self-assessment-tool/>



Elements of activities are reviewed whether they can be evaluated credibly and reliably through an evaluability assessment<sup>53</sup>. The evaluation approach and methods of data collection and analysis are chosen in response to their appropriateness to the questions being asked and the objectives. Both quantitative and qualitative evidence will be used as well as a range of approaches. Since the Academy will only have small numbers of qualifying students on qualifying programmes when launching its HE provision, it is anticipating it will the following standards of evidence: Type 1 (narrative) and Type 2 (empirical).

#### Evaluation implementation

**When evaluation is carried out data collection processes are developed in line with ethical, safeguarding, legal and risk considerations, as part of the project planning and risk management stage. Interim results are shared where appropriate and possible, so suitable responses can be identified in time. Outcomes are communicated in an understandable way.**

#### Learning to shape improvements

The Academy, as a small niche provider, will aim to clearly learn from the evaluation of impact and the quality thereof. Systems and mechanism to learn and reflect are part of the evaluation strategy. How findings will be used are identified in advance, as well as how they will be triangulated with findings from different sources. The Academy will also, where appropriate, wish to share its findings externally.

#### Evaluation of financial support

During focus groups organised by the Academy with students from underrepresented groups studying a Further education course in the academic year 2018-19, and in interviews with Student Ambassadors employed by Kingston University financial support was considered highly important by a majority of the participants.<sup>54</sup> Since the Academy has not delivered Higher education, and it does not currently have the opportunity to conduct its own evaluation on financial support it has decided to base the development of its financial support model on our validating partner, Kingston University. As soon as the Academy is able to conduct its own evaluation of financial support on students, it will use the Financial Evaluation Toolkit<sup>55</sup> to evaluate the effectiveness of financial support in our own context.

### 3.4 Monitoring progress against delivery of the plan

Data collected by the MIS team is presented in an understandable format during staff and student council meetings and conferences and analysed collaboratively. The Board of Directors will track data and monitor progress against the plans targets and commitments during its monthly meetings, systemic issues in ensuring equality of opportunity will be reviewed and monitored during these meetings. If progress is worsening an action plan to address the issues will be developed by the Head of Academy and implementation reviewed by the Board of Directors.

## 4 Provision of information to students

---

<sup>53</sup> Evaluability Assessment. See

[https://www.betterevaluation.org/en/themes/evaluability\\_assessment#eval\\_assess\\_1](https://www.betterevaluation.org/en/themes/evaluability_assessment#eval_assess_1)

<sup>54</sup> To the question “If you would receive financial support from the Academy, how important do you think this would be for your ability to financially continue with your studies? Please indicate the importance using the following scale: not at all important = 1 very important = 5.” 13 out of 19 participants said 4-5.

<sup>55</sup> Financial Evaluation Toolkit. See <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/financial-support-evaluation-toolkit/>

The Academy is committed to ensuring any information related to its courses is easily accessible to students, timely, accurate and clear, in order to meeting the needs of prospective and current students, and all those who require the information. All public information at the Academy is checked by the Head of Quality, to provide final assurances it meets standards. Since BAJ will only start offering its first HE course in 2021, the information is currently being developed and will be published in March 2021 for the HND Business Qualification and September 2021 for the BA (Hons) Jewellery Design & Production (launching in September 2022). We will provide comprehensive information regarding our course to students via:

- Website
- Prospectus
- Student Handbook

We signpost the information for prospective students as soon as possible as part of our entry procedures. Tuition fees for the current and following year are published on our website and are updated for the coming years once confirmation has been received regarding the higher fee levels. We will notify students that fees may change in line with inflation, thereby allowing students to foresee possible changes to the level of tuition fees year on year. Once approved, the Academy's Access and Participation Plan will be published on our website.

## **5. Appendix**

# Access and participation plan

## Fee information 2020-21

Provider name: British Academy of Jewellery Limited

Provider UKPRN: 10038772

### Summary of 2020-21 entrant course fees

\*course type not listed

#### Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree	BA (Hons) Jewellery Design & Production	£9,000
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	Business: Entrepreneurship and Small Business Management	£6,000
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

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

Table 4c - Part-time course fee levels for 2020-21 entrants

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

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

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

# Targets and investment plan 2020-21 to 2024-25

Provider name: British Academy of Jewellery Limited

Provider UKPRN: 10038772

## Investment summary

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

### Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OFS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Total access activity investment (£)</b>	£0.00	£20,000.00	£27,500.00	£35,000.00	£40,000.00
Access (pre-16)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (post-16)	£0.00	£5,000.00	£10,000.00	£15,000.00	£20,000.00
Access (adults and the community)	£0.00	£15,000.00	£17,500.00	£20,000.00	£20,000.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
<b>Financial support (£)</b>	£0.00	£0.00	£15,000.00	£27,500.00	£40,000.00
<b>Research and evaluation (£)</b>	£0.00	£0.00	£2,000.00	£4,000.00	£6,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Higher fee income (£HFI)</b>	£0.00	£0.00	£75,000.00	£150,000.00	£225,000.00
<b>Access investment</b>	0.0%	0.0%	10.0%	6.7%	4.4%
<b>Financial support</b>	0.0%	0.0%	13.3%	15.0%	15.6%
<b>Research and evaluation</b>	0.0%	0.0%	1.3%	2.0%	1.8%
<b>Total investment (as %HFI)</b>	0.0%	0.0%	24.7%	23.7%	21.8%

