Bath Spa University

Access and participation plan 2020-21 to 2024-25

1. Assessment of performance

The assessment of the university's performance was based on the analysis of internal data, access and participation data resources from the Office for Students (OfS), Universities and Colleges Admissions Service (UCAS) End of Cycle data, absolute and relative performance in Higher Education Statistics 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. For all measures based on 2017-18 or 2016-17 HESA performance indicator data, the university performed at sector average. Tables 1 to 16 in this assessment were constructed from OfS Access and participation data dashboard data, and so are in the public domain. For data protection compliance a comprehensive set of rounding and suppression criteria were applied to these data by the OfS before release. For some student subgroups at the university where the population of the numerator and/or the denominator used to calculate an indicator was small, dashboard data had been suppressed so were recorded in Tables 1 to 16 as not reportable (DP).

1.1 Higher education participation

Access

- The offer rate for June deadline 18 year old full-time undergraduate applications to the university from POLAR4 Quintile 1 areas increased from 72.2% in 2013 to 85.4% in 2018. The gap between offer rate for June deadline 18 year old applications from POLAR4 Quintile 5 areas and applications from POLAR4 Quintile 1 areas reduced from
  8.9 percentage points in 2013 to 3.9 percentage points in 2018.[1]

- The percentage point difference between the offer rate and average offer rate for POLAR4 Quintile 1

applications in 2018 was the same as the calculated range of random variability indicating that after controlling for predicted grades and subject choice, the difference was likely to have resulted purely by chance.[2]

- An internal analysis of 2018-19 undergraduate registration data showed that where recorded, 46.0% of entrants were classified as being from NS-SEC 4-8 occupational backgrounds. Of the undergraduate UK-domiciled entrants who registered with the university in 2018-19, 82.0% had at least one marker of underrepresentation in their profile. The calculation included entrants from POLAR4 Quintiles 1 and 2 areas, but excluded progression from state schools or colleges as a marker of underrepresentation.

- In 2017-18 the proportion of young full-time undergraduate entrants from POLAR4 Quintile 1 areas as a percentage of young full-time entrants to the university was 13.4%. In 2015-16, which was the first year that performance indicator data based on POLAR4 methodology were released by HESA, the percentage was 11.2%.[3][4]

- The Key Performance Measure (KPM) 1 data showed that in 2017-18 there was an overall 30.9 percentage point gap in higher education participation between England-domiciled 18-30 year olds from POLAR4 Quintile 5 and Quintile 1 areas who have participated in higher education in the UK.[4]

- The proportion of full-time 18-20 year old undergraduate entrants to the university from POLAR4 Quintile 1 areas increased from 12.4% in 2013-14 to 13.3% in 2017-18. The participation gap between the proportion of full-time 18-20 year old undergraduate entrants to the university from POLAR4 Quintile 5 and Quintile 1 areas

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[1] *End of cycle undergraduate report by sex, area background, and ethnic group, 2013-2018.* UCAS. 2018.

[2] *End of cycle undergraduate report by sex, area background, and ethnic group, 2013-2018. Average offer rate lookup table.* UCAS. 2018.

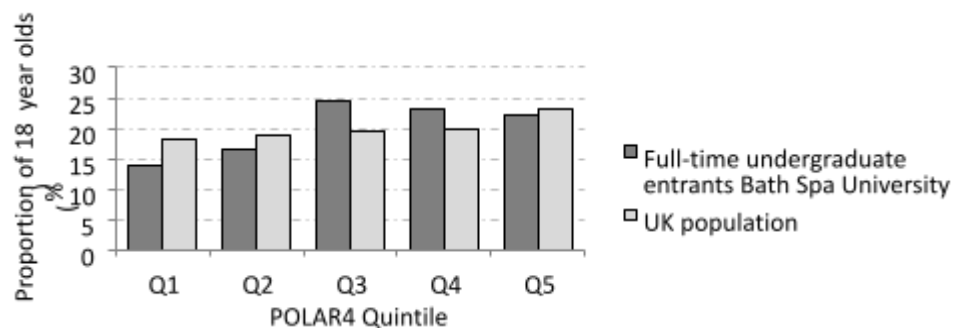[3] *Experimental Statistics: UK Performance Indicators 2017-18.* HESA.

[4] . [4] *Access and participation data dashboard.* Office for Students. 2019.

increased from 12.7 percentage points in 2013-14 to 12.9 percentage points in 2017-18. However, within this trend progress was made by the university in narrowing the gap from its widest of 18.0 percentage points in 2015-16 to

12.9 percentage points in 2017-18. The gap in all English higher education providers reduced from 19.9

percentage points in 2013-14 to 18.3 percentage points in 2017-18.[4]

- The proportion of full-time 18 year old undergraduate entrants to the university from POLAR4 Q1 areas increased from 12.0% in 2013-14 to 13.9% of 18 year olds in 2017-18.[4] The distribution of full-time 18 year old undergraduate entrants to the university from POLAR4 Quintile areas and in the UK population is shown in Figure 1.

- Although the participation gap between the proportion of 18 year olds in the UK population from POLAR4 Quintile 5 areas and full-time 18 year old undergraduate entrants to the university from POLAR4 Quintile 1 areas reduced from 6.0 percentage points in 2013-14 to 4.3 percentage points in 2017-18, the gap remained statistically significant in each year over that period. The gap was at its widest of 8.1 percentage points in 2015-16.[4]

Figure 1. The distribution of full-time 18 year old undergraduate entrants to Bath Spa University and in the UK population by POLAR4 Quintile area in the academic year 2017-18.[4]

- The proportion of full-time 18-20 year old undergraduate entrants to the university from English Index of multiple deprivation (IMD) Quintile 1 areas increased from 7.2% in 2016-17 to 7.8% in 2017-18. The participation gap between the proportion of full-time 18-20 year old undergraduate entrants to the university from IMD Quintile 5 and Quintile 1 areas decreased from 23.1 percentage points in 2016-17 to 22.2 percentage points in 2017-18.[4]

Success

Non-continuation

- The proportion of young full-time first degree entrants from POLAR4 Quintile 1 areas who continue or qualify at the university increased from 86.2% in 2015-16 to 90.4% in 2016-17. In 2016-17 the proportion of young full-time first degree entrants from POLAR4 Quintile 1 areas who registered with the university but who were no longer in higher education was 7.1%, compared with the university's HESA benchmark of 8.6%.[3]

- The KPM 3 data showed that for full-time undergraduate entrants aged 18-30 at the university, the continuation gap between the most (POLAR4 Quintile 5) and least represented group (POLAR4 Quintile 1) was 3.0 percentage points in 2016-17. This is compared with 4.4 percentage points for UK-domiciled entrants in all English higher education providers in 2016-17. In 2012-13 the continuation gap between the most and least represented groups at the university was 2.0 percentage points; however, the gap widened to 4.0 percentage points in 2015-16. Neither the change in continuation gap over time, nor the continuation gap between the groups for each year was statistically significant between 2012-13 and 2016-17.[4]

- There was a -3.0 percentage point change in the continuation rate of young (under 21) full-time undergraduate entrants from POLAR4 Quintile 1 areas from 94.0% in 2012-13 to 91.0% in 2016-17. Between 2015-16 (89.0%) and 2016-17 (91.0%) there was a 2.0 percentage point improvement. In 2016-17 the continuation rate of fulltime young undergraduate entrants from POLAR4 Quintile 1 areas at the university was 1.8 percentage points greater than for all English higher education providers.[4]

- The continuation gap between young full-time undergraduate entrants aged 18-30 at the university from POLAR4 Quintiles 3, 4 or 5 areas and POLAR4 Quintiles 1 or 2 areas was 2.0 percentage points in 2016-17. This is compared with a 2.7 percentage point continuation gap between these groups for all English higher education providers. In 2012-13 the continuation gap at the university was -2.0 percentage points. Although the continuation gap widened, neither the change in continuation gap over time, nor the continuation gap between the groups for each year was statistically significant between 2012-13 and 2016-17.[4]

- There was a -2.0 percentage point change in the continuation rate of young (under 21) full-time undergraduate entrants from IMD Quintile 1 areas from 91.0% in 2012-13 to 89.0% in 2016-17. Between 2015-16 (93.0%) and 2016-17 (89.0%) there was a -4.0 percentage point change. In 2016-17 the continuation rate of full-time young undergraduate entrants from IMD Quintile 1 areas at the university was 3.1 percentage points greater than for all English higher education providers.[4]

Attainment

- In 2013-14 73.0% of young full-time undergraduate students at the university from POLAR4 Quintile 1 areas achieved first or upper-second class degrees. In 2017-18 the proportion had increased to 80.0%. This is compared with 74.6% for all English higher education providers.[4]

- In 2013-14 64% of young full-time undergraduate students at the university from POLAR4 Quintile 1 and Quintile 2 areas achieved first or upper-second class degrees. In 2017-18 the proportion had increased to 81.0%. This is compared with 76.4% for all English higher education providers.[4]

- The attainment gap between young full-time undergraduate students at the university from POLAR4 Quintile 5 areas and POLAR4 Quintile 1 areas who achieved first or upper-second class degrees reduced from 4.0 percentage points in 2013-14 to 1.0 percentage points in 2017-18. Neither the change in attainment gap over time, nor the attainment gap between the groups for each year was statistically significant between 2013-14

and 2017-18. In 2017-18 the attainment gap for all English higher education providers was 9.5 percentage

points.[4]

- While the attainment gap between young full-time undergraduate students at the university from POLAR4 Quintiles 3, 4 or 5 areas and POLAR4 Quintiles 1 or 2 areas who achieved first or upper-second class degrees remained consistent at 1.0 percentage points between 2013-14 and 2017-18, within this overall trend the attainment gap widened to 4.0 percentage points in 2014-15 and again in 2016-17. Neither the change in attainment gap over time, nor the attainment gap between the groups for each year was statistically significant between 2013-14 and 2017-18. In 2017-18 the attainment gap for all English higher education providers was 5.2 percentage points.[4]

- The attainment gap between young full-time undergraduate students at the university from IMD Quintile 5

areas and IMD Quintile 1 areas who achieved first or upper-second class degrees increased from 9.0 percentage points in 2013-14 to 14.0 percentage points in 2017-18. In 2015-16 the attainment gap was 18.0 percentage points. Neither the change in attainment gap over time, nor the attainment gap between the groups for each year was statistically significant between 2013-14 and 2017-18. In 2017-18 the attainment gap

for all English higher education providers was 18.0 percentage points.[4]

Progression to employment or further study

- The proportion of young full-time undergraduate students at the university from POLAR4 Quintile 1 areas who progressed into highly skilled employment or further study at a higher level increased from 53.0% in 2012-13

to 64.0% in 2016-17. This is compared with 68.8% of full-time undergraduate students from POLAR4 Quintile

1 areas for all English higher education providers.[4]

- The proportion of young full-time undergraduate students at the university from POLAR4 Quintile 1 and Quintile 2 areas who progressed into highly skilled employment or further study at a higher level increased

from 53.0% in 2012-13 to 65.0% in 2016-17. This is compared with 68.9% of full-time undergraduate students from POLAR4 Quintile 1 areas for all English higher education providers.[4]

- The progression gap between young full-time undergraduate students at the university from POLAR4 Quintile 5 areas and POLAR4 Quintile 1 areas who progressed into highly skilled employment or further study at a higher level widened from 2.0 percentage points in 2012-13 to 5.0 percentage points in 2016-17. Although the progression gap widened, neither the change in continuation gap over time, nor the continuation gap between the groups for each year was statistically significant between 2012-13 and 2016-17. In 2016-17 the progression gap between young full-time undergraduate students in all English higher education providers from POLAR4 Quintile 5 areas and POLAR4 Quintile 1 areas was 6.0 percentage points. [5]

- The progression gap between young full-time undergraduate students at the university from POLAR4 Quintiles 3, 4 or 5 areas and POLAR4 Quintiles 1 or 2 areas who progressed into highly skilled employment or further study at a higher level reduced from 3.0 percentage points in 2012-13 to 1.0 percentage point in 2016-17. Neither the change in attainment gap over time, nor the attainment gap between the groups for each year was statistically significant between 2012-13 and 2016-17. In 2016-17 the gap was 3.2 percentage points for all English higher education providers.[4]

- The progression gap between young full-time undergraduate students at the university from IMD Quintile 5

areas and IMD Quintile 1 areas who progressed into highly skilled employment or further study at a higher level was 6.0 percentage points in 2012-13. In 2016-17 the progression gap was -7.0 percentage points. Neither the change in continuation gap over time, nor the continuation gap between the groups for each year was statistically significant between 2012-13 and 2016-17. In 2016-17 the progression gap between young full-time undergraduate students in all English higher education providers from IMD Quintile 5 areas and IMD Quintile 1 areas was 7.1 percentage points. [4]

1.2 Black, Asian and minority ethnic students

Access

- The offer rate for June deadline 18 year old full-time undergraduate applications to the university from a black ethnic group increased from 70.9% in 2013 to 82.1% in 2018. The gap between offer rate for June deadline 18 year old applications from a white ethnic group and applications from a black ethnic group reduced from 7.2 percentage points in 2013 to 5.4 percentage points in 2018.[2]

- The offer rate for June deadline 18 year old full-time undergraduate applications to the university from an Asian ethnic group increased from 82.6% in 2013 to 89.4% in 2018. The gap between offer rate for June deadline 18 year old applications from a white ethnic group and applications from an Asian ethnic group reduced from -4.5 percentage points in 2013 to -1.9 percentage points in 2018.[2]

- The offer rate for June deadline 18 year old full-time undergraduate applications to the university from a mixed ethnic group increased from 72.2% in 2013 to 83.0% in 2018. The gap between offer rate for June deadline 18 year old applications from a white ethnic group and applications from a mixed ethnic group reduced from 5.9 percentage points in 2013 to 4.5 percentage points in 2018.[2]

- The percentage point difference between the 2018 offer rate and average offer rate for June deadline 18 year old full-time undergraduate applications to the university from each ethnic group was less than the calculated range of random variability, indicating that after controlling for predicted grades and subject choice, the difference was likely to have resulted purely by chance.[3]

- The offer rate for June deadline 18 year old full-time undergraduate applications to the university from the grouping of ethnic origin described as `other' increased from 74.3% in 2013 to 100% in 2018. The gap between offer rate for June deadline 18 year old applications from a white ethnic group and applications from the other ethnic group was 3.8 percentage points in 2013 and -12.5 percentage points in 2018. The population in this group was too small to calculate an approximate range of random variation for offer rate.[2]

- The proportion of full-time 18 year old undergraduate entrants from the all ethnicities except white (BAME) group increased from 8.3% in 2013-14 to 10.6% in 2017-18. Over the same period, the proportion of entrants

[5] www.ons.gov.uk/census/2011census (Accessed May 2019).

