

BAJ

Access and Participation Plan

2025-26 to 2028-29

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1. Introduction

1.1 Context

After designing BAJ's ('the Academy') current Access and Participation Plan (APP) for the period 2021-22 to 2024-25, the Academy decided to charge no more than the basic tuition fee limit of £6,000 for its Pearson BTEC HND in Business. This competitive rate allowed the Academy to recruit 212 students into its first Academic Year 2021-22 of the HND in Business programme, 636 students in the following Academic Year 2022-23 and 627 students in the current Academic Year 2023-24, giving a total of 1475 students enrolled into the HND in Business.

The Academy did not recruit any students into its Jewellery courses until the Academic Year 2023-24 when 41 students enrolled into the Pearson Level 4 HNC/D in Art and Design (Jewellery), and 14 students enrolled into the T100 BA (Hons) BAJ Jewellery Design and Production. Figure 1 below provides an illustration of student recruitment numbers into BAJ's higher education courses covering the last three academic years.

Figure 1 BAJ Data on HE Student Recruitment Numbers (2021-22 to 2023-24)

Programme	2021/22	2022/23	2023/24	Total
Pearson BTEC Level 5 HND in Business	212	636	627	1475
Pearson Level 4 HNC/D in Art and Design (3D)	N/A	N/A	41	41
Kingston University BA (Hons) Jewellery Design and Production	N/A	N/A	14	14
Total	212	636	682	1530

Figure 2 below provides an illustration of student recruitment numbers into BAJ's FE courses covering the last three academic years.

Figure 2 BAJ Data on FE Student Recruitment Numbers (2021-22 to 2023-24)

Programme	2021/22	2022/23	2023/24	Total
SQA L3 Diploma in Jewellery Design and Production with Advanced Learner Loan £6,421 (10 months) or £6,921 for self-funded.	134	157	137	428
Level 3 Apprenticeship in Jewellery, Silversmithing and Allied Trades Professional (for all SMEs with less than 50 employees this is fully funded for 16-18s or those 19-24 in care of local authority. 19+ and the business has 50+ employees, the fee is 5% (£800). Levy employers pay £16k. Apprentices receive Apprenticeship wage in year one and minimum wage thereafter.	0	0	14	14
ATHE Level 3 in Business with Advanced Learner Loans (£1,987).	15	103	185	303
Short Course Self-funded: Orthographic Drawing for Jewellery (One-Day Course).	-	-	-	33
Short Course Self-funded: Jewellery Bench Skills for Ring Making (One-Day Course).	35	19	9	63
Short Course Self-funded: Rhino Jewellery CAD: Beginners (Three-Day Course).	-	-	-	29
Total	202	293	375	870

Going forward, BAJ intends to charge tuition fees of £6999 per annum for its HND in Business and HNC/D in Art and Design (3D) from 2025-26 onwards, which is £999 above the basic tuition fee limit. Further, the Academy plans to charge £9,000 per annum for the BA (Hons) Jewellery Design and Production, which is validated by Kingston University. Starting from January 2025, BAJ intends to charge £9,000 per annum for two BSc (Hons) Business Management (Top Up) programmes, each franchised by Kingston University in August 2024 utilising BAJ student number allocation. These recently validated programmes will provide our HND students with a progression route to a full degree at BAJ when they successfully complete their HND. The Academy will also consider additional 3-year undergraduate degrees at £9,000 per annum alongside the existing HND to provide alternative study routes. It also intends to deliver an approved Level 4/5 HTQ qualification in Digital Technologies charging £6999 per annum.

The Academy has, therefore, in partnership with its student representatives, designed a new APP for 2025-26 to 2028-29. The new APP takes account of the most recent APP requirements for Wave 2 providers as set out in the Office for Students (OfS) Regulatory Notice 1 (RN1) and Regulatory Advice 6 (RA6). This includes an analysis of the sector-wide and BAJ specific Access and Participation Data on the OfS Dashboard. As the table below indicates, this resource contains very limited data on BAJ continuation rates, and no data on completion or progression rates, because the BAJ courses started recently and most students were recruited in the previous and current academic years (2022-23 and 2023-24).

Figure 3 OfS Data on BAJ Access and Continuation

Year	Access	Continuation	Completion	English IMDQ1	English IMDQ5
Agg 2 last years	820	230	-	-	-
Agg last 4 years	880	260	-	47.70%	2.70%
2019/20	30	-	-	-	-
2020/21	30	-	-	-	-
2021/22	200	200	-	-	-
2022/23	620	-	-	-	-

The data available on the OfS dashboard covers Access to BAJ courses for students that enrolled on or before 2022-23, continuation for students who enrolled on or before 2021-22, and progression for students who enrolled on or before 2020-21. In addition to OfS data, BAJ’s own data on student access and continuation (success) has been consulted for a more in-depth analysis of the identified risks to equality of opportunity in the APP.

1.2 Mission and strategic aim

This Access and Participation Plan (APP) is underpinned by the Academy’s mission, values and strategic goals as set out in its three-year Strategic Plan (2023/24 to 2025/26). The Academy’s mission statement below demonstrates its commitment to encouraging innovation and sustainability, which includes the provision of creative courses in Jewellery Design, Digital Technologies as well as Marketing, Entrepreneurship and Small Business Management.

To provide an environment where creativity is nurtured, innovation is encouraged, and sustainability is practised.

The aim of this APP is to plan interventions for groups of disadvantaged and under-represented students at the Academy now and in the future, who face barriers to access, success and progress in higher education. After identifying specific groups that face risks to equality of opportunity, planned interventions will enable targeted students to better:

- Gain access to the Academy's learning environment, academic faculty, support staff and Student Council;
- Attain academic success through the nurturing and encouragement they will receive from the Academy, its staff and student representatives;
- Develop the creativity and innovation they will need for progression onto academic and career success;
- Participate in sustainable practices that will support their personal development, the wider creative and business community and the world.

The APP is directly aligned to two of the Academy's core values which highlight the importance it places on promoting equality and diversity, and empowering students.

*Promote equality and diversity in our teaching, training, support and customer services.
Empower our students and staff to change their lives through education and training.*

Over the past three aggregated years (2021-22 to 2023-24) the Academy has remained true to its values. It has provided access to undergraduate programmes to 1530 students, which includes 1405 (92%) mature students over 20 years old, 943 (62%) over 29 years old, and 377 (25%) over 39 years old. Further, 1113 (72.5%) of the Academy's students come from Adult HE 2011 Quintiles 1 & 2, which are areas with the lowest number of adults with higher education qualifications in 2011. The Academy can conclude, therefore, that it already provides access and participation to a majority of students from disadvantaged and under-represented backgrounds.

In addition to ensuring access to disadvantaged and under-represented groups, the Academy aims to ensure their academic and career success and progression.

The following strategic goal indicates the Academy's commitment to this overall aim for each student at the Academy:

To provide an excellent student experience which leads to high levels of student success and supports progression to employment, education and training and raises future aspirations.

2. Risks to Equality of Opportunity

To identify gaps in access and attainment between students with different characteristics in the BAJ context and when comparing BAJ and sector-wide student access and attainment, the following data sources were consulted:

- OfS Dashboard AP Sector-Wide Data
- OfS Dashboard Data on BAJ
- BAJ’s own data on the last four aggregated years
- Qualitative data from BAJ student focus groups

BAJ data on the OfS dashboard indicates that 820 out of 880 BAJ full-time students over the last four aggregated years were from the most deprived indices of multiple deprivation areas quintiles 1 and 2 (IMDQ12). 210 of these (25.5%) were Asian, Black, mixed and other ethnicities (ABMO). The following tables compare intersectional data on ABMO and white students from IMDQ12 areas at BAJ.

Figure 4 BAJ Indices of Multiple Deprivation Q12 ABMO

Intersection of Indices of Multiple Deprivation (IMD) quintiles 1 or 2 and Asian, Black, mixed, or other ethnicities (IMDQ12 ABMO)						
Year	IMDQ12 Access	IMDQ12 ABMO Access	Access %	Continuation %	Completion %	Progression %
4 Agg yrs 2021-22 to 2022-23	820	210	25.6	70.5		
Sector-wide			20.7	74.7	69.00	49.4
Difference			4.90	-4.20		
Sector IMD Q345 ABMO					72.6	56.3
Difference					-3.60	-6.90

Figure 5 Indices of Multiple Deprivation Q12 White

Intersection of Indices of Multiple Deprivation (IMD) and ethnicity: quintiles 1 or 2 and white						
Year	IMDQ12 Access	IMDQ12 ABMO Access	Access %	Continuation %	Completion %	Progression %
4 Agg yrs 2021-22 to 2022-23	820	390	47.6	84.8		
Sector-wide			54.9	80.5	76.50	54.9
Difference			-7.30	4.30		
Sector IMD Q345 ABMO					81.9	60.9
Difference					-5.40	-6.00

1.3 General indications of risk

See Annex A for the broad gaps in student access and attainment identified from an analysis of the intersectional data for full-time IMD Q12 students on the OfS dashboard for the last four aggregated years (2019-20 to 2022-23).

