Bath Spa University
2019-20 access and participation plan

Assessment of current performance

The following summary of the assessment of the University's current performance in access, retention and attainment of underrepresented groups is based on the analysis of internal data, University and College Admissions Service (UCAS) End of Cycle data, absolute and relative performance in Higher Education Statistical Agency (HESA) widening participation UK performance indicator data and Teaching Excellence Framework (TEF) metrics for undergraduate students, and the Post Graduate Certificate in Education Initial Teacher Training (PGCE ITT) trainee number census for groups currently underrepresented in the teaching profession. The assessment of performance in student progression is based on an analysis of HESA Destinations of Leavers from Higher Education Survey (DLHE) data and PGCE ITT destination data. For all measures based on 2016/17 or 2015/16 HESA performance indicator data, the university performed at sector average. The analysis is summarised in Table 1.

Overview

Access

- Between 2012 and 2017 the university's offer rate for June deadline applications (all ages) increased from 62.8% to 83.4% and for young applications from 70.2% to 87.8%.[1]
- The gender gap in offer rate for male and female all age applicants narrowed from -8.9 percentage points in 2012 to +0.5 of a percentage point in 2017, and for young male and female applicants narrowed from -7.2 percentage points in 2012 to +0.9 of a percentage point in 2017.[1]
- Internal analysis of 2016/17 undergraduate registration data showed that 44% were classified as from NS-SEC 4-8 occupational backgrounds and, where disclosed, 32% came from backgrounds where there was no parental experience of higher education. Of the undergraduate UK-domiciled students entering the university in 2016/17, 79% had at least one marker of underrepresentation in their profile (including POLAR3 Quintiles 1 and 2).
- Of the UK-domiciled full-time undergraduate students registered at the university in 2017/18 who had consented to share their financial data, 66% came from households where the annual income was below £25,000.
- The percentage of male entrants to PGCE ITT (all phases) at the university in 2017/18 was lower than for the south west and the sector in England.[2]

Retention

- For non-continuation following year of entry, from 2009/10 to 2014/15 the overall trend was of improvement in the proportion of both young and all full-time first degree entrants not in higher education.[3]
- Although still at benchmark, the percentage of 2015/16 young entrants continuing or qualifying at the institution decreased and the percentage of those not in higher education following the year of entry increased. The pattern for all entrants was similar, however the percentage of all entrants not in higher education remained better than benchmark.[3]
- Analysis of internal data showed that between 2013/14 and 2015/16 Year 1 withdrawals increased over the period, while those in Years 2 and 3 decreased.
- The university's Teaching Excellence Framework (TEF) Years 2 (TEF2) and Year 3 (TEF3) split metrics showed that for non-continuation, male students were above benchmark at the 1.96 standard deviation and 2 percentage point level.[4]

Success

- The percentage of 2016/17 qualifying students who achieved a good honours degree (first class or upper second division) was similar to attainment outcomes for the UK sector.[5]

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[1] *End of cycle undergraduate report by sex, area background, and ethnic group, 2012-2017.* UCAS. 2017
[2] *Initial teacher training: trainee number census.* Official Statistics. Department for Education. 2018
[3] *UK Performance Indicators 2016/17: Widening participation of under-represented groups.* HESA. 2018
[4] *Teaching Excellence and Student Outcomes Framework Year2* (2016) and *Year 3* (2017)

- The percentage of 2016/17 qualifying students who achieved a first class degree at the university was lower than attainment outcomes for the UK sector.[5]
- The percentage of qualifying female students who attained a good honours degree was higher than for male students, but was lower than female attainment outcomes for the UK sector.[5]
- The percentage of qualifying male students at the university who attained a good honours degree was similar to male attainment outcomes for the UK sector.[5]
- The percentage of qualifying students who had disclosed that neither parent had attended higher education and who attained a good honours degree or first class degree was lower than that for all qualifiers at the university.
- The percentage of PGCE ITT trainees at the university who gained Qualified Teacher Status (QTS) was higher than attainment outcomes for the sector in England.[6]

Progression
- The 2015/16 HESA performance indicators for leavers from full-time courses obtaining first degrees and other graduate qualifications either exceeded or were close to all benchmarks.[3]
- Core and split metrics for highly skilled employment or further study showed improvement between TEF2 and TEF3, although in TEF3 the core metric was below benchmark at the 1.96 standard deviation and 2 percentage point level.[4]
- The TEF3 split metrics were below benchmark at the 1.96 standard deviation for first degree, white and female students and for young students from POLAR3 Quintiles 3-5 at the 3 standard deviation and 3 percentage point level.[4]
- HESA DLHE 2015 data relating to graduate-level employment and the Complete University Guide Graduate Prospects 2018 employment data indicated that while the university continued to make improvement, performance was slightly below the average of what we consider to be our peer group institutions.[7][8]
- The percentage of PGCE ITT respondents to the 2015/16 leavers' survey who gained QTS and were in a teaching post was 2 percentage points below that of the sector in England.[6]

Young students from POLAR3 low participation areas

Access
- The 18 year old offer rate for POLAR3 Quintile 1 June deadline applications to the university increased from 65.4% in 2012 to 84.6% in 2017. Although the gap narrowed over this period, in 2017 the 18 year old offer rate for POLAR3 Quintile 1 June deadline applications was 4.7 percentage points lower than for POLAR3 Quintile 5.[1]
- The number of young full-time first degree entrants to the university from POLAR3 Quintile 1 areas increased by 100% between 2009/10 and 2016/17, while the number of young full-time undergraduate entrants to the university from POLAR3 Quintile 1 areas increased by 41%.[3]
- In 2016/17, for the first time since 2019/10, the number of young full-time first degree entrants from POLAR3 Quintile 1 areas declined.[3]
- The percentage of young full-time first degree and undergraduate entrants from POLAR3 Quintile1 areas has continued to decline since 2012/13.[3]

Retention
- In 2014/15 and 2015/16 the proportion of young full-time entrants from low participation neighbourhoods who continued or qualified at the university declined and the percentage not in higher education following their year of entry increased. In 2015/16 performance was below benchmark for this indicator, although it remained similar to the sector average.[3]
- Although the percentage of 2012/13 and 2013/14 young full-time entrants from low participation neighbourhoods who continued or qualified at the university was higher than for young entrants from other neighbourhoods, there was a -4.4 percentage point difference between 2015/16 young entrants from low participation neighbourhoods who continued or qualified at the university and young entrants from other neighbourhoods.[3]

[5] *Differences in student outcomes. The effect of student characteristics.* HEFCE. March 2018/05
[6] *Initial teacher training performance profiles.* Official Statistics. Department for Education. 2018
[7] *Destinations of Leavers from Higher Education in the United Kingdom for the academic year 2015/16.* HESA. 2017
[8] www.thecompleteuniversityguide.co.uk/league-tables/rankings?o=Graduate+Prospects (Accessed April 2018)

- Analysis of internal data for 2016/17 young full-time registrations indicated a lower withdrawal rate at the end of Year 1 for entrants from POLAR3 Quintile 1 than for any other POLAR3 Quintile.

Success
- In 2016/17 a higher percentage of qualifying students from POLAR3 Quintile 1 postcode areas achieved a first class or good honours degree compared with the whole qualifying student cohort, however there was a gap of -5 percentage points between qualifying students from POLAR3 Quintiles 1 and 2 who attained a good honours degree and qualifying students from Quintiles 3, 4 and 5 who attained a good honours degree.
- By educational disadvantaged quintile, the 2016/17 university POLAR3 Quintile 1 qualifiers cohort also achieved a higher percentage of first class or upper second honours degree than the UK national qualifiers cohort.[5]

Progression
- Core and split metrics for highly skilled employment or further study for POLAR3 Quintiles 1 and 2 showed improvement between TEF2 and TEF3. In TEF2 split metric was below benchmark at the 3 standard deviation and 3 percentage point level. In TEF3 there was no flag.[4]

Students of particular ethnicities[9]

Access
- The 18 year old offer rate for June deadline applications from BME applicants increased from 63.5% in 2012 to 86.1% in 2017. The gap in offer rate between applications from BME and white applicants narrowed over this period from -7.3 percentage points in 2012 to -1.9 percentage points in 2017.[1]
- The all age offer rate for June deadline applications from BME applicants increased from 54.3% in 2012 to 80.9% in 2017. The gap in offer rate between applications from BME and white applicants narrowed over this period from -9.2 percentage points in 2012 to -2.8 percentage points in 2017.[1]
- We are also aware of differences between ethnic subgroups but in making this assessment, because of the small populations in some subgroups, are mindful of our data protection duties under the General Data Protection Regulation 2016.
- The percentage of undergraduate students from BME groups at the university increased from 6.0% in 2012/13 to 11.0% in 2016/17.[4] The 2011 census data showed that 5.0% of people (all ages) living in the south west and 5.5% of people living Bath and North East Somerset were from BME groups. The UK population was 12.8%.
- The percentage of BME entrants to PGCE ITT (all phases) in 2017/18 was 3.2%, which was 0.1 of a percentage point higher than for the south west, and 12.1 percentage points lower than for the sector in England.[2]

Retention
- The non-continuation rate for BME entrants in TEF2 was 0.7 of a percentage point lower than white entrants and was above benchmark at the 1.96 standard deviation and 2 percentage point level. In TEF3 it was 0.4 of a percentage point higher with no flag.[4]
- Analysis of internal data for 2016/17 full-time undergraduate registrations indicated a higher withdrawal rate at the end of Year 1 for white male entrants from POLAR3 Quintile 1 than for all male entrants.
- Analysis of internal data for 2016/17 full-time undergraduate registrations also indicated a higher withdrawal rate at the end of Year 1 for white male entrants from POLAR3 Quintile 1 than for BME male entrants from POLAR3 Quintile 1, however both subsets consist of relatively small populations.

Success
- Internal data showed that while the attainment gap between BME and white qualifying students at the university has narrowed since 2013/14, the percentage of 2016/17 qualifying BME students who attained a first class or a good honours degree was lower than for the whole qualifying student cohort.
- The percentage of BME 2016/17 qualifying students at the university who attained a good honours degree was slightly higher than for the 2015/16 England national qualifying student cohort.[10]

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[9] The populations of some BME subsets at the university are so small that the results of year-on year analysis can fluctuate wildly, and for some subgroups there is a risk that individuals may be able to be identified. We are mindful of our data protection duties under the General Data Protection Regulation 2016 so for this data analysis ethnicity data is aggregated into BME which includes black, Asian, mixed, and other ethnic groups.