- from black ethnic groups increased from 1.9% to 2.4%, from Asian ethnic groups from 2.2% to 2.4%, from other ethnic groups from 0.7% to 1.0% and from mixed ethnic groups from 3.5% to 4.8%.[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 BAME groups. In the UK population the proportion was 12.8%.[4]

- The access gap between the proportion of 18 year olds in the UK population and full-time 18 year old undergraduate entrants to the university from black ethnic groups in 2017-18 was 1.6 percentage points. In 2013-14 the gap was 1.0 percentage point. The gap was statistically significant in each year from 2013-14 to 2017-18.[4]

- The access gap between the proportion of 18 year olds in the UK population and full-time 18 year old undergraduate entrants to the university from Asian ethnic groups in 2017-18 was 6.3 percentage points. In 2013-14 the gap was 5.0 percentage points. The gap was statistically significant in each year from 2013-14 to 2017-18.[4]

- The access gap between the proportion of 18 year olds in the UK population and full-time 18 year old undergraduate entrants to the university from the mixed ethnic group was -0.6 of a percentage point in 2017-18. The gap was not statistically significant and was not in any year from 2013-14 to 2017-18.[4]

- The access gap between the proportion of 18 year olds in the UK population and full-time 18 year old undergraduate entrants to the university from the other ethnic group was 0.1 of a percentage point in 2017-18. The gap was not statistically significant in 2017-18; however, in 2016-17 the gap was statistically significant.[4]

Success

Non-continuation

- The continuation rates for full-time UK-domiciled undergraduate entrants from BAME groups who continued their studies at the university from 2012-13 to 2016-17 and a comparison with all English higher education providers are summarised in Table 1.
- The TEF Year Four metrics data for the continuation rate of students at the university from black and minority ethnic (BME) groups and for students from Asian groups showed that the indicator for both groups was above benchmark at the 1.96 standard deviation and 2 percentage point level. [6]

Table 1. Continuation: full-time UK-domiciled undergraduate entrants from BAME groups continuing their studies at

Bath Spa University 2012-13 to 2016-17.[4]

Student Ethnic Group	Continuation rate 2012-13 (%)	Continuation rate 2016-17 (%)	Change from 2015-16 to 2016-17 (*percentage point*)	Continuation rate all English providers 2016-17 (%)
All BAME groups	94.0	94.0	-1.0	88.1
Black ethnic groups	90.0	91.0	DP	85.0
Asian ethnic groups	DP	DP	DP	90.3
Mixed ethnic groups	DP	95.0	3.0	88.8
Other ethnic groups	DP	DP	DP	88.5

Note: populations of BAME subgroups at the university were small, so confidence intervals were wide.

- The continuation gaps between full-time undergraduate entrants from white and BAME groups at the university from 2012-13 to 2016-17 and a comparison with all English higher education providers are summarised in Table 2.

Table 2. Continuation: gaps between full-time UK-domiciled undergraduates from white and BAME groups continuing   their studies at Bath Spa University 2012-13 to 2016-17.[4]

Student Ethnic Group	Continuation gap 2012-13 (*percentage point*)	Continuation gap 2016-17 (*percentage point*)	Change 2015-16 to 2016-17 (*percentage point*)	Continuation gap all English providers 2016-17 (*percentage point*)
White and all BAME groups	0.0	-2.0	-1.0	3.2*
White and black ethnic groups	5.0	1.0	DP	6.3*
White and Asian ethnic groups	DP	DP	DP	1.0*
White and mixed ethnic groups	DP	-4.0	DP	-3.8*
White and other ethnic groups	DP	DP	DP	0.3

* Gap was statistically significant. Note: populations of BAME subgroups at the university were small, so confidence intervals were wide.

Attainment

- There were no KPM 4 data available to analyse the gap in degree outcomes between white students and black students at the university.[4]

- The attainment rates for full-time UK-domiciled undergraduate students from BAME ethnic groups achieving first or upper-second class degrees at Bath Spa University from 2013-14 to 2017-18 and a comparison with all English higher education providers are summarised in Table 3.

Table 3. Attainment: full-time UK-domiciled undergraduate students from BAME groups achieving first or uppersecond class degrees at Bath Spa University 2013-14 to 2017-18.[4]

Student Ethnic Group	Attainment rate 2013-14 (%)	Attainment rate 2017-18 (%)	Change 2016-17 to 2017-18 (*percentage point*)	Attainment rate all English providers 2017-18 (%)
All BAME groups	51.0	67.0	0.0	68.8
Black ethnic groups	DP	DP	DP	58.9
Asian ethnic groups	DP	65.0	5.0	71.9
Mixed ethnic groups	60.0	85.0	-10.0	78.0
Other ethnic groups	DP	DP	DP	68.8

Note: populations of BAME subgroups at the university were small, so confidence intervals were wide.

- The attainment gaps between full-time UK-domiciled undergraduates from white and BAME groups achieving first or upper-second class degrees at Bath Spa University from 2013-14 to 2017-18 and a comparison with all English higher education providers are summarised in Table 4.

Table 4. Attainment: gaps between full-time UK-domiciled undergraduate students from white and BAME groups achieving first or upper-second class degrees at Bath Spa University 2013-14 to 2017-18.[4]

Student Ethnic Group	Attainment gap 2013-14 (*percentage point*)	Attainment gap 2017-18 (percentage point)	Change 2016-17 to 2017-18 (*percentage point*)	Attainment gap all English providers 2017-18 (*percentage point*)
White and all BAME groups	27.0*	16.0	3.0	13.2*

White and black ethnic groups	DP	DP	DP	23.1*
White and Asian ethnic groups	DP	15.0	-5.0	10.2*
White and mixed ethnic groups	20.0	0.0	-5.0	4.0*
White and other ethnic groups	DP	DP	DP	13.2*

* Gap was statistically significant. Note: populations of BAME subgroups at the university were small, so confidence intervals were wide.

- The aggregated underlying data that were not reportable showed that the mean attainment gap between students from white and black ethnic groups at the university was 23.9 ± 1.9 percentage points from 2013-14 to 2016-2017. Although some progress had been made in reducing the attainment gap from 2014-15 to 2016-17, in 2017-18 the gap widened to an anomalous extent that in part reflected the statistical volatility that is associated with very small subgroup populations. However, we are acutely aware that we need to accelerate our efforts to close this attainment gap and improve equality of opportunity in attainment for our students from black ethic groups.

- The underlying data that were not reportable showed that the attainment gap between UK-domiciled students from white and Asian ethnic groups at the university had reduced in each year from 2013-14 to 2017-18.

Progression to employment or further study

- The proportion of full-time UK-domiciled undergraduate students at the university from BAME groups who progressed into highly skilled employment or further study at a higher level increased from 55.0% in 2012-13 to 59.0% in 2016-17. This is compared with 70.1% of full-time undergraduate students from BAME groups for all English higher education providers.[4] A summary by BAME group and a comparison with all English higher education providers is shown in Table 5.

Table 5. Progression: full-time UK-domiciled undergraduate students from BAME groups at Bath Spa University progressing into highly skilled employment or further study at a higher level 2012-13 to 2016-17.[4]

Student Ethnic Group	Progression rate 2012-13 (%)	Progression rate 2016-17 (%)	Change 2015-16 to 2016-17 (*percentage point*)	Progression rate all English providers 2016-17 (%)
Black ethnic groups	DP	55.0+	DP	69.3
Asian ethnic groups	50.0++	DP	DP	70.3
Mixed ethnic groups	50.0	50.0	-10.0	71.0
Other ethnic groups	DP	DP	DP	70.5

+ 2015-16 data. ++2013-14 data. No data were available for any other year. Note: populations of BAME subgroups at the university were small, so confidence intervals were wide.

- The progression gaps between full-time UK-domiciled undergraduate students from white and all BAME groups at Bath Spa University progressing into highly skilled employment or further study at a higher level 2012-13 to   2016-17, and a comparison with all English higher education providers are summarised in Table 6.

Table 6. Progression: gaps between UK-domiciled full-time undergraduate students from white and BAME groups at Bath Spa University progressing into highly skilled employment or further study at a higher level 2012-13 to 2016-17.[4]

Student Ethnic Group	Progression gap 2012-13 (*percentage point*)	Progression gap 2016-17 (*percentage point*)	Change 2015-16 to 2016-17 (*percentage point*)	Progression gap all English providers 2016-17 (*percentage point*)
White and all BAME groups	5.0	8.0	6.0	3.9*
White and black ethnic groups	DP	10.0+	DP	4.8*
White and Asian ethnic groups	5.0++	DP	DP	3.8*
White and mixed ethnic groups	5.0	15.0	10.0	-1.8
White and other ethnic groups	DP	DP	DP	3.5

* Gap was statistically significant. + 2015-16 data. ++ 2013-14 data. No data were available for any other year. Note: populations of BAME subgroups at the university were small, so confidence intervals were wide.

- In academic year 2021/22, the University worked in partnership with the Students' Union and a number of relevant student societies to introduce *Bath Spa Empowers*, a leadership and development programme designed to build confidence and change capacity with Bath Spa's students of colour. This is led by an independent third party charity and is designed to encourage the pursuit of leadership and representative roles, empowering positive change within the University and building skills for future careers. The University funds the programme as part of its Access and Participation investment which is then delivered in partnership with the specialist charity and the Students' Union. The University has committed to work to continually improve the graduate outcomes for black and minority students and has introduced a new target measure to monitor and guide this work as an amendment to the Access and Participation Plan for the academic year 2023/4 onwards.

1.3 Mature students

Access

- The UCAS End of Cycle data showed that UK-domiciled main scheme applications to the university by mature students (aged 21 years or over on the 30th September of their year of entry) decreased by 15.2% from 2013 to 2018. Over the same period, main scheme acceptances decreased by 4.3%. However, the number of main scheme acceptances as a proportion of main scheme applications for each application cycle increased from 21.7% in 2013 to 24.5% in 2018. Overall, the number of total acceptances remained the same over the period 2013 to 2018, although there was a decrease of 12.5% in total acceptances from 2015.[6]

- The proportion of mature full-time undergraduate entrants to the university decreased from 20.3% in 2013-14 to 15.2% in 2017-18. This represents a 10.5% decrease in the number of mature entrants to the university.[4]

- The proportion of mature full time degree entrants to the university with no previous higher education and from POLAR4 low participation areas increased from 10.9% in 2015-16 to 14.3% in 2017-18.[3]

- The gap between the proportion of mature full-time undergraduate entrants in all English providers and proportion of mature full-time undergraduate entrants to the university increased from 1.4 percentage points in 2013-14 to 12.6 percentage points in 2017-18.[4] However, the proportion of mature full-time undergraduate entrants to the university in 2017-18 was similar to the higher education institutions considered by the university to be its comparator group, particularly where the comparator institutions are similarly without a significant nursing or allied to medicine provision.[4]

Success

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[6] www.ucas.com/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-end-cycle-data-resources (Accessed May 2019).

Non-continuation

- The continuation rate of full-time mature undergraduate entrants at the university decreased from 95.0% in 2012-13 to 90.0% in 2016-17. There was a change in continuation rate of -1.0 percentage point between 2015-16 and 2016-17.   The continuation rate for all English higher education providers was 84.8% in 2016-17.[4]

- The continuation gap between mature full-time first degree entrants at the university with a previous higher education qualification compared with mature full-time first degree entrants at the university with no previous higher education qualification was 4.3 percentage points.[3]

- The continuation gap between full-time young and mature undergraduate entrants at the university widened from -1.0 percentage point in 2012-13 to 3.0 percentage points in 2016-17.   Neither the change in continuation gap over time, nor the continuation gap between the groups for each year was statistically significant between 2012-13 and 2016-17. The continuation gap in all English higher education providers was 7.4 percentage points in 2016-17, which was statistically significant .[4]

- The continuation gap between full-time young and mature undergraduate entrants aged 21-25 and 26-30 at the university widened from no gap in 2012-13 to 4.0 percentage points for 21-25, and -2.0 percentage points for   26-30 in 2016-17.   Neither the change in continuation gap over time, nor the continuation gap between the groups for each year was statistically significant between 2012-13 and 2016-17. The continuation gap for all English higher education providers in 2016-17 was 7.5 percentage points for students aged 21-25 and 7.4 percentage points for students aged 26-30. Both were statistically significant .[4]

- The TEF Year Four metrics data for the continuation rate of part-time mature students at the university showed that the indicator was above benchmark at the 1.96 standard deviation and 2 percentage point level.[6]

Attainment

- The attainment rates of full-time mature undergraduate students at the university achieving a first or upper second class degree from 2013-14 to 2017-18 by age group and a comparison with all English higher education providers are summarised in Table 7.

Table 7. Attainment: full-time mature undergraduates achieving first or upper-second class degrees at Bath Spa University by age group 2013-14 to 2017-18.[4]

Student Group	Attainment rate 2013-14 (%)	Attainment rate 2017-18 (%)	Change 2016-17 to 2017-18 (*percentage point*)	Attainment rate all English providers 2017-18 (%)
All over 21 years	76.0	77.0	2.0	70.0
21 to 25 years	72.0	75.0	1.0	71.1
26 to 30 years	80.0	85.0	10.0	72.1
31 to 40 years	DP	75.0+	DP	72.7
41 to 50 years	75.0	DP	DP	64.0

+ 2016-17 data. No data available for 2017-18. There were no data available for the group aged 51 or over. Note: the population was small for some age groups at the university, so confidence intervals were wide.

- The attainment gaps between full-time young and mature undergraduate students at the university from 2013-14 to 2017-18 by age group and a comparison with all English higher education providers are summarised in Table 8.