1.4 BAJ risks

1.4.1 Risk 1 Access (Age)

U21 Students

According to BAJ data on the OfS dashboard only 9.3% of BAJ full-time undergraduates accessing first degree courses (Jewellery Design) and other undergraduate courses (HND in Business) over the past four aggregated years (2019-20 to 2022-23) are under 21 compared to 71.5% sector wide. When first degree courses are disaggregated, the sector-wide access rate for under-21 students into other undergraduate courses is still 28.6% higher (37.9%) than BAJ. Further, according to BAJ and sector-wide data on the OfS dashboard, the continuation rate of under-21 students on BAJ undergraduate courses (75%) is 6.7% less than sector-wide (81.7%). According to BAJ's own data, out of 1530 enrolled students only 125 (8.17%) were under 21. BAJ is recruiting significantly fewer post-16 school leavers into its first degree and other undergraduate courses than sector-wide, which suggests there is a risk to the equality of opportunities for under-21s into BAJ's diverse and flexible pathways such as its HNC/D in Art & Design (3D) and HND in Business.

Indices 1	Indices 2	Population	Risk
BAJ undergraduates	Under 21	125	Access to U-21 students on BAJ courses is 28.6% lower than sector-wide access onto other undergraduate courses such as HNDs.

1.4.2 Risk 2 Access (Sex)

IMDQ12 Female Students

Out of 880 full-time students over the past four aggregated years on the BAJ AP provider data sheet (OfS dashboard) 650 (74%) were students from IMDQ12 areas. 380 were male (58%) and 270 female (42%), which means there were 110 more males (16%). This differs significantly from the sector-wide data which shows there have been 8.4% more female IMDQ12 than males over the last four aggregated years. According to this data on the OfS dashboard, IMDQ12 female access to BAJ other undergraduate courses is 21.4% lower than the sector-wide, suggesting a risk to equality of opportunities to female students.

Indices 1	Indices 2	Population	Risk
Indices of Multiple Deprivation (IMD) Quintiles 1 or 2	Male and Female	650	IMDQ12 female access rate (42%) is 16% less than male students (58%).

BAJ's own data shows that out of 192 POLAR4 Q12 full-time students accessing BAJ undergraduate courses, 68 (35.41%) were females and 97 (50.52%) males, which means that female access for this group is 15.10% lower than male and 23.14% lower than the sector average.

Figure 6 Access to POLAR4 Q12 by Sex

Access POLAR4Q12/Sex		
Female	68	35.42%
Male	97	50.52%
Blank	27	14.06%
Total	192	

BAJ figures show that 582 full-time female students (38.04%) from all quintiles accessed BAJ courses compared to 728 males (47.58%), which is 9.54% fewer females than males. However, this risk to equality of opportunities is due to student recruitment into the HND in Business course which has 11.79% fewer female students than male students. By contrast, there are far more female than male students accessing the BA Jewellery Design course, although numbers are too low to be statistically significant or generalisable.

Figure 7 Access to all Students by Sex

Sex	All BAJ Higher Education Courses	
Female	582	38.04%
Male	728	47.58%
Unknown	220	14.38%
	1530	

1.4.3 Risk 3 Continuation (Ethnicity)

ABMO Students

According to BAJ's own data there is a continuation rate of 89.19% for full-time students from POLAR4 Quintiles 1 & 2 (POLAR4 Q12) over the last four aggregated years. However, this only accounts for 37 out of 192 ABMO ethnicities from POLAR4 Q12. The continuation rate is similar for Adult HE 2011 Q12 students (88.57%).

According to data on the OfS dashboard, the continuation rate at BAJ over the last four aggregated years (2019/20 to 2022/23) for Asian, Black, Mixed or other ethnicities from areas of multiple deprivation quintiles 1 and 2 (IMDQ12 ABMO), which have the lowest rates of participation in higher education, was 70.5% which is 14.4% lower than the continuation rate for white students from the same areas (84.4%).

Indices 1	Indices 2	Population	Risk
Indices of Multiple Deprivation (IMD) Quintiles 1 or 2	Asian, Black, Mixed, or other ethnicities	80	ABMO continuation rate (70.5) is 14.4% less than white students (84.4%)

The data on the OfS dashboard for BAJ IMDQ12 ABMO continuation rate is also 4.2% lower than the sector average (74.7%). According to AP Data Sector (OfS dashboard), there is an 85.6% continuation rate for full-time, first-degree students and a 76.9% continuation rate for full-time other undergraduate students studying at all registered higher education providers in the last four aggregated years of available data, coming from (relatively) the most deprived areas in England in 2019 (English IMD Q1).

However, BAJ IMDQ12 ABMO continuation rate is 6.4% lower than the sector-wide continuation rate for other undergraduates (e.g. HND students) and 15.1% lower than it is for first degree students (e.g. BA Jewellery Design). Whilst the sample size for this data is small (n=80) there is a risk to the equality of opportunities for BAJ IMDQ12 ABMO students at the continuation student lifecycle stage.

1.4.4 Risk 4 Progression (Sex)

Female POLAR4 Q12 Students

Despite having a higher access rate (3.2%), continuation rate (3.7%) and completion rate (6.4%), full-time sector-wide POLAR4 Q12 female students over the last four aggregated years have a lower progression rate (4.3%). This means the gap between POLAR4 Q12 female and male progression and completion rates is 10.7%, indicating a risk to equality of opportunities for female students at the progression student lifecycle stage. The continuation rate for female POLAR 4 students at BAJ is 93.19%, which is 2.93% higher than POLAR4 Q12 males.

Indices 1	Indices 2	Population	Risk
POLAR4 Quintiles 1 or 2	Female versus Male	323/713 (45%) at BAJ	Sector-wide POLAR4 Q12 progression rate (47.7%) is 4.3% lower for females than males (52%).

1.4.5 Risk 5 Disclosing a Disability

Disclosure of Disability

BAJ data on the OfS dashboard records only 40 out of 880 (4%) full-time students disclosed a disability over the last four aggregated years. When disaggregated into disability types, there are less than 1% for each type of disability including mental health. When compared to sector-wide data this is 13.5% lower for first degrees (17.5%) and 13.2% lower for other undergraduates (17.2%). Sector-wide disclosure of mental health is 5.1% for first degrees and 3.7% for other undergraduates. According to BAJ's own data, 33 out of 1530 full-time students over the last three aggregated years declared a disability (2.16%), including a some with mental health conditions. However, 294 (19.22%) said they preferred not to say and 233 (15.23%) left a blank. This suggests that there may be many more people with a disability including a mental health condition who prefer not to make a disclosure.

Figure 8 BAJ’s Data on Continuation Rate by Disability

Status	Total	Active	%	Withdrawn	%
Preferred not to say or blank	527	415	78.75%	112	21.25%
Disclosed a Disability	33	27	84.38%	6	18.75%
No impairment	970	885	91.24%	85	8.76%
Total	1530	1327		203	

The BAJ data in Figure 8 above shows that the continuation rate for full-time students over the last three aggregated years who declared no impairment was 91.24% compared to 84.38% continuation rate for those who declared a disability and 78.75% for those who preferred not to say or left a blank. This indicates a risk to the equality of opportunity for BAJ students who prefer not to disclose a disability.

Indices 1	Indices 2	Population	Risk
Prefer not to disclose a disability or left a blank.	All types of disabilities.	527	294 BAJ students (19.22%) said they preferred not to disclose a disability or left a blank, and the continuation rate for this group is 5.63% lower than it is for students who disclose a disability and 12.49% lower for students who have no impairment.

1.4.6 Risk 6 Continuation (Disability)

As noted above, the data shows that the continuation rate for BAJ students who disclose a disability is 6.86% lower than for students with no impairment. This indicates a risk to the equality of opportunity for disabled BAJ students.

Indices 1	Indices 2	Population	Risk
Disclosed a disability.	All types of disabilities.	527	Continuation for students who disclosed a disability is 6.86% lower than those who have no impairment.

3. Assessment of Performance Summary

British Academy of Jewellery is a small provider that has recruited 1530 full-time students into its higher education courses over the last three academic years from 2021/22 to 2023/24 including 1475 students into its Pearson BTEC Level 5 HND in Business, 41 students into Pearson Level 4 HNC/D in Art and Design (3D) and 14 students into a BA(Hons) Jewellery Design and Production degree validated by Kingston University (See Figure 1 above).

To conduct its assessment of performance BAJ has consulted and cross-referenced the following data sets.

