

Our Vision

Our vision is to be a leading institution that transforms dreams into ventures, breaking down barriers to education and becoming a major provider of opportunities for all, especially those facing disadvantages. We strive to inspire, motivate, and equip future entrepreneurs with the tools they need to thrive in a dynamic and evolving global economy.

Mission Statement

At Ignition Pro – School for Entrepreneurs, our mission is to empower aspiring entrepreneurs with comprehensive education and unwavering support, enabling them to succeed in the business world. We are committed to fostering success in every student's educational and training journey, while actively encouraging and supporting individuals and groups within our communities to realize their full potential through lifelong learning opportunities.

Access and participation

We are dedicated to meeting the requirements of the Equality Act 2010, with the goal of promoting equal opportunities and fostering positive relationships within the community. In addition, we understand the need to demonstrate a commitment to fairness, as outlined in the UK Quality Code. The institute is in the process of developing its higher education provision and has not yet commenced recruitment to higher education courses. This statement sets out how the institute will promote equality of opportunity as higher education provision is implemented.

The institute serves a diverse student population and primarily recruits from local and surrounding communities, including mature learners, individuals returning to education, and those balancing study with employment or other responsibilities. Social mobility and widening participation are embedded in every aspect of institute's processes and system. The institute recognises that these groups may face barriers to accessing and succeeding in higher education. The institute also recognises the particular needs of other under-represented groups including students with disabilities, students from low-income households, care leavers, and estranged students, all of whom may face additional barriers to accessing and succeeding in higher education. These barriers may include financial pressures, prior attainment gaps, lack of familiarity with higher education, caring responsibilities, and limited access to information and guidance.

The institute has established guidelines on Student Engagement, Information, Advice and Guidance, as well as policies on Equality and Diversity, Disability, and Transgender equality. Student welfare services will be available to support higher education students facing challenges such as coursework difficulties, settling-in issues, homesickness, bullying, financial hardships, health concerns, family problems, and any form of abuse. The institute is committed to delivering appropriate and confidential support services to our students.

We are committed to providing high-quality educational experience for all students and offering adequate guidance on progression and employment opportunities. The institute will provide a variety of services for both current and prospective students and can address a wide range of issues related to individual student needs and requirements. These include:

- Offering unbiased course guidance
- Providing financial advice and information
- Cooperating with external agencies on behalf of students
- Offering general employment advice and support

As the institution has not yet recruited students to its higher education provision, data on access, participation and outcomes is not currently available. The institution will implement appropriate data collection, monitoring and evaluation processes once recruitment commences, including analysis of student characteristics, continuation, completion and progression.

Admissions and Inductions

The institution adopts a fair, transparent and inclusive approach to recruitment and admissions, with the aim of supporting widening participation in higher education.

- Qualifications are awarded to students who meet sector-recognised academic standards at the time of qualification.
- From admission to completion, all students receive the necessary support to succeed in and benefit from higher education.
- Programmes are designed for flexible delivery, allowing working individuals to attend part-time, for example, one day per week. Full-time delivery is organized to minimize the need for students to attend on multiple days, allowing them to continue working and maintain an income.
- Consideration of non-traditional qualifications and relevant prior experience where appropriate.
- Specific outreach to under-represented groups including care leavers, and those from areas of low higher education participation.

The institute will aim to offer different access pathways to higher education to support individuals returning to education who require knowledge and skills for studying at a higher level.

Induction sessions will be available throughout the year, providing applicants with the opportunity to visit the institute before enrolling and discuss any concerns or support needs. This also allows applicants to experience the welcoming environment and small class sizes.

Student Support

The institute will provide a comprehensive student welfare service to support higher education students. Prospective students will be able to access support to ensure that student support and development resources are managed and evaluated at a strategic level. The institute will provide student support based on equity and fairness, especially by offering appropriate academic support and guidance for disabled students, facilitating their access to information and communications technology, and ensuring

full access to student support services. The institute will ensure that students with disabilities are advised of their eligibility for Disabled Students' Allowance (DSA) and that reasonable adjustments are made to support their participation and success. Additionally, the institute will ensure that the student body can benefit from representation and that students can express their individual and collective views through the Student Committee.

The institute will engage appropriately with the student body regarding significant changes in policy or academic direction. It will also provide methods to ensure that the collective student voice is heard across the institution. Students will receive information about quality assurance and enhancement and will have the opportunity to discuss this with staff.