Table 8. Attainment: gaps between young and mature full-time undergraduates achieving first or upper-second class   degrees at Bath Spa University by age group 2013-14 to 2017-18.[4]

Gap between young students and mature students aged:	Attainment gap 2013-14 (*percentage point*)	Attainment gap 2017-18 (*percentage point*)	Change 2016-17 to 2017-18 (*percentage point*)	Attainment gap all English providers 2017-18 (*percentage point*)
All over 21 years	0.0	5.0	1.0	10.3*
21 to 25 years	5.0	7.0	2.0	9.2*
26 to 30 years	0.0	0.0	-10.0	7.5*
31 to 40 years	DP	5.0+	DP	10.4*
41 to 50 years	0.0	-5.0++	DP	16.2*

* Gap was statistically significant. + 2016-17 data. No data available for 2017-18. ++2014-15 data. No data available for 2017-18. Note: the population was small for some age groups at the university, so confidence intervals were wide.

Progression to employment or further study

- The proportions of mature full-time undergraduates at Bath Spa University progressing into highly skilled employment or further study at a higher level 2012-13 to 2016-17 by age group and a comparison with all English higher education providers are summarised in Table 9.

Table 9. Progression: full-time mature undergraduate students at Bath Spa University progressing into highly skilled   employment or further study at a higher level 2012-13 to 2016-7.[4]

Age Group	Progression rate 2012-13 (%)	Progression rate 2016-17 (%)	Change 2015-16 to 2016-17 (*percentage point*)	Progression rate all English providers 2016-17 (%)
All over 21 years	71.0	74.0	4.0	75.7
21 to 25 years	66.0	74.0	10.0	73.7
26 to 30 years	85.0	85.0+	DP	79.3
31 to 40 years	69.0	85.0	20.0	78.1
41 to 50 years	74.0	75.0+	DP	75.7

+ 2015-16 data. Note: the population was small for some age groups at the university, so confidence intervals were wide.

- The TEF Year Four metrics data for sustained employment or further study for full-time mature undergraduate students at the university showed that the indicator was above benchmark at the 1.96 standard deviation and 2 percentage point level.[6]
- The progression gaps between young and mature full-time undergraduates at Bath Spa University progressing into highly skilled employment or further study at a higher level 2012-13 to 2016-17 by age group and a comparison with all English higher education providers are summarised in Table 10.

Table 10. Progression: gaps between young and mature full-time undergraduate students at Bath Spa University progressing into highly skilled employment or further study at a higher level 2012-13 to 2016-7.[4]

Gap between young students and students aged:	Progression gap 2012-13 (*percentage point*)	Progression gap 2016-17 (*percentage point*)	Change 2015-16 to 2016-17 (*percentage point*)	Progression gap all English providers 2016-17 (*percentage point*)
All over 21 years	-15.0*	-8.0	-3.0	-3.4*

21 to 25 years	-11.0	-9.0	-8.0	-1.4*
26 to 30 years	-25.0	-20.0+	DP	-7.0*
31 to 40 years	-13.0	-20.0	-15.0	-5.8*
41 to 50 years	-19.0	-10.0+	DP	-3.4*

Gap was statistically significant.   *+ 2015-16 data. No data available for 2016-17. Note: some disaggregated disability groupings at the university were small populations, so confidence intervals were wide.*

1.4 Disabled students

Access

- In 2017-18 11.4% of full-time students at the university were in receipt of a Disabled Students' Allowance compared with the HESA benchmark of 7.8%.[3]

- The proportion of full-time undergraduate entrants at the university who disclosed a disability increased from 19.2% in 2013-14 to 24.4% in 2017-18. The gap between full-time undergraduate entrants at the university who disclosed a disability and undergraduate entrants at all English providers of higher education who disclosed a disability widened from 7.4 percentage points in 2013-14 to 9.8 percentage points in 2017-18.[4]

- In 2017-18 the proportion of full-time undergraduate entrants at the university who disclosed cognitive or learning difficulties was 10.5%, compared with 5.5% for all English higher education providers. In 2013-14 the proportion of full-time undergraduate students at the university who disclosed cognitive or learning difficulties was 10.8%.[4]

- In 2017-18 the proportion of full-time undergraduate entrants at the university who disclosed a mental health condition was 6.5%, compared with 3.5% for all English higher education providers. In 2013-14 the proportion of full-time undergraduate students at the university who disclosed a mental health condition was 3.1%.[4]

- In 2017-18 the proportion of full-time undergraduate students at the university who had disclosed a sensory, medical or physical impairment was 2.3%. This was the same proportion as for all English higher education providers. The proportion of full-time undergraduate students at the university in 2013-14 who disclosed a sensory, medical or physical impairment was 1.9%.[4]

- The proportion of full-time undergraduate students at the university who disclosed multiple impairments in 2017-18 was 3.5%, compared with 2.3% for all English higher education providers. The proportion of full-time undergraduate students at the university who disclosed a mental health condition in 2013-14 was 1.7%.[4]

Success

Non-continuation

- The continuation rates for full-time undergraduate entrants who disclosed a disability and who continued their studies at the university from 2012-13 to 2016-17 and a comparison with all English higher education providers are summarised in Table 11.

Table 11. Continuation: full-time undergraduate entrants who disclosed a disability continuing their studies at Bath Spa University 2012-13 to 2016-17.[4]

Student Group and disability type	Continuation rate 2012-13 (%)	Continuation rate 2016-17 (%)	Change 2015-16 to 2016-17 (*percentage point*)	Continuation rate all English providers 2016-17 (%)
Disclosed a disability	94.0	93.0	1.0	89.4
Cognitive or learning difficulty	96.0	94.0	0.0	91.4

Mental health condition	90.0	93.0	4.0	86.8
Sensory, medical or physical impairment	90.0	91.0+	DP	88.7
Disclosed multiple impairments	90.0	91.0	DP	89.1

+ Continuation rate for 2015-16. There were no data available for 2016-17. Note: the population was small for some disability subgroups at the university, so confidence intervals were wide.

- The continuation gaps between full-time undergraduate students with no known disability and those who disclosed a disability and who continued their studies at the university from 2012-13 to 2016-17 and a comparison with all English higher education providers are summarised in Table 12.

Table 12. Continuation: gaps between full-time undergraduate students with no known disability and those who disclosed a disability continuing their studies at Bath Spa University 2012-13 to 2016-17.[4]

Gap between students with no known disability and a:	Continuation gap 2012-13 (*percentage point*)	Continuation gap 2016-17 (*percentage point*)	Change 2015-16 to 2016-17 (*percentage point*)	Continuation gap all English providers 2016-17 (*percentage point*)
Disclosed disability	0.0	-1.0	-1.0	1.0*
Cognitive or learning difficulty	-2.0	-2.0	0.0	-1.1*
Mental health condition	5.0	-1.0	-4.0	3.5*
Sensory, medical or physical impairment	5.0	2.0+	DP	1.6*
Disclosure of multiple impairments	5.0	1.0	DP	1.2

* Gap was statistically significant. + Continuation rate for 2015-16. There were no data available for 2016-17. Note: the population was small for some disability subgroups at the university, so confidence intervals were wide.

Attainment

- The attainment rates for full-time undergraduate students at the university who disclosed a disability and a comparison with all English higher education providers are summarised in Table 13.

Table 13. Attainment: full-time undergraduate students who disclosed a disability achieving first or upper-second Class degrees at Bath Spa University 2013-14 to 2017-18.[4]

Student Group	Attainment rate 2013-14 (%)	Attainment rate 2017-18 (%)	Change 2016-17 to 2017-18 (*percentage point*)	Attainment rate all English providers 2017-18 (%)
Disclosed a disability	73.0	78.0	-3.0	75.9
Cognitive or learning difficulty	73.0	76.0	-3.0	75.3
Mental health condition	DP	80.0	3.0	77.3
Sensory, medical or physical impairment	DP	90.0	DP	77.0
Disclosed multiple impairments	DP	70.0	-15.0	75.3

Note: the population was small for some disability subgroups at the university, so confidence intervals were wide.

- The KPM 5 data showed that in 2017-18 there was a 2.8 percentage point attainment gap between full-time undergraduate students with no known disability and those who disclosed a disability at all English providers of higher education, and that no progress has been made in reducing the gap since 2015-16.[4]

- The attainment gaps between full-time undergraduate students at the university with no known disability and those who disclosed a disability, and a comparison with all English higher education providers are summarised in Table 14.

Table 14. Attainment: gaps between full-time undergraduate students with no known disability and those who disclosed a disability achieving first or upper-second class degrees at Bath Spa University 2013-14 to 2017-18.[4]

Gap between students with no known disability and a:	Attainment gap 2013-14 (*percentage point*)	Attainment gap 2017-18 (*percentage point*)	Change 2016-17 to 2017-18 (*percentage point*)	Attainment gap all English providers 2017-18 (*percentage point*)
Disclosed disability	4.0	5.0	8.0	2.8*
Cognitive or learning difficulty	4.0	7.0	7.0	3.4*
Mental health condition	DP	3.0	2.0	1.4
Sensory, medical or physical impairment	DP	-5.0	DP	1.4
Disclosure of multiple impairments	DP	10.0	20.0	3.4

* Gap was statistically significant. Note: the population was small for some disability subgroups at the university, so confidence intervals were wide.

Progression to employment or further study

- Progression rates into highly skilled employment or further study at a higher level for full-time undergraduate students at the university who disclosed a disability and by type of disability and a comparison with all English higher education providers are summarised in Table 15.

Table 15. Progression: full-time undergraduates who disclosed a disability at Bath Spa University progressing into highly skilled employment or further study at a higher level 2012-13 to 2016-17.[4]

Student Group	Progression rate 2012-13 (*percentage point*)	Progression rate 2016-17 (*percentage point*)	Change 2015-16 to 2016-17 (*percentage point*)	Progression rate all English providers 2016-17 (*percentage point*)
Disclosed a disability	61.0	71.0	6.0	71.5
Cognitive or learning difficulty	60.0	75.0	13.0	73.3
Mental health condition	60.0	75.0	10.0	69.2
Sensory, medical or physical impairment	DP	65.0	-10.0	71.2
Disclosed multiple impairments	DP	70.0	-10.0	71.8

Note: the population was small for some disability subgroups at the university, so confidence intervals were wide.

- The TEF Year Four metrics data for students at the university who had disclosed a disability and were in sustained employment or further study showed that the indicator was above benchmark at the 3 standard deviation and 3 percentage point level.[6]

- Progression gaps between full-time undergraduate students with no known disability and those who disclosed a disability at Bath Spa University progressing into highly skilled employment or further study at a higher level are summarised in Table 16.

Table 16. Progression: gaps between full-time undergraduate students with no known disability and those who disclosed a disability at Bath Spa University progressing into highly skilled employment or further study at a higher level 2012-13 to 2016-7.[4]

Gap between students with no known disability and a:	Progression gap 2012-13 (*percentage point*)	Progression gap 2016-17 (*percentage point*)	Change 2015-16 to 2016-17 (*percentage point*)	Progression gap all English providers 2016-17 (*percentage point*)
Disclosed disability	-2.0	-6.0	-6.0	1.8*
Cognitive or learning difficulty	-1.0	-9.0	-12.0	0.0
Mental health condition	0.0	-5.0	-5.0	4.1*
Sensory, medical or physical impairment	DP	0.0	15.0	2.1
Disclosure of multiple impairments	DP	0.0	15.0	1.5

* Gap was statistically significant. Note: the population was small for some disability subgroups at the university, so confidence intervals were wide.

1.5 Care leavers

- National statistical data published in 2018 indicated that 6.0% of care leavers who were aged 19 to 21 were known to be in higher education.[6] An analysis of national Key Stage 4 data for young people in England who completed Key Stage 4 in 2007-8 showed that while 12.0% had entered higher education by the age of 23, the participation rate of care leavers in higher education was substantially lower than for other young people with similar demographic profiles and qualifications levels, especially for those from white ethnic groups or with additional educational needs. The analysis also showed that once in higher education, when taking entry qualifications into account, care leavers were more likely than students who had not been in care to have experienced delays and restarts in their studies, were over a third more likely to have withdrawn and not returned to their course, but that if they did complete their studies they were just as likely to have achieved a good degree. [9]

- An assessment of the access, non-continuation and attainment of students at the university who have declared themselves as care leavers was made through the analysis of internal data but, because of the small population of this group, which is usually less than 0.5% of our full-time undergraduate entrant cohort, will not be reported as part of this analysis in compliance with the General Data Protection Regulation 2016, as applied through the Data Protection Act 2018. The population of graduates of the university who have declared themselves as care leavers was too small to inform a robust assessment of the proportion who progress into highly skilled employment or further study at a higher level. To raise awareness of the support services available at the university, students have a further opportunity to disclose their care leaver status when they register through the university's student portal. They are also given the option to consent to share this information, which contributes to the identification of our population of care leavers. We plan to continue to aggregate care leaver non-continuation, attainment and progression data and explore appropriate qualitative methodologies to broaden our analysis and make an increasingly robust assessment of performance for this group throughout the life of this plan to understand how better we can support these students to ensure equality of opportunity.

- In academic year 2021/2, the University has publicly reaffirmed its long-term commitment to supporting care experienced young people as they explore their opportunities through the signing of the Care Leaver Covenant (see mycovenant.org.uk). This commitment means that the University is proud to offer advice, contextualised admissions, financial support and on course support to encourage care leavers to consider higher education and to thrive when there.

