

University of Bath 2019-20 Access and Participation Plan

The University of Bath is committed to supporting student success across all three main phases of the student lifecycle.

Assessment of current performance

Access

1. Historically, our focus has been on widening access and improving admission of under-represented or disadvantaged students, as this is the area where we have faced the greatest challenge. We acknowledge that we continue to face challenges in this area and therefore our primary focus remains access and admissions particularly linked to applicants from socio-economically disadvantaged postcodes and those where there is low progression to Higher Education (HE). Although some progress has been made, the rate of progress is slower than we would like. The latest HESA data (2016/17 UKPI Table 1) show that 5.6% of our young full-time undergraduate entrants in 2016/17 came from the lowest HE participation neighbourhoods (LPN POLAR 3 Q1) compared with a benchmark figure of 6.3% and a location adjusted benchmark of 6.1%. Our own analysis of Acorn data on socio-economically disadvantaged postcodes shows that only 10% of our students come from neighbourhoods in the lowest socio-economic Acorn groups 4 and 5.

2. The University analyses the demographic profile of applicants and entrants. The age profile of applicants and entrants remains static with applicants under 21 more likely to enter than those 21 and over. The gap between female and male entrants was narrower in 2017 than at any time in the last five years. In total 28% of our student body is BME (Home and Overseas students). For Home/EU undergraduates it is 14% and for Home post-graduates the figure is 13%. The proportion of UK BME entrants is the highest it has been for the past five years. Our analysis of individual ethnic groups within the Home/EU undergraduate student population shows that some individual ethnic groups, such as those who record themselves as Black and Asian (including South Asian, Chinese and other South-East Asian), are underrepresented at the University. We have used the number of 18 and 19 years olds in England and Wales by ethnic group as a whole as a comparator for this analysis as we are a nationally recruiting university. Those recording themselves as Mixed are slightly over-represented. Our internal analysis has shown that at course level access and diversity vary considerably. We are also aware through our research that the combination of our geographical location, subject-mix, and course structure, creates some particular challenges for us in this area. The gap in enrolment rates between White and BME Home applicants narrowed to 5 percentage points in 2017 (11.4% BME/16.8% White).

3. The Undergraduate Admissions team has, on the recommendation of the Equality and Diversity Committee at the University, conducted an analysis of the differential success rates for Black applicants receiving offers. The research project identified that the contextual data being used by the University served as the most helpful proxy for flagging Black candidates in need of additional consideration (in the absence of ethnicity data on the UCAS application). For borderline candidates, the interventions in our admissions process ensuring additional consideration were effective in improving the likelihood of receiving an offer or having a place confirmed.
4. The number of care leavers at Bath is small but we are active in encouraging access for this group. We are part of two collaborative initiatives: LACES which consists of local universities, Virtual Heads and local councils and is hosted by UWE; and the south western regional group of universities which coordinates work with NNECL and Virtual Heads.
5. The number of students with declared disabilities – historically an under-represented group at the University – has seen significant improvement over recent years, through a combination of outreach and admissions-related initiatives alongside development of on-course provision. The University now exceeds its HESA benchmark (HESA 2016/17 UKPI Table 7 – University entrants 5.5%, HEFCE Benchmark 5.1%). This work has provided a model for interventions and activities with other under-represented groups across the University. The University has a particular interest and expertise in autism and established the Centre for Applied Autism Research (CAAR) in 2016. The centre works with and supports people with autism, and part of the work undertaken by the centre includes encouraging those with autism into HE.
6. The number of mature students at the University is small but analysis shows that we are just above our benchmark and within 0.1% of our location adjusted benchmark for the proportion of mature students from the lowest participation neighbourhoods (HESA 2016/17 UKPI Table 2a).
7. We are supporting access of applicants with care responsibilities and estranged students through directing specific bursary support, and then evaluating the impact on their decision to select Bath. This builds upon research we have undertaken linked to Gold Scholars and Bath Bursary holders. In April 2018 the University committed to the Stand Alone Pledge, providing: a bursary of £1,000 per year to estranged students in addition to any other financial support they are entitled to receive; additional start-up and graduation payments of £1,000 in their first and final years of study; a guaranteed place in University accommodation for the duration of their course; and a named member of staff in Student Services who will be a regular point of contact from pre-entry and throughout their course to offer specialist advice and guidance. The University has also worked with UCAS to ensure that there will be scope for estranged students to self-identify in future admissions cycles.

8. In 2016-17 the University amended some targets relating to admissions, in consultation with the Office for Fair Access, which have been applied to the 2017-18 admissions cycle. We identified factors that are both relevant in diversifying the undergraduate student population but which can also be taken into account by those involved in selecting students for participation in outreach activities and in making admissions decisions. Our particular focus has been on home postcode and prior school or college attainment. These factors have also been incorporated into the methodology to identify entitlement to bursary funding.

9. In order to improve assessment of the long-term impact of our outreach activity and the success of our collaborative activities, particularly those with third sector educational charities, we subscribe to the Higher Education Access Tracker (HEAT) service. We have also improved our capacity to monitor progression from application through to graduation through changes to our internal reporting systems, and can use HESA data to bench-mark our progress in supporting applicant success and progression. This has not only assisted in identifying areas of the admissions process which are inhibiting the success of potential students, but has also enabled the University to spot the interventions that improve applicant success rates.

10. The University of Bath was awarded the Gold award in the 2017 Teaching Excellence Framework (TEF) exercise. The TEF2 metrics for the University of Bath demonstrate very positive outcomes. Our strengths are highlighted by four positive indicators (or flags) for our full-time students (two +, two ++). There are no negative flags in any of our data. The University of Bath is shown to be excellent through flags in four of the six core metrics: The teaching on my course, Assessment & feedback, Academic support, and Highly skilled employment or further study.

11. Beyond the high-level picture in the core metrics, the split metrics show a significant number of positive flags for the experience and outcomes of particular student groups. These cover areas such as disability, disadvantage, ethnicity, and gender. In two cases for our full-time mode of study (Non-continuation, and Employment or further study), the TEF2 data are identified as having flags in the split metrics that are different from the core metrics. These are also very positive signs, since they show high levels of success in groups where overall core data are not flagged.

12. Following the release of UCAS sector level and provider level data through their annual Equality reports the University has undertaken its own extensive analysis of the data. At Bath the numbers of Q1 and Q2 combined POLAR3 students applying has declined slightly over the past three years. The offer rate to those in Q1 increased significantly between 2012 and 2016 whilst this was used as the sole measure in Admissions. In 2017 the offer rate increased for Q2 but fell for Q1, as a result of using an increased basket of measures (Q1 and 2, Acorn 4 and 5, school performance etc.). Admissions is continuing to work with this broader range of measures, but paying particular attention to those meeting

the Q1 measure, with the aim of showing further upwards trends in the offer rate to this group. The University has also significantly developed the procedure for candidates where there are mitigating circumstances, and 2017-18 is the first admissions cycle where that has been implemented in full. The University has conducted a preliminary assessment of the UCAS Multiple Equality Measure (MEM) but is awaiting more detailed UCAS guidance, to be published later in 2018, before undertaking further work on how best to incorporate this as a measure for contextual data or to assess the impact of our activities.

13. We have coupled the analysis outlined above with increased spending to enhance the University's understanding of the applicant pool, purchasing sector admissions data, and increasing our capacity to target support prior to admission to those demonstrating characteristics which indicate socio-economic or educational disadvantage by recruiting an additional staff member to support evaluation and analysis of data. For care leavers and some groups of BME students (particularly black students) we are aware that there may be scope to broaden our numbers at Bath, but we don't yet know the size of the potential pool we realistically could expect to recruit from. We will invest in securing additional statistical information from UCAS which will enable us to define the size of the existing applicant pool nationally so we can assess how we are performing.

Success and Progression

14. Measures of effectiveness in relation to supporting the retention and achievement of students from under-represented groups will continue to consider completion rates, academic achievement, participation in extra-curricular activities and development of wider skill-sets, progression to graduate-level employment and/or postgraduate study, and whether they would recommend the University to peer groups.

15. HESA data and TEF metrics confirm that our student retention figures are good, with few students leaving the University before completing their courses. This is the case both for all students and those from the lowest participation neighbourhoods.

16. We have identified, through the work of University Learning, Teaching and Quality Committee (ULTQC) and the Degree Attainment Group, that there are issues relating to retention of mature students and the implications on degree success for students who do not take-up placement and study abroad opportunities. A more fundamental evaluation of progression, retention and on-course success/attainment by ULTQC in 2016-17 has resulted in a comprehensive review of all undergraduate learning and teaching, curriculum content (and inclusivity), and assessment methods, which will be carried out over the next three years. The University is also trialling activities and interventions with specific groups of students (e.g. Gold Scholars and employability/transition skills, black students and placements, BTEC students and mathematics/statistics support) to see if particular targeted interventions have an impact on

success and progression. The Undergraduate Admissions team is undertaking a review of mature learners admitted in recent admissions cycles to determine if there are particular factors that can be identified at point of application or admission which could more effectively inform support work on mature learner success. This work will be informed by findings of the review that UCAS intends to undertake during 2018-19 on mature student access and transition to university-level study.