[10] *Degree attainment gaps*. Equality Challenge Unit. www.ecu.ac.uk/guidance-resources/student-recruitment-retention-attainment/student-attainment/degree-attainment-gaps/ (Accessed April 2018).

- The percentage of white male 2016/17 qualifying students was lower than for the whole qualifying student cohort in some subject areas, however these subsets contain very small populations and the data is not reportable in compliance with our data protection duties under the General Data Protection Regulation 2016.

Progression
- The BME metric for highly skilled employment or further study showed improvement between TEF2 and TEF3. In TEF2 the BME metric was below benchmark at the 1.96 standard deviation and 2 percentage point level. In TEF3 there was no flag.[4]

Mature students

Access
- Between 2012 and 2017 there was a 10.3% decrease in applicants and 11.1% decrease in applications for mature June deadline applications to the university.[1]
- The university's offer rate for June deadline applications from mature applicants increased from 52.0% in 2012 to 76.4% in 2017 but the number from POLAR3 Quintile 1 areas decreased by 6.4% between 2012 and 2017.[1]
- There was an increase in both the number and percentage of mature full-time first degree entrants to the university in 2016/17 from 2015/16, however the overall trend from 2009/10 to 2012/13 in percentage of mature entrants had been one of decline, with improvement stalling between 2013/14 and 2015/16. [3]
- While there was also an increase in the number of mature full-time undergraduate entrants in 2016/17, the trend in the decline in the proportion of mature undergraduate entrants from 2009/10 continued. The significant decline in the number and percentage of mature undergraduate entrants between 2009/10 and 2015/16 is a reflection of the reduction of our franchised foundation degree provision in partnership institutions where the proportion of mature entrants was on average 42.1% ±7.4% over this period.[3]
- The number of mature full-time first degree entrants with no previous higher education has continued to increase since 2011/12. Although the number with no previous higher education and from POLAR3 Quintile 1 areas decreased slightly from 2015/16 to 2016/17, the proportion increased. Statistically, this cohort has a small population.[3]

Retention
- For non-continuation following the year of entry, the percentage of mature full-time first degree entrants who continued or qualified at the university between 2011/12 and 2014/15 showed an overall pattern of decline from 92.5% to 88.5%, however the percentage improved to 90.5% for 2015/16 entrants and the percentage who were not in higher education following year of entry has remained above benchmark since 2004/05.[3]
- The university's TEF2 split metrics showed that for non-continuation, mature students were above benchmark at the 3 standard deviation and 3 percentage point level and in TEF3 were above benchmark at the 1.96 standard deviation and 2 percentage point level.[4]
- The retention gap between the mature and young full-time first degree entrants who continued or qualified at the university narrowed from -1.4 percentage points for entrants in 2011/12 to -0.4 of a percentage point in 2015/16.[3]
- For non-continuation following the year of entry, the percentage of mature full-time first degree entrants with no previous higher education and from POLAR3 low participation neighbourhoods who continued or qualified at the university between 2011/12 and 2014/15 showed an overall pattern of decline from 92.0% to 85.1%, however the percentage improved to 88.0% for 2015/16 entrants.[3]
- With the exception of 2014/15 entrants, the percentage of mature full-time first degree entrants with no previous higher education and from POLAR3 low participation neighbourhoods who were not in higher education following year of entry has remained above benchmark since 2004/05.[3]

Success
- Internal data showed that the percentage of mature 2016/17 qualifying students who attained either a first class honours degree or a good honours degree was higher than for the whole qualifying student cohort.

- Nationally there is a -12 percentage point difference between mature and young students gaining a good degree.[5]

Progression
- In the university's TEF2 and TEF3 split metrics for highly skilled employment or further study, there was no flag for full-time mature students.[4]

Disabled students

Access
- In 2016/17 11.1% of students at the university were in receipt of a Disabled Students' Allowance compared with a benchmark of 8.0%.[3]
- The proportion of undergraduate students at the university who disclose a mental health issue is also higher than the national proportion of 3%.[11]
- TEF3 split metric data showed that 20% of students at the university disclose a disability or specific learning difficulty (SPID).[4]
- The percentage of disabled entrants to PGCE ITT (all phases) at the university in 2017/18 was 14.0%, which was 4.3 percentage points higher than for the south west and 4.4 percentage points than for the sector in England.[2]
- We are aware that intersectionality between disability and other socioeconomic factors may increase barriers and reduce equality of opportunity across the student lifecycle for students at our university, but in making this assessment because of the small populations in some subgroups we are mindful of our data protection duties under the General Data Protection Regulation 2016.

Retention
- Analysis of 2016/17 internal data for full-time registrations indicated a lower withdrawal rate at the end of Year 1 for entrants who had disclosed a disability than for all entrants and for those who did not disclose a disability.
- For some subgroups of disability there was not only a lower withdrawal rate at the end of Year 1 than for all entrants, but also a lower withdrawal rate than for all entrants who had disclosed a disability, but in making this assessment, because of the small populations in some subgroups, we are mindful of our data protection duties under the General Data Protection Regulation 2016.

Success
- Internal data showed that depending on the subgroup of disability, the percentage of 2016/17 qualifying students who had disclosed a disability who attained first class honours degree was either the same as or slightly lower than the whole qualifying student cohort, while those who attained a good honours degree were between 3 and 14 percentage points higher than the whole qualifying student cohort.

Progression
- The university's TEF2 split metrics showed that for progression to highly skilled employment or further study, students who disclosed a disability were below benchmark at the 1.96 standard deviation and 2 percentage point level. The university's TEF3 split metrics for this group was below benchmark at the 3 standard deviation and 3 percentage point level .[4]

Care leavers
Although we have made an assessment of the access, retention, success and progression of students who have declared themselves as care leavers, and, where we have data, as refugees or students from Gypsy, Roma or Traveller communities, because of the small populations of these groups we are mindful of our data protection duties under the General Data Protection Regulation 2016.

Additional groups
The university is working to put measures in place to give 2018/19 entrants the opportunity to declare whether they are young carers, estranged from their families or had a parent or carer in HM Armed Forces during their time at school or college.

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[11] www.hesa.ac.uk/data-and-analysis/students/whos-in-he/characteristics (Accessed April 2018)

Table 1. Summary of the analysis of performance.

Underrepresented group	Access	Retention	Success	Progression
Young students from POLAR Low Participation Quintiles (Quintiles 1/2), low household income and/or low economic status	PRIORITY	PRIORITY	PRIORITY	PRIORITY
Ethnicities - groups and subgroups	PRIORITY	PRIORITY	PRIORITY	PRIORITY
Mature students	PRIORITY	SEEKING IMPROVEMENT	BUILDING ON SUCCESS	BUILDING ON SUCCESS
Mature students with no higher education and from POLAR Low Participation Quintiles (Quintiles 1/2)	PRIORITY	PRIORITY	SEEKING IMPROVEMENT	PRIORITY
Students disclosing a disability or disabilities	BUILDING ON SUCCESS	BUILDING ON SUCCESS	BUILDING ON SUCCESS	PRIORITY
Care leavers	PRIORITY	BUILDING ON SUCCESS	PRIORITY	PRIORITY
Refugees, students from Gypsy, Roma or Traveller communities ,young carers, estranged students, children from Armed Forces families	PRIORITY	Collect and analyse data from 2018/19 and identify any gaps in equality of opportunity		

Ambition and strategy

The Bath Spa University vision is to be a leading university in creativity, culture and enterprise. Through inspirational teaching and research, we transform students' lives and our ambition is to encourage as broad a range of students as possible to participate in a university experience at our institution and support them in achieving their academic potential and career ambitions.

To further that ambition we will continue to build upon a history of successful widening participation practice that extends throughout the student lifecycle from outreach programmes with primary schools to graduation, postgraduate study and employment, and has been shown by our own evaluation work and that across the sector to narrow gaps in equality of opportunity for underrepresented groups. The university's senior management are leading on a whole provider approach to narrowing gaps in equality of opportunity in access, success and progression that will be embedded at all levels within the institution. Our strategic priorities are to:

- reduce gaps in equality of opportunity in relation to participation in higher education by developing knowledge about the benefits of higher education and supporting aspiration, attainment and progression among potential applicants from underrepresented groups by providing a well-targeted and progressive programme of effective outreach activity
- increase the participation of those underrepresented groups identified in the assessment of our current performance by safeguarding and sustaining fair access across the university's provision
- improve the retention and success of all our students with a strong strategic focus on enhancing the student learning experience, encouraging those from groups or subgroups identified in the assessment of our current performance where there are gaps in equality of opportunity in relation to retention rates or attainment outcomes to access the relevant elements of the university's student support package, and encouraging all students to access the full range of educational and cultural opportunities that are available to them
- improve student progression by actively encouraging students to participate in the full range of interventions and opportunities available at the university, with a particular emphasis on encouraging the participation of those from groups or subgroups where there are gaps in equality of opportunity in relation to progression to highly skilled employment or further study
- contribute to national and regional widening participation and access initiatives through collaborative working in support of national access ambitions and priorities
- evaluate the effectiveness of our planned activity

- contribute to the sector's understanding of effective practice by delivering and sharing research.

Target groups

We will continue to build an evidence base of student access, retention, success and progression over time to monitor and address gaps in equality of opportunity at our institution. The following priorities are based on the gaps in equality of opportunity that were identified in the 2017/18 assessment of our current performance.

Pre-entry outreach

Groups and subgroups that will be prioritised in the university's pre-entry outreach programme are:

- young people from NS SEC 4, 5, 6, 7 & 8 backgrounds who live in areas of relative deprivation where participation in higher education is low, as identified by POLAR data, particularly those with an eligibility for free school meals and/or little or no parental experience of higher education, or who attract Pupil Premium funding
- people from particular ethnicities including BME groups and white males from lower socioeconomic groups
- potential mature applicants, especially those with no previous experience of higher education and from low participation neighbourhoods, those not currently on Access to Higher Education Diploma programmes, and those who may want to undertake part-time study
- people with a disability, SPlD or mental health problem
- young people from a care background
- young carers
- young people estranged from their families
- people from Gypsy, Roma and Traveller communities
- refugees
- children and adults from Armed Forces families.