- OfS Dashboard AP Sector-Wide Data
- OfS Dashboard Data on BAJ
- BAJ's own data on the last four aggregated years
- Qualitative data from BAJ student focus groups

The student numbers available in the data sets provided on the OfS dashboard for BAJ were too low for statistical analysis so a decision was taken to identify how characteristics of BAJ students intersect over the last four aggregated years. Where possible an attempt was made to disaggregate the characteristics of students into more granular types, but sample sizes were generally too small for meaningful statistical analysis. For example, when assessing ethnicities, it was necessary to compare white students with aggregated Asian, Black, mixed and other ethnicities.

BAJ's data was compared to sector-wide data available on the OfS dashboard and to BAJ's own data sets on student characteristics and performance. The comparison revealed indications of risks in the form of gaps between access, continuation and progression rates of students with different characteristics and between BAJ undergraduate students and sector-wide undergraduates.

The indications of risks identified through this analysis include the following:

1. BAJ has a very low proportion of under-21 applications for its HNDs compared to the whole sector.
2. It also has a low number of applications for its HND in Business from females who come from areas with multiple deprivation quintiles 1 and 2 (IMDQ12).
3. There is a difference between the on-course attainment of Asian, Black, Mixed, or other ethnicities from areas with multiple deprivation quintiles 1 and 2 at BAJ than white students from the same areas.
4. Sector wide there are more females from POLAR4 Q12 areas enrolling into higher education courses and their on-course attainment is better than males. However, their progression after they leave their studies is worse.
5. There are a number of students enrolled at BAJ who preferred not to disclose a disability rather than disclosing a disability or no impairment. This is far lower than sector-wide data on disclosure of disabilities. Further, this group of students have very low on-course attainment compared to those who declare no impairment or a disability, suggesting that some may have a disability.
6. Students who disclose a disability at BAJ do not have the same on-course attainment as students who state that they have no impairment.

The equality of opportunities risk register (EORR) has been used to link the indications of the risks above to equality of opportunity and the following has been established:

1. A very low proportion of applications from under-21 students may relate to three potential risks in the EORR: prior knowledge and skills; information and guidance, and perception of higher education.
2. A low number of applications for HND in Business from female students from the most deprived areas may relate to four risks in the EORR: information and guidance, perception of higher education, limited choice of course type and capacity issues and cost pressures.
3. The low on-course attainment of Asian, Black, Mixed, or other ethnicities from the most deprived areas may relate to four risks on the EORR: Knowledge and skills, Insufficient academic support, Insufficient personal support, and cost pressures.
4. Low progression of female students from POLAR4 Q12 areas after completing their course may relate to the impact of pregnancy and parenting in addition to two risks on the EORR: insufficient personal support, and progression from higher education.
5. The large number of applicants who prefer not to disclose a disability and who seem to suffer from low attainment at BAJ may relate to a fear of being penalised if they make a disclosure, and lack of reasonable adjustments that might have been made and four risks on the EORR: information and guidance, insufficient academic support, insufficient personal support, and mental health.
6. Students with disabilities who suffer from lower attainment than students with no impairment may relate to a lack of reasonable adjustments that might have been made and four risks on the EORR: information and guidance, insufficient academic support, insufficient personal support, and mental health.

4. Objectives

Through the assessment of performance above, BAJ has identified six indications of risks to equality of opportunity for BAJ students across the student lifecycle. These are provided below.

Figure 9 objectives

	Indication of Risk	Risks to Equality of Opportunity	Objective	Target
1	A very low proportion of under-21 students apply for BAJ HNDs compared to the sector as a whole.	Prior knowledge and skills, information and guidance, and perception of higher education.	To ensure that under-21 students such as post-16 school leavers have equal opportunity to successfully apply for BAJ undergraduate courses.	To reduce the gap between the number of under-21 students successfully applying for BAJ's undergraduate courses and those applying across the sector as a whole by 2028-29.
2	A low number of female students from areas with multiple deprivation quintiles 1 and 2 (IMDQ12) apply for BAJ HND in Business.	Information and guidance, perception of higher education, limited choice of course type and capacity issues and cost pressures.	To ensure that female students from IMD Q12 areas have equal opportunity to successfully apply for BAJ undergraduate courses.	To eliminate the gap between the number of female students from IMDQ12 areas successfully applying for BAJ's undergraduate courses male students by 2028-29.
3	A difference between the on-course attainment of Asian, Black, Mixed, or other ethnicities from IMDQ12 at BAJ and white students from the same areas.	Knowledge and skills, Insufficient academic support, Insufficient personal support, and cost pressures.	To ensure that Asian, Black, Mixed, or other ethnicities from areas with multiple deprivation quintiles 1 and 2 have equal opportunity to attain a HND or degree award that reflects their academic capabilities.	To eliminate the differences in attainment between Asian, Black, Mixed or other ethnicities from IMDQ12 areas and white students by 2028-29.

	Indication of Risk	Risks to Equality of Opportunity	Objective	Target
4	A lower progression rate for female students from POLAR4 Q12 despite better on-course attainment than males across the sector.	The impact of pregnancy and parenting, insufficient personal support, and progression from higher education.	To ensure that female students from POLAR4 Q12 areas who complete their undergraduate course at BAJ have equal opportunity for progression onto further study or career development.	To eliminate the differences in progression between female and male students by 2028-29.
5	A number of students enrolled at BAJ preferred not to disclose a disability rather than disclosing a disability or no impairment correlating to low on-course attainment for this group of students.	A fear of being penalised if they make a disclosure, lack of reasonable adjustments that might have been made, information and guidance, insufficient academic support, insufficient personal support, and mental health.	To reduce the number of students who record that they prefer not to say or leave a blank when asked to disclose a disability.	To eliminate the differences in on-course attainment between students who prefer not to disclose a disability and those with a disclosed disability by 2028-29.
6	Disabled students enrolled at BAJ have lower on-course attainment than students with no impairments.	A lack of reasonable adjustments that might have been made and four risks on the EORR: information and guidance, insufficient academic support, insufficient personal support, and mental health.	To ensure that students who have a disability or learning difficulty including mental health conditions have equal opportunity to attain a HND or degree award that reflects their academic capabilities.	To eliminate the differences in on-course attainment between students who disclose a disability and those with no impairment by 2028-29.

5. Intervention Strategies and Expected Outcomes

Figure 10 Intervention Strategies

Intervention Strategy 1			
Objectives and targets			
To ensure that under-21 students such as post-16 school leavers have equal opportunity to successfully apply for BAJ undergraduate courses (Target PTA_1). Secondary objective(s) PTA_2.			
Risks to equality of opportunity			
Prior knowledge and skills; information and guidance, and perception of higher education.			
Activity	Inputs	Outcomes	Cross Intervention
Set up a working group to liaise with local schools in every city where there is a BAJ centre offering undergraduate courses.	School liaison service £17,000 p/a, or £68,000.	Increase awareness, understanding and motivation amongst under-21s in local schools about BAJ and higher education options.	IS1, IS2
Provide open day events with follow-up tutorials for 16-18 years old students from local schools in order to change perceptions about higher education and diverse flexible options such as the BAJ HNDs.	Budget for one open day per annum £2,000 x 4, or £8,000 Staff training £2,000.	Increase in the % of successful applications from under 21 students	

Eligibility Criteria	Activity/Fund	Amount Per Annum	Frequency
16–18-year-old pupils from schools within the catchment areas of BAJ campuses.	Open day event	£2,000	Annually
Summary of evidence base and rationale			
<p>We have analysed BAJ data on the OfS dashboard and BAJ’s own data sets for under-21 access and compared them to sector-wide data on the OfS dashboard. We have held focus groups with students including some who were under 21 in order to develop the intervention strategy.</p>			
Evaluation			
<p>We intend to evaluate both activities within this intervention strategy through the use of OfS Type 2 empirical enquiry to establish whether or not they lead to the intended outcomes. We will also examine the extent to which each activity contributes towards meeting the overall objective.</p>			
<p>We will start the intervention strategy in the 2025-26 academic year, and we intend to disseminate interim findings of the evaluation of the strategy at the end of every academic year thereafter starting in October 2026. We will share our findings with all Academy stakeholders including local schools in every city where there is a BAJ centre offering undergraduate courses. We will also share our findings with other independent higher education providers through direct contact or through membership of Independent Higher Education (IHE), the representative body for higher education in the UK.</p>			
<p>We will publish our findings on our website. See Table 1 below for more details on how we will evaluate each activity.</p>			

Table 1

Activity	Outcomes	Method(s) of Evaluation	Summary of Publication Plan
Set up a working group to liaise with local schools in every city where there is a BAJ centre offering undergraduate courses.	Increase awareness, understanding and motivation amongst under-21s in local schools about BAJ and higher education options.	Type 2 (empirical) qualitative data based upon focus groups with key staff and under-21 students in local schools to assess the impact of the working group.	A written report of the findings will be provided on the BAJ website each December starting in December 2026, which will include a summary of how both activities of the intervention strategy have contributed towards ensuring that under-21 students such as post-16 school leavers have equal opportunity to successfully apply for BAJ undergraduate courses.
Provide open day events with follow-up tutorials for 16-18 years old students from local schools in order to change perceptions about higher education and diverse flexible options such as the BAJ HNDs.	Increase in the % of successful applications from under 21 students.	Type 2 (empirical) quantitative data on the percentage of under-21 students making successful applications to BAJ higher education courses each academic year compared to the previous year. The target is to reach 37.9% by 2028-29, starting from a baseline of 9.3%.	