17. During 2017-18 the University surveyed undergraduate students about to commence their first year on the impact of Bursary and Scholarships, as part of an ongoing programme of activity to evaluate Bursary provision. The research focused on attitudes towards funding and money, their expectations about the student experience, long-term career aspirations, and personal skills development. It utilised the approach and methodology given in the OFFA toolkit, and built upon previous surveys carried out by the University on scholarship and bursary support. The key findings showed that for those receiving the most generous financial support from the University, the availability of additional funding was a key consideration when selecting their institution. Our Gold Scholarship Programme (GSP) provided increased feelings of security for the recipients, and made them more confident that they could effectively manage their money during their degree. The GSP students also felt less pressure to seek part-time employment, and had the greatest clarity about long-term career plans of those who were surveyed. Historically, those in receipt of Bursary funding at Bath have outperformed the average student, particularly in relation to securing a first class degree. This merits further investigation to determine if there is a causal link between greater financial security and academic success, or if other factors are at play.

18. A mix of quantitative and qualitative measures have been and will continue to be developed to support effective monitoring of student progress and outcome. Bespoke research activities have recently included investigations where evidence highlights specific issues or challenges, such as: the evaluation of activities to enhance undergraduate induction and first year student experience; degree attainment and outcomes for Black and Minority Ethnic Groups; and the impact of professional placements on degree attainment and employment destination.

19. Through the ULTQC and Equality and Diversity Committee we already closely monitor degree outcomes based on gender, age, ethnicity and declared disabilities. The analysis has revealed some small differentials (of between 5 and 8 percentage points) of the percentage of Home/EU students being awarded 1st and 2:1 degrees and these data have been disseminated across all departments at the University. The attainment data show males (86%), mature students (81%), BME students (83%), and students with disabilities (85%) all slightly underperforming with reference to their comparators (females (92%), Young students (89%), White students (90%), and students without disabilities (90%)). The attainment gap between White students and BME students has halved over the preceding five years. Where there are significant differences in outcomes, the University has conducted more detailed

investigation and analysis, and implemented activity to support greater alignment in degree outcomes. Most recently, work with black students has resulted in specific interventions being developed with Rare Recruitment to provide access to positive role models and commercial awareness, whilst the Careers Service has improved dissemination of targeted internship and placement opportunities, and provided specific training and skills development to prepare black students for applications to placement opportunities. The University Careers Service now has the licenced trainers to deliver the Springboard Sprint course for female undergraduates to address issues around confidence and resilience, whilst the Gold Scholars Programme has run an extensive programme of activity to support students from socio-economically disadvantaged backgrounds to support on-course participation and develop networking and employability skills. The Lloyds Scholars Programme, which is managed by the Students' Union on behalf of Lloyds Banking Group, provides a complete package of financial support, paid internships, a business mentor and opportunity to develop employability skills. It is targeted at students from household incomes under £25,000/year who, as part of their commitment to the programme, carry out a minimum of 100 hours of community volunteering. This also builds their transferable skills and boosts employability prospects.

20. There are growing numbers of students on the autistic spectrum disclosing their conditions. Student Services figures show the number of Computer Science students who have disclosed has risen from 5 (July '17) to 16 (May '18). And total numbers have risen from 61 to 74. Students on the spectrum need more careers support than a neuro-typical student in order to think about options and navigate through a challenging graduate recruitment process. When looking at national employment destinations for disabled graduates, those graduates with a condition related to autism have the lowest proportion in full time work (33%) and also the highest levels of unemployment at 17%¹. We are engaging with a number of initiatives in this area outlined later in this document.

21. TEF metrics also confirm the University's strong record on progression into employment or further study. The high proportion of students taking placements and the strong research record of the University contribute to students graduating with skills which provide a close fit with labour market requirements. Progression into graduate employment or further study is high at the University with between 80% and 87% graduate employment/further study rates for students in all protected characteristic groups over the past four years (2015/16 graduates and those graduating in the preceding three years). During this time differences were: students with/without disabilities (within 6 percentage points – figures equal in one year), males and females (within 4 percentage points – females higher in one year), White/BME (within 3 percentage points – BME higher in two years) and young/mature students (within 5 percentage points - mature lower in all four years). Analysis by social class shows a current two percentage point difference

¹ The National Autistic Society (2016). *The autism employment gap: Too Much Information in the workplace*. p5

between NS-Sec groups 1-3 and 4-7. Our aim is to ensure that all students continue to do well accessing further study and graduate employment opportunities.

22. The University has also researched the progression of under-represented groups to postgraduate taught degrees through use of targeted scholarships and bursaries for existing undergraduates who wish to progress into PG study and new applicants to PGT programmes at Bath from other UK universities, which were agreed with the previous Director of the Office for Fair Access. In 2017 recipients of the PGT Scholarships were surveyed, and the findings supported the value of such support in promoting study beyond a first degree. The most recent APP Guidance indicated that from 2019-20 this type of support for PGT applicants who were not Bath undergraduate alumni could no longer be set against OfS spending priorities, but the University is now assessing whether there is scope to continue this provision using other funding resources. We will continue to offer PGT scholarships to Bath alumni from under-represented groups, in order to support progression into academia and professional careers.

Ambition and strategy

Strategic direction of the Access and Participation Plan

23. The strategic direction of the Access and Participation Plan (APP) is the responsibility of the Deputy Vice Chancellor and Provost of the University and is an underpinning element of the University's Education Strategy, which is the responsibility of the Pro-Vice Chancellor (Learning and Teaching). Both are members of the Vice-Chancellor's Group, which has overall responsibility for agreeing the content of the Access and Participation Plan.

24. Activity to support the aims of the APP takes place across the University with input from Academic Department representatives, the Students' Union, Undergraduate Admissions and Outreach, Student Services, the Equality, Diversity and Inclusion Office, Centre for Learning and Teaching, the Skills Centre, the Library, Careers Service, and Faculty-based Student Experience Officers and Placement teams.

25. Our APP requires approval from our SMT and the Vice Chancellor's Group, which includes the Chair of the Equality and Diversity Committee. It is given final sign-off by the Chair of University Council and University Treasurer, on behalf of University Council. Operational responsibility for the drafting and implementation of the Access and Participation plan sits with the Director of Undergraduate Admissions and Outreach, working with the Head of Widening Participation. Both the Director of Undergraduate Admissions and Outreach and the Head of WP are members of the Equality and Diversity Committee and provide regular updates to the Committee to ensure synergy with access and participation initiatives. Our APP has been analysed using the University's Equality Analysis framework, and demonstrates that our access and participation strategy is designed to have a positive impact on protected groups defined by

the Equality Act 2010. Our APP has also been incorporated as a strategy to support the implementation of the University's Statement of Equality Objectives.

26. The University has identified a series of principles to underpin its APP. The principles encourage:

- Working closely with schools, colleges and qualifications bodies to support attainment and aspirations to attend a high-tariff university such as Bath;
- Working in partnership with Further Education Colleges (FECs), educational charities and other strategic partners to facilitate access;
- Providing financial support for those in greatest need, supplementing this support with additional activity to promote successful degree outcomes;
- Providing support for students from under-represented groups to enhance student success and progression into graduate-level employment and postgraduate study.

27. The University has been successful in supporting students from non-traditional and under-represented backgrounds who are admitted to the University, but there remains a challenge in ensuring that we attract sufficient numbers of appropriately-qualified applicants who have the potential to be successful on our degree courses. The University has historically focused significant activity on outreach with students from the local region. Proximity, subject mix and selective academic criteria for admission to the University has limited the value of this work in increasing and diversifying the student body at Bath. The University has therefore amended the core priorities for the APP to place much greater emphasis on activities that support improved progression to the University of Bath.

28. Our overall aims are to:

- Improve recruitment from our target groups currently under-represented in higher education, particularly those from low-attaining schools or colleges, or who are domiciled in postcodes with high levels of socio-economic disadvantage or low progression to HE;
- Further develop collaborative partnerships with schools and colleges to specifically encourage progression to the University, and work with teachers and guidance advisers to support their advocacy of higher education as an appropriate route for their students;
- Undertake more targeted, long-term outreach as a collaborative activity with partner organisations which have the capacity to identify and provide sustained support for students demonstrating the academic potential to benefit from study at the University, and work with parents and carers to assist them in understanding the benefits and opportunities provided by degree-level study;

- Maintain a socially diverse and inclusive University community in which all students are supported in reaching their full potential;
- Further develop our links with alumni and employers to support students into graduate-level employment.