Access

The analysis of our current performance has identified that to address gaps in equality of opportunity in access to our institution the university's access priorities will be:

- young students from areas of low higher education participation, low household income and/or low economic status
- mature students, especially those from areas of low higher education participation, low household income and/or low economic status
- disabled students
- undergraduate and PGCE ITT students from BME groups
- white male and female students from areas of low higher education participation, low household income and/or low economic status
- refugees or students from Gypsy, Roma or Traveller communities
- care leavers
- students from Armed Forces families.

The analysis of our current performance identified that the following gaps in equality of opportunity in retention, success and progression are those that need to be addressed as a priority:

Retention

- young students from POLAR low participation postcode areas
- mature students with no previous higher education from POLAR low participation postcode areas
- white male undergraduate students from POLAR low participation postcode areas

Success

- young students from POLAR low participation postcode areas
- students from BME groups
- students who disclosed disabilities other than specific learning difficulties or mental health issues
- students who had disclosed that neither parent had attended higher education
- mature students with no higher previous education from POLAR low participation postcode areas, particularly those who progressed from an Access to Higher Education Diploma
- care leavers

Progression to highly skilled employment or further study
- young first degree students
- students from POLAR low participation postcode areas, including mature students with no previous higher education
- BME students
- disabled students
- care leavers.

Pre-entry outreach

In 2019/20 we plan to continue to invest in the infrastructure and resources to deliver, refine and expand our outreach programme. We will build on our previous success to provide an appropriately targeted, evidence-based outreach programme and prioritise the underrepresented groups identified in the 2017/18 assessment of our performance.   The aim of the university's outreach strategy is to reduce gaps in equality of opportunity in relation to participation in higher education and access to our institution for people from underrepresented groups. In support of this aim, we have developed an extensive and successful outreach programme based on a learner progression framework for young people and adults to develop knowledge about the benefits of higher education and its role in career ambitions, to support aspiration and educational attainment and encourage and support progression to higher education and the professions. The objectives of the outreach programme are evaluated through the Network for Evaluating and Researching University Participation Interventions (NERUPI) Evaluation Framework which evaluates programme delivery and outcomes and informs the development of new activity. [12]

Raising attainment

As an institution with significant teacher education provision, Bath Spa University makes a significant contribution to the school system and we support the strategic objective of the higher education sector and schools working more closely together with the aim of raising attainment in schools so that more pupils are qualified to progress to higher education, and will continue to do so through our school partnerships and outreach programmes.   We currently have a relationship and/or partnership with over 1,470 schools in the region, including schools in coastal communities and others facing challenging circumstances, and have established many strong relationships with these schools, which take our PGCE ITT students and our undergraduate students for placement opportunities. We also have relationships which offer Masters level accreditation, through Service Level Agreements, for school teaching staff who are supporting research that is happening across education. In 2017/18 academic staff from the university's Institute for Education volunteered their time and expertise as Governors of over 100 schools, trusts and academies.

Collaborative working

In 2019/20 we will continue to work collaboratively across a range of local, regional and national partnerships to improve access to higher education and support progression. We will maintain strong links with the university's Institute for Education (IfE) partnership schools and the schools, colleges and community groups that we support through the university's long-standing outreach programme.

We intend to continue to work with the Widening Participation Office at the University of Bath, with whom we deliver a targeted programme to raise awareness of higher education, support aspiration and deliver attainment-raising activity for pre-16 secondary students in selected B&NES schools to support progression to higher education, and alongside the University Bath and other local and regional higher education providers, schools, colleges and other stakeholders in a number of collaborative partnerships. We will also continue to participate in and develop a number of local and regional collaborations, including the Bath Education Trust,[13] the Children's University, our work with the B&NES Virtual School and In Care Council, the B&NES Black Families Education Support Group and Voice Minority Supplementary School.   The university will continue to work collaboratively as part of the South West Looked After Children Education Support Group (SW LACES), and in 2017/18 a Widening Participation Outreach Officer from the university was

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[12] Theory, evaluation, and practice in widening participation: A framework approach to assessing impact. Hayton, A and Bengry-Howell, A. London Review of Education. 14 (3) November 2016.

[13] The Bath Education Trust which was formed with the University of Bath, City of Bath College and Rotork plc, an industrial partner, to offer learners from partner schools access to a wide range of courses and enrichment activities.

elected by the group to be the south west regional representative for the National Network for the Education of Care Leavers (NNECL).

GCSE Tutoring programme
This is a targeted programme of aspiration and attainment-raising activity through academic tutoring for pre-16 students in selected Bath and North East Somerset (B&NES) schools that is delivered collaboratively with the University of Bath. It focuses on supporting schools in raising attainment at GCSE level in the core subjects of Mathematics, Science, English, Modern Foreign Languages, History and Geography, drawing on the complementary subject specialisms of the two universities.

Bath Spa Partner Schools
At 33%, the South West region along with the North East had the lowest estimated percentage of pupils from state-funded schools who entered higher education in 2012/13 at aged 18, or 2013/14 at aged 19. The estimated percentage for England was 37%. All local authorities in the South West region were in the bottom 50% when ranked on participation rate, with five from the South coast or South West being ranked in the bottom ten.   Research has identified a number of challenges facing coastal schools that have an impact on attainment and progression to higher education, including factors such as parental attitudes to education, educational isolation where there is no local university to act as a natural destination after school, difficulties with staff recruitment and lack of accessible continual professional development (CPD). Our analysis has shown that over 3,000 schools in the South West are over an hour away from a higher education institution and so might not benefit from access to a local university. The Bath Spa University IfE has strong relationships with schools in the South West, including those where our PGCE with QTS (or other routes) are placed, but also a national reach through its Network for Learning (NfL). As part of our strategy to increase investment in raising attainment and widening access, by 2018/19 we plan to have in place a major new intervention: Bath Spa Partner Schools.

The Western Vocational Progression Consortium
*I*n 2019/20 the university will continue to collaborate with 20 universities in the south of England to fund, maintain, develop and promote the award-winning Lifepilot[14] and Careerpilot[15] and Matrix Award-accredited careers support websites managed by the Western Vocational Progression Consortium (WVPC). In 2017/18 Careerpilot was used by over 420,000 users. Through the WVPC we will sustain and manage the work of the Western Access Progression Agreement Steering Group (WAPA) to deliver collaborative outreach provision for Access learners with partner higher and further education institutions and the Western Opportunities Network (WON).

The Western Opportunities Network
As part of a consortium of regional universities and colleges, Bath Spa University received funding in 2014/15 and 2015/16 to establish a local single point of contact for schools and colleges and to work collaboratively on providing web-based resources and a programme of outreach activities through the Western Opportunities Network (WON). Most universities involved in this consortium decided to sustain the network beyond the HEFCE funding period through subscription. Its continuation beyond 2018/19 will be subject to evaluation. The WON subscription maintains a central team that delivers a programme of collaborative and impartial outreach activities for pre-16 students in the WON area, which extends across the region's former National Collaborative Outreach Programme (NCOP) project areas.

The National Collaborative Outreach Programme (NCOP)
Bath Spa University was part of the successful Wessex Inspiration Network (WIN) bid and plays an active role in the leadership, management, delivery and evaluation of the programme. The WIN programme delivers activity at both the school and target gap ward cohort level.[16]   A programme of outreach interventions delivered by the WON and Careerpilot teams is integral to the WIN offer. Some of the schools identified by WIN as having high numbers of gap ward students are also part of our institutional outreach programme. In

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[14] www.life-pilot.co.uk   Lifepilot helps adult learners to recognise their skills and experience that are relevant to progression to higher level study and plan their route into higher education

[15] www.careerpilot.org.uk Careerpilot provides inspirational pathway and progression Information for 13-19 year olds in the south west region

[16] In the NCOP context, a gap ward is a ward where there is an unexplained gap in the levels of young participation in higher education, especially in relation to attainment. See www.hefce.ac.uk/analysis/yp/gaps/ (Accessed March 2018)

these schools we collaborate with the WIN Project Officer based in our institution to complement WIN activity and avoid duplication of resources where the planned WIN activities have similar aims and objectives in our institutional programme.

Where duplication is identified, we have redeployed our institutional resource to either encompass young people from underrepresented groups who may not be included in the WIN gap ward cohort in Years 9-13 in the school, provide additional activity for pupils further down the school or in feeder primary schools to increase our support for the younger age groups, or to increase the geographical reach of our institutional outreach programme. We have also extended and enhanced our outreach offer for Year 12 and 13 students in our WIN and surrounding NCOP partnerships, especially for cohorts on vocational programmes in partnership colleges, to support their progression to higher education, and also to make them aware of what our university has to offer them in support of their academic and career aspirations.

Opportunity Areas
As more information about Opportunities Areas becomes available, we will explore opportunities for further engagement with the communities in the West Somerset Opportunities Area through our existing networks and partnerships. The university's IfE schools partnerships already extend into West Somerset, as do our long-standing regional widening participation networks such as the WVPC and WON. The WIN works alongside our neighbouring NCOPs, including Next Steps South West, whose partnership covers the West Somerset area, and actively seeks opportunities for collaboration, especially along the geographical boundaries of our shared partnerships.

Young people and adults from Armed Forces backgrounds
In 2019/20 we will continue to work with school and local authority coordinators in our region to play an active role in providing support for young people and adults from Armed Forces families, including them in our targeting criteria for schools outreach and in our adult and community outreach programmes. We will also continue to develop our collaboration with the University of Winchester widening participation office and our partnerships with other universities through active involvement in the Service Children's Progression (SCiP) Alliance that they lead, to share good practice and deliver collaborative outreach. In 2017/18 the university's Widening Participation and Access Manager was elected to chair the SCiP Alliance Practice Group and represent the group on the SCiP Alliance Board.

Although as a group young people from Armed Forces families achieve high levels of attainment, many who are geographically mobile do not achieve as well as they are capable of achieving, and as a group do not perform academically as well as their non-mobile peers.[17] [18] Furthermore, as in wider society, the Armed Forces are socio-economically stratified and there are young people and adults in local Armed Forces communities who meet a number of outreach targeting criteria. Research such as that carried out by the University of Winchester indicated that young people from Armed Forces backgrounds are under-represented in higher education.[19] These factors combined mean that areas where there are relatively high concentrations of Armed Forces families are often designated as gap wards. In 2017/18 the SCiP Alliance began to work with a number of universities and NCOPs throughout England and agencies and universities in Scotland and Wales to form a network of regional hubs to support the progression of children from Armed Forces backgrounds.