1.6 Intersections of disadvantage

POLAR4 quintile and gender
- The continuation gap between young male full-time undergraduates at the university from POLAR4 Quintiles 1 or 2 compared with young male undergraduates from POLAR4 Quintiles 3, 4 or 5 areas was 4.0

[6] *National Statistics: Children looked after in England (including adoption), year ending 31 March 2018.* Department for Education. November 2018. [9] Harrison, N. (2017). *Moving On Up: Pathways of care leavers and care-experienced students into and through higher education.* National Network for the Education of Care Leavers (NNECL).

    percentage points in 2012-13 and -4.0 percentage points in 2016-17. The continuation gap was -3.0 percentage points for all English higher education providers.[4]

- The continuation gap between young male full-time undergraduates at the university from POLAR4 Quintiles 1 or 2 areas compared with young female full-time undergraduates from POLAR4 Quintiles 1 or 2 areas was 3.0 percentage points in 2012-13 and -2.0 percentage points in 2016-17. In 2016-17 the gap was -2.6 percentage points for all English higher education providers.[4]

- The attainment gap between young male full-time undergraduates at the university from POLAR4 Quintiles 1 or 2 achieving a first or upper-second class degree compared with young male undergraduates from POLAR4 Quintiles 3, 4 or 5 areas was -8.0 percentage points in 2012-13. This had reduced to 0.0 percentage points in 2016-17. In 2016-17 the gap was -5.1 percentage points for all English higher education providers.[4]

- The attainment gap between young male full-time undergraduates at the university achieving a first or upper second class degree compared with young female undergraduates was -3.0 percentage points in 2012-13. The attainment gap had increased to -4.0 percentage points in 2016-17. In 2016-17 the gap was -3.8 percentage

points for all English higher education providers. [4]

- The attainment gap between young male full-time undergraduates at the university from POLAR4 Quintiles 1

or 2 compared with young female undergraduates from POLAR4 Quintiles 1 or 2 areas was -11.0 percentage

points in 2012-13. This had reduced to -2.0 percentage points in 2016-17. In 2016-17 the gap was -4.8

percentage points for all English higher education providers.[4]

- The progression gap between young male full-time undergraduates at the university from POLAR4 Quintiles 1 or 2 who progressed into highly skilled employment or further study at a higher level compared with young male undergraduates from POLAR4 Quintiles 3, 4 or 5 areas was -6.0 percentage points in 2012-13. In 2016-17 the progression gap was -4.0 percentage points. In 2016-17 the gap was -3.1 percentage points for all English higher education providers.[4] There was no progression gap between young male full-time undergraduates at the university from POLAR4 Quintiles 1 or 2 compared with young female undergraduates from POLAR4 Quintiles 1 or 2 areas in 2012-13. In 2016-17 the progression gap was -8.0 percentage points. In
  2016-17 the gap was 1.6 percentage points for all English higher education providers.[4]

- The TEF Year Four metrics data for male students at the university who were in sustained employment or further study showed that the indicator was above benchmark at the 1.96 standard deviation and 2 percentage point level.[6]

POLAR4 quintile and ethnicity

- The attainment gap between young full-time undergraduate students from BAME groups at the university from POLAR4 Quintiles 1 or 2 achieving a first or upper-second class degree compared with young full-time undergraduate students from BAME groups from POLAR4 Quintiles 3, 4 or 5 areas was -5.0 percentage points in 2017-18. In 2016-17 the continuation gap was -15.0 percentage points. In 2017-18 the gap was -2.6

percentage points for all English higher education providers.[4]

1.7 Other groups who experience barriers in higher education

- The university put measures in place to give 2018-19 entrants the opportunity to disclose at registration whether they were young carers,[7] estranged from their families[8] or had a parent or carer in HM Armed Forces[9] during their time at school or college. Where the university had data and where it was possible, an assessment of access, non-continuation, attainment and progression for students from these groups and for students from refugee or Gypsy, Roma or Traveller communities[13][10] was undertaken, but will not be reported in compliance with the General Data Protection Regulation 2016, as applied through the Data Protection Act 2018.

1.8   Postgraduate Certificate in Education Initial Teacher Training (PGCE ITT)

Trainees Access

- The percentage of male entrants to PGCE ITT (all phases) at the university in 2018-19 was 28.3%, which was 7.1 percentage points higher than in 2017-18, but 1.6 percentage points lower that for the sector in England in 2018-19.[11]

- The percentage of BME entrants to PGCE ITT (all phases) at the university in 2018-19 was 4.7%, which was 1.5 percentage points higher than in 2017-18, but 11.9 percentage points lower than for the sector in England in 2018-19.[15]

- The percentage of disabled entrants to PGCE ITT (all phases) at the university in 2017-18 was 15.1%, which was 1.1 percentage points higher than in 2017-18, and 4.5 percentage points higher than for the sector in England in 2018-19.[15]

Success: non-continuation and attainment

- 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.[16]

Progression

- The percentage of PGCE ITT respondents to the 2015-16 leavers' survey who gained QTS and were in a teaching post was 2.0 percentage points below that of the sector in England.[16]

2. Strategic aims and objectives

The university's overarching strategic aim is to continue to build upon a history of inclusive and successful access and participation practice that extends throughout the student lifecycle and has been shown by evidence from our own evaluation, and from that across the sector, to reduce gaps in equality of opportunity for underrepresented groups. Our ambition is to secure continuous improvement in narrowing gaps, and ultimately in eliminating persistent gaps, in equality of opportunity for underrepresented groups throughout the lifetime of this plan and beyond. The university's strategic objectives are to:

1. reduce and work towards eliminating 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 educational progression among potential applicants from underrepresented groups by providing a targeted and progressive programme of effective outreach activity

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[7] Kettell, L. (2018). *Young adult carers in higher education: the motivations, barriers and challenges involved – a UK study*. Journal of Further and Higher Education. www.doi.org/10.1080/0309877X.2018.1515427 (Accessed May 2019).

[8] *New Starts. The challenges of higher education without the support of a family network*. Unite Foundation. 2015.

[9] McCullouch, J. and Hall, M. (2016). *Further and Higher Progression for Service Children*. Research Paper. University of Winchester for MoD. [13] Danvers, E. (2015). *Supporting Roma Students in Higher Education.* Higher Education Internationalisation and Mobility: Inclusion, Equalities and Innovation.

[10] Mulcahy, E., Baars, S., Bowen-Viner, K. and Menzies, L. (2017*). The underrepresentation of Gypsy, Roma and Traveller pupils in higher education.* LCMco for King's College London.

2. increase the participation of those from underrepresented groups identified in the assessment of the university's current performance by safeguarding and sustaining fair access across our provision

3. improve outcomes for all of our students with a strong strategic focus on enhancing the student learning experience, encouraging those from groups or subgroups identified in the assessment of performance where there are gaps in equality of opportunity in relation to continuation 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

4. improve progression for all of our students by actively encouraging participation in the full range of interventions and opportunities available at the university, with a particular emphasis on increasing the participation of those from groups where there are gaps in equality of opportunity identified in the assessment of performance

5. contribute to national and regional initiatives, including OfS-funded programmes, through collaborative working in support of national access and participation ambitions and priorities

6. robustly evaluate the effectiveness of planned access and participation activity

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[11] *Initial teacher training: trainee number census: 2018 to 2019.* Official Statistics. Department for Education.

2019. [16] *Initial teacher training performance profiles: 2016 to 2017.* Official Statistics. Department for Education. 2018.

7. contribute to the sector's understanding of effective evidence-based practice by undertaking and sharing research through our networks and engagement with the Centre for Transforming Access and Student Outcomes in Higher Education (TASO).

2.1 Target groups

- The target groups and priorities that are summarised in Table 17 were identified in the assessment of the university's current performance, based on the analysis of our absolute performance against the UK population or all English higher education providers and gaps in equality of opportunity at each stage of the student lifecycle.

Table 17. Summary of targets groups and priority status by stage of the student lifecyle.

Target Group	Access	Continuation	Attainment	Progression
Young full-time undergraduate students from POLAR4 low participation areas	PRIORITY	PRIORITY	BUILDING ON SUCCESS	PRIORITY
Young full-time undergraduate students from BAME groups	SEEKING IMPROVEMENT	BUILDING ON SUCCESS	PRIORITY	PRIORITY
Full-time undergraduate students who disclose a disability	BUILDING ON SUCCESS	BUILDING ON SUCCESS	PRIORITY	BUILDING ON SUCCESS
Mature full-time undergraduate students	SEEKING IMPROVEMENT	PRIORITY	PRIORITY	BUILDING ON SUCCESS
Care leavers	PRIORITY	*Continue to collate, aggregate and analyse internal data to identify any gaps in equality of opportunity*		
Refugees, students from Gypsy, Roma or Traveller communities, young carers, estranged students, young people from Armed Forces families	PRIORITY	*Continue to collate, aggregate and analyse internal data to identify any gaps in equality of opportunity*		
Intersections of disadvantage				
Young full-time undergraduate BAME students from POLAR4 Quintile 1 and Quintile 2 areas	SEEKING IMPROVEMENT	SEEKING IMPROVEMENT	PRIORITY	PRIORITY

Mature full-time undergraduate students with no previous higher education qualification	SEEKING IMPROVEMENT	PRIORITY	*Continue to collate, aggregate and analyse internal data to identify any gaps in equality of opportunity*	
Young full-time male undergraduate students from POLAR4 Quintile 1 or Quintile 2 areas	PRIORITY	PRIORITY	SEEKING IMPROVEMENT	PRIORITY

- Although the analysis and resulting targets were based on data that were only available for full-time undergraduate student populations at the university, our practice will remain inclusive and active steps will be taken to enable parttime undergraduate students and all PGCE ITT trainees, including those from target groups, to benefit equally from the strategic measures set out in this plan.

2.2 Aims and objectives

The university's strategic aims and measurable objectives that relate to the gaps in equality of opportunity identified in the assessment of our current performance and are reflected in our targets and milestones are:

1.   Reducing the gap in participation between the most and least represented groups. Supporting KPM 1
Target group: Young full-time undergraduate entrants at the university from POLAR4 Quintile 1 areas. **Aim:** Reduce the access gap between young full-time undergraduate entrants from POLAR4 Quintile 5 and Quintile 1 areas at the university.
Objective and timescale: To reduce the access gap at the university to 6.5 percentage points by 2024-25, and to eliminate the gap by 2038-39.
Subgroups identified that will contribute to this target: access for care leavers; young male entrants from POLAR4 Quintile 1 areas; mature students. The access and participation KPM 1 relates to the gap in participation for those aged 18-30 years. In 2016-17 79.4% of mature entrants to the university were aged 21-30 years.[4]

2.   Eliminating the gap in non-continuation between most and least represented groups. Supporting KPM 3
Target group: Young full-time undergraduate entrants at the university from POLAR4 Quintile 1 areas. **Aim:** Eliminate the continuation gap between young full-time undergraduate entrants from POLAR4 Quintile 5 and Quintile 1 areas at the university.
Objective and timescale: To eliminate the continuation gap at the university by 2024-25.
Subgroups identified that will contribute to this target: access for care leavers; young male entrants from POLAR4 Quintile 1 areas; mature students; mature students with no previous higher education and from POLAR3[3] low participation areas. The access and participation KPM 3 relates to the gap in continuation for students aged 18-30. In 2016-17 79.4% of mature entrants to the university were aged 21-30 years.[4]

3.   Reducing the gap in degree outcomes between white students and BAME students. Supporting KPM 4
Target group: Young full-time undergraduate students at the university from BAME groups.
Aim: Reduce the attainment gap between young full-time white and BAME undergraduate students at the university. We recognise that the current attainment gap between white and black students is of particular national concern and regard it as equally unacceptable at our own institution. However, as the disaggregated ethnicity attainment data indicated, we are not yet at the point where our population of students from black ethnic groups is large enough for the data to be in the public domain, or to be used as a basis for setting a robust and meaningful longitudinal target, but we will keep the situation under review. Within our ambition for this overall BAME attainment target we will work to specifically address the gap in degree outcomes between white and black students and will monitor our progress through the analysis of attainment data.
Objective and timescale: To reduce the attainment gap at the university to 5.0 percentage points by 2024-25, and to   eliminate the absolute gap by 2030-31.
Subgroups identified that will contribute to this target: young full-time male undergraduate BAME students from POLAR4 Quintile 1 and Quintile 2 areas.

4. Eliminating the gap in degree outcomes between non-disabled students and disabled students. Supporting KPM 5
    Target group: Full-time undergraduate students at the university who disclose a disability.
Aim: To eliminate the attainment gap between full-time undergraduate students at the university who with no known disability and students who disclose a disability.

Objective and timescale: To eliminate the attainment gap at the university by 2024-25.
Subgroups identified that will contribute to this target: Students who disclose a cognitive or learning difficulty, mental health condition or multiple impairments. In 2017-18 the attainment rates for each disability subgroup at the university were greater than for the corresponding subgroups at all English higher education providers (Table 13).

5. Reducing the gap in degree outcomes between young and mature students.

Target group: Mature full-time undergraduate students at the university.
Aim: Eliminate the attainment gap between young and mature full-time undergraduate students at the university.
Objective and timescale: To eliminate the attainment gap at the university by 2024-25.
Subgroups identified that will contribute to this target: Mature full-time undergraduate students aged 21-25 years; mature full-time undergraduate students aged 31 to 40 years.

6. Eliminating the gap in progression to highly skilled employment or further study at a higher level between the most and least represented groups.

Target group: Young UK-domiciled leavers from POLAR4 Quintile 1 areas obtaining first degrees from full-time courses.
Aim: To reduce the gap in progression to highly skilled employment or further study at a higher level between young UK domiciled leavers from POLAR4 Quintile 5 and Quintile 1 areas obtaining first degrees from full-time courses.
Objective and timescale: To eliminate the progression gap by 2024-25.
Subgroups identified that will contribute to this target: young full-time undergraduate students from BAME groups and from POLAR4 Quintile 1 areas.

- These strategic aims and measurable objectives and their associated targets and milestones are intended to replace the previous targets and milestones set out in the Bath Spa University 2019-20 Access and Participation Plan. Many of the 2019-20 targets and milestones were not outcome-based and no longer reflect the refocus of our strategic aims and objectives for access and participation that are set out in this plan, or the data that were used in the assessment of our performance to set them.

3. Strategic measures

3.1 Whole provider strategic approach

Overview

- The Bath Spa University Strategic Plan 2020-2030 sets out our ambition and approach towards inclusivity to ensure equality of opportunity at all stages of the student lifecycle that all staff and services will work towards achieving. We plan to deepen our long-term commitment in areas of Bath and North East Somerset (B&NES) where progression to higher education is currently low, to ensure that local talent is well represented in our university community at all levels. We will also continue to work within our region to widen access to higher education and support the educational progression of people from underrepresented groups. We remain committed to our robust policy of equality of opportunity in the admissions process and will ensure that our student experience is inclusive, challenging, rich in opportunity and enabling, with an increased focus on student support and wellbeing, and will achieve this by taking an approach that is integrated, outward looking and responsible.

- Our learning environment will be inclusive and supportive, with space to enable students to develop personally and academically and, importantly, where the particular experiences and perspectives of our students are valued and shared. We will provide learning and opportunities that will enable students to build knowledge and skills and explore their own personal and professional identity and how this relates to the world of work and will ensure that they gain tangible experiences of work to support their professional development. By continuing to build upon our practice, which evidence has shown to have already eliminated or reduced gaps in equality of opportunity for some underrepresented groups in our student population, we aim to either eliminate or reduce the more persistent gaps that the analysis of our performance identified to still exist. We will do this without ever losing sight of the student as an individual. An overview of how our activities will support and deliver the strategy set out in this plan is shown in Figure 2 on page 23 of this plan.