29. Over the course of the next year we intend to:

- Continue the development of our contextual admissions to enhance progression routes which reflect the diverse backgrounds and qualifications our applicants offer. This includes the embedding of relevant staff to act as advocates and provide support for applicants from our under-represented groups within the Undergraduate Admissions process;
- Consolidate and develop our outreach activities in a targeted manner with school and college partners who have students with the potential to succeed in entry to academically-selective higher education courses with appropriate support, and develop conversion work to improve progression of students we work with in outreach activities;
- Develop collaborative links with universities, schools, colleges and other organisations as part of local, regional and national collaborative networks to widen participation. Specifically we will work with educational charities who can assist the University in accessing students who are under-represented in our current student body;
- Promote student success and progression through additional academic and pastoral provision and support for placement opportunities;
- Improve links between access and participation activity and current research at the University;
- Collaborate closely with students to inform the delivery of our work;
- Continue to aim for high quality evaluation of our work, showing a detailed understanding of the drivers influencing our programme design and collecting evidence of impact.

More information on these areas is included below.

Embedded support in Undergraduate Admissions

30. In recognition of the complexity of the intersections between class, ethnicity, gender, age and disability, we have set admissions targets that focus upon socio-economic disadvantage and low participation in HE by postcode, school and college performance data, and entitlement for Disabled Students' Allowance. These contextual factors are reviewed on an annual basis.

31. The University has embedded support for applicants who demonstrate characteristics that indicate under-representation or disadvantage into the Undergraduate Admissions team. Currently an Admissions Progression team takes responsibility for supporting applicants that are flagged up in the admissions process as being from low attaining schools, or from postcodes where there is high socio-economic deprivation or low progression to Higher Education. Students who are from care backgrounds, refugees/asylum seekers, mature students, students who are estranged from their family, or who have had considerable disruption to their studies because of ill-health, family circumstance or educational circumstance are also the responsibility of the Admissions Progression team. They advocate for the applicant with the Admissions Selectors and Tutors, having secured any additional information from either the applicant or their referee. This methodology, despite some fluctuations, has resulted in a small overall improvement in the admissions success of POLAR 3 Q1 students over the past few years, (the one group we have specifically been able to target in the last three admissions cycles from UCAS information). Our use of contextual data is in-line with the National Council for Educational Excellence² recommendation that universities should use all the information available to them to identify 'the best students with the greatest potential and ability to reach the highest academic achievement'. Our approach has been designed with reference to Supporting Professionalism in Admissions (SPA) guidance³ on best practice in this area. This may result in a standard offer being made even though GCSE or post-16 attainment or predicted grades may be outside the normal range expected. These applicants are reviewed again at confirmation stage if they narrowly miss the conditions of any offer made.

32. The Admissions Progression team works to enhance the applicant experience of those applying with Access to HE Diplomas or vocational qualifications. Recognising the particular challenges that applicants can face in recording and documenting any disruption to their prior studies, the University has revised the guidance and documentation relating to mitigating circumstances. This also provides a much clearer method to audit and ensure consistency when making admissions decisions.

33. The University is keen to remove any issues which may be a barrier for more disadvantaged students making an application. Take-up of a travel bursary scheme to ensure that applicants from low-income families were able to attend departmental post-offer open days or interview days was lower than anticipated so the University has diverted some of this resource into development of a post-offer Conversion Calling campaign. A pilot in 2016-17 allowed students who were flagged in the admissions process for characteristics on school attainment and home postcode to be telephoned by a current student from the course they have applied for to discuss issues around transition, course content, student support, accommodation, and placement or study abroad opportunities. Those contacted were more likely

² National Council for Educational Excellence: Recommendations, Department for Children, Schools and Families, 2008
www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00803-2008

³ www.spa.ac.uk/contextual-data/principles-contextual-data.html

to make Bath their Firm choice when compared against a control group of candidates who were not contacted. A more extensive programme of activity has operated in 2017-18 and conversion for WP UK offer holders who spoke to a student was again higher than those who had not. For offer holders who fell into our key WP priority group the gap was even higher. Recognising that not all students would have the opportunity or resource to visit Bath, the University also piloted a virtual applicant visit day for undergraduate offer holders. Feedback on this will assist the University in developing this format for use in future admissions cycles.

Outreach: Continuing expansion of successful activities and further development of new areas

34. The University recognises that there is significant value in developing planned and coordinated activities to support access and widen participation. Historically the work was not specifically aimed at securing admission to the University of Bath as an end-point, but instead intended to raise attainment and the desire to attend highly selective and competitive courses across the sector. The APP Guidance confirms that we need to make even greater efforts to diversify the student body at Bath. Our own monitoring and evaluation work and more recent sector-wide research has highlighted those activities which are most successful and our activity is being realigned to focus on these areas.

35. For access activity we want to use outreach to create pipelines of potential applicants which comprise the target students who are currently under-represented at Bath and who live beyond the local area. The University places great emphasis on working with established partners who already have credibility and expertise in engaging with our target groups (e.g. Into University, Nuffield Foundation, Generating Genius, Social Mobility Foundation, Welsh Government's Seren network) as they are able to identify and source appropriate participants for access initiatives.

36. Outreach work is targeted on specific student characteristics where that results in a more effective intervention, for example: mature students; those with vocational qualifications; care leavers; those from certain black and minority ethnic groups; students with disabilities; and males or females under-represented in certain subject-areas. Our targeting of students has developed as guidance from OFFA/OfS has developed, and we will continue to assess our targeting of schools and colleges as well as individual students in schools and colleges in line with government recommendations. At present our outreach work includes the targeting of individuals based upon low income, areas with low participation in HE, ethnicity, gender, mature students, students with disabilities (including those with specific learning difficulties) and care leavers, and also covers the wider student groups of refugees/asylum seekers, young carers, estranged students and those whose parents have not completed a HE course. Schools are targeted through a basket of contextual factors including Free School Meals and Pupil Premium, socio-economic indicators, progression to HE, school performance and Education, Skills and Training levels.

37. The University particularly values sustained contact programmes (e.g. our *On Track to Bath* programme for post-16 students, support for students taking the STEP Mathematics test and Further Mathematics A-level) and residential Summer Schools as methods to support transition to University. Bath also utilises teacher CPD opportunities and MOOCs to support and develop student attainment in skills and aptitudes that best prepare students for academic study. The University has also been very clear in not utilising unconditional offers or similar inducements to manipulate applicant decisions, and has focused on explaining to applicants and their advisers the consequences for future success if they under-perform in their pre-University attainment.

38. In the primary years, activities and events are largely inclusive, but targeted at areas of low progression, low socio-economic status, or those which are feeder schools for targeted secondary schools. Progressively, through the secondary and tertiary years, initiatives target those whose levels of attainment suggest clear potential for admission to a selective institution, but whose achievements may be enhanced through specific intervention and support. Given that many reports⁴ have found that prior attainment is a significant factor in application and retention rates in HE, the University is committed to subject enrichment activity, particularly in relation to science and technology subjects based on sustained action, delivered over a number of years.

39. The University plans to continue expansion of its sustained cohort programme *On Track to Bath*. This programme is now in its fifth year and has grown from an original cohort of 30 to 100 on the programme this academic year. It is intended to recruit 150 participants by 2018. This attainment-raising programme provides a two-year sustained contact programme of activity for post-16 students, and includes a residential component. Students also undertake a project which can contribute towards an offer from Bath, as well as assist in undertaking an EPQ through their school or college.

40. The University is expanding the Summer School programme, with an increased number of places. Extensive analysis of outcomes data has now provided us with increased knowledge about the students we recruit and their destinations, and we will continue to use this information to inform our targeting and marketing strategies to ensure the best progression possible from these activities.

41. The University is continuing with its curriculum focussed and curriculum enhancement work. We believe this area of work is a real strength of our outreach. The University strongly endorses the value of project-based study in advance of commencing degree-level programmes, and has recognised the added value of such activity when making offers to applicants for those achieving highly in an Extended Project Qualification (EPQ), Welsh Baccalaureate Skills Challenge Certificate, Extended Essay in the IB Diploma

⁴ Staying the Course: the retention of students in higher education, National Audit Office, 2007
www.nao.org.uk/publications/0607/retention_of_students_in_he.aspx

Report to the National Council for Educational Excellence. Increasing higher education participation amongst disadvantaged young people and schools in poor communities, The Sutton Trust, October 2008

and similar programmes. Students successfully completing the project element in the *On Track to Bath* programme with top marks also receive an alternate offer. To support students and teachers, the University has developed a free MOOC for those taking an EPQ, which launched in September 2017 on the Futurelearn platform. As of the end of April 2018 it had attracted over 11,000 participants, and runs on a monthly cycle. A bilingual MOOC supporting project work and other skills development to successfully complete the Skills Challenge Certificate in the Welsh Baccalaureate Diploma is currently under development in collaboration with Aberystwyth University, with an intended September 2018 launch.