The NERUPI Consortium
The NERUPI framework is a conceptual framework for designing and capturing the impact of widening participation interventions across the student lifecycle. It is recognised as a rigorous theoretically-informed methodology for linking widening participation aims and objectives to impact evidence.[20] The NERUPI Consortium's collaborative approach and focus on innovation and dissemination strengthens local evaluation and contributes to the sector's understanding of effective practice. The university is a founder member of the NERUPI consortium.

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[17] *Children in Service Families.* OFSTED. May 2011
[18] *The Educational Performance of Children of Service Personnel.* Research Report DFE-RR011. July 2012
[19] McCullouch, J., Hall, M. *Further and Higher Progression for Service Children* University of Winchester for MoD. 2016 www.winchester.ac.uk/aboutus/wideningparticipation/Documents/UoW%20research%20paper_Further%20and%20Higher%20Progression%20for%20Service%20Children.pdf (Accessed April 2018)
[20] *The Evaluation of the Impact of Outreach. Proposed Standards of Evaluation Practice and Associated Guidance.* OFFA. 2017.

Western Widening Participation Research Cluster
We will continue with our cross-discipline approach to collaboration with academic and professional services colleagues and widening participation practitioners in the region to maintain and develop the Western Widening Participation Research Cluster, which works to develop meaningful opportunities to bring widening participation practice and research together and contributes to the wider sector's understanding of effective practice.

Access
Bath Spa University adopts a robust policy of equality of opportunity in the admissions process in order to achieve a diverse student population. This process is informed and guided by the range of legal obligations that is central to the HEFCE Equality and Diversity Statement and Objectives 2016-17.[21] We provide a professional admissions service to all applicants by ensuring clear, fair and consistently applied policies and procedures and a high level of applicant care, including the provision of clear and accurate information that will support students in making an informed decision about their course of study. Our current selection process and admissions policy documents are available on the Bath Spa University website.[22]

Retention and success
Our strategic approach to retention and success, which is managed through the university's Learning and Teaching Committee, is to enable all students, including those from underrepresented groups, to take full advantage of the educational and cultural opportunities that we offer, and to provide them with practical support and opportunities to achieve their academic and career aspirations.   High quality teaching is integral to our identity, vision and purpose. It is at the heart of our institutional strategy, with the aim to pursue the best new forms of teaching, research and creative practice to achieve the highest standards of international rigour and relevance. A key feature of our Learning and Teaching Strategy is the central importance that is attached to maintaining and enhancing the quality of students' learning experiences. It provides a framework through which all academic departments and allied professional services across the institution can contribute to the advancement of students' learning.

Progression
A commitment to improving the employability outcomes for all graduates is a key ongoing priority at the university. We work to improve progression to postgraduate study, highly skilled employment and graduate-level professions and to reduce gaps in equality of opportunity in progression for students from underrepresented groups. We also provide a learning environment that promotes enterprise and entrepreneurship and fosters creativity and innovation. We recognise that students and graduates from underrepresented groups, especially those with no parental experience of higher education, may sometimes lack professional and social networks and knowledge about graduate employability, progression to postgraduate education, entry routes to the professions and entrepreneurship. They may also lack confidence and aspiration. Others may face inequality of opportunity related to disability or learning difficulty. Through the Learning and Teaching Committee, the university's Careers and Employability Service works to embed an updated view of both employability and enterprise in the curriculum. We have adopted eight graduate attributes covering employability, adaptability, innovation skills, digital literacy skills, international networking, creativity, critical thinking and ethical awareness, which all programmes must be mapped against at course approval and review. We require an independent external industry advisor (as well as an external academic advisor) during course approvals to ensure that the curriculum has embedded subject-specific employability skills, and periodic review also involves both independent external industry and academic advisors.

We will continue to work to further improve retention, success and progression at the university without losing sight of the individuality of each of our students. We will continue to build upon our practice that evidence has shown to have already narrowed the gap in equality of opportunity for some underrepresented groups and subgroups in our student population.

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[21] www.hefce.ac.uk/pubs/year/2016/201605/ (Accessed March 2018)
[22] www.bathspa.ac.uk/applicants/our-selection-processes/ (Accessed March 2018)

Ensuring continuous improvement through evaluation
Activity
Our strategic approach to access and participation is evidence-led and evaluation is used to critically review the targeting, uptake, impact and cost effectiveness of outreach programmes, and the impact of financial support, student retention, success and progression measures described in this Access and Participation Plan. Evidence from the evaluation of the joint GCSE Tutoring Project, for example, has not only shaped, refined and improved the project, but through teacher evaluation has identified additional attainment-raising activity that has extended the range and scope of the support that we have been able to offer our schools through the work of our student tutors. In 2017/18 in response to external evidence presented in *Drawing the Future*, the outreach team reviewed and refocused the aims and objectives of its primary outreach programme.[23]

We will continue to develop, refine and improve our evidence-based approach to evaluation and will critically assess guidance and evidence of good practice in research and evaluation as it emerges from within and outside of the sector when reviewing our evaluation strategy. In 2017/18 the research and evaluation post established in 2014/15 was upgraded to a permanent post. The objectives of the university's core widening participation outreach programme and the strategy to evaluate its impact are based on the NERUPI framework. During 2017/18 all outreach activity from primary to adult in the Learner Progression Framework was mapped onto the aims described in NERUPI framework (Table 2). The NERUPI framework also underpins the evaluation of the work that we undertake with our partners in both the WON and WIN collaborations.

Table 2. The NERUPI Evaluation Framework (aims).

SOCIAL AND ACADEMIC CAPITAL		HABITUS	SKILLS CAPITAL	INTELLECTUAL CAPITAL
Progression Curriculum		*Student Identities*	*Skills and Curriculum*	*Knowledge Curriculum*
KNOW	**CHOOSE**	**BECOME**	**PRACTISE**	**UNDERSTAND**
Develop knowledge and the benefits of higher education	Develop capacity to navigate higher education and make informed choices	Develop confidence and resilience to negotiate the challenges of university life	Develop study skills and capacity for academic attainment	Develop understanding by contextualising subject knowledge

Source: Hayton, A & Bengry-Howell, A.[12]

By the end of 2018/19 we plan to have extended the use of the NERUPI framework to underpin the evaluation of student success and progression activity. The university also subscribes to the HEAT service which provides the opportunity for a more comprehensive long-term evaluation of our institutional and wider collaborative activity. The HEAT service is also used for the long-term evaluation of the WIN programme. The university's Institute for Education prepares an annual self-evaluation document (SED) that analyses the recruitment, retention, success and employment of ITT students in teaching posts.

Financial Support
In 2019/20 we plan to continue to balance investment through the Access and Participation Plan between activities and targeted economic support. The internal data and evidence from qualitative research that indicated investment in highly-targeted financial support had a positive impact on the retention of successive cohorts of our most disadvantaged students was presented in detail in previous access agreements.[24] Preliminary analysis of withdrawal data for 2014/15, 2015/16 and 2016/17 entry cohorts indicated a continuation of this trend. Analysis of the outcomes for the 2016/17 qualifying student cohort indicated that students from POLAR3 low participation neighbourhoods, a key priority group for bursary support, performed well academically against the whole qualifying student cohort. We welcomed the release of the OFFA tool-kit to inform the future evaluation of our financial support programme and in

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[23] *Drawing the Future. Exploring the career aspirations of primary school children from around the world*. Education and Employers. 2018
[24] Bath Spa University Access Agreement 2015/16 to 2017/18

2016/17 carried out some initial scoping work to assess the methodology. In 2016/17 we experimented with binary logistic regression analysis on 2015/16 entrant data using gender, disability, POLAR3 Quintiles 1, POLAR3 Quintile 2 and bursary award as variables. The results of this pilot study indicated that entrants who received a bursary were 1.6 times more likely to progress to Year 2 than those not in a receipt of a bursary, however this was a relatively small dataset with small subsample populations and so we considered the robustness of the analysis to be questionable. As the current bursary scheme progresses, we are hoping that it will be possible to aggregate cohort data over multiple years and undertake the methodology described in the toolkit developed by OFFA.

Monitoring delivery
We will continue to monitor milestones and targets and review our evaluation strategy on an annual basis. The university has closely monitored application and recruitment data from 2012/13, especially those relating to underrepresented groups. This will continue in 2019/20 and we plan to retain a degree of flexibility in the delivery of our outreach programmes to respond to future trends. In addition to monitoring the university's progress in widening access, student success and progression through HESA performance indicators, we will continue to monitor our progress in undergraduate retention, degree attainment and progression to both employment and further study and highly skilled employment or further study by student characteristics through the analysis of internal data and that provided in our TEF metrics.

We will continue to monitor household income data and the uptake of our bursary schemes and hardship awards to assess their impact on recipients. We will continue to work with the Students' Union, students and ITT trainees to raise awareness of the awards and maximise uptake from those with an entitlement. The targeting of information about the Bath Spa University Bursary Scheme, Access Fund and Trainee Teacher Fund (TTF) and the administration of the schemes will also be monitored and reviewed. This process will establish baseline data that will allow targets and milestones to be formulated around the schemes.

Progress against the delivery of the measures set out in this Access and Participation Plan will be monitored by the Vice Chancellor and the appropriate university committees. The responsibility for progress towards the targets and milestones set out in this Access and Participation Plan is shared across the university, which is reflected in the membership of the Access and Participation Steering Group that oversees its delivery and monitoring arrangements. Annual reports on the uptake of Bath Spa University Bursary Scheme, Access Fund and TTF and progress in the four main strands of additional Access and Participation Plan activity: outreach, student retention, student success and student progression, will be brought to this group.

Equality and diversity
The measures set out in this Access and Participation Plan have undergone an equality analysis informed by the university's Equality and Diversity Policy. The Policy, based on the Public Sector Equality Duty within the Equality Act 2010, was developed by the Bath Spa University EDSG and representatives from our recognised Trades Unions. We monitor the access, retention, success and progression of students from groups with protected characteristics through the Learning and Teaching Committee and the EDGS, and the Access and Participation Plan targets are aligned with, and contribute to, the EDSG equality objectives for the student body. The university's Widening Participation and Access Manager and representatives from the Students' Union are members of the EDSG.