Intervention Strategy 2

Objectives and targets

To ensure that female students from IMD Q12 areas have equal opportunity to successfully apply for BAJ undergraduate courses (Target PTA_2). Secondary objective(s) PTA_1.

Risks to equality of opportunity

Information and guidance, perception of higher education, limited choice of course type and capacity issues and cost pressures.

Activity	Inputs	Outcomes	Cross Intervention
<p>Start-up bursary scheme for female students from IMDQ12 areas to help with travel costs.</p> <p>Conduct surveys and research into what type of undergraduate courses the target group prefers.</p> <p>Provide flexible courses including blended learning with one day online and one day in-person with subsidised creche provision for women with small children.</p> <p>A new flexible full-time information and advice service for students available out of hours online and in-person for appointments and drop-in.</p>	<p>£250 provided to eligible students up to the first 50 students. Total in year one £12,500.</p> <p>Based upon the research conducted, expand the BAJ portfolio of undergraduate courses accordingly.</p> <p>Research and evaluation costs £5,000 p/a, or £20,000.</p> <p>Not-for profit creche provision for up to 20 children p/a subsidised at cost to break-even point.</p> <p>Start-up costs £10,000.</p> <p>IAG services. £30,000 p/a, or £120,000.</p> <p>Training for Staff £2,000.</p> <p>Matrix Accreditation £10,000.</p>	<p>Increase in the % of successful applications from female students from IMD Q12 areas.</p> <p>New course(s) offered that will attract the target group.</p> <p>Single mums and others are able to access affordable and convenient creche on-site.</p>	<p>IS2-IS1</p>

Eligibility Criteria	Activity/Fund	Amount per student	Frequency
The first 50 female students with proof of residency in Indices of Multiple Deprivation (IMD) areas quintiles 1 or 2.	Start-up bursary	£250	One-off
The first 20 female students with small children with proof of residency in Indices of Multiple Deprivation (IMD) areas quintiles 1 or 2.	Creche	Free Creche	Annually

Summary of evidence base and rationale

We have analysed BAJ data on the OfS dashboard and BAJ's own data sets for IMD Q12 female access and compared them to sector-wide data on the OfS dashboard. We have held focus groups with female students in order to develop the intervention strategy.

Evaluation

We intend to evaluate three activities within this intervention strategy through the use of OfS Type 2 empirical enquiry to establish whether or not they lead to the intended outcomes. We will also examine the extent to which all four activities contribute towards meeting the overall objective using Type 2 empirical enquiry.

We will start the intervention strategy in the 2025-26 academic year, and we intend to disseminate interim findings of the evaluation of the strategy at the end of every academic year thereafter starting in October 2026. We will share our findings with all Academy stakeholders and other independent higher education providers through direct contact or through membership of Independent Higher Education (IHE), the representative body for higher education in the UK.

We will publish our findings on our website. See Table 2 below for more details on how we will evaluate two of the individual activities and all four activities combined for the overall strategy.

Table 2

Activity	Outcomes	Method(s) of Evaluation	Summary of Publication Plan
Start-up bursary scheme for female students from IMDQ12 areas to help with travel costs.	£250 provided to eligible students up to the first 50 Students. Total p/a £12,500 or £50,000.	Type 2 (empirical) quantitative data to identify what percentage of the 50 students successfully apply for the bursary and their continuation rate, and qualitative data based on interviews to assess the impact of the bursary on students.	A written report of the findings will be provided on the BAJ website each December starting in December 2026, which will include the impact of two activities and how all four activities of the intervention strategy have contributed towards ensuring that female IMD Q12 students successfully apply for BAJ undergraduate courses.
Provide flexible blended learning courses with subsidised creche provision for women with small children.	Creche provision for up to 20 female students with small children p/a.	Type 2 (empirical) quantitative data on the percentage of the 20 students using the Creche and their continuation rate.	
All four activities of the Intervention Strategy 2.	Increase in the % of successful applications from female students from IMD Q12 areas.	Type 2 (empirical) quantitative data comparing the percentage of female IMD Q12 students making successful applications to BAJ higher education courses each academic year compared to the previous year. The target is to reach 50% by 2028-29, starting from a baseline of 42%.	

Intervention Strategy 3

Objectives and targets

To ensure that Asian, Black, Mixed, or other ethnicities from areas with multiple deprivation quintiles 1 and 2 have equal opportunity to attain a HND or degree award that reflects their academic capabilities. (Target PTS_1). Secondary objective(s) PTS_2, PTA_1, 2 & 3.

Risks to equality of opportunity

Knowledge and skills, insufficient academic support, insufficient personal support, and cost pressures.

Activity	Inputs	Outcomes	Cross Intervention
Start-up bursaries scheme for ABMO students from IMDQ12 areas to help with travel costs.	£250 provided to eligible students up to the first 50 students total p/a £12,500 or £50,000.	50 students meet the eligibility criteria including attendance and engagement metrics and access the bursary and 10 access the hardship funds.	IS3-IS4-IS1-IS2-IS5
Hardship fund provided for eligible ABMO students.	Hardship fund for up to £20,000 p/a (eligibility criteria includes attendance and engagement metrics).	Reduction in withdrawals and increase in % of continuation of IMDQ12 AMBO students.	
Additional workshops provided for the target group with additional one-one tutoring for all IMDQ1 ABMO students.	Personal tutoring services £30,000 p/a, or £120,000.	Increase in % of higher grades for IMD ABMO students.	
Diversity events with food and costumes from cultures represented by BAJ students.	One diversity event p/a £2,500 or £10,000.	Well-publicised events attracting members of the IMDQ12 community.	
Recruitment of representatives from IMDQ12 ABMO groups as student representatives to provide outreach and peer support.	Student Ambassador costs £10,000 p/a, or £40,000.	IMDQ12 ABMO student representatives recruited.	

Eligibility Criteria	Activity/Fund	Amount per student	Frequency
The first 50 Asian, Black, Mixed, or other Ethnicities (ABMO) with proof of residency in Indices of Multiple Deprivation (IMD) areas quintiles 1 or 2.	Start-up bursary	£250	Annually
The first 20-40 Asian, Black, Mixed, or other ethnicities with proof of residency in Indices of Multiple Deprivation (IMD) quintiles 1 or 2 (IMDQ12). Written application supported by evidence of hardship e.g. inability to pay transportation or other costs. Attendance must be 85% or higher and the student must submit all required assignments by the deadline.	Hardship fund	£500-£1000	Quarterly
All students	Diversity event	N/A	Annually
Students from IMDQ12 ABMO groups per annum selected democratically by their peers.	Student ambassadors	£5,000	Annually

Summary of evidence base and rationale

We have analysed BAJ data on the OfS dashboard and BAJ's own data sets for IMD Q12 ABMO continuation and compared them to sector-wide data on the OfS dashboard. We have held focus groups with ABMO students in order to develop the intervention strategy.

Evaluation

We intend to evaluate a combination of two activities (bursaries and hardship funds) within this intervention strategy. We will also evaluate the extent to which all five activities contribute towards meeting the overall objective. For both evaluations we intend to use OfS Type 2 empirical enquiry to establish whether or not they lead to the intended outcomes.

We will start the intervention strategy in the 2025-26 academic year, and we intend to disseminate interim findings of the evaluation of the strategy at the end of every academic year thereafter starting in October 2026. We will share our findings with all Academy stakeholders. We will also share our findings with other independent higher education providers through direct contact or through membership of Independent Higher Education (IHE), the representative body for higher education in the UK.

We will publish our findings on our website. See Table 3 below for more details on how we will evaluate each activity.