Students will be involved as participants on formal committees, including the Board of Governance. Student surveys and other mechanisms will be used to obtain feedback systematically, and student engagement will be reviewed in both quantitative and qualitative terms and reported in appropriate committees and the annual report. Support will be delivered in a way that promotes equality of opportunity and enables students to continue, complete and progress in their studies.

Risks

R1: Absence of Baseline Student Data (Critical Risk)

At the initial stage of delivery, the institution does not yet hold baseline data on student access, continuation, completion, or progression. This creates a significant risk to equality of opportunity, as disparities between under-represented groups cannot be identified or monitored. To mitigate this, the institution will implement a comprehensive student data system capturing key characteristics (e.g., socio-economic background, disability, ethnicity), with quarterly reporting to governance committees. The Head of Quality will be accountable. Key performance indicators (KPIs) include achieving at least 95% completeness of student datasets, producing a baseline access and participation report within six months, and delivering an annual equality gap analysis.

R2: Over-Reliance on Flexible Delivery (High Risk)

While flexible delivery (e.g., part-time or condensed timetabling) is designed to widen participation, there is a risk that this approach alone does not sufficiently address structural barriers such as digital exclusion, caring responsibilities, or disability needs. Mitigation will include conducting pre-enrolment needs assessments and providing targeted digital access support. The Head of Admissions will be responsible. KPIs include student satisfaction with flexibility above 85%, attendance rates above 80% across all groups, and no significant attainment gaps linked to mode of study.

R3: Financial Barriers to Participation and Continuation (Critical Risk)

The students enrolling in the programmes will have individuals from disadvantaged social backgrounds. This creates a significant risk that students from low-income backgrounds may withdraw due to financial

pressures. Mitigation will involve establishing hardship funds, introducing bursaries, and implementing early financial risk monitoring. The CEO and Head of Finance will hold responsibility. KPIs include withdrawal due to financial reasons below 5% and uptake of financial support by at least 60% of eligible students.

R4: Limited Inclusivity of Student Voice Mechanisms (Medium Risk)

Student engagement structures such as committees and surveys may not fully capture the perspectives of underrepresented or less confident students. This risks skewed decision-making and reduced institutional responsiveness. Mitigation includes diversifying engagement methods (e.g., focus groups, anonymous feedback channels), a robust personal tutoring system and ensuring proportional representation. The Head of Quality will be responsible. KPIs include representation of under-represented groups in governance structures, and student survey participation rates above 70%.

R5: Institutional Capacity Constraints (High Risk)

As a new provider, there is a risk that limited staffing and infrastructure may constrain the delivery of specialist support services, particularly for vulnerable students. Mitigation for academic areas will include a quarterly review of staffing needs to ensure robust academic delivery and support. For specialist support services will involve strategic partnerships with external providers, where in-house expertise is not available, targeted recruitment of specialist staff, and ongoing staff development. Responsibility lies with the CEO and Dean. KPIs include meeting benchmark staff-to-student support ratios and responding to student support requests within 72 hours.

R6: Weak Transition and Induction Support (High Risk)

Students from non-traditional backgrounds may face challenges transitioning into higher education if induction and transition support are not sufficiently robust. Mitigation will include extended induction programmes, peer mentoring, personal academic tutoring, and early academic skills support. The Head of Student Experience will be accountable. KPIs include first-year continuation rates above 90% and induction satisfaction above 85%.

R7: Limited Monitoring of Graduate Outcomes (High Risk)

Without systematic tracking of graduate outcomes, the institution risks failing to identify and address progression inequalities. Mitigation includes ensuring regular updating of the CRM system to capture the data, implementing graduate tracking systems, strengthening employability support, and developing

employer partnerships. The Head of Quality will be responsible. KPIs include graduate progression rates above 75% and progression gaps between groups below 5%.

R8: Policy–Practice Gap (High Risk)

Although the institution demonstrates strong commitment to equality of opportunity, there is a risk that these commitments are not fully operationalised in practice. Mitigation will involve annual reviews of the Access and Participation framework, internal audits, and linking KPIs to staff performance objectives. The Head of Quality will be accountable. KPIs include annual compliance audit scores above 95% and achievement of at least 85% of equality-related KPIs.

Review of this statement

This statement is reviewed annually and updated as necessary to ensure alignment with the Office for Students Regulatory Framework (Condition A2). This statement is published on the institution website and is available at <https://ignition-pro.com/docs/access-and-participation-v2.pdf>.

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