Bath Spa University works to avoid unlawful discrimination in all aspects of the student experience from pre-admission to employment. The university has a vigorous inclusion and access policy and endeavours to make all pre-entry activities accessible to people with disabilities and those from care backgrounds. As part of our duty under the Equality Act 2010 we work to promote equality for those belonging to groups with recognised protected characteristics and school and college coordinators are strongly encouraged to include young people from these groups in all outreach activity undertaken with the university. All outreach activity is supported by a team of trained student ambassadors and tutors. Students from widening participation backgrounds are particularly encouraged to participate in this work.

We provide a range of pre-entry and transitional programmes for those from groups with protected characteristics, a comprehensive support package for all students on our courses and work to specifically encourage those with widening participation markers in their profile or from groups with protected

characteristics to engage with our careers and employability support programmes. Our financial support packages are based on household income and awards are targeted at addressing socio-economic disadvantage.

Promoting and maintaining equality is the responsibility of everyone in our academic community. Through our training programme for the students who support our outreach programme and peer mentoring scheme, we work to develop positive attitudes to equality and diversity and an understanding of how their roles contribute to the university's commitments under the Equality Act 2010.

Student consultation and involvement
The Bath Spa University Students' Union is represented throughout the governance structures of the university, including the Board of Governors, Bursary Award Group, the Access Fund/TTF Awards Panel, the EDSG, Access and Participation Plan Steering Group and the Academic Board and its sub-committees.   As a matter of principle the university ensures student involvement in all aspects of learning and teaching developments either through membership of formal committees, working groups, or other appropriate fora. Representatives from the Students' Union were invited to express their views on this Access and Participation Plan and previous Access Agreements.   Working together with the Students' Union, we also plan to hold a wider open consultation on future draft Access and Participation Plans to ensure that students from a wider range of backgrounds can be included in the consultation process.

The previous financial support arrangements for students were reviewed with the help of the Students' Union at Bath Spa University, and the arrangements set out in this Access and Participation Plan were designed in full consultation with them.[25] The Students' Union works with the student body to raise awareness of financial support and assist in gathering evidence to evaluate the impact of the arrangements to enable us to take an evidence-based approach in deciding future financial support packages. The Students' Union also provides independent advice, advocacy and signposting support for students that are complementary to the services provided by the university. The Bath Spa University Students' Union's Strategic Plan places student engagement and consultation at the heart of its approach, which, in turn, will also help evaluate the impact of wider measures to support success and progression described in this Access Agreement.

The Students' Union works with the Widening Participation Office to enhance opportunities for student engagement with schools and colleges and the reach of our outreach programme. The student ambassadors who support the delivery of our outreach programme are, where possible, matched to the groups of participants in each outreach intervention. For example, care-experienced students work with the outreach team to deliver our programme for children in care, current mature students facilitate our Return to Learning summer school for mature entrants and commuter peer mentors were consulted on the content and involved in the delivery of a new early induction programme for new commuter students.

Outreach events and activities that are delivered through the university's core outreach programme are evaluated by the student ambassadors and tutors who help deliver them and inform the annual review of the materials that we use and information, advice and guidance (IAG) resources. The Students' Union also supports the university in engaging student focus groups to evaluate retention, success and progression work. We are proud of the commitment that the Bath Spa University Students' Union has to diversity and equality and this is recognised in their achieving the National Centre for Diversity (NCFD) *Investors in Diversity* accreditation and the *Leaders in Diversity* standard, and in being placed in the top 25 of the NCFD top 100 organisations across the UK for their work in the fields of Equality, Diversity, and Inclusion.   We congratulate them on retaining the NCFD UK *Student Union of the Year 2018* to add to their success in 2017*.*

Targets
The university's targets and milestones that will be addressed by the measures described in this Access and Participation Plan are set across the four strands of widening participation activity: access, retention, success and progression. They reflect our ambition to deliver on our key priorities set out in this plan, and are indicative of how we intend to meet our commitment to continuous improvement in access and

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[25] Bath Spa University Access Agreement 2015/16 to 2017/18

participation. Our statistical targets and milestones are set out in Table 8 of the 2019/20 Resource Plan submitted with this document.

Access, student success and progression measures

The 2017/18 assessment of our current performance indicated a narrowing of the gap in access, retention, success and progression for some underrepresented groups, while for other groups the gap still needs to be addressed as a priority. We seek to make continuous improvement by building upon our practice where we have evidence that it is effective, and by taking an evaluation-based approach when introducing new activity.

Pre-entry outreach

Through the university's core widening participation outreach programme we work with young people from KS2 upwards and their parents and supporters from a targeted range of local and regional schools and colleges, mature and Access to Higher Education Diploma learners, and a range of community groups, including those that support BME learners, young people in care or from a care background, young carers, and those from families serving in the Armed Forces. We encourage school and college coordinators to plan activities for targeted cohorts of learners underrepresented in higher education within a learner progression framework,[26] our version of which is reviewed and updated annually, and will work with them to raise awareness of both our own and the national priority underrepresented groups. In 2019/20 we will continue to work with coordinators in schools and colleges to provide activities that are tailored to their specific needs and have showed positive outcomes through evaluation to maximise opportunities for their engagement with our outreach programme. The scope of our outreach programme is summarised in Table 3. We work collaboratively with partner higher and further education institutions in the region and beyond through the WVPC, WON, WIN, SW LACES, NNECL and the SCiP Alliance that extends the reach and depth of our outreach offer.

Sustained outreach activities to raise attainment

GCSE Tutoring

The university's targeted programme of aspiration and attainment-raising activity through academic tutoring for pre-16 students in selected Bath and North East Somerset (B&NES) schools will continue in 2019/20 in collaboration with the University of Bath. This initiative focuses on supporting schools in raising attainment at GCSE level in the core subjects of Mathematics, Science, English, Modern Foreign Languages, History and Geography, drawing on the complementary subject specialisms of the two universities. Previous evaluation of this activity has shaped the programme and confirmed that teachers value the presence of someone else within the classroom with subject expertise, and we note the recent OfS good practice advice which confirms that activities focused on improving the learning environment within schools support one of the key objectives of outreach attainment raising activity. After the evaluation of the GCSE Tutoring Scheme in 2017/18, where we are including questions to teachers assessing the impact of the activity within the classroom, we intend to establish a baseline for a new outcome-based target and associated milestones based on improvement of the learning environment through the provision of additional learning support in the classroom.

Bath Spa Partner Schools

By the end of 2018/19 we plan to have in place a major new attainment-raising intervention: Bath Spa Partner Schools. The Bath Spa Partner Schools initiative will build on three strands of ongoing work in the university's IfE: Coastal Communities, Research Active Schools and Engaging Schools, and that of the Widening Participation Office to develop a Bath Spa School Partner package that will support schools in raising attainment and progression. The initiative will specifically target schools that are over an hour away from a higher education provider or are in coastal communities, and with high proportions of pupils from POLAR Quintiles 1/2 or gaps areas, or disadvantaged backgrounds. It is planned that the Bath Spa Partner Schools benefits will include: additional support from an Education undergraduate placement, access to world-leading educational research through BERTiE, our IfE online web search engine, discounts on Education-specific postgraduate courses, outstanding student teachers placed in their school, access to network for learning, an IfE CPD programme specifically for practicing classroom teachers, and access to

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[26] *Higher Education Progression Framework Guide.* Action on Access. June 2008

resources to raise pupil aspiration and progression to higher education. An outcome-based evaluation strategy will be built into the project and the first evaluation will be carried out in 2019/20.

Table 3. Summary of the Bath Spa University core widening participation pre-entry outreach offer.

Target group	Activity
Pre-16 *School learners* *Parents* *Community learners*	• Primary school programme including Primary Readers Scheme • Generic aspiration-raising campus-based days • Subject-specific campus based days, either tied into 14-19 curriculum or to raise awareness of how subjects are taught at university • Campus-based higher education awareness-raising roadshows • School-based activity including higher education roadshows, Year 9 option and career-based events • School-based revision and study skills sessions and subject enrichment sessions • School-based mentoring programme • Joint school-based GCSE Tutoring Scheme in collaboration with the University of Bath • Outreach programme with young people from Armed Forces families in collaboration with Local Authorities and the University of Winchester, including *Creative Forces* Days • *Future Teachers* Programme for young people interested in becoming teachers • Children's University • Activities to support WIN and surrounding NCOPs • Campus and school-based parent information evenings • Campus and Supplementary School-based days for BME groups • Collaborative regional children in care outreach programme • Outreach programme with young carers
Post-16 *School and college-based learners. Targeted outreach work is aimed primarily at those on applied and vocational level 3 courses* *Parents*	• Generic campus-based visit days • Subject-specific campus days or school/college based sessions, either supporting curriculum or awareness of how subjects are taught at university • Finance/UCAS IAG sessions • Revision and study skills sessions including coaching • Interview support • Open Lecture Day • School/college-based career fairs and UCAS fairs • Post-16 *Future Teachers* Programme • Performing Arts Audition Roadshow and support • School staff development • Activities to support WIN and surrounding NCOPs • Collaborative regional children in care outreach programme • Outreach programme with young carers and young mothers • Campus-based parent information sessions • School-based parent IAG evenings
Adult learners	• Dedicated first point of contact for pre-entry enquiries • Drop-in sessions at open days • Provision of accessible IAG for Access to Higher Education Diploma learners • Community-based activities • Outreach IAG visits to Access courses • Regional Annual Access Student Conference • Bespoke campus visits for mature and Access Diploma learners • Subject-based and study skills support for Access Diploma coursework • Evening and weekend sessions to encourage adults to consider ITT • Males into primary ITT taster course
Transitional support	• Pre-entry study skills programme for adult learners • Pre-entry PGCE ITT introductory programme • Early induction programme for students disclosing a disability • All undergraduate students offered a peer mentor • Pre-entry orientation event for commuter students • Extended induction programme for all students • Peer-assisted learning • Programme for Foundation degree students entering Year 3 Honours programme

Access

In response to the recent decline in entrants from POLAR3 Quintile 1 areas, in addition to the refocus of outreach activity the university has introduced contextualised offers for these applicants. In 2017/18 we also carried out an extensive review of our Accredited Prior Experiential Learning (APEL) Policy to further support the access of mature learners. We will ensure that we will continue to consider applicants from these underrepresented groups on their merits and that our procedures are fair, transparent and evidence-based.