42. There is recognition that provision of on-line support gives a much greater capacity for outreach work and work at a distance from the campus, so the intention is to undertake development of additional MOOCs to support student transition and success from September 2018 onwards.

43. The University wants to continue to support teachers and has introduced a free residential event providing professional development for those who are supporting students undertaking project work. To recognise existing expertise and build knowledge of good pedagogy in project work, the University introduced an Inspirational Project Teacher Award Scheme in 2018. Up to five awards are given annually to those teachers who have supported students attending Bath, with preference going to staff from schools with attainment under the national average at level 2 or level 3, or who have supported students who add to the diversity of the Bath student body. Recipients of the Award will be invited to contribute to the Teacher residential event and the continuing development of the MOOC. The first set of four Awards were made in February 2018 at a ceremony in Bath.

44. Having piloted the appointment of dedicated academic resource to support outreach work in Physics (in collaboration with Isaac Physics) and Mathematics for Key Stage 1 through to 5, the University intends to enhance academic support in up to five other academic disciplines in 2018. In particular the roles will support the development of GCSE and post-16 materials to enhance curriculum content, and assist with the development of project-based programmes, the *On Track to Bath* programme, and residential Summer Schools. They will also support the work of student-led outreach initiatives (such as the Bath Mathletes). The University also intends to enhance support for the MASH (Mathematics and Statistical Help) programme, which assists existing undergraduates in developing relevant mathematical competencies for their degree programmes. MASH also supports students and teachers prior to University in developing advanced Mathematics skills and knowledge to support attainment through the Further Mathematics Network and preparation for the STEP admissions test used by a number of highly selective Mathematics degrees.

45. The University carried out a feasibility study in 2018, drawing on the experiences of the University of Liverpool and Loughborough, to assess the scope for a Foundation Programme for UK students,

operating in conjunction with an FE provider. The University is assessing the results and potential partners.

46. The University has examined various possible models of supporting school or college performance. Within the immediate area, the impact of the University sponsoring a school or Academy would prove to be highly destabilising as there is over-provision of secondary places in the region. Assessment of the attainment demographics (through the NCOP) has not shown an area in the locale that would enable effective targeting of resources to support a specific school with a high proportion of students from under-represented backgrounds in HE. The University will continue to act as a Trustee for local academies and support staff members undertaking Governance roles in local schools, particularly where this will develop experience of Multi-Academy Trusts.

Developing successful collaborative outreach work

47. In 2017 the University commissioned a feasibility study to assess the viability of establishing an Into University Centre in Weston-super-Mare (WSM). An Into Centre has now been established at Hans Price School in WSM, and will have an official launch in September 2018. It will work with cohorts of students who are identified as having entitlement to Free School Meals/Pupil Premium, and their parents/carers from five primary, two secondary schools and Weston College. This is in addition to the engagement and funding provided by the University for the Into University Centre in South Bristol (which is jointly sponsored with Bristol and Exeter) and the part-funding and activity to be developed with the Into Centre in Hammersmith from 2017-18 initially for a two year period. It is intended that the engagement with a diverse grouping of Centres will assist the University in overcoming some of the challenges faced because of geography and local population composition.

48. The University leads on the Wessex Inspiration Network (WIN) NCOP project for the OfS and work on the NCOP complements our own outreach work. We ensure duplication is avoided and occasionally make joint visits where target schools overlap in order that schools are clear on the boundaries of the two areas of work.

Promotion of student success

49. Whilst our WP performance indicators (PIs) indicate that our short- term focus must be on making our student body more representative of society as a whole, we are also taking active measures to support student success and progression for students from under-represented groups.

Bursaries

50. We will continue our focus on supporting students from low income families, and from 2019 entry will be raising the threshold for those in receipt of the University of Bath Bursary and the Gold Scholarship

Programme (GSP) from a residual household income of £22,000/year to £25,000/year. This change is as a result of receipt of student feedback and analysis of research conducted with existing Bath students, through ongoing and extensive work carried out by the Students' Union since 2012, and through operational experience of the first cohort of the GSP.

Curriculum Review

51. Employing an extensive consultation process the University reviewed its Education Strategy in 2016-17 with consideration being given to improving and enhancing the existing student experience, accessible academic support, inclusive curriculum and successful progression. The University has now commenced the three-year programme of renewing and refreshing the entire undergraduate curriculum, in response to staff and student feedback.

Students' Union

52. The Students' Union provides autonomous advice to students and supports a wide range of groups that support diversity and inclusivity across the University (e.g. Race Equality, LGBT+ and Enable (which works to make the campus buildings more accessible)). The SU also is heavily involved in the #NeverOK campaign to challenge sexual harassment, and development of the inclusive curriculum. The Nightline and Student Minds projects offer key peer-to-peer support services, particularly around mental health and social inclusion. All student sports clubs are now required to have welfare and inclusivity roles in order to be affiliated to the SU.

Wellbeing and Mental Health

53. A major review of student well-being and residential support in 2016-17 has resulted in an integrated Wellbeing Service. Nine professional advisers provide face-to-face drop in sessions at two sites throughout the year, including weekends, as well as on-line and phone support weekdays from 8am until 9pm, and from 10am until 6pm at weekends. This is supplemented by a 24 hour Accommodation Security Service and Peer support through the SU's Hall Representatives, who have a key role in developing a sense of community during induction and throughout first year in University accommodation, and provide a vehicle for engaging the student voice in decisions about residential life.

54. The University Counselling and Mental Health Service provides face-to-face and e-mail based counselling sessions and mental health support, as well as sign-posting local and national organisations who can assist with specific issues or concerns. The Service also provides assessments on an appointments basis. The University is currently developing a University-wide mental health strategy.

Disability Support

55. The Disability Service provides information, advice and support for students, including specific assistance for academic studies, tutoring and mentoring, accessibility advice, and assisting with applications for the Disabled Students' Allowance. The University is currently reviewing the findings of an access and disability audit, carried out in 2017.

Student Retention

56. As the University currently performs strongly in terms of retention, our aim is to ensure the percentage of young full-time entrants from POLAR 3/4 low participation neighbourhoods no longer in HE remains below 2% (this is a reduction from our original target of 5%, based on the success of our retention strategy). We also aim to maintain our retention rates for disadvantaged students, care leavers, and minority ethnic students at the same levels as those for the general population – i.e. above 95% for the year after entry – and maintain our retention rates for disabled students at above 90% for the year after entry.

57. A Student Success and Retention Adviser (SSRA) has been employed since 2017 to provide dedicated staff resource to support students at risk of not successfully completing their studies. This post acts as the primary contact for students who are care leavers, are estranged from their family, are from refugee backgrounds, or who have caring responsibilities as young adults. The SSRA contacts the students on a regular basis, assesses their academic progression, and makes referrals to appropriate academic and professional support services as appropriate. They also administer the additional bursaries targeted at students who have been in care, have care responsibilities, or are estranged from their families. The SSRA works with colleagues, to develop, implement and evaluate evidence-based activities to improve student retention and success rates across the University. This involves establishing mechanisms to identify students at risk of leaving or failing, highlighting effective and coordinated intervention and referral strategies whilst undertaking their implementation and evaluation, and liaising with the Students' Union.

Academic Skills Centre and Mathematics Resource Centre

58. A major review of Academic Skills following consultation with staff and students in 2016 resulted in the creation of a multi-disciplinary team to support development of academic skills, Mathematics and foreign languages competencies. Communications from the Skills Centre aim to normalise access to support and make clear the benefit of skills development to all students and not just to those with additional needs. The development opportunities offered by the Skills Centre include: free, confidential one-to-one tutorials and drop-in sessions provided by the Writing Centre; an extended programme of open-access courses that now offers not only academic writing but also presentation skills and critical

reading classes to home students; academic skills provision embedded in undergraduate programmes in all University departments; and a comprehensive programme of one-off workshops on academic skills delivered through the Students' Union Skills Training Programme. The Mathematics Resource Centre provides support with statistics and mathematical skills for academic study. Particular support is targeted towards students who have non-traditional qualifications.

Equality, Diversity and Inclusion

59. The appointment of a new Head of Equality, Diversity and Inclusion in 2018 has provided an opportunity for a full review of the role of EDI personnel and activity across the University. The EDI team, working closely with the Students' Union, is leading on three HEFCE/OfS-funded projects to tackle sexual violence, religious intolerance and on-line hate crime, and is also developing links with local community groups who seek to build a more inclusive and tolerant society. The EDI team is also reassessing existing support for staff, and in particular will be working with Undergraduate Admissions and Outreach staff to promote cultural awareness and provide training resources to mitigate against unconscious bias.