Table 3

Activity	Outcomes	Method(s) of Evaluation	Summary of Publication Plan
Start-up bursaries scheme for ABMO students from IMDQ12 areas to help with travel costs and the hardship fund for the same group.	50 students meet the eligibility criteria including attendance and engagement metrics and access the bursary and 10 access the hardship funds.	Type 2 (empirical) quantitative data based upon 60 ABMO UMDQ12 students that meet the eligibility criteria for the bursary and hardship fund and qualitative data based upon focus groups to assess the impact of the bursary and hardship fund on attendance and engagement.	A written report of the findings will be provided on the BAJ website in December 2026, along with a summary of how the activities in the intervention strategy have contributed towards an increase in the continuation rate of ABMO IMDQ12 students.
All 5 activities of the intervention strategy 3.	Reduction in withdrawals and increase in the continuation % of AMBO IMDQ12 students.	Type 2 (empirical) quantitative data on the rate of continuation for AMBO IMDQ12 students. The target is to reach 84.4% by 2028-29 starting from a baseline of 70.5%.	

Intervention Strategy 4

Objectives and targets

To ensure that female students from POLAR4 Q12 areas who complete their undergraduate course at BAJ have equal opportunity for progression onto further study or career development (Target PTP_1). Secondary objective(s) PTS_1 & 2.

Risks to equality of opportunity

The impact of pregnancy and parenting, insufficient personal support, and progression from higher education.

Activity	Inputs	Outcomes	Cross Intervention
<p>Employability training targeted to female students from POLAR4 Q12 areas.</p> <p>Additional Personal Tutoring with Personal and Professional Development Planning for female students from POLAR4 Q12.</p> <p>Alumni child-minder fund for female students from POLAR4 Q12 in their first two years of employment or further studies after graduation.</p> <p>Business Incubator Fund for female students from POLAR4 Q12.</p> <p>Business Start-up Grant supporting female students from POLAR4 Q12 areas to set up their own business.</p>	<p>Employability support, advice and guidance service p/a £17,000 or £68,000.</p> <p>Personal Tutoring Service £17,000 p/a, or £68,000</p> <p>Child-minder fund of £20,000 p/a, or £80,000 (eligibility criteria includes progression to relevant further higher-level studies, employment or self-employment).</p> <p>Access to facilities, IT equipment, and business expertise including legal compliance, finance and marketing support of £5,000 p/a, or £20,000.</p> <p>Business start-up grants for eligible (most deserving) students £15,000 p/a, or £60,000.</p>	<p>Long-term increase in the % of female students from POLAR4 Q12 areas progressing into further studies, gainful employment, or self-employment.</p> <p>More female students from POLAR4Q12 with small children progress into further studies, gainful employment or self-employment.</p>	IS3-IS5

Eligibility Criteria	Activity/Fund	Amount Per Student	Frequency
Eight female students with small children for two years followed by another eight female students with small children all with proof of residency in POLAR4 Quintiles 1 or 2.	Alumni child-minder fund.	£2,500	Annually
Female students from POLAR4 Quintiles 1 or 2 interested in starting their own business.	Access to a business incubator hub with IT and expert business IAG	£5,000 (Total amount p/a not per student)	Annually
Three female students per annum (12 students) from POLAR4 Quintiles 1 or 2. The student has completed the course successfully and is able to submit written business plans and pitch their business proposal successfully to a panel of experts.	Business start-up grant	£5,000	One-off

Summary of evidence base and rationale

We have analysed BAJ data on the OfS dashboard and BAJ's own data sets for POLAR4 Q12 female students. We have held focus groups with BAJ female students in their final year in order to develop the intervention strategy.

Evaluation

We intend to evaluate the one activity separately (child-minder fund) and all 5 activities combined within this intervention strategy through the use of OfS Type 2 empirical enquiry to establish whether or not they lead to the intended outcomes.

We will start the intervention strategy in the 2025-26 academic year, and we intend to disseminate interim findings of the evaluation of the strategy at the end of every academic year thereafter starting in October 2028. We will share our findings with all Academy stakeholders and with other independent higher education providers through direct contact or through membership of Independent Higher Education (IHE), the representative body for higher education in the UK.

We will publish our findings on our website. See Table 4 below for more details on how we will evaluate each activity.

Table 4

Activity	Outcomes	Method(s) of Evaluation	Summary of Publication Plan
Alumni child-minder fund for female students from POLAR4 Q12 in their first two years of employment or further studies after graduation.	More female students from POLAR4Q12 with small children progress into further studies, gainful employment or self-employment.	Type 2 (empirical) quantitative data on the POLAR4Q12 female students with small children that receive the childminder fund after graduation and progress into further studies, gainful employment or self-employment. Baseline data needs to be established, but the target is to increase the number by 10% by 2028-29.	A written report of the findings will be provided on the BAJ website in December 2028-29, along with a summary of the activities that have contributed towards ensuring that POLAR4Q12 female students have progressed.
All 5 activities of intervention strategy 4.	Long-term increase in the % of female students from POLAR4 Q12 areas progressing into further studies, gainful employment, or self-employment.	Type 2 (empirical) quantitative and qualitative data based upon graduate tracer studies on the number of POLAR4Q12 female graduates from BAJ with small children that progress into further studies, gainful employment or self-employment. The Target is 55% from a baseline of 47.7%.	

Intervention Strategy 5

Objectives and targets:

To reduce the number of students who record that they prefer not to say or leave a blank when asked to disclose a disability (Target PTS_2). Secondary objective(s) PTS_1 & 3.

Risks to equality of opportunity

A fear of being penalised if they make a disclosure, lack of reasonable adjustments that might have been made, information and guidance, insufficient academic support, insufficient personal support, and mental health.

Activity	Inputs	Outcomes	Cross Intervention
Employ a counsellor to provide confidential advice and guidance for students who may have disabilities including mental health issues or learning difficulties.	Counselling service £40,000 p/a, or £160,000.	Reduce the % of students who record 'prefer not to say' when responding to questions about disabilities and learning difficulties in BAJ application and enrolment forms.	IS3-IS6
Employ one PT/FTE IAG Officer with experience in supporting student applications for Disabled Students' Allowance (DSA).	IAG Service £20,000 p/a, or £80,000.	Increase the number of eligible students with disabilities or learning difficulties able to access DSA.	
Staff training (CPD) on supporting students with disabilities including mental health issues and learning difficulties.	Staff training provided by external consultants £3,000 p/a, or £12,000.	Increase in staff understanding and support for students and disabilities including mental health and learning difficulties.	

Eligibility Criteria	Activity/Fund	Amount Per Annum	Frequency
All students and members of public	Mental health awareness days	£3,000	Annually
Summary of evidence base and rationale			
<p>We have analysed BAJ data on students who prefer not to say or leave a blank when asked to disclose a disability. We have held focus groups with BAJ students on the issue of disclosure in developing this intervention strategy.</p>			
Evaluation			
<p>We intend to evaluate two hiring activities within this intervention strategy through the use of OfS Type 2 empirical enquiry to establish whether or not they lead to the intended outcome. We will also examine the extent to which all three activities contribute towards meeting the overall objective.</p>			
<p>We will start the intervention strategy in the 2025-26 academic year, and we intend to disseminate interim findings of the evaluation of the strategy at the end of every academic year thereafter starting in October 2026. We will share our findings with all Academy stakeholders where there is a BAJ centre offering undergraduate courses. We will also share our findings with other independent higher education providers through direct contact or through membership of Independent Higher Education (IHE), the representative body for higher education in the UK.</p>			
<p>We will publish our findings on our website. See Table 5 below for more details on how we will evaluate each activity.</p>			

Table 5

Activity	Outcomes	Method(s) of Evaluation	Summary of Publication Plan
Employ a counsellor and an IAG Officer to support students with disabilities or learning difficulties and increase applications for DSA.	Increase the number of eligible students with disabilities or learning difficulties able to access DSA.	Type 2 (empirical) quantitative data based upon the number of students accessing DSA. Baseline data needs to be established but the Target is 10-20 students by 2028-29.	A written report of the findings will be provided on the BAJ website in December 2026, along with a summary of how the activities of the intervention strategy have contributed
All three activities of interventions strategy 5.	Staff awareness and the support of student representatives with disabilities or learning difficulties are able to reduce the % of students who record 'prefer not to say' when responding to questions about disabilities and learning difficulties in BAJ application and enrolment forms.	Type 2 (empirical) quantitative data on the percentage of students who record 'prefer not to say' when responding to questions about disabilities and learning difficulties. Also, qualitative data based upon focus groups with students to identify the impact of disclosing a disability or learning difficulty. The target is to reach 5% by 2028-29, starting from a baseline of 19.22%. This, together with the support provided to disabled students, should raise the overall BAJ continuation rate from 84.79% to 91% by 2028-29 (see intervention strategy 6 below).	towards ensuring that fewer students record 'prefer not to say' and that the overall continuation rate at the Academy increases.

Intervention Strategy 6

Objectives and targets

To ensure that students who have a disability or learning difficulty including mental health conditions have equal opportunity to attain a HND or degree award that reflects their academic capabilities (Target PTS_3). Secondary objective(s) PTS_1 & 2.