Retention and success

The evaluation of the university's undergraduate retention for the period 2013/14 to 2015/16 showed that while Year 1 withdrawals had increased, those in Year 2 and Year 3 decreased. Efforts put in place before or within 2016/17 have seen an improved performance in Level 4 retention and in 2017/18 a Retention Working Group, a subgroup of the Learning and Teaching Committee, was convened by the Vice-Provost Learning and Teaching to draw together existing practice that supports student retention and to implement immediate further action based on evidence from the sector to pro-actively work to improve retention and narrow gaps in equality of opportunity where they exist.[27] The Retention Working Group has representation from the academic schools, professional services including student support and widening participation, and the student body.

Enhancing retention and success begins with ensuring that as far as possible, students are registered on courses suited to their abilities and career aspirations. We will continue to develop our transitional support for new students from underrepresented groups, including a named contact for pre-entry contact for care leavers, young carers and estranged students[28] and a named contact within our Student Support Services team for the duration of their time at the university, a pre-entry study skills programme for mature students, a pre-entry questionnaire for applicants who disclose a disability, SplD, autism spectrum disorder (ASD), mental health issue or medical condition that will inform their Academic Access Plan, and an early induction programme for students who have disclosed a disability. All new students have access to our Peer Mentoring Scheme. The extended induction period for all new students aims to enhance a sense of belonging, develop confidence and resilience to negotiate university life, promote engagement with staff, peers and wider aspects of the university, and demystify assessment. Evidence suggests new students do not necessarily understand assessment processes and may be unsure of the criteria against which their work is being judged. This can be particularly pronounced in the creative disciplines. Evidence from the sector suggests that support in exploring the assessment process with new students has been shown to be particularly effective in addressing the issue and can significantly improve the retention and attainment of students from groups at risk of withdrawal or lower attainment.[27] The university will also continue to offer a range of targeted financial support for students, based on financial need.

In 2015/16 our support provision for students who disclose disabilities, including mental health issues, SpLD and/or ASD was reviewed and reformed based on the social model of disability. This informed the work of the university's Learning and Teaching Committee to ensure that the curriculum, assessment and learning and teaching styles are inclusive and take into full consideration the diversity of our student body and their experiences. As a result of the review additional investment was made available and the team who support disabled students includes Disability Advisors (ASD and SpLD), a Mental Health Advisor, Student Mental Health Coordinator, Wellbeing Advisors and Solution-focussed Practitioners and Counsellors. We implement a range of policies including reasonable adjustments, assistance animals, mental health and wellbeing, fitness to study to provide an effective, tailored support programme and fund a range of reasonable adjustments such as physical and environmental adjustments, note-takers and transition buddies.

On-course academic and pastoral support includes the university's personal tutor system, additional learning and writing development support through a dedicated Writing and Learning Centre service and the students' administration, welfare, finance, disability and careers advice and guidance services. Student Support professionals work with students throughout the student lifecycle and with other university staff to raise awareness of the services that are available and how to access them.

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[27] *Supporting student success: strategies for institutional change: What Works?* Paul Hamlyn Foundation. 2017
[28] Bath Spa University has signed the StandAlone Pledge and previously held the Buttle UK Quality Mark for Care Leavers.

Progression to highly skilled employment or further study

In 2017/18 the Careers and Employability Service acquired the Matrix Quality Standard for its outstanding provision. Institutional learning objectives for new curricular content and module formats, including delivery through online and multimedia resources, have been developed to help enhance the curriculum and maximise the impact of careers and enterprise initiatives. Outside of the curriculum, the Careers and Employability Team also provide evidence-based and inclusive employability programmes through an aspirational model of delivery.

Evidence from the sector has shown that the early recognition of career aspirations, no matter how vague, and working with students to promote their understanding of how their university experience can support this not only benefits progression but has proved effective in improving retention and attainment.[27] In 2019/20 we will continue to refine our approach of working with students earlier to build career aspiration and confidence to ensure our employability programmes have more impact in the longer term on graduate destinations. We are planning to introduce *Careers Registration* alongside the academic programme registration for new students to capture the career-readiness and level of work experience of each student. *Careers Registration* will also track student engagement and progress year on year and enable us to monitor and evaluate the effectiveness of our careers and employability programmes. Our *Spa Treatment* programme of events for Year 1 students starts the conversations about motivations, values, career paths, and enterprising behaviour early in the degree experience and evidence from evaluation suggests that making an early positive connection with the Careers Service makes the service feel more accessible.

Work experience is becoming increasingly important and integral to many of our subject areas. From 2016/17 we have increased opportunities for work placements and building on the evaluation of provision already established with one of the university's academic divisions have worked to formalise and expand sandwich year provision with the long-term aim of including a professional placement year for every full-time undergraduate programme. We will continue to develop our industry mentoring programmes to support penultimate year students and intend to continue our targeted funded Summer Placements Scheme and Internship Programme that will be funded through Access and Participation Plan expenditure. Evaluation showed that the 2016/17 cohort of participants believed that they had benefited from Internship Programme, citing improvements in self-confidence and skills and that the programme had influenced their career aspirations. In 2016/17 58% of our Graduate Internship Programme Opportunities led to either an extended or permanent placement within the hosting company.

The university strongly encourages entrepreneurship and an increasing number of students complete projects in their final year that are inherently enterprising. In 2017/18 we increased our support of this activity by working closely with final year professional practice and creative enterprise students to encourage them to think more ambitiously and strategically about these kinds of projects as potential future businesses, and we invest in an industry mentoring programme to support penultimate year student entrepreneurs and just-graduating students who wish to engage in freelance and self-employment activities with start-up support packages of funding, advice, and space.

Students will also continue to be supported in finding part-time and out of term-time employment through the university's student *JobShop*. As well as providing financial support, undertaking paid work whilst in higher education has been shown to increase the chances of successful outcomes for students compared with those who do not undertake paid work.[29] Each year, over 600 students take up voluntary roles through the Students' Union, which develop a range transferable skills and experience that supports their future employability. The Bath Spa University Students' Union has held Investors in Diversity accreditation since 2014, underpinning its commitment to equality of opportunity for all students to undertake such roles.

We aim to increase the proportion of students who spend part of their studies abroad in either an educational or work placement. However, work with our own students and external research has confirmed that financial constraint can be a major barrier to outward student mobility.[30] Bath Spa University offers a range of supported opportunities, including financial support drawn from a variety of sources, to enable

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[29] *Learning from Futuretrack: the impact of work experience on higher education student outcomes*. BIS Research Paper No 143. October 2013

[30] International Student mobility Report. Sussex Centre for Migration Research, University of Sussex and The Centre for Applied Population Research, University of Dundee. HEFCE. July 2004

students to undertake an international experience abroad. Through a programme of awareness and aspiration-raising activity, we will work to ensure these opportunities are extended to social groups that might otherwise be unlikely to participate. We intend to offer particular encouragement to our students who live at home to access these opportunities. In 2016/17 a pilot assessment of the impact of international mobility on the success and progression of Bath Spa University students showed that, as was found in national studies, students who undertook an international placement graduated with a higher overall mean grade, achieved more first class and upper second honours, were more likely to be engaged in work or postgraduate study six months after graduation and be earning a higher salary than those who did not undertake a placement.[31] [32]   Although the sample size was small, a matched-pairs methodology based on widening participation markers was developed and trialled in this pilot that will enable us to evaluate our future outward mobility schemes.

Student financial support
In 2019/20 we plan to continue to balance access agreement investment between activities and targeted economic support. The internal data and evidence from qualitative research that indicated investment in highly-targeted financial support had a positive impact on the retention of successive cohorts of our most underrepresented and financially disadvantaged students was presented in detail in previous access agreements and summarised on page 12 of this Access and Participation Plan.[33]

Bath Spa University Bursary Scheme
Arrangements for new students: For 2019/20 entrants the university will make Bath Spa University Bursary Scheme awards to undergraduate entrants who meet our eligibility criteria, including household income as evidenced by their student support application. An estimate of how much the university will allocate to financial support for new and continuing students is supplied in Table 6a of the 2019/20 Resource Plan submitted with this document.

Scope: Bath Spa University will provide a number of individual bursary awards worth a total of £3,500 each for eligible Year 1 undergraduate entrants in 2019/20. Each £3,500 award will be paid over three years as a cash award of £1,000 in Year 1, and providing students still meet the eligibility criteria, £1,000 in Year 2 and £1,500 in Year 3 of the undergraduate programme. If requested, students may arrange to take their award as a fee waiver.

Eligibility: Students domiciled in England will be eligible for a Bath Spa University Bursary Scheme award. Students from other UK domiciles where the 2019/20 level of state support is equivalent to or lower than that for England-domiciled students will also be eligible. Graduates who already hold a first degree or higher qualification will not be eligible for a Bath Spa University Bursary Scheme award. Students who receive sponsorship to pay fees will not be eligible for a Bath Spa Bursary Scheme award. Eligible students will be able to be considered for a Bath Spa Bursary Scheme award if their declared household residual income is below £25,000 per annum, however the bursary awards will be in limited supply so it is our intention to use additional eligibility criteria to target these awards to particularly encourage and support students with the lowest household income who are also from disadvantaged socio-economic backgrounds. We will prioritise entrants who fall in one or more of the following categories:
- declared care leavers[34]
- currently living at an accredited Foyer or who have moved out of an accredited Foyer in the past 12 months[35]
- in receipt of the increased loan for living costs[36]
- from low-income households in low participation neighbourhoods based on POLAR data for young participation rates and OfS data on higher education-qualified adults in an area, or where a postcode does not have a classification in either POLAR files, an assessment based on the Office for National Statistics Neighbourhood Statistics data.

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[31] *Attainment in Higher education, Erasmus and placement students*. HEFCE. November 2009
[32] Sutton, R.C and Rubin, D.L (2014). *The GLOSSARI Project: Initial Findings from a System-Wide Research Initiative on Study Abroad Learning Outcomes*. Frontiers: The interdisciplinary Journal of Study Abroad. 10:65-82
[33] Bath Spa University Access Agreement 2015/16 to 2017/18
[34] A person under the age of 25 on entry who has been in local authority care for three months or more from the age of 14
[35] The Foyer Federation provides affordable and safe accommodation for disadvantaged young people linked to employment and training opportunities, support and a range of other services
[36] For students entitled to state benefits, introduced in 2016/17 to replace the Special Support Grant (SSG)

Individually assessed bursary awards: In response to consultations with students and evaluation of the scheme in 2015/16, 2016/17 and 2017/18, in 2019/20 Bath Spa University will also provide a number of individual bursary awards to students where their declared household residual income is below £25,000 per annum and they face multiple dimensions of disadvantage but their home postcode is not within the POLAR low participation neighbourhoods. These bursaries will be individually assessed and will be limited. The bursary will be worth a total of £3,500 each for eligible Year 1 undergraduate entrants in 2018/19. Each £3,500 award will be paid over three years as a cash award of £1,000 in Year 1, and providing students still meet the eligibility criteria, £1,000 in Year 2 and £1,500 in Year 3 of the undergraduate programme. If requested, students may arrange to take their award as a fee waiver.