60. The University continues to work to close attainment differentials for all groups where gaps exist. We have narrowing differentials in access, success and progression for BME students, our BME degree attainment differential has halved over the past year. We have developed new initiatives to encourage access such as our partnership work with Generating Genius and our support of IntoUniversity in London in high BME resident areas. Our selection criteria for intensive outreach activity will continue to include ethnicity in order to monitor participation with the aim of encouraging entry to Bath. The University has undertaken a comprehensive programme of activity to support BME students at Bath. This plan focusses on academic work, social engagement and institutional structures. We will continue with this programme of work which includes regular analysis of data for the ULTQC, cross-university dissemination of data for clarity, identification of possible causes, complete curriculum review, increased collaboration with the students' Race Equality Group, increased consultation with student groups focussing on inclusion, development of unconscious bias resources for staff and students, new reporting harassment tools, promotion of study skills, work with Rare Recruitment to improve take-up of placements and improve employment outcomes for BME students, analysis of BME participation in social events, and a review of Freshers' Week.

Promotion of student progression

61. We recognise that one measure of HE success for a student is progression into a satisfying graduate-level destination of their choice, and that this poses particular challenges for students from under-represented groups.

62. Employability continues to be a University priority and the particular needs of students from under-represented groups for support in finding appropriate placements and work experience is a key focus. The University has an outstanding record for graduate employability. A major factor in this is the professional work placement during the degree programme which is available for all our degree programmes, and which approximately two thirds of Bath's undergraduates undertake. However, data analysis from our Careers Service⁵ suggests that students from lower socio-economic groups would benefit from additional support and further research has been undertaken to explore the issues and develop activities to increase and enhance engagement. Along with Student Experience Officers, Faculty-based Placement Officers will work closely with students to encourage them to take-up placements and also engage with employers to identify suitable placements and internships, ensuring that the diverse skills of under-represented groups are recognised and valued. Online resources will be developed to support students applying for placements and to provide a framework for reflecting on and benefiting from the experience.

63. The Students' Union provides an extensive range of skills training sessions and workshops through their Skills and Employability team. Delivered by industry professionals from PwC and local companies, as well as staff and student trainers, they assist in the development of key skills that employers are seeking from graduates. The SU also runs the Bath Award programme that provides a framework to recognise the achievements and skills gained from all types of extra-curricular activity on the degree transcript, and the Volunteer Recognition Scheme, which recognises the value of student leaders and volunteers to the wider community.

64. For those students interested in pursuing a career in academic research, the Institute for Mathematical Innovation is offering up to fifteen competitive internships over the summer of 2018 aimed at students at Bath, or from another university, who demonstrate characteristics that indicate socio-economic disadvantage, each lasting up to ten weeks. In addition to the internship project, there will be a programme of training sessions that will cover presentation skills, poster designs, academic writing and career guidance. The outcomes from this programme will be assessed to identify if it is scalable.

65. The University has appointed a member of staff in the Careers Service with specific responsibility for supporting students who come from under-represented backgrounds, and in the coming year they will be enhancing support for those students wishing to pursue a career in the teaching profession, as well as developing the SPRINT professional development programme for female undergraduates. The University has commissioned work from Rare Recruitment to identify activity to support the career progression for BME students, and as a result has worked with Rare to produce bespoke activities to support BME students forging career networks and securing mentors. This is intended to address lower take-up of

⁵ The Graduate Employment Market 2011-12 and the Destinations of Bath Graduates (2010-11)

placement opportunities amongst BME students, identified as an issue by the University's Degree Attainment Group.

66. We are aware that there are challenges nationally for progression into employment of students with autism, and there is an increase in the number of students disclosing autism. A collaborative programme to support progression from university to employment for students on the autism spectrum has been established with sponsorship from JP Morgan. It draws upon the expertise in the Centre for Applied Autism Research (CAAR), with contributors from the Careers Service, and provides a free two-day programme to prepare participants for applying for a job, understanding the strengths and challenges for those on the spectrum in commencing work, and providing real-world work-environment experience at JP Morgan's Bournemouth Corporate Centre.

Linking programmes and activity with current research

67. Recognising that successful widening participation at Bath will require new approaches and a sustained strategic overview, the University continues to explore, evaluate and monitor local strategies, working with partners where this can help to develop our expertise, and undertake funded research to increase our capacity in this area. We are active members of the Western Widening Participation Research Cluster (formerly the Bristol Widening Participation Research Cluster) which provides opportunities for sharing good practice, undertaking local collaborative projects and preparing bids for externally funded research.

68. The Director of Student Recruitment and Outreach served as a member of UUK's Social Mobility Advisory Group and co-Chaired the Practitioner sub-group tasked with developing effective and scalable activities and interventions to improve access, retention and success in the sector. The Director's membership of the AQA Council, work with the Welsh Government on their Seren Programme, engagement with Qualifications Wales over qualifications reform, and experience with a range of educational charities targeting access and student success (Teach First/Futures programme, Target Oxbridge/Rare BME access programme, Sutton Trust/Fulbright Commission access programme) provide opportunities for the University to input and influence development of national access, admissions and outreach policy.

69. The Head of Widening Participation is leading NERUPI (Network for Evaluating and Researching University Participation Interventions), is a member of the editorial board of the journal 'Widening Participation and Lifelong Learning' and a member of HEAT's Research Group. The University will commit resource to develop the Network for Researching and Evaluating University Participation Interventions (NERUPI), working alongside other universities as well as NCOPs, HEAT and other interested sector partners.

70. The Head of Undergraduate Student Recruitment is Chair of the Higher Education Liaison Officers' Association (HELOA) and is a member of the UCAS Council, and sits on a number of key national liaison groups with guidance advisers and the Student Loans Company.

71. Following consultation with OFFA in 2016, the University has funded eight doctoral studentships to undertake research into areas of relevant interest for access and widening participation. It is intended that these research projects will contribute to policy development, and an initial symposium to discuss the findings of researchers at Bath working in the areas of access and participation is being planned for November 2018. A senior academic post to focus on access and participation research was appointed in the University's Institute for Policy Research (IPR) in September 2017; the role contributes to the coordination of WP research and dissemination work across the university.

72. The eight doctoral research projects that commenced in September 2017 are focused on the following topics: *The Assessment of Degree Apprenticeships as a vehicle for widening participation in higher education; Geographical differences in access to research-intensive universities - quantitative analysis using linked NPD-HESA data; Do subject requirements of degree courses impose unfair or inappropriate constraints on who can apply, and impair efforts to widen access to higher education?; Mixed methods exploration into the impact of irregular school transition upon educational outcomes for children from different mobile groups; Helping students with autism transition into University; Exploring a Sense of Identity and Belonging amongst Underrepresented Students in Higher Education; Exploring the role UK HEIs are playing in the integration of refugees and asylum seekers (including but going beyond scholarships); Higher Education and Immigrants: Exploring participation patterns and inequalities in immigrants' access to the UK universities.*

Involvement of students in shaping and delivering the work

73. The involvement of the Students' Union as an active partner in fulfilling aims of the APP is achieved both through their involvement in University decision-making bodies and also through development of student volunteering opportunities, extensive peer-mentoring and peer-assisted learning initiatives and enhanced student leadership training.

74. Student consultation and engagement is at the heart of the curriculum transformation work, with very active involvement of current undergraduate students in identifying scope for change in teaching methodologies, assessment and pedagogic approaches. We have recently appointed four placement students to help facilitate student engagement in our curriculum transformation. One of these will be focussed on inclusivity and another on employability.

75. We have Student Ambassadors who support our general outreach work and Student Teaching Ambassadors who receive extra training and undertake more intensive activities such as supporting

Summer Schools and supporting teachers in schools with subject specific knowledge. Students provide detailed feedback on our activities: the more intensive activities include mechanisms for university students to feed back about content, delivery and process. We will continue to work closely with our students as we value their feedback, and previous evaluation work has shown that pupils on our activities are often more open with our ambassadors than they are with our own staff.

Evaluation of our work

76. The University aims to be at the forefront in developing strategies to evaluate its admissions and widening participation activities, and actively engages with national discussions through ongoing research activity and contribution to sector bodies working in this area. We are constantly working to undertake the most meaningful evaluation possible and meet the highest standards, contributing to the sector's push to produce better evidence of impact. We are doing more work on conversion, using evaluation to identify factors which bring students to Bath and with comparison groups to explore the difference in outcomes between those who do and do not receive interventions delivered by us and our partners.

77. Our Outreach Evaluation Strategy focusses on four elements: monitoring participant data to assess the effectiveness of targeting; process evaluation to ensure effective delivery; impact evaluation in terms of outcomes of access, success and progression; impact evaluation in terms of learning and experiential outcomes and the identification of the elements of programmes which students say have the biggest impact on them. We use the NERUPI Framework which identifies five strands of core outreach work and sub-objectives within those, developed with practitioners as well as the academic theory of elements leading to successful progression to HE. We will be undertaking more work to widen the evaluation work we are doing and extend good practice across the work funded by the APP.