Alignment with other strategies

Equality, diversity and inclusion

- The strategy set out in this plan is aligned with, and contributes to, the university's Equality and Diversity Policy and equality objectives for its student body. The policy, based on the Public Sector Equality Duty within the Equality Act 2010, was developed by the Bath Spa University Equality and Diversity Steering Group (EDSG) and representatives from the university's recognised Trades Unions. The access, continuation, attainment and progression of students from underrepresented groups and with protected characteristics are monitored through the Access and Participation Steering Group, the Education Committee and the EDSG. The university's Access and Participation Manager and representatives from the Students' Union are members of the EDSG.

- We work to avoid unlawful discrimination in all aspects of the student experience from pre-admission to employment and have a vigorous inclusion and access policy that endeavours to make all activities accessible to people with disabilities. 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 we work to specifically encourage those with markers of underrepresentation in their profile or from groups with protected characteristics to engage with our careers and employability support programmes. As part of our duty under the Equality Act 2010, we promote equality for those belonging to groups with recognised protected characteristics through our outreach programme, 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 advocates, and students from underrepresented backgrounds and/or with protected characteristics are particularly encouraged to participate in this work. Equality and inclusion is the responsibility of everyone in our community and through training programmes for students who support access and participation initiatives such as the outreach and peer mentoring programmes for example, the university works 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.

Learning, teaching and assessment

- The Learning and Teaching Strategy 2016-2020 was focused on maintaining and enhancing the quality of students' learning experience by providing a framework through which all academic departments and allied professional services could contribute to the advancement of students' learning. High quality teaching remains integral to our identity, vision and purpose. The development of our Education Strategy for 2020 onwards will develops this approach through alignment with our 2020-2030 institutional strategy and its increased commitment to student support, wellbeing and inclusivity and the involvement of students and staff in the co-creation of the curriculum, and our ambition set out in this plan to reduce and eliminate gaps in continuation and attainment between groups to ensure equality of opportunity.

Strategic Measures

Outreach, academic portfolio and access

- To develop a common approach to widening participation in higher education, pre-entry outreach and access to our institution, the university has brought together departments working in these areas under the leadership of the Pro Vice-Chancellor (Academic Planning).

Outreach to widen participation

- The aim of the university's outreach strategy is to reduce gaps in equality of opportunity for people from underrepresented groups in relation to participation in higher education across the sector and in access to our own institution. Groups and subgroups that will be prioritised in the university's pre-entry outreach programme are:[11]

- young people from NS SEC 4, 5, 6, 7 & 8 backgrounds who live in POLAR4 low participation areas, particularly those with an eligibility for free school meals and/or little or no parental experience of higher education

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[11] The proportion of students from POLAR4 Quintile 1 and 2, and/or eligible for Free School Meals remain the priority criteria for targeting at the school and college level.

- people from particular ethnicities, including BAME groups and white males from lower socioeconomic groups
- potential mature applicants, especially those with no previous experience of higher education and from POLAR4 low participation neighbourhoods, including those who may want to undertake part-time study
- people who disclose a disability or impairment
- young people from a care background
- young people with care responsibilities (young carers)
- young people who are estranged from their families
- young people and adults from Armed Forces families
- people from Gypsy, Roma and Traveller communities • refugees.

- In support of this aim, we will continue to develop our highly-targeted outreach programme that is based on a learner progression framework. The workshops which make up this framework are in a continuous development cycle, whereby qualitative and quantitative evaluation is captured to map the relative impact of delivered sessions and inform the ongoing improvement of our material.

- The KS3-5 and college programme comprises eight different progressive elements which build awareness of future study and employment options, but also offer support with the development of study skills to drive progress and attainment. Similarly, the KS2 programme focuses on establishing awareness of higher education and possible educational pathways, supporting early aspirations, contributing to academic attainment and encouraging educational progression. We work closely with schools to deliver the elements they feel their students will benefit from the most.

- 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] For students who aspire to join us, our post-16 team will provide information and advice specific to the opportunities afforded by our institution and support them in their progression.

- In addition to our outreach programme , the University is continuing to implement one of its new programmes of work developed in collaboration with teachers in primary schools. The 'Themes Reading Programme' is designed for Year 6 students and offers a combination of support for key areas of the English curriculum (the principal themes of this work are 'Expanding your vocabulary', 'Fact Finding', 'Comparing Information' and 'Summarising what you have learnt'. This builds on our established *Primary Reader Scheme*, which is led by the University's outreach team with support from Bath Spa University Students' Union, where we work with local primary schools to support reading progression and to encourage enjoyment of reading for pupils at primary schools in Bath. Schools that are selected to join the scheme have high proportions of pupils in groups which are currently under-represented in higher education, such as those with free school meal eligibility, and each school is in an area where the proportion of young people who participate in higher education is recognised as being relatively low. The scheme was temporarily paused during the coronavirus pandemic but is to be relaunched in 2022/3.

- 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 rural and coastal communities, Opportunity Areas, and others facing challenging circumstances, and have established many strong relationships with these schools, which take our PGCE ITT trainees and our undergraduate students for placement opportunities. We also have relationships which offer Master's level accreditation, through Service

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

Level Agreements, for school teaching staff who are supporting research that is happening across education. In 2018-19 academic staff from the university's School of Education volunteered their time and expertise as Governors of over 100 schools, trusts and academies.

Academic portfolio

- The university's academic portfolio is based around our strengths in creative arts and design, humanities, social sciences, digital and education and will be developed through engagement with students, applicants and employers. We plan to increase our portfolio by offering a wider range of qualifications in partnership with business and other education providers, and by embracing emerging ways of learning and assessment. With our focus on student wellbeing we aim to attract and support the talents of students from a diverse range of socioeconomic backgrounds.

Access

- We work towards diversity in our student body and inclusivity by adopting a robust policy of equality of opportunity in our admissions process. The process is informed by the Quality Assurance Agency (QAA) UK Quality Code for Higher Education (Admissions)[13] and our obligations under the Equality Act 2010. 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.[14]

The curriculum, pedagogic and student support and employability

- To further develop our whole university approach to understanding the student journey and enable positive student outcomes, the professional services that support student continuation, attainment and progression have been brought together under the leadership of the Pro-Vice-Chancellor (Student Experience). The strategy for this area of the university's work will be based on a whole cohort approach[15][16] and its priorities of accessibility, inclusivity and belonging, engagement and wellbeing. One of its functions will be to draw together key external and internal data sources on teaching quality, student engagement, continuation, attainment and progression to share appropriately across academic and service teams to enhance provision and identify any gaps in equality of opportunity for particular groups of students.

Curriculum, pedagogic and student support

- It is our intention that the qualifications that we offer will be relevant, current and co-created by students and staff, with input from employers and subject bodies. Our curricula will support wellbeing and inclusivity through effective personalised assessment design, an effective academic support system, and a focus on skills and talent development and employability. A new academic development unit will work with academic schools and professional services teams to embed new initiatives relating to inclusive learning and teaching, accessibility and wellbeing in the curriculum, and to support academic staff in doing so.

- The new student experience area will develop coordinated work across the university's Library, Writing and Learning Centre, Student Support Services, Careers and Employability, student representatives and the Students' Union to ensure a good student experience and equality of opportunity for all students. We will continue to develop our pre entry, transitional and on-course support for students from underrepresented groups and explore new ways to engage and support students, including the use of technology such as the FIKA App[18] to promote emotional fitness and wellbeing. Examples of our current pre-entry and transitional support practice include:

- a designated contact from within the Student Support team for care leavers,[24] young carers and estranged students to support them from pre-entry and throughout the duration of their course

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[13] www.qaa.ac.uk (Accessed May 2019).

[14] www.bathspa.ac.uk/media/bathspaacuk/about-us/policies/academic-and-student/Bath-Spa-University-Admissions-Policy---December-2017.pdf (Accessed May 2019).

[15] *Supporting student success: strategies for institutional change: What Works?* Paul Hamlyn Foundation. 2017.

[16] Our own evaluation of a 2017-18 whole cohort pilot in one academic school suggested that a deliberate and inclusive whole cohort approach improved student outcomes, particularly for students from BAME groups. See Table 10, Access Agreement 2017-18 monitoring submission. [18] www.fika.community (Accessed May 2019). The impact of the FIKA programme will be evaluated over 3 years with its university partners. [24] Bath Spa University has signed the Stand Alone Pledge and previously held the Buttle UK Quality Mark for Care Leavers.

- a pre-entry questionnaire for applicants who disclose a disability that will inform their allocation to a key worker and their Academic Access Plan shared with their tutors and Personal Emergency Evacuation Plan that is shared with all appropriate parties
- our Student Support, Estates and Student Accommodation staff working together in a priority housing working group to ensure that appropriate housing is provided for students with particular needs relating to a disability and that students from care backgrounds or who are estranged from their families are able to access year-round accommodation
- a two-day transition to university programme for applicants on the autism spectrum, *Get Started*, an early induction programme for new entrants who have disclosed a disability, and a pre-entry study skills programme for mature students
- access to the Peer Mentoring Scheme.

- The university's extended induction period for all new entrants 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 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 continuation and attainment of students from groups at risk of withdrawal or lower attainment.[21]

- On-course academic and pastoral support includes the university's academic advising 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. We are reviewing sector evidence[17] and working with our Students' Union and students from a range of BAME groups to gain a deeper understanding of the issues around race, ethnicity and attainment and how together we can build an inclusive environment to support BAME students and work towards eliminating attainment gaps.

- Our support provision for students who disclose disabilities is based on the social model of disability. This will continue to inform the work of the university's Education 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. 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.

- In academic year 2020-21, the University worked in partnership with the Students' Union to introduce the *Re-Ignite* programme, an engagement and support framework for students on a study break designed to better support, engage and address the needs of our students whose studies were interrupted and effectively prepare and facilitate their return to study. This was developed as part of our overall commitment to support continuation, progression and attainment by continually improving the support measures available to our students. As part of developing our understanding of 'what works' and applying a common evaluation framework across the student lifecycle, the objectives of this programme will be evaluated through the NERUPI Evaluation Framework to inform its future developments.

Employability: Progression to highly skilled employment or study at a higher level
- A commitment to improving the employability outcomes for all graduates is an ongoing priority at the university. We are ambitious for our students and have set ourselves a target to increase the proportion of young full-time UK domiciled leavers who obtain first degrees and who progress to highly skilled employment or further study at a higher level to 75.0% by 2024-25. Our strategic aims for employability are to:
- ensure all students have access to experiences that are progressive and help them to acknowledge and develop their skills whilst also acquiring new ones

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[17] *Black, Asian and Minority Ethnic Student Attainment at UK Universities:#CLOSINGTHEGAP*. UUK and the National Union of Students. 2019. [26] HESA *Destinations of Leavers from Higher Education* data. Published 2018.

- broker opportunities that support graduate success and transition into positive outcomes including business startup and freelance outcomes
- support students in their engagement and networking with employers, influencers and industry to develop their employability skills and knowledge
- provide education, information, advice and guidance that support student employability progression and positive graduate outcomes.

- Although 100% of our graduates who undertook a substantial work placement or took part in our employability mentoring schemes went on to work or further study,[26] 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 which can be reflected in their career aspirations. We will continue to work to improve progression to highly skilled employment and postgraduate study and to reduce gaps in equality of opportunity in progression for students from underrepresented groups. Where we have already identified gaps in progression for underrepresented groups we have developed schemes to improve outcomes. These include, but are not limited to:
- short paid internships in difficult to access professions which need social capital or capacity for regional migration
- mobility grants to support short unpaid work experience
- our GradTalent Development Agency, which develops good graduate outcomes with a range of employers with varying conditions to support wider access. This enables the placement of graduates in the right
     working environment: for example, matching a student with care responsibilities with a part-time highly skilled job with career development
- mentoring and inspirational events to provide role models and advice for groups such as 'first in family' have been designed to introduce students to a wider range of possibilities
- partially funded internships and accredited placements that support progression from lower skilled part-time roles to higher skilled project based roles.

- We will continue to support student progression through the further development of curricular-focussed placement and experiential learning initiatives whilst raising awareness of and confidence in the skills being developed through learning, our paid internships programme, particularly in difficult to access professions or sectors where unpaid work is available only to those with sufficient social capital, and our mentoring and industry insight programmes to develop networks, confidence and awareness of the regional and national labour market. We also plan to develop a research project to explore the wider economic impact of gaining a university degree and its effects on personal wellbeing. This will focus on happiness, wellbeing and perceived financial status of Bath Spa University graduates who studied and continue to live in the south west region. It will also seek to measure the wider impact on their communities and the regional economy through their contribution to job creation.

Collaboration
- Through the university's core widening participation outreach programme we work with young people and their parents and supporters in collaboration with a range of targeted local and regional schools and colleges and community groups. We take a collaborative approach to our access and participation work across the student lifecycle. We work both strategically and operationally in a range of national, regional and local collaborative activity and partnerships to support participation in higher education. These include NERUPI, the Service Children's Progression (SCiP) Alliance,[18] the South West Universities Young People in Care/Care Leavers Network, the Western Outreach Network, which is a legacy of the National Networks for Collaborative Outreach programme and CareerPilot and Lifepilot,[19] which are co-funded by 19 other partner higher and further education institutions to provide independent careers advice to young people and adults.

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[18] www.scipalliance.org (Accessed May 2019). The Access and Participation Manager represents the university on the Board, is Chair of the Practice Group and founded and co-leads the SCiP Alliance South West Practice Hub with the University of Exeter.

[19] www.careerpilot.org.uk and www.life-pilot.co.uk (Accessed May 2019).

We will continue to work locally with the Children's University, the B&NES Virtual School and In Care Council and the B&NES Black Families Education Support Group.

Alignment with other work and funding sources

- Our access work is aligned with the regional National Collaborative Outreach Programme's (NCOP/Uniconnect)
  Wessex Inspiration Network (WIN) and the associated Outreach Hub that covers B&NES, Wiltshire, and Weston-super-Mare. Staff from Bath Spa University work closely with colleagues in partner institutions and are involved in the strategic and management groups that guide the project, and operational activity and evaluation groups. [20] We receive NCOP funding to host and support the work of WIN project officers. The university's outreach team works closely with the NCOP team to ensure that our work with overlapping schools and colleges augments rather than duplicates activity.