Bath Spa University PGCE Minimum Standard Bursary
Scope: Bath Spa University will provide a number of individual bursary awards worth a total of £500 each for eligible PGCE students in 2019/20. The award will be paid as a cash award providing students meet the eligibility criteria. If requested, students may arrange to take their award as a fee waiver.

Eligibility: Students domiciled in England will be eligible for a Bath Spa University PGCE Minimum Standard Bursary award. Students from other UK domiciles where the 2019/20 level of state support is equivalent to or lower than that for England-domiciled students will also be eligible. Students who receive sponsorship to pay fees will not be eligible for a Bath Spa University PGCE Minimum Standard Bursary award. Eligible students will be able to be considered for a Bath Spa Bursary PGCE Minimum Standard award if their declared household residual income is below £25,000 per annum. When assessing eligibility, all income, including any NCTL bursary received will be considered. However, the Bath Spa University PGCE Minimum Standard Bursary awards will be in limited supply so it is our intention to use additional eligibility criteria to target these awards to particularly encourage and support students with the lowest household income who are also from disadvantaged socio-economic backgrounds. We will prioritise entrants who fall in one or more of the following categories:
- declared care leavers
- currently living at, or who have moved out of an accredited Foyer in the past 12 months
- in receipt of the increased loan for living costs
- home address in a low participation neighbourhoods based on POLAR data for young participation rates and data on higher education-qualified adults in an area, or where a postcode does not have a classification in either POLAR files, an assessment based on the Office for National Statistics Neighbourhood Statistics data.

Individually assessed bursary awards: Bath Spa University will also provide a number of individual Bursary awards to students where their declared household residual income is below £25,000 per annum and they face multiple dimensions of disadvantage, but their home postcode is not within the POLAR low participation neighbourhoods. These bursaries will be individually assessed and will be limited. The bursary will be worth a total of £500 each for eligible entrants in 2019/20. If requested, students may arrange to take their award as a fee waiver.

Bath Spa University Access Fund
Scope: Financial support will also be available to students through the Bath Spa University Access Fund (Bath Spa University AF). This is a discretionary fund for students experiencing financial hardship that will be resourced jointly from higher fee income and OfS targeted allocation funding for supporting student success outcomes or improving provision for disabled students. In 2019/20 £160,000 will be made available for the Bath Spa University AF. There will be two types of award:
- Standard: where there is a calculated shortfall between income and expenditure
- Non-standard: for exceptional and unexpected costs.

Administration and priorities: The Bath Spa University Access Fund will be administered by Student Funding (Finance), monitored and reviewed on a monthly basis by the university's Access Fund Panel. The Bath Spa University AF will be administered flexibly for Undergraduate and Postgraduate Taught students, with a proportion of the fund allocated specifically for students enrolled on National College for Teaching and Leadership (NCTL)-funded PGCE programmes. The priority groups for the Bath Spa University AF are:
- students from low income backgrounds
- students from areas of relative deprivation and low participation neighbourhoods

- students with children (especially lone parents)
- student parents who incur additional costs associated with childcare when partner in the Armed Forces, including the Reserve Forces, is sent on temporary deployment
- mature students
- students with a disability, specific learning difficulty, autism or mental health issue
- care leavers
- young adult carers
- estranged students
- students from Foyers or who are homeless.

Bath Spa University Trainee Teacher Fund
Scope: In 2019/20 we plan to continue to allocate a proportion of the £160,000 BSU AF to the Bath Spa University Trainee Teacher Fund (Bath Spa University TTF). The evaluation of the demand on this fund in 2018/19, ITT numbers and level of Government ITT financial support will be taken into consideration when finalising this allocation at the start of the academic year.   The Bath Spa University TTF will be used on a case-by-case basis to support new full- and part-time entrants to PGCE ITT courses who are experiencing financial hardship. Any residual funding not awarded through the TTF will be redirected and awarded through the Bath Spa University AF. There will be two types of award:
- Standard: where there is a calculated shortfall between income and expenditure
- Non-standard: for exceptional and unexpected costs.

Eligibility and assessment: To be eligible for a TTF award a student must be in receipt of statutory funding entitlement and have home status. When assessing an application for support through the TTF, all income, including any NCTL bursary received will be considered and weighed against individual circumstances and need. The receipt of a TTF award will not necessarily disqualify a student from consideration for a further award from the Bath Spa University AF. Given the geographical location of many schools where school experience is undertaken, PGCE ITT trainees and undergraduate Education students may also be eligible for financial assistance with some transport and accommodation costs associated with school placements.   The same calculations used in assessing applications to the Access fund will be used for the assessment of TTF applications, as the composite living costs amounts used to assess Bath Spa University AF awards will be based on Government and benefit figures.

Investment

Based on projected student numbers and the assessment of our current performance and access, retention, success and progression measures described in this Plan, it is estimated that in 2019/20, the university will invest over £3.29m from additional fee income in access, success and progression measures (Table 4).

Table 4. Estimated expenditure on financial support, access, success and progression measures 2019/20.*

Year	Financial Support	Access	Student success	Student progression	Total
2019/20	£1,472,500	£1,139,364	£1,238,717	£918,018	**£4,768,599**

**Estimate based on projected student numbers, which may be subject to adjustment on confirmation of actual additional fee income.*

It is estimated that the total spend on access, success and progression measures as a proportion of tuition fee income over £6,165 for full-time and £4,625 for part-time Home and EU students will be 23.9% in 2019/20 (Table 7b in the Resource Plan submitted with this document).

It is assumed that Access and Participation Plan expenditure will sit alongside the OfS 2019/20 targeted allocation that will be used by the university to provide specific support for students who disclose disabilities and to support successful student outcomes. The level of expenditure and scope of the access, retention, success and progression measures in this agreement are based on the assumption that as an institution with a relatively high proportion of at-risk students from disadvantaged backgrounds and disabled students, we

will continue to receive an appropriate level of targeted allocation in 2019/20 through the disabled students' premium and premium to support successful full-and part-time undergraduate outcomes.[37]

Provision of information to students

We will publish clear, accurate and accessible financial information, including fees, additional costs and the financial support available, and details of entry requirements, course information and modes of study for existing and prospective students. The most up-to-date information will be published on the university's website. A variety of communications, including social media and printed media will refer students to the relevant web pages. We also provide information through the Key Information Sets (KIS).

Along with fee and student finance, broader IAG around areas such as student life, routes into higher education and careers, the UCAS process, accessing support, suitable resources for further information and specific IAG relating to Bath Spa University will continue to be delivered to young people, their parents/carers and supporters as part of our general recruitment activities and through our core widening participation pre-entry outreach programme. The university's student finance team will be available at Open Days to inform and advise potential students and their parents/carers.

The University will continue to work closely with UCAS, the Student Loans Company (SLC) and Graduate Teacher Training Registry (GTTR) and provide robust data and the information needed to meet their requirements. We will supply course information to these agencies, meet attendance confirmation deadlines with the SLC in order to activate loans for students and will meet the moratorium date to release fee payment to the University. We will also fulfil our obligation to confirm changes in student circumstances.

This Access and Participation Plan and subsequent plans will be published on the university's website.

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[37]*Teaching funding in the period from April 2018 to July 2019: Summary of the OfS board decisions.* OfS. 2018.22

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
The tuition fees for full-time undergraduate first degree courses are set at a rate equal to the variable fee ceiling set annually by the Government and will be subject to inflationary increases for each year of study once announced.		
Full-time course type:	**Additional information:**	**Course fee:**
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		£1,850
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	**Additional information:**	**Course fee:**
Foundation degree	City of Bath College - 10001465	£7,950
Foundation degree	Academy of Circus Arts and Physical Theatre - 10010093	£9,250
Foundation degree	New College Swindon - 10004579	£7,950
Foundation degree	Weston College - 10007459	£8,250
First degree	Brighton Academy -	£7,500
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	**Additional information:**	**Course fee:**
First degree		£6,935
Foundation degree	Weston College - 10007459 -	£6,935
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body													
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low participation neighbourhoods (LPN)	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Young full-time degree entrants. Target and milestones were calculated on rolling average of data from 2012/13 to 2013/14.	No	Other (please give details in Description column)	11.8%	13.5%	14.0%	14.2%			Lifting of student number control from 2015/16 and potentially the fee cap makes it difficult to predict any impact this and the drive to widen access across the sector might have on future recruitment.
T16a_02	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	All undergraduate BME entrants. Target and milestones were calculated on rolling average of internal data from 2012/13 to 2013/14.	No	Other (please give details in Description column)	7.9%	9.5%	10.0%	10.2%			Lifting of student number control from 2015/16 and potentially the fee cap makes it difficult to predict any impact this and the drive to widen access across the sector might have on future recruitment.
T16a_03	Access	Mature	**HESA T2a** - (Mature, full-time, first degree entrants)	Mature full-time degree entrants. Target and milestones were calculated on rolling average of data from 2012/13 to 2013/14.	No	Other (please give details in Description column)	19.0%	20.7%	21.0%	21.2%			Lifting of student number control from 2015/16and potentially the fee cap makes it difficult to predict any impact this and the drive to widen access across the sector might have on future recruitment.
T16a_04	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	PGCE ITT (All Phases) BME entrants. Target and milestones were calculated on rolling average of internal data from 2012/13 to 2013/14.	No	Other (please give details in Description column)	4.6%	5.8%	6.0%	6.2%			This target and the milestones were calculated on the previous 2 year pattern of recruitment since the introduction of higher tuition fees and the assumption that there will be no overall increase or decrease in trainee numbers. While considerably below the sector average, at 4.6% the percentage of trainees from BME backgrounds on NCTL -funded PGCE courses at the University is marginally above that of the south west region at 2.8%. At this stage it is difficult to predict any impact the future implementation of Government ITT policy might have on our allocated trainee numbers or recruitment.
T16a_05	Access	Gender	**Other statistic** - Gender (please give details in the next column)	PGCE ITT (Primary) male entrants. Target and milestones were calculated on rolling average of internal data from 2012/13 to 2013/14.	No	Other (please give details in Description column)	21.0%	22.6%	23.0%	23.4%			This target and the milestones were calculated on the previous 2 year pattern of recruitment since the introduction of higher tuition fees and the assumption that there will be no overall increase or decrease in trainee numbers. At this stage it is difficult to predict any impact the future implementation of Government ITT policy might have on our allocated trainee numbers or recruitment.
T16a_06	Student success	Multiple	**HESA T3a** - No longer in HE after 1 year (Young, full-time, first degree entrants)	Qualify or continue at same university. Target and milestones were calculated on rolling average of data from 2010/11 to 2012/13.	No	Other (please give details in Description column)	93.2%	94.3%	94.5%	94.7%			
T16a_07	Student success	Low participation neighbourhoods (LPN)	**HESA T3b** - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Qualify or continue at same university. Target and milestones were calculated on rolling average of data from 2010/11 to 2012/13.	No	Other (please give details in Description column)	92.4%	93.2%	93.4%	93.5%			
T16a_08	Student success	Multiple	**HESA T3c** - No longer in HE after 1 year & no previous HE qualification (Mature, full-time, first degree entrants)	Qualify or continue at same university. Target and milestones were calculated on rolling average of data from 2010/11 to 2012/13.	No	Other (please give details in Description column)	89.3%	92.0%	92.5%	92.7%			
T16a_09	Student success	Multiple	**Other statistic** - Completion/Non continuation (please give details in the next column)	Student retention and success as measured by gaining QTS. Target and milestones were calculated on rolling average of internal data from 2012/13 to 2013/14.	No	Other (please give details in Description column)	88.5%	88.9%	90.0%	90.2%			
T16a_10	Progression	Multiple	**Other statistic** - Progression to employment or further study (please give details in the next column)	HESA E1a Emplyment Indicators: Leavers obtaining first degree from full-time courses. Employment including further study.	No	2012-13	93.8%	95.8%	96.0%	96.2%			
T16a_11	Progression	Multiple	**Other statistic** - Progression to employment or further study (please give details in the next column)	HESA Destination of Leavers from Higher Education: percentage of UK domiciled full-time respondents in graduate level employment.	No	2012-13	55.4%	58.0%	59.0%	60.0%			
T16a_12	Student success	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Achievement of a 1st or 2(i) for UK-domiciled BME students as compared with BSU average	No	2015-16	9 perecntage points gap	7 percentage points gap	6 percentage points gap	5 percentage points gap			