78. A Research and Evaluation post was created in 2013 to evaluate activities, analyse existing data and undertake new research to support the fair access and social mobility agenda. From 2017 this became a permanent full-time post, and the role now works across the University to ensure that those engaged in supporting under-represented and disadvantaged groups are implementing appropriate monitoring and evaluation methodologies to assess the impact of their work.

79. From the 2018-19 academic year the University will establish a Delivery and Oversight Group, chaired by the Deputy Director of UAO, with membership drawn from the Students' Union, EDI team, and staff with experience of evaluation and finance. The Group will work with staff and students across the University involved in activity that contributes to the APP to ensure that resources are deployed effectively and impact and outcomes are properly assessed. The group will report to the Deputy Vice-Chancellor, who has strategic oversight of the APP. Students' Union support groups (Mature, Race Equality, LGBT+, Student Parents, Enable etc) come together through regular meetings of the SU Support Executive and

the Delivery Oversight Group will collaborate with the SU Support Executive to ensure that two way communication on APP development and delivery is achieved.

Access, student success and progression measures

Core institutional outreach programme

80. The University will continue to offer a range of activities to support attainment, student choice and progression to higher education. Our key target group is 'high disadvantage-high attaining' students. Although this pool of students is relatively small in size we are keen to work with those who have the potential to succeed on courses at Bath.

81. We have developed and run a number of curriculum related projects at all levels of school: *Key Stages 1/2*: Family Science and Primary School Teacher Led Projects; *Key Stages 3/4*: Science Research Projects and the BRLSI Young Researchers Programme and Key Stage 4 Curriculum Enhancement Projects; *Key Stage 5*: Summer Schools/*On Track to Bath* have a strong project focus, EPQ support and Generating Genius. Our curriculum work is supported by our team of specialist librarians who work with students to develop the information and critical evaluation skills they will need to achieve their academic and employment aspirations/potential.

82. The University is currently investigating closer partnership with the Brilliant Club, to extend the scope of our curriculum enhancement activities beyond the immediate geographical area.

Work at specific age groups includes:

Key Stage 5

83. Our sustained cohort *On Track to Bath* programme is now in its fifth year and our evaluation shows that it has developed into a strong high quality programme. Most of those (86%) attending our *On Track* programme and Summer Schools go on to apply to a high tariff university. Students from *On Track* praise the programme for strengthening subject knowledge, study skills, personal development and HE knowledge. We aim to expand participation on this programme and also to identify ways in which elements of the programme can be delivered on-line and/or in localities identified as having large numbers of our target students. We assess impact through collection of destination data just after completion, and then HESA track data from HEAT at a later date; projects are assessed by academics including a moderation exercise across streams to ensure comparability; evaluation data on experiential and learning outcomes are collected throughout the programme.

84. We also deliver a sustained Mathematics programme for BTEC students (*On Track to Uni*). Evaluation shows an increase in Mathematics attainment with all students recently re-taking a course unit

to improve their grades as result of support provided by both the University and their FEC. In addition, the majority of each cohort has progressed on to HE. Impact is assessed through destination outcomes and Mathematics assessments. A focus-group discussion is also held at the end of the residential to collect view on impact.

85. We will continue to deliver and develop our programme of Summer Schools which support attainment by including a high degree of subject and project work content. Sector research has reported⁶ that Summer Schools are particularly effective in securing entry to competitive and selective courses. Students on our Summer Schools work closely with University academics in labs and teaching rooms across a wide range of subjects. Students value the time they spend with academics and academics across the university are very supportive of our outreach work. Evidence from our own evaluation and research on conversion, outcomes and student feedback on decision-making has led to more refined targeting of participants and slight changes in subject mix. Impact is assessed through destination surveys, quality of the work submitted as assessed by academics, and qualitative data on experiential and learning outcomes.

86. The University has been successful in securing the coordination of the prestigious Nuffield Research Placements for 6th Form Students in the South West. Reorganised to focus on provision for groups under-represented in HE, the Nuffield placements extend and complement our existing Year 12 offer. The Nuffield Foundation supplies us with targets for recruitment of WP students. Impact is assessed through success in the number of placements and quality of the work submitted as assessed by academics. The students are supported throughout their placements by academics and subject specialist librarians.

87. The University recognises that one of its strengths is the combination of curriculum knowledge held by outreach staff, many of whom have worked as teachers, and the research and teaching expertise held by academics at the University. We are aiming to build on our success developing our EPQ MOOC, and are currently exploring options to use these areas of expertise to provide support for teachers and students undertaking EPQs and project work at sixth form.

Key Stage 4

88. Working in collaboration with identified schools and colleges we negotiate bespoke and targeted programmes of activity to support their particular needs, such as our innovative six week projects designed to raise attainment at Key Stage 4⁷.

⁶ What more can be done to widen access to highly selective universities?, Sir Martin Harris, 2010 www.offa.org.uk/wp-content/uploads/2010/05/Sir-Martin-Harris-Fair-Access-report-web-version.pdf

⁷ 2014 Progress made by high-attaining children from disadvantaged backgrounds. Social Mobility and Child Poverty Commission. Research Report June 2014

89. A targeted programme of attainment-raising activity through university student classroom based support for pre-16 students in selected Bath and North East Somerset schools will continue in collaboration with Bath Spa University. This initiative focusses on supporting schools in raising attainment at GCSE. Previous evaluation of this activity has confirmed that teachers value the presence of someone else within the classroom with subject expertise and we note the recent OfS good practice advice which confirms that activities focussed on improving the learning environment within schools support one of the key objectives of outreach: attainment-raising activity. After the evaluation of the GCSE Tutoring Scheme in 2017/18 we intend to establish a baseline for a new outcome-based target and associated milestones based on improvement of the learning environment through the provision of additional learning support in the classroom.

90. The University is now working with Generating Genius to provide support to an annually recruited cohort of Year 10 students from BME backgrounds in London which the University will continue to support through to the end of Key Stage 5 and hopefully transition into Bath. There will be a strong STEM focus to this programme.

Key Stage 2 and 3

91. We recognise the value of long-term outreach and engagement with younger age groups. The focus on raising attainment requires increased engagement of academic staff, and additional resource has been allocated to support and develop these activities. Staff can gain recognition for their contribution through our career progression system.

92. As the University is a STEM specialist university, we will continue to engage in an extensive programme of STEM outreach work for this age group. The University organises the annual Bath Taps into Science Festival, an eight-day programme of sixty events that works with schools and families across Wiltshire, Bath and Somerset to engage students and parents in science and research work.

93. As well as our curriculum-focussed work outlined earlier, our Key Stage 3 work also includes our popular 'Futures Days' which inform GCSE choice in relation to further study and careers.

Mature Students

94. The University welcomes mature students and we offer extensive support including intensive support and advice on applications from our Admissions Progression team; our pre-sessional residential; and specific activities to improve student success. The Students' Union runs a Mature Students' support group, which represents and campaigns on issues of relevance to the mature student community. Through the Western Vocational Progression Consortium (WVPC), and the associated activities of the Western Access Progression Agreement the Universities of Bath, Bath Spa, Bristol and University of

West of England work together to increase progression to higher education of mature students in the Bath/Bristol area.

All age and mixed age work

95. Our outreach van is now in its second year of use. Our aim is to use the van to work with schools and colleges in 'hard-to-reach' areas, and to enable equipment and staff to be taken out to schools where it would be difficult to manage otherwise. Outreach undertaken with the van has included our new Discovery Dome Shows (in our inflatable planetarium) on the brain and space delivered in schools.

96. The Department of Sports Development and Recreation, The Edge Arts Centre, and especially the Students' Union will continue to develop and extend their work with schools and colleges in liaison with the Widening Participation team. They will offer campus visits, contribute to the core outreach programme by engaging with activities on and off campus, and support volunteering activity in local schools.

97. The HEIs involved in the local HEFCE NNCO, the Western Outreach Network (WON), agreed to sustain the network beyond the current HEFCE funding period through partner subscription and are now working with seven other HEIs in the area to organise HE awareness and progression activities from Key Stage 3-5 for students and their parents. The WON also offers CPD opportunities for teachers and advisers in addition to providing a website (www.won.ac.uk) and regular newsletters that act as a single source of information. The WON is managed through the Western Vocational Progression Consortium (WVPC) Board and is hosted by the University.

98. The University will continue collaboration with nineteen other universities to fund, maintain, develop and promote the free to use careers and progression planning websites managed by the WVPC and based at the University of Bath: Lifepilot, engaging and supporting mature and part-time students in progressing to higher level study (www.life-pilot.co.uk), and Careerpilot, providing one-stop inspirational, impartial pathway and progression information to 13-19 year olds, parents and advisers in the South of England region. The site was used by 420,000+ users in 2017-18 and in 2018 was awarded a Careers Development Institute Award (www.careerpilot.org.uk). Careerpilot supports schools in meeting the 2018 Careers Statutory Guidance and 8 Gatsby Benchmarks and is integrated into the work of six NCOP projects.