Risks to equality of opportunity

A lack of reasonable adjustments that might have been made and four risks on the EORR: information and guidance, insufficient academic support, insufficient personal support, and mental health.

Activity	Inputs	Outcomes	Cross Intervention	
<p>Reasonable Adjustment Fund supporting disabled students or those with learning difficulties with resources including special equipment, ground floor facilities.</p> <p>Mental health awareness days for students and the general public with guest speakers and support staff.</p>	<p>Reasonable adjustment fund: £35,000 p/a, or £140,000.</p> <p>One mental health awareness day each year with guest speakers: £3,000 p/a, or £12,000.</p>	<p>Increase the continuation % of students who disclose a disability or learning difficulty.</p> <p>Reduce the stigma associated with mental health and learning difficulties leading to an increase in the % of students making disclosures.</p>	IS3-IS5	
Eligibility Criteria		Activity/Fund	Amount Per Annum	Frequency
Proof of disability or learning difficulty. Funding is for any special equipment, training or additional support staff required by the student.		Reasonable adjustment fund	£35,000	Annually

Summary of evidence base and rationale

We have analysed BAJ data on students who have disclosed a disability and held focus groups with students on the support needed for student with disabilities in order to develop this intervention strategy.

Evaluation

We intend to evaluate both activities within this intervention strategy through the use of OfS Type 2 empirical enquiry to establish whether or not they lead to the intended outcomes.

We will start the intervention strategy in the 2025-26 academic year, and we intend to disseminate interim findings of the evaluation of the strategy at the end of every academic year thereafter starting in October 2026. We will share our findings with all Academy stakeholders including local schools in every city where there is a BAJ centre offering undergraduate courses. We will also share our findings with other independent higher education providers through direct contact or through membership of Independent Higher Education (IHE), the representative body for higher education in the UK.

We will publish our findings on our website. See Table 6 below for more details on how we will evaluate each activity.

Table 6

Activity	Outcomes	Method(s) of Evaluation	Summary of Publication Plan
Reasonable Adjustment Fund supporting disabled students or those with learning difficulties with resources such as special equipment, or ground floor facilities.	Increase the continuation % of students who disclose a disability or learning difficulty.	Type 2 (empirical) quantitative data on the continuation rate of students who disclose a disability. The target is 91% by 2028-29 from a baseline of 84.38%.	A written report of the findings will be provided on the BAJ website in December 2026, along with a summary of how both activities have contributed towards increasing the continuation rate of students who disclose a disability or learning difficulty.
Mental health awareness days for students and the general public with guest speakers and support staff.	Reduce the stigma associated with mental health and learning difficulties leading to an increase in the % of students making disclosures (this links to Intervention Strategy 5 above).	Type 2 (empirical) quantitative data on the percentage of students who disclose a disability or learning difficulty. Also, qualitative data based upon focus groups with students to identify the impact of disclosing a disability or learning difficulty. The target is 8% disclosure by 2028-29 from a baseline of 2.16%.	

6. Numerical Targets

Intervention Strategies	Baseline Data	2025-26	2026-27	2027-28	2028-29
1	9.3	16.45	23.6	30.75	37.9
2	42%	44%	46%	48%	50%
3	70.5	74	77.5	81	84.4%
4	47.7%	49.5%	51.5%	53%	55%
5	19.22%	15.5%	12%	8.5%	5%
6	84.38	86	88	89.5	91

7. Whole Provider Approach

The organogram and table of milestones below illustrates the key staff in the equality of opportunities team across the whole Academy, who are involved in the development and implementations of the Access and Participation Plan (APP).

Figure 11 BAJ Equality of Opportunities Team – Whole Provider Approach - Organogram

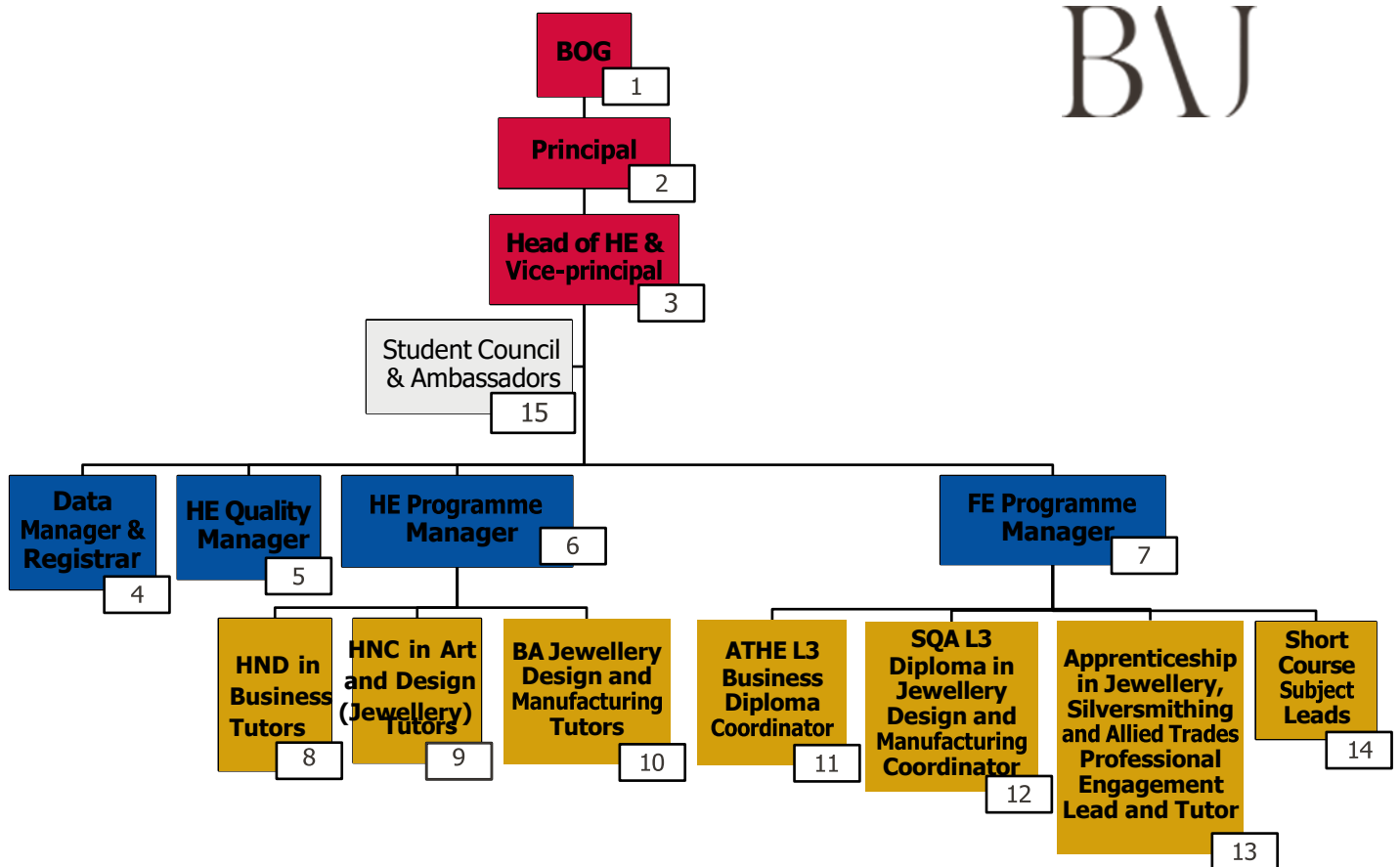


Figure 12 BAJ Equality of Opportunities Team – Whole Provider Approach - Milestones

No.	Stakeholder	Activities	Dates
1	Board of Governors	Leadership and strategic steers for the APP.	Mar 24
		APP final approval.	Sep 24
2	Principal	Task assignment and line management for the whole provider APP approach.	Apr 24
		Appointing an APP consultant.	Apr 24
		Chairing the APP Steering Committee 1 that reports to the BoG.	Apr 24
		Give feedback on APP Draft 1.	Sep 24
3	Head of HE and Vice-Principal	Attending the APP Steering Committee 1.	Apr 24
		Chairing the APP Steering Committees 2- 5.	May-Aug 24
		Convene Workshop on APP.	Sep 24
		Give feedback on Draft 1 APP.	Sep 24
4	Data Manager and Registrar	Attending the APP Steering Committee 1-5.	Apr-Aug 24
		Attend workshop on APP.	09 Sep 24
		Comment on APP Draft 1.	13 Sep 24
5	HE Quality Manager	Attending the APP Steering Committee 2-5.	May-Aug 24
		Presenting APP Draft 1 to HE and FE Prog Managers.	16 Sep 24
6	HE Programme Manager	Attend a workshop on APP.	16 Sep 24
		Comment on APP Draft 1.	19 Sep 24
7	FE Programme Manager	Attend a workshop on APP.	16 Sep 24
		Comment on APP Draft 1.	19 Sep 24
8	HND in Business Tutors	Attend a workshop on APP.	16 Sep 24
		Comment on APP Draft 1.	19 Sep 24
9	HNC/D in Art and Design Tutor(s)	Attend a workshop on APP.	16 Sep 24
		Comment on APP Draft 1.	19 Sep 24