								Yearly milestones (numeric where possible, however you may use text)					
			Table 8b - Other milestones and targets.										
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16b_01	Other/Multiple stages	Other (please give details in Description column)	Management targets	University-wide strategic steering group monitors and evaluates progress towards the delivery of the measures, targets and milestones set out in this and future Access Agreements. Target expressed as meetings per year	No	2015-16	4	4	4	4			The Steering Group sets terms of reference and reporting pathway in Universioty governance structure. The Group meets at least once per term to monitor progress towards delivery against milestones, receive annual monitoring and evaluation reports and review the Access Agreements asrequired by OFFA in the subsequent years. Sub-groups are formed from membership to collaborate on specific tasks or projects such as evaluation. Target and milesones added .
T16b_02	Other/Multiple stages	Other (please give details in Description column)	Management targets	University Student Experience Advisory Group. Target expressed as meeting per year	No	2015-16	4	4	4	4			The Student Experience Advisory Group strategically manages all aspects of improving the student experience, including the additional retention and success measures described in this Access Agreement. Target and milestone added.
T16b_03	Access	Multiple	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Working with partner school or college coordinators to establish a framework, ideally based on a Learner Progression Framework model and HEFCE targeting guidelines, in which to deliver sustained, progressive, targeted and evaluated programme of outreach activity. Target expressed as number of institutions.	Yes	2013-14	10	12	12	12			The total number of participants will vary year on year, but we aim to continue work with schools or colleges to build progressive programmes of activites for their targeted cohorts of pupils to raise aspiration to higher education and attainment to promote progression alongside provision of high-quality IAG to inform choices.
T16b_04	Access	School sponsorship	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Build outreach programmes based on learner progression framework model for partner academy and trust schools. Target expressesd as number of events per institution per year.	Yes	2012-13	0	0	0	0			This target has become obsolete. Strategic priorities have changed and at the time of compiling this Access Agreement have no formal partner academy or trust schools.
T16b_05	Access	Mature	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Sustaining the work of the Western Access Progression Agreement Steering Group in the south west region. Target expressed as number of meetings.	Yes	2015-16	3	3	3	3			The Western Access Progression Agreement is a partnership of regional HEIs that work together to bring greater clarity, coherence and certainty to progression opportunities for Access to Higher Education learners in the region
T16b_06	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Deliver GCSE tutoring in target schools in collaboration with the University of Bath. Target expressed as number of pupils.	Yes	2015-16	1,500	1,500	1,500	1,500			Collaborate with University of Bath to provide university student tutors to provide classroom support in complementary GCSE subject areas in B&NES Schools. As part of this programme we provide student tutors in English, History and Geography. We work together with the University of Bath to evaluate the programme.
T16b_07	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Deliver GCSE tutoring in target schools in collaboration with the University of Bath. Target expressed as number of tutors.	Yes	2015-16	60	60	60	60			Collaborate with University of Bath to provide university student tutors to provide classroom support in complementary GCSE subject areas in B&NES Schools. As part of this programme we provide student tutors in English, History and Geography. We work together with the University of Bath to provide joint staff development and tutor training sessions.

T16b_08	Access	Care-leavers	Outreach / WP activity (collaborative - please give details in the next column)	Provide a programme of activities to support children in care and care-leavers working with local and regional HEIs and colleges to support young people and local authority care teams in the region. Target expressed as number of meetings.	Yes	2013-14	8	10	10	10		We work collaboratively with local and regional HEIs to jointly expand the reach and volume of this work. We work with young people, their carers and professional support workers. The University currently works with three local authority teams in the region. The total number of participants per event is variable.
T16b_09	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Primary programme. Consists of three sessions, two school-based and one on campus, although we offer schools flexibility. Collaborative programme with the University of Bath. Target expressed as number of programmes.	Yes	2014-15	9	10	10	10		We will collaborate with regional HEIs to prevent duplication of events in same schools. There are usually between 20 to 30 pupils in each prgramme.
T16b_10	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Programme of targeted aspiration-raising generic campus visit days based around student life and finance IAG. Target expressed as number of events.	No	2015-16	24	25	25	25		The average number of participants per event is approximately 40.
T16b_11	Access	School sponsorship	Outreach / WP activity (other - please give details in the next column)	Subject-based events. Curriculum-based and university subject taster sessions. Target expressed as number of events.	No	2015-16	14	20	20	20		The average number of participants per event is approximately 25-30, depending on the subject and nature of the event.
T16b_12	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	School and college based aspiration and attainment-raising events with young people. Target expressed as number of events.	No	2015-16	23	25	25	25		The number of participants per event is variable depending on the nature of the event, can range from HE roadshows for targeted groups of 50, to career-fairs for whole year groups or a number of different year groups in the area.
T16b_13	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Promoting access to the professions to young people from WP backgrounds. Target expressed as number of events.	No	2015-16	5	10	10	10		Increasingly partner schools and colleges are requesting us as leading ITT providers in the region to support careers events by offering IAG about pathways into the teaching profession for both pre- and post-16 students. This target is in addition to the outreach work we already carry out around pathways into the teaching profession with learners on Access to Higher Education Diploma courses. We also run a number of programmes and a summer school around accessing the professions associated with our particular portfolio of academic provision.
T16b_14	Access	Gender	Outreach / WP activity (other - please give details in the next column)	Promoting men into into Primary and Early Years 2-day taster course. Target expressed as number of participants.	No	2015-16	18	22	23	25		The taster course is an opportunity for men to consider whether teaching in a Primary or Early Years setting is the right career for them. The taster course is delivered over two days by ITT tutors and includes one day in school and practical IAG on pathways into the teaching profession.
T16b_15	Access	Mature	Outreach / WP activity (other - please give details in the next column)	Outreach work with Access to Higher Education Diploma and mature students. Target expressed as number of events.	No	2015-16	10	14	15	15		This is an indication of minimum activity and includes planned activity such as the Annual Access Student Conference, demand-led activity such as outreach visits to colleges and community organisations and our transitional summer school. It is difficult to predict the number of events as requests for outreach visits vary year on year. The number of particants per event is also difficult to predict, although typically the Annual Access Student Conference and transitional summer school attracts 50-60 participants.
T16b_16	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Parent evening events based around HE and finance IAG. Target expressed as number of events.	No	2015-16	18	20	20	20		The number of participants per event is variable depending on the nature of the event and can range from 30 to 150+.
T16b_17	Student success	Multiple	Student support services	Proactive targeting of support services for students with behaviours and characteristics associated with greater risk of withdrawal.	No	2014-15	Reviewed annually	Reviewed annually	Reviewed annually	Reviewed annually		We work to identify and proactively direct at-risk students, including those with WP markers in their profile, to the appropriate support professionals. We evaluate and review our systems annually. Milestones added.
T16b_18	Progression	Multiple	Student support services	Student engagement with careers and employability services. Target expressed as proportion of total student population.	No	2015-16	50%	58%	60%	62%		We work to encourage all students to engage with these services.
T16b_19	Progression	Multiple	Student support services	Work placements and work-related learning. Target expressed as number of placements.	No	2015-16	450	550	600	600		We will work to ensure parity of opportunity for work placement and work-related learning across our undergraduate provision.

T16b_20	Progression	Multiple	Student support services	Uptake of University-sponsored paid internships. Target expressed as number of internships.	No	2015-16	50	50	50	50			We work to identify and proactively encourage students with a WP marker in their profile to apply for the internships.
T16b_21	Other/Multiple stages	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Participate in the NERUPI Consortium to develop innovative approaches to assess the impact of widening participation interventions across the student lifecycle and contribute to the the sector's understanding of effective practice. Target expressed as attendance at meetings per year.	Yes	2015-16	4	4	4	4			The NERUPI Framework, based on aims informed by academic research and best practice in the field, provides a common set of criteria for assessing impact while allowing use of flexible methods reflecting context. NERUPI's collaborative approach and focus on innovation and dissemination strengthens local evaluation and contributes to the sector's understanding of effective practice.