99. The University supports activity with the Welsh Government's Seren network for able and talented sixth form students, also contributing expertise to the Evaluation Group considering the future direction of the project. The University has already committed to supporting the extension of the network to cover students in year 8-11. In addition to ongoing work supporting the hubs with IAG and academic workshops, the University will recruit additional Welsh Ambassadors from amongst the Bath student body who can provide mentors to work with students from the Seren hubs. There will also be an extension of existing

opportunities for Bath doctoral students to support the work of the Brilliant Club in providing academic enhancement opportunities to Seren participants.

100. The University intends to purchase Brightside Mentoring tools to support distance programmes such as Generating Genius, which would allow pairing of University students with similar participants on this outreach programme, and will explore the use of distance mentoring with the Into University hub in Weston-super-Mare.

101. The University has been an active supporter of the Higher Education Liaison Officers' Association (HELOA), the professional body which supports initiatives and training for UK outreach and access staff in higher education. In recent years, Bath has provided four members of the National Executive Committee.

102. To support attainment-raising activity in our outreach work as well as develop support for on-course students, the University will appoint a Skills Outreach Manager in the Academic Skills Centre. The main aim of this post will be to bring specific knowledge and expertise in academic professional and communication skills to support students and teachers in schools, colleges and other organisations to achieve student access to the University as well as success and progression at the University.

Student success

103. The University has a strong retention record, however, it has been shown that students from under-represented groups, for example mature students, those without a cultural tradition of higher education study and those with vocational qualifications, describe the transition into HE as complex and difficult. Conversion and transition of under-represented groups and of others with specific needs remains a strategic priority for the University. We are working across academic and professional service boundaries, with strong input from the Students' Union, to focus on the quality of the student experience and provide the necessary support for successful outcomes.

104. The University has already committed to a major investment in the capability to manage data analytics and reporting on student progress, and to also introduce a comprehensive CRM system that will assist with early identification of candidates demonstrating WP characteristics. This will enable the targeting of specific resources or activities to those students at various points in the course research and application cycle, and enhance our capability to make students aware of available bursary support.

105. We will continue to proactively work with students from under-represented groups, helping them to identify and meet their academic learning, personal development and employment-related goals, as well as ensuring they understand how to access and benefit from the full range of support and facilities available at the University. The Students' Union is included as an active partner in this process. This is achieved both through their involvement in University decision-making bodies but also through their

activities in development of student volunteering, a substantial increase in the peer-mentoring initiatives and enhanced student leadership training.

106. The University's Student Services continues to extend to all students from under-represented groups a proactive offer of support throughout their student experience. Our success in recruiting and retaining students with disabilities along with more effective promotion of support systems has led to a substantial increase in the numbers of students accessing our services. In response to this we continue to strengthen our student support provision in this area, aiming to maintain and enhance services for students with disabilities, and increase access to student Health and Wellbeing services for all students, with specific provision for those with mental health issues. Additional staff resource has been agreed to focus on enhancing student experience for those from under-represented groups, particularly in the area of disability and mental health.

107. Peer-assisted learning (PAL) and peer mentoring (PM) initiatives are led by and provided through the Students' Union, developed in close partnership with academic departments. Both PAL and PM are regarded as playing an important role in helping students' social and academic integration into university. According to Tinto⁸ students will withdraw from HE if they are not successfully integrated, both socially and academically. Research at Stirling University has found that students who participate in PM schemes show lower levels of transitional stress than those who do not.⁹

Financial Support

108. The University will award University of Bath bursaries of £3,000 to students on our full-time, campus-based, undergraduate and franchised Foundation Degree programmes from households with incomes at or below £25,000 (increased from £22,000). Full-time undergraduates must also fall into one or more of the following categories: from low participation neighbourhoods; from post-codes with high levels of socio-economic disadvantage, from a poorly-performing school or college; a care leaver, or estranged student; or in receipt of a means-tested benefit. Bursaries are not paid during periods of paid placement.

109. The new Gold Scholarship Programme, which started in 2017-18, is aimed at home UK students with a household income of less than £25,000 (increased from £22,000) who also meet at least one other from a list of WP criteria. The scheme provides a £5,000 bursary for each year of study to help towards course related costs, and includes a range of activities to support both on-course success and progression. The scheme includes the requirement to complete 50 hours of volunteering, fundraising or outreach a year, as well as alumni mentoring, personal development sessions, networking and skills

⁸ Tinto, V., 2006, Taking Student Retention Seriously www.mcli.dist.maricopa.edu/fsd/c2006/docs/takingretentionseriously.pdf

⁹ Phillips, R., Research to Investigate Peer Mentoring in UK Higher Education <http://dspace.stir.ac.uk/handle/1893/2290#.VVnBBbIVhBc>

training sessions, support with placements and internships and pastoral support networks. The University is keen to evaluate the impact of this new scheme and is following the progress of these students closely. This includes monitoring stages of progress (academic attainment, retention and progression into employment), and then comparing the progress of this group of students to others. This analysis will be supplemented by qualitative research which will aim to identify the strands of the programme that have been most beneficial to the recipients.

110. The University has committed to using the new financial support assessment tools that have been developed by OFFA to evaluate the impact of our financial assistance to students. We already obtain comprehensive student feedback from funding recipients which demonstrates the significant value of the additional funding for addressing their concerns over participation, and provides resource to ensure their full integration into the University community. Historically since 2012 many who are in receipt of either the Bath Bursary or the Income Related Funding Bursary are doing as well as, if not better than their Home UK peers in their degree outcomes, especially those achieving 1st class honours. We are also recruiting an additional staff member to support programme development and our analysis of the Bursary/Scholarship programmes, particularly the statistical element of the OfS Bursary toolkit.

111. We will also be offering bursaries to local students¹⁰ from low income households to support their transition into HE. This will be in addition to the Bath Bursary or Gold Scholarship Programme. Some choose to remain in the local area due to costs, or are mature students (aged 21 and over) who may have existing family commitments. Around 20% of our local cohort are mature students. These bursaries will be in the form of a single payment of £1,000¹¹ at the start of their degree course.

112. We will continue to maintain a significant Discretionary Student Support Fund to provide additional bursary provision for our undergraduate students and our campus-based Foundation Degree students who experience a change in financial circumstances during their course of study, or who need to repeat a year due to extenuating personal circumstances. Estimates indicate that between 50-70 students a year may qualify for support from the discretionary fund, indicating that a substantial figure in the region of £100,000 is required to maintain this provision. In addition we have allocated £150,000 for student hardship needs previously met through the Access to Learning Fund. Our monthly Hardship Panel meetings include representation from the Students' Union. We will continue to review this resource commitment on an annual basis.

¹⁰ Somerset, Bristol, Bath and North East Somerset, North Somerset, Swindon, Bristol and Wiltshire, Blaenau Gwent, Bridgend, Caerphilly, Cardiff, Merthyr Tydfil, Monmouthshire, Neath Port Talbot, Newport, Rhondda Cynon Taff, Swansea, Vale of Glamorgan

¹¹ (http://www.educationopportunities.co.uk/wp-content/uploads/DoesCostMatter_ANEONReport.pdf)

113. Having piloted a scheme enhancing our existing financial support for widening participation students who wish to take advantage of unpaid placement opportunities, we have decided to make this an automatic entitlement from 2017 onwards to recipients of the Bath Bursary or GSP. This will cost £70,000 a year. Evidence from our work on placement activity and degree attainment indicates that students demonstrating WP characteristics are less likely to undertake a placement, particularly an unfunded placement, however a placement significantly enhances degree outcomes and performance. £20,000 has been set aside for the Discretionary Internship Bursary to support widening participation students to undertake internships, research or project related opportunities, voluntary placements etc. outside a normal placement year.

114. A review of our existing support for students who are care leavers has resulted in a new package of support that will also be extended to students who are estranged from their families. This includes a start-up bursary of £1,000 in the first year of study, an additional £1,000 bursary in each year of study for living costs, and £1,000 in the final year to support costs relating to graduation.

115. A new package of support has been extended to students who are refugees. This includes a start-up bursary of £1,000 in the first year of study, and an additional £1,000 bursary in each year of study for living costs, as well as £1,000 in the final year to support costs relating to graduation.

116. A new package of support has been extended to young carers, which includes a non-repayable bursary of £500 per year to help with the additional costs associated with being a young carer.

Investment

117. The University plans the following level of OfS-countable expenditure for 2019-20: £3,158,623 on Access measures; £3,824,000 on financial support; £2,063,925 on Student Success measures; £471,973 on Progression measures. The total of these measures represents 32.1% of the higher fee income in 2019-20 increasing to 32.8% in 2022-23.