10	BA Jewellery Tutor(s)	Attend a workshop on APP.	16 Sep 24
		Comment on APP Draft 1.	19 Sep 24
11	ATHE L3 Business Tutor(s)	Attend a workshop on APP.	16 Sep 24
		Comment on APP Draft 1.	19 Sep 24
12	L3 Diploma in Jewellery Design Tutor(s)	Attend a workshop on APP.	09 Sep 24
		Comment on APP Draft 1.	19 Sep 24
13	Apprenticeship in Jewellery Employer Engagement Lead and Tutor	Attend a workshop on APP.	16 Sep 24
		Comment on APP Draft 1.	19 Sep 24
14	Short Course Subject Lead(s)	Attend a workshop on APP.	16 Sep 24
		Comment on APP Draft 1.	19 Sep 24
15	Student Council and representatives	Attending APP Steering Committee 2-5.	May-Aug 24
		Attend a workshop on APP.	16 Sep 24
		Comment on APP Draft 1.	19 Sep 24
		Submitting Student Submission.	20 Sep 24

8. Evaluation of the Plan

The Academy has set out an intervention strategy that seeks:

- To ensure that female students from POLAR4 Q12 areas who complete their undergraduate course at BAJ have equal opportunity for progression onto further study or career development.
- To ensure that female students from IMD Q12 areas have equal opportunity to successfully apply for BAJ undergraduate courses.
- To ensure that Asian, Black, Mixed, or other ethnicities from areas with multiple deprivation quintiles 1 and 2 have equal opportunity to attain a HND or degree award that reflects their academic capabilities.
- To ensure that female students from POLAR4 Q12 areas who complete their undergraduate course at BAJ have equal opportunity for progression onto further study or career development.
- To reduce the number of students who record that they prefer not to say or leave a blank when asked to disclose a disability.
- To ensure that students who have a disability or learning difficulty including mental health conditions have equal opportunity to attain a HND or degree award that reflects their academic capabilities.

The Academy will evaluate all intervention strategies by generating Type 2 evidence because there is no comparator group large enough. Each activity will be evaluated for full impact across the four years of the plan. However, the Academy will produce interim evaluation reports at the end of each academic year. All the evaluation activity will be published on the BAJ website, and it will also be shared with other providers through networking activities as members of Independent Higher Education.

9. Student Consultation

BAJ has considered EORR in consultations with student representatives to understand the specific issues BAJ students face. In focus group meetings, student representatives focused mainly on the issue of undisclosed disabilities. It was agreed that there are likely to be students with undisclosed disabilities and learning difficulties including dyslexia, dyspraxia, AD(H)D, and mental health challenges or disorders such as depression, schizophrenia or anxiety. It was agreed in general that many people have some form of moderate mental health issue and some have more severe conditions that are undisclosed.

In consultation with current disabled students, it was confirmed that mental health issues such as depression and anxiety including Generalised Anxiety Disorder (GAD), and Social Anxiety are a cause for concern to some students at BAJ and some had managed to independently obtain access to Disabled Students' Allowance (DSA). It was agreed that BAJ could do more to support students with their condition including gaining access to DSA, this information has informed BAJ's intervention strategies.

In their summative feedback on the first draft of the plan, students noted that the BAJ application process needs to be more supportive to students with different characteristics such as female students or students from different ethnic backgrounds including those with disabilities. It was suggested that there should be people from the targeted backgrounds at hand during the application process and that would create a safe space and give confidence to applicants who may feel anxious. This would improve access. Also, it would mean that applicants are more likely to disclose a disability to someone from a similar background to them.

Students confirmed that they know people at the Academy who have tried to access support but they do not know how to do it. People are on waiting lists to get diagnosed. There should be information available to tell people what help is available for them immediately upon disclosure. If people know there is support they can get, they are more likely to make a disclosure.

After the focus group feedback on the summative APP, students sent in further comments noting that the Academy needed to get student feedback more often during the year on what students feel are the barriers to attainment and what they would like to see implemented. That would help us understand why people are not disclosing disabilities or why there are certain demographics not engaging with certain courses. This will then help in future with participation in qualitative research interviews. It was suggested to call this a student feedback forum.

10. Provision of Information to Students

The Access and Participation Plan (APP) has been shared with Student Representatives, and they have been asked to discuss it with other students in their classes. The Academy will also hold further focus group meetings to encourage more discussion on the risks identified and the intervention strategies proposed in the APP.

The Student Council will also be asked to put the APP as a standing item on its agenda and discuss the six risks and intervention strategies proposed in this plan. Once the plan has been approved, it will be uploaded onto the Academy website. The Academy will also upload a separate summary of the APP once it has been approved by the Office for Students. This summary will highlight the details of financial support that will be made available to students along with the eligibility criteria for receiving the support.

In addition to the Access and Participation Plan, the Academy will provide on its website for all students and prospective students, the full cost of all courses offered to them at the Academy. The full fees for all course will be provided on the relevant page for each course and will include the annual fees required in addition to the total amount of fees required for the duration of the course. Full course costs will also be included in all enrolment documentation and added to induction materials that students receive when starting their course.

- Annex A: Further information on the broad risks to equality of opportunity

An analysis of the intersectional data for full-time IMD Q12 students on the OfS dashboard for the last four aggregated years (2019-20 to 2022-23) reveal the following broad gaps in student access and attainment:

Access into BAJ undergraduate courses for Asian, Black, mixed, or other ethnicities (ABMO) from the most deprived areas (IMD Q12) is 4.9% higher than sector-wide, but 7.3% lower than sector-wide for white students.

Continuation of BAJ undergraduate courses for IMDQ12 ABMO ethnicities is 4.2% lower than sector wide, but 4.8% higher than sector-wide for white students. Even though BAJ has 4.9% higher access for IMDQ12 students, the continuation rate for these students is 4.2% lower. When combined this indicates a 9.1% gap continuation gap for IMDQ12 ABMO students at BAJ compared to the wider sector.

Completion rates are only available to a limited extent for BAJ students in BAJ's own data records (see below), but IMD white students have 7.5% more success than ABMO students across the sector.

Progression rates are not available for BAJ students in any data sources as it is too early for these. However, IMDQ12 white students have 5.5% more progression than ABMO students across the sector.

Further intersectional analysis of the above data on the OfS dashboard and BAJ's own data have yielded more specific and detailed risks to equality of opportunities in the BAJ context as discussed in the main body of this APP above.

- Annex B: Further information on intervention strategies

Intervention Strategies Budget					
Intervention 1	2025-26	2026-27	2027-28	2028-29	Four Years
School liaison service	17,000	17,000	17,000	17,000	68,000
Open days p/a	2,000	2,000	2,000	2,000	8,000
Staff training	500	500	500	500	2,000
	19,500	19,500	19,500	19,500	78,000
Intervention 2					
Start-up bursary (£250) first 50 students	12,500	0	0	0	12,500
Research & evaluation costs	5,000	5,000	5,000	5,000	20,000
Creche start-up costs	10,000	10,000	10,000	10,000	40,000
IAG service	30,000	30,000	30,000	30,000	120,000
Staff training	2,000	0	0	0	2,000
Matrix accreditation	0	10,000	0	0	10,000
	59,500	55,000	45,000	45,000	204,500
Intervention 3					
Start-up bursary (£250) first 50 students	12,500	12,500	12,500	12,500	50,000
Hardship fund	20,000	20,000	20,000	20,000	80,000
Personal tutoring service	30,000	30,000	30,000	30,000	120,000
One diversity event p/a	2,500	2,500	2,500	2,500	10,000
Student ambassador costs	10,000	10,000	10,000	10,000	40,000
	75,000	75,000	75,000	75,000	300,000
Intervention 4					
Employability services	17,000	17,000	17,000	17,000	68,000
Personal tutoring services	17,000	17,000	17,000	17,000	68,000
Alumni child-minder fund	20,000	20,000	20,000	20,000	80,000
Business incubator fund	5,000	5,000	5,000	5,000	20,000
Business start-up grant	15,000	15,000	15,000	15,000	60,000
	74,000	74,000	74,000	74,000	296,000
Intervention 5					
Provide a mental health counselling service to provide confidential advice and guidance for students who may have mental health issues	40,000	40,000	40,000	40,000	160,000
Provide an IAG service supporting student applications to Disabled Students' Allowance (DSA)	20,000	20,000	20,000	20,000	80,000
Staff training (CPD) on supporting students with disabilities including mental health issues and learning difficulties	3,000	3,000	3,000	3,000	12,000
	63,000	63,000	63,000	63,000	252,000
Intervention 6					
Hold mental health awareness days for students and the general public with guest speakers.	3,000	3,000	3,000	3,000	12,000
Reasonable adjustment fund supporting disabled students with resources including special equipment, facilities and support staff	£35,000	£35,000	£35,000	£35,000	140,000
	£38,000	£38,000	£38,000	£38,000	152,000
	329,000	324,500	314,500	314,500	1,282,500