- Bath Spa University was awarded funding through the OfS Challenge Competition: Industrial Strategy and Skills – support for local students and graduates. The project aims to work through a consortium of higher education providers and the Swindon and Wiltshire Local Enterprise Partnership to widen the geographical impact of our GradTalent Development Agency to include targeted postcode areas in North Somerset and southwest coastal regions of Dorset and Devon, to improve the graduate prospects of students from underrepresented groups who choose to study in the region and remain in the region upon graduation. We are also working in collaboration with organisations and institutions to support the West of England Combined Authority Employment and Skills Strategy, for example with B&NES Council and higher and further education partners on a proposal and bid to create a B&NES Talent Institute.[21]

Financial support

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[20] The University of Bath, Bath College, Weston College and Wiltshire College.

[21] www.westofengland-ca.gov.uk/talent-institutes/ (Accessed May 2019). Partners include B&NES Council, University of Bath and Bath College.

- We plan to continue to offer a range of targeted financial support for students, based on financial need and intersection of disadvantage. Evaluation evidence that indicated our 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 annual monitoring returns.[22] Evidence from the evaluation of the 2017-18 entrant cohort is summarised in the evaluation of financial support section on page 25 of this plan. We will automatically assess an entrant's eligibility for a Bath Spa University Bursary Scheme award using the financial information provided on their student loan application form.

Bath Spa University Bursary Scheme for undergraduate students

- We will continue to provide financial support from 2020-21 through the Bath Spa University Bursary Scheme for undergraduate entrants who meet our eligibility criteria in each year of their undergraduate study. The bursary awards will be in limited supply, so the following additional eligibility criteria will be used to target these awards to particularly encourage and support the continuation of students from households with the lowest incomes who are also from areas where participation in higher education is low:
- household income assessed and evidenced by Student Finance as below £15,000, £25,000 or £42,875
- students from areas of low higher education participation based on POLAR4 data[23] domiciled in England, Wales, Scotland or Northern Ireland
- do not hold a first degree or higher qualification.

Individually assessed bursary awards

- As part of the scheme we will also provide a number of individual bursary awards for undergraduate entrants where their declared household residual income is below £42,875 per annum and they face intersections of disadvantage, but their home postcode is not within the POLAR4 low participation neighbourhoods. These bursaries will be individually assessed and will be in limited supply. The arrangements described for both the Bath Spa University Bursary Scheme and the individually assessed bursary awards for undergraduate entrants from 2002-21 are based on the assumption that the current student fees and funding regime (2018-19) will continue over the lifetime of this plan. Bursary awards for eligible full-time undergraduate entrants are described in Table 18.

Table 18. Individual bursary awards for full-time undergraduate entrants who meet the qualifying criteria for either the Bath Spa University Bursary Scheme or an individually assessed bursary award.

Residual Household Income	Year 1 Bursary Award	Year 2 Bursary Award	Year 3 Bursary Award
£0 to £15,000 per annum	£1,250	£1,250	£1,500
£15,001 to £25,000 per annum	£1,000	£1,000	£1,250
£25,001 to £42,875 per annum	£750	£750	£1,000

- In years 2 and 3, the continuation of the award under this scheme will be subject to a student continuing to fulfil the eligibility criteria, including the residual household income thresholds, at the start of each academic year. Students who repeat a year will not be entitled to a Bath Spa University Bursary Scheme award in that year. If requested, students may arrange to take their award as a fee waiver. Part-time students, if eligible, will receive a bursary award that is proportional to their intensity of study.

Bursary supplement for priority groups

- In each year of study we will provide a number of supplementary awards for bursary award-holders to further support entrants who are also from one or more of the following priority groups:
- declared care leavers[24]

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[22] Bath Spa University Access Agreement 2015-16 to 2018-19, Access and Participation Plan 2019-20 and associated annual monitoring returns.

[23] If POLAR4 data are not available for a UK postcode, we will make an assessment based on IMD or equivalent data.

[24] 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.

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  - currently living at an accredited Foyer or who have moved out of an accredited Foyer in the past 12 months[25]
  - in receipt of the increased loan for living costs.

  Supplementary awards for eligible full-time undergraduate entrants are summarised in Table 19.

Table 19. Supplementary awards for Bath Spa University Bursary Award Scheme entrant bursary award-holders from priority groups who meet one or more of the qualifying criteria.

Residual Household Income	Year 1 supplementary award	Year 2 supplementary award	Year 3 supplementary award
£0 to £15,000 per annum	£250	£250	£250
£15,001 to £25,000 per annum	£150	£150	£150

The total individual bursary awards for eligible undergraduate entrants are summarised in Table 20.

Table 20. Total individual awards over three years of study for eligible undergraduate entrants.

Residual Household Income	Total award	Total award for priority groups
£0 to £15,000 per annum	£4,000	£4,750
£15,001 to £25,000 per annum	£3,250	£3,700
£25,001 to £42,875 per annum	£2,500	£2,500

Bath Spa University UK PGCE ITT Minimum Standard Bursary Scheme

From 2020-21 we will provide a number of individual PGCE ITT bursary awards for one year of study for entrants who meet the eligibility criteria. The award will be paid as a cash award (Table 21).   If requested, trainees may arrange to take their award as a fee waiver. Part-time trainees, if eligible, will receive a bursary proportional to their intensity of study. If a student repeats the year, they will not be entitled to a further Bath Spa University PGCE ITT bursary award in that year. The bursary scheme is based on the assumption that the current student fees and funding regime   (2018-19) will continue over the lifetime of this plan.

Table 21. Individual bursary awards for PGCE ITT entrants who meet the qualifying criteria

Residual Household Income	Total Award
£0 to £15,000 per annum	£750
£15,001 to £25,000 per annum	£500
£25,001 to £42,875 per annum	£250

The following eligibility criteria will be used to particularly encourage and support the continuation of trainees from households with the lowest incomes who are also from areas where participation in higher education is low:

- total household income below £15,000, £25,000 or £42,875. Calculation will include household income assessed and evidenced by Student Finance and bursary or scholarship award received from the Department for Education trainees from areas of low higher education participation based on POLAR4 data
- domiciled in England, Wales, Scotland or Northern Ireland.

We will prioritise entrants who are also from one or more of the following groups:
- declared care leavers
- currently living at an accredited Foyer or who have moved out of an accredited Foyer in the past 12 months
- in receipt of the increased loan for living costs.

Bath Spa University Access Fund

Financial support will also continue to be available to students from 2020-21 through the Bath Spa University Access Fund. This is a discretionary fund for students experiencing financial hardship that will be resourced jointly

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[25] 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.

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from higher fee income and OfS targeted allocation funding for supporting student success outcomes or improving provision for disabled students. There will be two types of award: standard, where there is a calculated shortfall between income and expenditure; and non-standard, for exceptional and unexpected costs.

The AF will be administered flexibly on a case-by-case basis, and a proportion of the fund will be allocated specifically for PGCE ITT trainees. The priority groups for the Bath Spa University AF are students or trainees who:

- are from low income backgrounds, areas of relative deprivation, or POLAR4 low participation neighbourhoods
- have parental responsibility for children, especially lone parents, or parents with unexpected childcare costs such as those associated with a partner's military deployment
  disclose a disability, specific learning difficulty, autism or mental health condition
- are care leavers, young adult carers or estranged from their family
- are living at, or who have moved out of an accredited Foyer in the past 12 months, or are homeless
- are mature students.

A forecast of the investment that the university will make in financial support for new and continuing students and in hardship funds is shown in Table 3c of the Targets and Investment Plan 2020-21 to 2024-25.

Bath Spa University Sanctuary Scholarship

From 2022-23, we will also provide financial support awarded through a new annual 'Sanctuary Scholarship' to students from refugee and asylum-seeking communities who meet the eligibility criteria. The 'Sanctuary Scholarship will be offered to a student each year and includes a full tuition fee waiver for the duration of their undergraduate study alongside an annual bursary of £2000 awarded across the duration of their three years of undergraduate study as a contribution towards study costs.

We welcome applications from individuals seeking asylum in the UK, refugees, and those individuals in the UK under the Homes for Ukraine Scheme and Ukraine Family Scheme. As part of our commitment to outreach and inclusion, this scholarship aims to encourage and support access and participation in UK higher education for students who have been displaced from their home countries.

Figure 2. Overview: how activity will support and deliver the university's access and participation strategy.

Aims →	Outcomes →	Measurements →	Inputs
• Raise awareness of how higher education can enrich lives and support career aspirations • Support the educational progression of people from underrepresented groups • Grow the applicant pool of students who are underrepresented in higher education and at the university • Contribute to KPMs 1 and 2	• Increased engagement of schools with the learner progression framework, including evaluation • Increased participation in higher education throughout the sector • Equality of opportunity in access to the university • Reduction of gaps in access for underrepresented groups at the university • Reduction in sector gaps	• Annual review • Evaluation of activity in Pre- and Post-16 outreach programmes • National evaluation of SCiP Alliance Creative Forces Days • Analysis of longitudinal HEAT destination data • NCOP evaluation • Analysis of application and entrant data	• Targeted Primary School outreach programme [35] including a primary readers scheme • School/college staff development and work with parents/carers • SCiP Alliance Creative Forces Days • Children's University • Targeted Year 7-13 *Be Inspired!* outreach programme • Active engagement with NCOP and Outreach Hub activity
• Reduce the access gap between young full-time undergraduate entrants from POLAR4 Quintile 5 and Quintile 1 areas • Contribute to KPM 1	• Improved access to the university for students from POLAR4 low participation areas • Reduction of the access gap at the university to 6.5 percentage points by 2024-25 with the ambition to eliminate the gap by 2038-39 • Reduction in sector gap	• Annual review • Evaluation of activity in Pre- and Post-16 outreach programmes • Careerpilot and Lifepilot site analytics • Analysis of longitudinal HEAT destination data • NCOP evaluation • Analysis of application and entrant data	• Targeted Year 7-13 *Be Inspired!* outreach programme • Wider post-16 school and college opportunities activity • Outreach with adults and community groups • Careerpilot and Lifepilot • Active engagement with NCOP and Outreach Hub activity • Application of a fair and transparent admissions policy
• Eliminate the continuation gap between young full-time undergraduate entrants from POLAR4 Quintile 5 and Quintile 1 areas • Contribute to KPM 3	• Support completion to enable students to benefit from higher education • Elimination of the continuation gap at the university by 2024-25 • Reduction in sector gap	• Evaluation of outcome of support and Learning and Teaching initiatives • Monitoring of progression rate data • Evaluation of impact of bursary support	• Whole cohort approach whilst actively ensuring that students from POLAR4 low participation areas benefit equally • Targeted Bath Spa University Bursary Award Scheme
• Reduce the attainment gap between young full-time white and BAME undergraduate students • Contribute to KPM 4	• Support attainment to enable students to benefit from higher education • Reduction of the attainment gap at the university to 5.0 percentage points by 2024-25 with the ambition to eliminate the absolute gap by 2030-31 • Reduction in sector gap	• Evaluation of outcome of support and Learning and Teaching initiatives • Monitoring of progress • Monitoring of attainment rates	• Whole cohort approach whilst actively ensuring that BAME students benefit equally • Working with students from a range of BAME groups to gain deeper understanding of race, ethnicity and attainment
• Eliminate the attainment gap between full-time undergraduate students at the university with no known disability and students who disclose a disability • Contribute to KPM 5	• Support attainment to enable students to benefit from higher education • Elimination of the attainment gap at the university by 2024-25 • Reduction in sector gap	• Evaluation of outcome of support and Learning and Teaching initiatives • Monitoring of progress • Monitoring of attainment rates	• Whole cohort approach whilst actively ensuring that students who have disclosed a disability have the opportunity to benefit equally • Implementation of a range of support measures from pre-entry onwards for students who disclose a disability
• Eliminate the attainment gap between young and mature full-time undergraduate students at the university	• Support attainment to enable students to benefit from higher education • Elimination of the attainment gap at the university by 2024-25	• Evaluation of outcome of support and Learning and Teaching initiatives • Monitoring of progress • Monitoring of attainment rates	• Whole cohort approach whilst actively ensuring that mature students, both full- and part-time, have the opportunity to benefit equally
• Eliminate the progression gap between young full-time UK-domiciled leavers from POLAR4 Quintile 5 and Quintile 1 areas	• Support progression to enable students to benefit from higher education • Elimination of the progression gap by 2024-25 • Ambition to secure continuous improvement from 2025-26 onwards	• Evaluation of outcome of employability initiatives • Monitoring of DLHE/Graduate Outcomes data • Research into local graduate impact on their community and regional employment	• Employability embedded in the academic curriculum and focussed accredited work placements • Funded short internships, work placements and mobility grants to fund short unpaid work experience • Mentoring and networking • Collaborative GradTalent project

3.2 Student consultation

• Students at the university contribute to our whole provider approach to access and participation at a strategic level though their Students' Union. We are committed to ensuring the early involvement of the Students' Union in shaping university strategy and services, either through membership of formal committees such as the Board of Governors and the Academic board and its sub-committees, working groups such as the Access and Participation Steering Group that oversees the planning, monitoring and evaluation of access and

participation plans, or other appropriate fora including the Access Fund Awards Panel and Scholarship and Bursary Award Disbursement Panel. We consider the student experience to be at the heart of everything that we do and we work to create a culture of co-creation by ensuring that students are supported to be actively engaged in shaping their academic experience. These commitments are set out in the Bath Spa University and Students' Union Relationship Agreement.

- The Bath Spa University Students' Union's Strategic Plan places student engagement and consultation at the heart of its approach, and works across the university to evaluate the impact of measures to support student success and progression. The Students' Union provides peer support networks for underrepresented groups at the university and their recent work has looked to address the BAME attainment gap at the university, the experiences of the university's students from black ethnic groups and to raise awareness around student mental health. They also provide independent advice, advocacy and signposting support for students that are complementary to the services provided by the university and support the university in engaging student focus groups to evaluate student success and progression initiatives. Students were involved in the design of this plan through consultation with the Students' Union. Through its involvement in the Access and Participation Steering Group the Students' Union representatives were, as were all Steering Group members, invited to comment on the content of this plan before it was submitted for approval. The Students' Union's Democracy and Scrutiny Committee were provided with an overview of what was required in the access and participation plan and its proposed targets, and discussed the importance placed on student engagement in its formulation, delivery and monitoring. The Committee agreed to set up a group chat so that members could express their views on the final draft of the plan and feed into the formal Students' Union response.