Financial Support Table					
Intervention Strategy	Eligibility Criteria	Fund	Amount Offered	Frequency	Period
1	16-18 year-old pupils from schools within the catchment areas of BAJ	Open day event	N/A	Annually	2025-26 to 2028-29
2	The first 50 female students with proof of residency in Indices of Multiple Deprivation (IMD) quintiles 1 or 2	Start-up bursary	£250	One-off	2025-26
	20 female students with small children with proof of residency in Indices of Multiple Deprivation (IMD) quintiles 1 or 2	Creche	Free Creche	Annually	2025-26 to 2028-29
3	The first 50 Asian, Black, Mixed, or other ethnicities with proof of residency in Indices of Multiple Deprivation (IMD) quintiles 1 or 2	Start-up bursary	£250	Annually	2025-26 to 2028-29
3	The first 20-40 Asian, Black, Mixed, or other ethnicities with proof of residency in Indices of Multiple Deprivation (IMD) quintiles 1 or 2. Written application supported by evidence of hardship e.g. inability to pay transportation or other costs. Attendance must be 85% or higher and the student must submit all required assignments by the deadline.	Hardship fund	£500-£1000	Quarterly	2025-26 to 2028-29
	All students	Diversity event	N/A	Annually	2025-26 to 2028-29
	Students from IMDQ12 ABMO groups per annum selected democratically by their peers.	Student ambassadors	£5,000	Annually	2025-26 to 2028-29
4	Eight female students with small children for two years followed by another eight female students with small children all with proof of residency in POLAR4 Quintiles 1 or 2.	Alumni child-minder fund	£2,500	Annually	2025-26 to 2028-29
	Female students from POLAR4 Quintiles 1 or 2 interested in starting their own business.	Access to a business incubator hub with IT and expert business IAG	£5,000	Annually	2025-26 to 2028-29
	Some female students per annum (12 students) from POLAR4 Quintiles 1 or 2. The students have completed their course successfully and are able to submit written business plans and pitch their business proposal successfully to a panel of experts.	Business start-up grant	£5,000	One-off	2025-26 to 2028-29
5	All students and members of public	Mental health awareness days	N/A	Annually	2025-26 to 2028-29
6	Proof of disability or learning difficulty. Funding is for any special equipment, training or additional support staff required by the student.	Reasonable adjustment fund	£35,000	Annually	2025-26 to 2028-29



Figure 14 Income Projections

Students		2025-26	2026-27	2027-28	2028-29
BA (Hons) Jewellery Design and Production		30	40	60	80
HNC/D Jewellery		70	80	100	140
HND in Business		1300	1480	1640	1780
HND Digital Technologies		30	40	60	80
Top Up BA (Hons) Business		300	300	400	400
BSc Business Management		150	400	600	800
Total		1880	2340	2860	3280

Fees p/a	Fees*	2025-26	2026-27	2027-28	2028-29
BA (Hons) Jewellery Design and Production	9,000	270,000	360,000	540,000	720,000
HNC 3D Design (Jewellery Design and Manufacturing)	6,999	489,930	559,920	699,900	979,860
HND in Business (Marketing) or (Entrepreneurships and Small Business Management)	6,999	9,098,700	10,358,520	11,478,360	12,458,220
HND Digital Technologies: Digital Communications Management	6,999	209,970	279,960	419,940	559,920
Business Management BSc (Hons) Top-Up	9,000	2,700,000	2,700,000	3,600,000	3,600,000
Business Management and Marketing BSc (Hons) Top-Up	9,000	1,350,000	3,600,000	5,400,000	7,200,000
Total		14,118,600	17,858,400	22,138,200	25,518,000

** Tuition fees for the academic year 2025/26 will be published on the British Academy of Jewellery (BAJ) website and will be updated once confirmation has been received regarding the higher fee levels. The website will inform prospective students that fees may change in line with inflation. Prospective students will be signposted to information about tuition fees and the possibility of increases due to inflation on the BAJ website as part of BAJ's entry procedures.*

Fees, investments and targets

2025-26 to 2028-29

Provider name: British Academy of Jewellery Limited

Provider UKPRN: 10038772

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for new entrants

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9000
First degree		N/A	9000
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	6999
HNC/HND		N/A	6999
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree		N/A	9000
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other		N/A	6999

Table 3b - Sub-contractual full-time course fee levels for 2025-26

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

Table 4b - Part-time course fee levels for 2025-26 entrants

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

Table 4b - Sub-contractual part-time course fee levels for 2025-26

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

Fees, investments and targets

2025-26 to 2028-29

Provider name: British Academy of Jewellery Limited

Provider UKPRN: 10038772

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	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£17,116,000	£21,824,000	£27,244,000	£31,484,000
Financial support (£)	NA	£45,000	£33,000	£33,000	£33,000
Research and evaluation (£)	NA	£5,000	£5,000	£5,000	£5,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£19,000	£19,000	£19,000	£19,000
Access activity investment	Post-16 access activities (£)	£60,000	£55,000	£45,000	£45,000
Access activity investment	Other access activities (£)	£17,037,000	£21,750,000	£27,180,000	£31,420,000
Access activity investment	Total access investment (£)	£17,116,000	£21,824,000	£27,244,000	£31,484,000
Access activity investment	<i>Total access investment (as % of HFI)</i>	602.9%	571.6%	547.3%	539.3%
Access activity investment	<i>Total access investment funded from HFI (£)</i>	£79,000	£74,000	£64,000	£64,000
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£25,000	£13,000	£13,000	£13,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£20,000	£20,000	£20,000	£20,000
Financial support investment	Total financial support investment (£)	£45,000	£33,000	£33,000	£33,000
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	1.6%	0.9%	0.7%	0.6%
Research and evaluation investment	Research and evaluation investment (£)	£5,000	£5,000	£5,000	£5,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	0.2%	0.1%	0.1%	0.1%

Fees, investments and targets

2025-26 to 2028-29

Provider name: British Academy of Jewellery Limited

Provider UKPRN: 10038772

Targets

Table 5b: Access and/or raising attainment targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Increase in the % of successful applications from under 21 students from 9.3 to 37.9.	PTA_1	Access	Age	Young (under 21)		Post-16 school leavers such as students with A levels or seeking level 3 qualifications in order to gain access to higher education.	Yes	The access and participation dashboard	2019-20	Percentage points	9.3	16.45	23.6	30.75	37.9
Increase in the % of successful applications from female students from IMD Q12 areas from 42% to 50%.	PTA_2	Access	Sex	Female	Male	Female student from the most deprived areas.	No	The access and participation dashboard	2019-20	Percentage points	42%	44%	46%	48%	50%
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Increase in % of continuation of IMDQ12 AMBO students from 70.5 to 84.4.	PTS_1	Continuation	Intersection of characteristics	Other (please specify in description)	Other (please specify in description)	Asian, Black, Mixed, or other ethnicities compared to white students from areas with multiple deprivation quintiles 1 and 2 (IMDQ12).	No	The access and participation dashboard	2019-20	Percentage points	70.5	74	77.5	81	84.4
To reduce the number of students who record that they prefer not to say or leave a blank when they are asked to disclose a disability from 19.22% to 5%.	PTS_2	Continuation	Other	Other (please specify in description)	Other (please specify in description)	This group includes students who prefer not to disclose a disability or leave it blank. The continuation of these students is lower than it is for students who disclose a disability. The evidence for this comes from BAJ's own data on student performance showing a higher withdrawal rate for students who prefer not to disclose or leave a blank.	No	Other data source (please include details in commentary)	2021-22	Percentage	19.22%	15.5%	12%	8.5%	5%
Increase the continuation % of students who disclose a disability or learning difficulty from 84.3% to 91%.	PTS_3	Continuation	Reported disability	Disability reported	No disability reported	Includes students who disclose disabilities and learning difficulties including dyslexia, dyspraxia, AD(H)D, and mental health challenges or disorder such as depression, schizophrenia or anxiety.	No	Other data source (please include details in commentary)	2021-22	Percentage points	84.38	86	88	89.5	91
	PTS_4														
	PTS_5														
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
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