- Students' Union officers work closely with the Access and Participation Office to enhance opportunities for student engagement with schools and colleges and extend the reach of its outreach programme. For example, in 2018-19 the outreach team worked with the Students' Union Student Opportunities Coordinator and students to deliver a new volunteer Primary Readers Scheme to support KS1 and KS2 reading attainment in local schools. The student advocates who support the delivery of the core outreach programme are, where possible, matched to the groups of participants in each outreach intervention. For example, care-experienced students at the university work with the outreach team to deliver an outreach programme for children in care, current mature students facilitate the university's Return to Learning summer school for mature entrants, while students from military families at both Bath Spa University and the University of Winchester work with their respective institutional outreach teams and come together to support young people from military families at both of the universities' SCiP Alliance outreach events. Outreach events and activities that are delivered through the university's core outreach programme are evaluated by the student advocates who help deliver them and inform the annual review of the materials and resources that are used.

- The university is very proud of the commitment that the Bath Spa University Students' Union has to diversity and equality, which has been recognised through their retention of the National Centre for Diversity (NCFD) *Leaders in Diversity* accreditation in 2019. To date they remain the only Students' Union to have achieved accreditation at the Leader level. We also congratulate them on retaining the NCFD UK *Student Union of the Year* award in 2019 for the third consecutive year. The Students' Union has been accredited since 2013 and has appeared in the NCFD top 100 organisations across the UK since 2015.

3.3 Evaluation strategy

Strategic context

- The university's strategic approach to access and participation is evidence-led. Evaluation is used to critically review the targeting, uptake, impact and cost effectiveness of outreach programmes and the effectiveness and impact of measures that we put in place to support continuous improvement in access, continuation, attainment and progression for all students, with a particular focus on impact and outcomes for the groups and stage of the student lifecycle where the most need for improvement has been identified. Through the strategic direction of the Access and Participation Steering Group, we will continue to develop, refine and improve our evaluation strategy through an evidence-based and ethically-led 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. Where appropriate and in compliance with the General Data Protection Regulation

2016, as applied through the Data Protection Act 2018, we will share our findings externally through our collaborations and engagement with TASO.

Programme design

- The university's core widening participation outreach programme and strategic approach to secure continuous improvement in access, continuation, attainment and progression are informed by a range of existing evidence and models, including our own proven good practice and that from the sector, the learner progression framework, the Theory of Change model and the NERUPI evaluation framework. The NERUPI Evaluation Framework integrates theory and practice to inform the design, delivery and evaluation of widening participation interventions, in order to maximise, capture and demonstrate their impact.[18] Our aim is to develop a consistent approach to programme design through the use of common aims and objectives for planning and assessing outcomes and impact across all university teams delivering access and participation interventions. During 2017-18 all outreach activity in the Learner Progression Framework was mapped onto the aims described in the NERUPI framework (Table 22) and in 2018-19 onto the eight Gatsby career benchmarks.[26] Sharing evaluation outcomes through the provision of an annual report is part of our working agreement with schools and colleges.

Table 22. The NERUPI Evaluation Framework (aims).[18]

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

- In 2018-19 the mapping of cross-institutional continuation, attainment and progression activity onto levels 5 and 6 of the NERUPI Framework began. The NERUPI framework also underpins the evaluation of outreach programmes undertaken with the university's partners in the SCiP Alliance and WIN collaborations. In 2018-19 for example, research and evaluation officers from the University of Winchester, York St John University and Bath Spa University collaborated through the SCiP Alliance to develop a Creative Forces Evaluation Pack that is being used to evaluate the programme of Creative Forces Days delivered by SCiP Alliance partner institutions throughout England, Scotland and Wales to enable a national evaluation of the programme.

Evaluation design, implementation and learning from evaluation

- An assessment through the use of the self-evaluation tool showed that evaluation practice relating to our core widening participation outreach programme is advanced. Evaluation is built into each programme from conception, and there are clear plans in place that specify roles, responsibilities and resources required. Programmes are underpinned by an explicit and shared understanding of what works in what context, and evidence is used to support the development of the processes involved in delivering outreach activities. Access and Participation Outreach Officers work with partner school and college colleagues to develop their understanding of the importance of evaluation, how they can contribute to the process and how their engagement will benefit their own institution. The university subscribes to the HEAT service which provides the opportunity for a more comprehensive long-term evaluation of our institutional and wider collaborative outreach activity.
- However, we are seeking improvement and have identified opportunities to extend this good evaluation practice further. While activity related to supporting student continuation, attainment and progression is evaluated, there is not currently an established mechanism through which evaluation practice, methodologies and findings can be shared across the institution. In 2019-20 we will establish an evaluation working group that will reflect and build upon our current evaluation methodologies and expertise to develop a robust and

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[26] www.gatsby.org.uk/education/focus-areas/good-career-guidance (Accessed May 2019).

consistent evaluation strategy that will be implemented across all university access and participation activity through the Access and Participation Steering Group. The Steering Group will also provide the opportunity for evaluation findings to be shared with key senior staff who are responsible for access and participation activity across the university, who can then disseminate findings within their own areas as appropriate. The university's School of Education prepares an annual self-evaluation document (SED) that analyses the recruitment, continuation, attainment and employment of PGCE ITT students in teaching posts.

Evaluation of financial support

- We will continue to take a robust approach to evaluating the investment that we make in financial support provision, using elements of the OfS financial support toolkit where appropriate.[27] Internal data and evidence from qualitative research has consistently suggested that investment in highly-targeted financial support has a positive impact on the continuation of successive cohorts of our most disadvantaged students.[32] It also suggested that mature students and students from BAME groups are overrepresented in the Bath Spa University Bursary Award cohort compared with their representation in the all undergraduate entrant cohort. Preliminary analysis of withdrawal data for the 2017-18 entry cohort indicated a continuation of this trend. As found in previous evaluations, the continuation and progression rates of 2017-18 England-domiciled full-time first degree entrants were higher for those in receipt of an award than for those entrants who did not receive an award. The gap in continuation and progression to study at level 5 was widest between award holders from POLAR3 Quintile 1 areas and non-award holders from POLAR3 Quintile 1 areas (Table 23).

- Qualitative evaluation based on guidance from the OfS Financial Support Evaluation Toolkit showed that over 96.0% of respondents rated the importance of their award on their ability to continue with their studies at 4 and 5 on a scale of 1-5, where 5 was very important. Almost 90.0% of all respondents agreed that the award helped them to concentrate on their studies without worrying about finance, helped them to be able to participate along with their peers, and to feel less anxious than they would have felt otherwise and more satisfied with life as a student. The outcome of this evaluation in the context of the continuation gap between the most and least represented groups at the university identified in the assessment of our performance informed the review and refocus of financial support through the Bath Spa University Bursary Award Scheme 2020-21 to 2024-25.

Table 23. Gaps in continuation and progression to level 5: full-time first degree 2017-18 entrants continuing their studies at Bath Spa University.[38]

Comparison between 2017-18 full-time first degree entrant cohort award holders and non-award holders by group	Continuation Gap[1] (*percentage point*)	Progression Gap[2] (*percentage point*)
All England-domiciled full-time first degree entrant award holders and non-award holders	0.5	0.6
POLAR3 Quintile 1 England-domiciled full-time first degree entrant award holders and POLAR3 Quintile 1 non-award holders	4.0	7.0
POLAR3 Quintile 1 or 2 England-domiciled full-time first degree entrant award holders and POLAR3 Quintile 1 or 2 non-award holders	3.7	3.6

[1] *2017-18 entrants enrolling in academic year 2018-19.* [2] *2017-18 entrants progressing to level 5 study in academic year 2018-19.*

3.4 Monitoring progress against delivery of the plan

- The responsibility for performance and progress against the provisions set out in the plan will be shared across the university, which is reflected in the membership of the Access and Participation Steering Group that
oversees its delivery and monitoring arrangements. The Access and Participation Steering Group is chaired by the Pro-ViceChancellor (Academic Planning) who is responsible for the monitoring and delivery of the plan,

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[27] Office for Students, *Financial support evaluation toolkit.* www.officeforstudents.org.uk/advice-and-guidance/promoting-equalopportunities/evaluation-and-effective-practice/financial-s upport-evaluation-toolkit/ (Accessed May 2029). [38] *Bath Spa University Bursary Scheme 2017-18.* Internal Evaluation Report. 2019.

and is comprised of senior managers with responsibility for the university's academic schools and professional services departments and the Students' Union President and Chief Executive. The Steering Group will work to embed monitoring across the university with the Pro-Vice-Chancellor (Academic Planning) leading the Steering Group to take appropriate action if our progress is found to be stalling or worsening. Staff teams engaged in the delivery of the provisions set out in the plan will be engaged in the monitoring process through the leadership of the senior managers who represent them on the Steering Group, and senior managers will be supported by the Access and Participation Manager and Research and Evaluation Officer throughout the evaluation and monitoring processes.

- The university's governing body will be engaged with the monitoring of the performance and progress against the provisions of the plan through an annual submission of a written report on progress from the Access and Participation Steering Group as an agenda item for discussion, and a presentation by the Pro-Vice-Chancellor (Academic Planning). Progress against the delivery of the measures set out in this plan will be monitored by the Access and Participation Steering Group, and the Pro-Vice-Chancellor (Academic Planning) will provide regular reports to the Vice-Chancellor, Board of Governors, and the Students' Union's Democracy and Scrutiny Committee.

4. Provision of information to students

- We will publish clear, accurate and accessible financial information about the annual fees that students will be charged for the duration of their course, any additional associated costs, and the aggregate amount of fees that we will charge for the completion of particular courses. We will also provide details of entry requirements, course information and modes of study for existing and prospective students. The latest information will be published on the university's website. Our student finance team will be available at Open Days to inform and advise potential students and their parents/carers. 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) and this access and participation plan will be published on the university's website.

- We will publish clear, accurate and accessible financial information about the financial support that students may be entitled to through the provisions within this access and participation plan. This will include the processes for applying for financial support and information setting out the level of financial support that eligible students from some underrepresented groups will be offered in each year of their study. We will clearly state that we will automatically assess a student's eligibility for support under the Bath Spa University Bursary Award Scheme using information provided on the student loan application form, and that this process relies on them agreeing to share their financial information. We will ensure that continuing students will receive the financial support that was advertised to them when they applied, but will also clearly state that this will be subject to them continuing to fulfil the eligibility criteria at the start of each year.

- In addition to student fee and financial support, information about student life, routes into higher education and careers, the UCAS process, accessing support, suitable resources for further information and specific information 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 will continue to work closely with UCAS, the Student Loans Company (SLC) and the Department for Education, and will 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.

5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Bath Spa University activity map to the new Access and Participation Priorities (July 2022)

2. Targets (tables 2a, 2b and 2c in the targets and investment plan)

3. Investment summary (tables 4a and 4b in the targets and investment plan)

4. Fee summary (table 4a and 4b in the fee information document)

Bath Spa University has also appended our mapping document that outlines how we have mapped our activities to the new priorities.

Appendix 1 Bath Spa University - Bath Spa University activity map to the new Access and Participation Priorities (July 2022)

In response to the Director's letter of 12th April 2022 and the accompanying guidance notes, Bath Spa University has reflected on the laying out of the four clear priorities that providers in England have been encouraged to focus on for the future of access and participation.

We have reviewed our practice and performance in these priority areas. We have fostered and maintained excellent relationships with local schools and colleges to ensure we deliver benefits to learners and communities that are under-represented. This is always negotiated and delivered in partnership with the schools we support. Our work here extends back over two decades and is at the heart of the existing approved Plan. We have also been working for some time to diversify our portfolio (Priority D) to attract learners from beyond the traditional core HE population and we welcome the requirement to produce a more accessible summary version of our Plan (Priority A). However, review of our most recent Graduate Outcomes data suggests we could and will do more to support priority C (good graduate outcomes) particularly for BME students who are an under-represented group in our population - although this was a noted priority in our existing Plan, we heighten our commitment here through the request to introduce a new target to guide our work in the Plan. This is reflected in the Variations template.

In addition to reflecting this new Priority in our existing Access and Participation Plan, we have taken the opportunity to include mention of recent commitments in our Access and Participation strategy, namely our *Bath Spa Empowers* leadership programme for students of colour (section 1.2), our *Re-Ignite* programme to support and prepare students to return to their studies following an interruption and a deepening of our commitment to support care leavers and others through our signing of the care leavers covenant (section 1.5). We have also referenced our new Sanctuary Scholarship (section 3.1 Financial Support) that strengthens our commitment to support students from refugee and asylum-seeking communities alongside the collaborative development of our new 'Themes Reading Programme' for KS2 (section 3.1 outreach to widen participation)

Mapping Our Activities to the New Priorities

Priority A: Make Plan more accessible
- A welcome development, a summary document of the amended Plan utilising the OfS template document has been prepared and submitted and is included in Appendix 2.

Priority B: Schools partnerships to raise attainment
- Partnerships with schools and colleges have been an enduring and valued feature of our work in widening access to higher education for two decades. Partnerships are already a deeply embedded feature of the current 2020/21-2024/5 APP where we work very closely with schools where we know we can make a difference to aspirations and attainment of learners in low participation areas.

- The University has built and maintained a very strong network of primary school, secondary school and FE college partners across the Bath and Wiltshire sub-region. We are delighted to see this as a priority in the new landscape for Access and Participation.
- We work closely with these partners in their locations through the year and build enduring relationships with our partners and their learners - we do not operate on a 'hit and run' basis, but build incrementally through the delivery of our progression frameworks. We are able to fund schools to access our on campus facilities to add value to learner journeys, normalising the experience of being in a much larger dedicated and specialist learning environment. Our objective is to build appetite for the benefits of HE, alongside the attainment and capacity to succeed in their ambitions (and not just in HE).
- Our *Primary Reader Scheme*, which is led by the University with support from Bath Spa University Students' Union, works with local primary schools to support reading progression and to encourage enjoyment of reading for pupils at primary schools in Bath. Schools that are selected to join the scheme have high proportions of pupils in groups which are currently under-represented in higher education, such as those with free school meal eligibility, and each school is in an area where the proportion of young people who participate in higher education is recognised as being relatively low. The scheme was temporarily paused during the coronavirus pandemic but is to be relaunched in 2022/3.
- The University has developed and is currently implementing a new programme of work developed in collaboration with teachers in primary schools. The 'Themes Reading Programme' is designed for Year 6 students and offers a combination of support for key areas of the English curriculum (the principal themes of this work are 'Expanding your vocabulary', 'Fact Finding', 'Comparing Information' and 'Summarising what you have learnt'.
- Our highly targeted outreach programme for primary schools, secondary schools and colleges support the building of confidence, aspiration and ambition, breaking down perceived barriers to higher education.The KS3-5 and college programme comprises eight different progressive elements that build awareness of future options, but also offer support with the development of study skills to drive progress and attainment. We work closely with schools to deliver the elements they feel their students will benefit from the most.

Priority C: Successful participation and good graduate outcomes for all
- The University has an institution-wide Access and Participation Steering Group that co-ordinates the many different services that support the student journey. It has oversight of the implementation of our Access and Participation Plan commitments across the lifecycle and progression outcomes in a whole university approach to delivery.
- The University offers all students taking undergraduate awards the chance to take their programme with a Professional Placement Year - our evaluation concurs with sector research that demonstrates the importance of placement and similar experience in cementing graduate employability.
- We have introduced a fully funded Graduate Placement Scheme to enhance graduate employability and will be specifically targeting the promotion of this programme to those in under-represented groups to support enhanced graduate outcomes for these groups.
- In September 2022 we are introducing the first phase of a new learner analytics platform designed to help better inform and support Academic Advisers and to guide interventions to individual learners and, using aggregate engagement and attainment data, to feed back into service design allowing us to better support student journeys. Our coding specifically allows us to monitor the progress of students in under-represented groups to facilitate rapid and appropriate intervention to support continuation.
  The system has been designed in line with the JISC Code of Practice for Learning Analytics.

- We have reviewed our current Access and Participation Plan in the light of our most recent Graduate Outcomes Survey data. Whilst we feel we have appropriately challenging targets to reduce gaps between the most and least represented groups, we have identified a growing gap between white and BME students in the survey results and we believe it is appropriate for us to commit to a further additional target to prioritise and reduce this gap between these groups.
- In academic year 2021/22, the University worked in partnership with the Students' Union and a number of relevant student societies to introduce *Bath Spa Empowers*, a leadership and development programme designed to build confidence and change capacity with Bath Spa's students of colour. This is led by an independent third party charity and is designed to encourage the pursuit of leadership and representative roles, empowering positive change within the University and building skills for future careers.

Priority D: More diverse pathways at level 4 and 5 and apprenticeships

- The University was an early adopter of the T level as we saw it likely to have real power in delivering opportunity to under-represented communities; we signalled our commitment in the first DfE list of universities accepting the T level and have been developing our curricula to better map onto the T level as it grows in popularity.
- The University has deepened its ties with our local further education college, including cross-institutional staff secondments and new joint appointments to build an attractive and diverse offer accessible to local learners who would otherwise likely not invest in or benefit from higher education. We are focussing on HTQ roll out at level 4 and 5, with the Digital pathways the initial priority, but a clear medium focus on other areas, particularly Healthcare and Education and Childcare pathways..
- We have entered a strategic partnership with New City College, a large FE federation in east London and Essex. We will work together with our partner as the awarding institution to develop appropriate HTQ routes at levels 4 and 5 and build further skills development in the under-represented communities to the east of the capital.
- The West of England Combined Authority has awarded £1.94m for the first phase of ISTART (Innovation Science Technology Arts Research Training) a vocational skills, innovation and productivity Hub based on a nationally unique trans-disciplinary trans-level partnership between Bath Spa University, Bath College, University of Bath/National Institute of Coding and Bath and Northeast Somerset Council. It comprises a new vocational and modular stackable L3,4,5,6,7 curriculum for adult, part-time and mainstream learners. Pathways in Sustainability, Health, Digital Skills - all with a wraparound employability and entrepreneurship element linked into Bath College (6th nationally for work with employers) and SET Squared (UK's foremost University/business innovation network). There are 70+ employers involved in the programme which commences in September 2022.
- In partnership with the National Institute of Coding and West of England Combined Authority (Digital Skills Investment Fund) we have supported 400+ adult learners between Sept 21 to March 22 in Web Development, Creative Computing , Digital Marketing: we have secured further funding for 2022-23, expanding through DfE funding into Cybersecurity short course provision for non-traditional learners.
- We see the 'bootcamp' model as a useful scaleable pilot for what will emerge under the Lifelong Loan Entitlement and we have offered our support to DfE on how our model may usefully support providers in the roll out of LLE in the medium term.
- All of the above developments are part of our commitment to diversify routes into HE predate the new Priorities but clearly align with the strategic ambition for Access and Participation.

Overall priority: Develop the Evaluation Strategy

- We have dedicated staff resource for evaluation of our access and participation activities and interventions; we design everything with evaluation as a first principle to help us identify what works. The introduction of our Learner Analytics platform later in 2022 will give us a much broader evidence base that will, for the first time, include some useful lead indicators as well as the usual retrospective data capturing in normal reporting. This is game changing for the support we can offer our students across all groups.
- The University has been using the Higher Education Access Tracker (HEAT) for a number of years to monitor and evaluate our outreach activity. In the past, much of our focus has been on using the Track service. This enables us to track our outreach participants into HE as a means of evaluating the impact of our work on raising aspirations and attainment.
- We will expand our use of HEAT across a number of their newer functionalities. For example, use of the Survey Tool in place of our existing survey software would provide us with a fuller understanding of the impact of our activities on individuals. Likewise, whilst we already produce a full evaluation plan for each of our activities, use of the HEAT Evaluation Planning Tool would help us to ensure that these plans are all designed to the same level of rigour.
- The University has also been an active and contributing member of the NERUPI network since its formation, and its Evaluation Framework has informed the evaluation strategy for our outreach work for a number of years. We will incorporate newly developed higher Levels of the Framework to provide us with robust evaluation of activities which support our students' continuation, attainment and progression. Similarly, use of the NERUPI Question Bank would help us to ensure the validity of our evaluation responses.

Provider fee information 2022-23

Provider name: Bath Spa University
Provider UKPRN: 10000571

Summary of 2022-23 course fees

*course type not listed by the provider as available in 2022-23. This means that any such course delivered in 2022-23 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2022-23 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£9,250
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2022-23 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	Academy for Contemporary Circus and Physical Theatre 10010093	Fee applies to entrants/all students	£9,250
First degree	BOOMSATSUMA CREATIVE CIC 10053658	Fee applies to entrants/all students	£9,250
First degree	Brighton Academy Limited 10082302	Fee applies to continuing students only	£8,500
First degree	Brighton Academy Limited 10082302	Fee applies to entrants/all students	£9,000
First degree	City of Bristol College 10001467	Fee applies to entrants/all students	£8,250
First degree	Weston College of Further and Higher Education 10007459	Fee applies to entrants/all students	£8,500
Foundation degree	Bath College 10001465	Fee applies to entrants/all students	£7,995
Foundation degree	Elizabeth School of London Limited 10047572	Fee applies to entrants/all students	£9,250
Foundation degree	Fairfield School of Business Ltd 10033187	Fee applies to entrants/all students	£9,250
Foundation degree	Global Banking School Limited 10042500	Fee applies to entrants/all students	£9,250
Foundation degree	New College Swindon 10004579	Fee applies to entrants/all students	£8,250
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2022-23 students

Part-time course type:	Additional information:	Cohort:	Course fee:

First degree	*	Fee applies to entrants/all students	£6,935
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1d - Sub-contractual part-time course fee levels for 2022-23 students

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

Provider fee information 2021-22

Provider name: Bath Spa University
Provider UKPRN: 10000571

Summary of 2021-22 course fees

*course type not listed by the provider as available in 2021-22. This means that any such course delivered in 2021-22 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2021-22 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£9,250
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	Fee applies to entrants/all students	£9,250
Accelerated degree	*	*	*
Sandwich year	*	Fee applies to entrants/all students	£1,850
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2021-22 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	Academy for Contemporary Circus and Physical Theatre 10010093	Fee applies to entrants/all students	£9,250
First degree	Brighton Academy Limited 10082302	Fee applies to continuing students only	£8,000
First degree	Brighton Academy Limited 10082302	Fee applies to entrants/all students	£8,500
First degree	City of Bristol College 10001467	Fee applies to entrants/all students	£8,250
First degree	Weston College of Further and Higher Education 10007459	Fee applies to entrants/all students	£8,500
Foundation degree	Academy for Contemporary Circus and Physical Theatre 10010093	Fee applies to entrants/all students	£9,250
Foundation degree	BOOMSATSUMA CREATIVE CIC 10053658	Fee applies to entrants/all students	£9,250
Foundation degree	Bath College 10001465	Fee applies to entrants/all students	£7,995
Foundation degree	New College Swindon 10004579	Fee applies to entrants/all students	£8,250
Foundation degree	Weston College of Further and Higher Education 10007459	Fee applies to entrants/all students	£8,500
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2021-22 students

Part-time course type:	Additional information:	Cohort:	Course fee:

First degree	*	Fee applies to entrants/all students	£6,935
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1d - Sub-contractual part-time course fee levels for 2021-22 students

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

Access and participation plan
Fee information 2020-21

Provider name: Bath Spa University

Provider UKPRN: 10000571

Summary of 2020-21 entrant course fees

*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

Inflationary statement:

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

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

Full-time course type:	Additional information:	Course fee:
First degree	*	£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	*	*
Other	*	*

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

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	Academy for Contemporary Circus and Physical Theatre 10010093	£9,250
First degree	Ballet West 10042364	£9,250
First degree	Brighton Academy Limited 10082302	£8,000
First degree	Weston College of Further and Higher Education 10007459	£8,500
Foundation degree	Academy for Contemporary Circus and Physical Theatre 10010093	£9,250
Foundation degree	BOOMSATSUMA CREATIVE CIC 10053658	£9,250
Foundation degree	Bath College 10001465	£7,995
Foundation degree	New College Swindon 10004579	£8,250
Foundation degree	Weston College of Further and Higher Education 10007459	£8,500
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

Part-time course type:	Additional information:	Course fee:
First degree	*	£6,935
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

Targets and investment plan 2020-21 to 2024-25

Provider name: Bath Spa University

Provider UKPRN: 10000571

Investment summary

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

Note about the data:
The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£1,159,074.00	£1,193,845.00	£1,229,662.00	£1,266,552.00	£1,304,548.00
Access (pre-16)	£336,614.00	£346,712.00	£357,114.00	£367,827.00	£378,862.00
Access (post-16)	£628,346.00	£647,196.00	£666,612.00	£686,611.00	£707,209.00
Access (adults and the community)	£194,114.00	£199,937.00	£205,936.00	£212,114.00	£218,477.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£1,453,250.00	£1,444,000.00	£1,337,250.00	£1,339,750.00	£1,342,250.00
Research and evaluation (£)	£72,249.00	£74,416.00	£76,649.00	£78,948.00	£81,317.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£16,851,345.00	£17,081,975.00	£17,257,090.00	£17,496,945.00	£17,754,565.00
Access investment	6.9%	7.0%	7.1%	7.2%	7.3%
Financial support	8.6%	8.5%	7.7%	7.7%	7.6%
Research and evaluation	0.4%	0.4%	0.4%	0.5%	0.5%
Total investment (as %HFI)	15.9%	15.9%	15.3%	15.3%	15.4%

Targets and investment plan
2020-21 to 2024-25

Provider name: Bath Spa University

Provider UKPRN: 10000571

Targets

Table 4a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in participation between young full-time undergraduate entrants at the university from POLAR4 Quintile 5 and Quintile 1 areas.	PTA_1	Low Participation Neighbourhood (LPN)	Percentage difference in entry rate between entrants from POLAR4 Quintile 5:and Quintile 1 areas.	No	The access and participation dataset	2017-18	12.9 percentage points (pp)	11.4 pp	9.9 pp	8.4 pp	7.9 pp	6.5pp	

Table 4b - Success

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To eliminate the gap in continuation between young full-time undergraduate entrants at the university from POLAR4 Quintile 5 and Quintile 1 areas.	PTS_1	Low Participation Neighbourhood (LPN)	Percentage difference in continuation rate between entrants from POLAR4 Quintile 5 and Quintile 1 areas.	No	The access and participation dataset	2016-17	3.0 percentage points (pp)	2.0 pp	1.5 pp	1.0 pp	0.5 pp	0 pp	
To reduce the gap in degree outcomes between young full-time undergraduate students from white and BAME ethnic groups.	PTS_2	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and BAME students.	No	The access and participation dataset	2017-18	16.0 percentage points (pp)	13.5 pp	11.5 pp	9.5 pp	7.5 pp	5.0 pp	
To eliminate the attainment gap for students from underrepresented groups	PTS_3	Disabled	Percentage difference in degree attainment (1st and 2:1) between students withn no know disability and students who have disclosed a disability.	No	The access and participation dataset	2017-18	5.0 percentage points (pp)	3.5 pp	2.5 pp	1.5 pp	0.5 pp	0 pp	
To eliminate the attainment gap between young full-time and mature undergraduate students.	PTS_4	Mature	Percentage difference in degree attainment (1st and 2:1) between young and mature students.	No	The access and participation dataset	2017-18	5.0 percenatge points (pp)	4.0 pp	3.0 pp	2.0pp	1.0pp	0 pp	

Table 4c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To eliminate the gap in progression to highly skilled employment or further study at a higher level between young UK domiciled leavers from POLAR4 Quintile 5 and Quintile 1 areas obtaining first degrees from full-time courses.	PTP_1	Low Participation Neighbourhood (LPN)	Percentage difference in rate of entry to highly skilled employment or further study at a higher level between young UK-domiciled leavers from POLAR4 Quintile 5 and Quintile 1 areas obtaining first degrees from full-time courses.	No	The access and participation dataset	2016-17	5.0 percentage points (pp)	4.0 pp	3.0 pp	2.0 pp	1.0 pp	0 pp	As underlying data source is the HESA Destinations of Leavers from Higher Education (DLHE) survey, target and milestones may need to be reviewed in 2020 after the expected release of the first Graduate Outcomes data.
To reduce the gap in progression to highly skilled employment between all BME students and all white students (UK domiciled, first degree students)	PTP_2	Ethnicity	percent points difference between BME and white groups entering higher skilled occupations	No	Other data source	2019-20	15.0pp	N/A	N/A	15.0pp	12.0pp	9.0pp	Internal analysis of the GOS data for 2019-20 cohort show a 15% gap in progression rates between these groups