118. Investment beyond APP countable work includes four finance streams. The University is the lead partner for the WIN NCOP. The total money received by the WIN project for the period January 2017 to July 2019 is £1,338,000. The University also acts as the lead institution for the Western Vocational Progression Consortium (WVPC) which consists of twenty HEIs and NCOPs. In the academic year 2017-2018 the WVPC has contributed £28,000 of investment towards the development of IAG materials. The University is the lead institution for the Western Outreach Network (the legacy of the NNCO in our area). The contribution to staff costs (non-APP countable) is £15,000 p.a. Other non-APP countable funding received from OfS in 2018-19 to support student retention and disability support totalled £591,073.

Provision of information to students

119. The University will publish the annual APP on the University website, alongside the existing historical Agreements with the Office for Fair Access.

120. Clear guidance on fees, bursaries and scholarships will continue to be provided for students. This will take the form of information on the University website, and in documentation relating to courses. We will also provide targeted email information to applicants about funding opportunities and our outreach teams undertake a significant programme of finance-related IAG within the region. In addition, a detailed fees schedule will be published annually by the University's Student Finance Office on its web pages: www.bath.ac.uk/topics/tuition-fees.

121. The University will continue to develop the 'Information, Advice and Guidance' section within the study website. This section is for potential applicants, their parents and advisors. The specific needs of under-represented groups will be taken into account, in particular: those from families without a tradition of higher education study; mature students; those with vocational qualifications; care leavers; those from certain BME groups; students with disabilities; and males and females under-represented in certain subject areas. This will be continuously developed and added to over time. The 'Information, Advice and Guidance' section can be found at: www.bath.ac.uk/topics/undergraduate-study-2018/.

122. The University has invested additional resources to enhance guidance and information on *The Student Room*, utilising Student Digital Ambassadors and supporting online initiatives by the Student Loan Company (e.g. Student Finance week).

123. The Students' Union plays a key role in both policy development and delivery of activities. The Students' Union has been fully involved in the development of our Education Strategy and is consulted specifically on the preparation of the APP, including measures to provide financial support for students. The Students' Union contributes significantly to outreach and retention activities which are embedded into core University programmes providing volunteer tutors for local primary schools and managing the Peer Mentor Scheme. The Student Staff Forum provides a means for student tutors, mentors and ambassadors to contribute to the development of WP initiatives, including activities and training. The Students' Union also actively engages in the work of the Degree Outcomes Group and the Equality and Diversity Committee.

Table 3 - Summary of full-time and part-time course fee levels for 2019-20 entrants

Institution name: The University of Bath
Institution UKPRN: 10007850

Validation checks:

1. Please enter statement on increasing your fees by inflation for 2019-20 entrants in subsequent years of study in cell B13.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

The University intends to charge the maximum fee allowable (currently £9,250/year) under Government legislation for 2019/20 and would expect to increase future year fees to match the maximum fee allowable.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
First degree	Honours year - top up from campus based Foundation Degree	£9,250
First degree	MArch Architecture Year 1	£5,550
Foundation degree	Campus based Foundation Degree	£9,250
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		£1,850
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
Foundation degree	Action on Addiction UKPN 10032035	£7,710
First degree	Action on Addiction UKPN 10032035 - Honours top-up to Foundation Degree	£7,710
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree	Action on Addiction UKPN 10032035 - Part-time Honours years (two-years part-time top-up from Foundation degree): BSc (Hons) Addictions Counselling	£2,130
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8 - Targets and milestones

Institution name: The University of Bath
 Institution UKPRN: 10007850

Validation checks:
 1. All mandatory cells within a row in Table 8a must be complete - rows must have a reference number, lifecycle stage, target type, they must be classified as collaborative or not, they must have a baseline year and baseline data entered, and they must contain milestones up to and including 2019-20.
 2. All mandatory cells within a row in Table 8b must be complete - rows must have a reference number, lifecycle stage, target type, they must be classified as collaborative or not, and they must have a baseline year, baseline data, and yearly milestones entered.

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_05	Access	Low income background	Other statistic - Location (please give details in the next column)	Increase proportion of students from ACORN quintiles 4 & 5 by 0.5 percentage points a year	No	2015-16	10.1%	11.1%	11.6%	12.1%	12.6%		
T16a_06	Student success	Disabled	HESA T7 - Students in receipt of DSA (full-time, first degree entrants)	Meet or exceed our HESA benchmark	No	2014-15	5.5	0	0			Awaiting publication of HESA benchmarks	
T16a_07	Access	Low participation neighbourhoods (LPN)	Other statistic - Other (please give details in the next column)	Increase proportion of students from POLAR quintiles 1 & 2 to 17.3% in 2020	No	2015-16	15.3	16.3	16.8	17.3	17.8		
T16a_08	Access	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Increase proportion of students from non-independent schools performing below the national average at Level 2	No	2016-17	12.5	14	15	16	17		
T16a_09	Access	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Increase proportion of students from non-independent schools performing below the national average at Level 3	No	2016-17	30	31	32	33	34		
T16a_10	Progression	Ethnicity	Other statistic - Progression to employment or further study (please give details in the next column)	Progression into graduate study or employment will remain above 80% for BME students	No	2015-16	84%	80%	80%	80%	80%	New Progression Target. Baseline data refers to 2015-16 graduates. There will be a gap in data reporting when outcomes move from 6 month destination to 15 month destinations	
T16a_11	Progression	Disabled	Other statistic - Progression to employment or further study (please give details in the next column)	Progression into graduate study or employment will remain above 80% for students with disabilities	No	2015-16	80%	80%	80%	80%	80%	New Progression Target. Baseline data refers to 2015-16 graduates. There will be a gap in data reporting when outcomes move from 6 month destination to 15 month destinations	

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_09	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	To raise students attainment by contextualising subject knowledge the University will run a multi-event science festival (Bath Taps into Science) for a minimum of 1,200 students in years 5-9 from the local region. Target expressed as number of participants in Bath Taps.	No	Other (please give details in Description column)	previously included in line 113	1200	1200	1200	1200		
T16b_14	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	In order to develop awareness of HE and students' capacity to navigate HE the University will organise HE information or attainment raising support events for parents. Focus on schools or colleges serving communities with either low progression to HE, high levels of socio-economic deprivation and / or attainment below the national average at GCSE or post-16. Target expressed as number of events.	No	2013-14	21	20	20	20	20		
T16b_17	Access	Attainment raising	Operational targets	The University will run an intensive cohort programme On Track to Bath to raise attainment through increasing subject understanding, developing study skills and students and families ability to navigate HE choices. Target = students recruited.	No	2013-14	45	150	150	150	150		
T16b_19	Other/Multiple stages	Other (please give details in Description column)	Operational targets	Increase support for students from WP target groups to take up placement opportunities (internal stats show clear link to graduate level employment)	No	2013-14	5%	1%	0.5%	0	0		
T16b_20	Student success	Disabled	Student support services	Support for students with disabilities and mental health problems will be strengthened.	No	2013-14	700	780	780	800	800		
T16b_21	Student success	Other (please give details in Description column)	Student support services	Deliver academic and study skills development to enhance support for students particularly those from our WP target groups	No	2014-15	20%	24%	25%	26%	27%	Monitor take up of study support opportunities to ensure that they reach target groups of Acom, Low-attaining schools LPNs, Mature, BAME, Care Leavers, those with vocational qualifications, those in receipt of DSA who should comprise at least 24% of participants	
T16b_23	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Co-ordinate collaboration to support IAG Websites Careerplot and Lifepilot through the Western Vocational Progression Consortium (WVPC) in order to support STEM awareness and raise student attainment by contextualising subject knowledge the University will organise STEM engagement events for KS2 and KS3 students. Target expressed as number of events.	Yes	2013-14	12	12	12	12	12	Number of universities willing to support continuation of the website through financial contributions and provision of complementary activity	
T16b_24	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	In order to support STEM awareness and raise student attainment by contextualising subject knowledge the University will organise STEM engagement events for KS2 and KS3 students. Target expressed as number of events.	No	2015-16	0	40	40	40	40		

T16b_25	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Collaborate with INTO University & Bristol and Exeter to increase the attainment and understanding of HE among young people in South Bristol. Target expressed as number of young people	Yes	2015-16	0	900	900	900	900		increase capacity to engage with young people in low participation area on an ongoing basis through sponsorship of the South Bristol Centre and provision of university-based activities.
T16b_26	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Collaborate with INTO University to develop and sponsor a new INTO Centre in Weston-Super-Mare. The University will work collaboratively with Generating Genius to run a sustained contact STEM programme for BME students with a minimum of 50 students in each Year 10 intake cohort. Further targets around progression to HE will be developed in conjunction with Generating Genius for future Access Agreements	Yes	2017-18	0	0	0	0	0		Target yet to be determined but expect to be similar to South Bristol and reach 900 young people
T16b_27	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	To support progression to HE the University will collaborate with the Nuffield Foundation to recruit 48 year 12 students into Nuffield subject enhancement placements each year from the south west region and meet the target of bursary students set for us by Nuffield. Target expressed as number of students placed.	Yes	2015-16	48	48	48	48	48		New activity
T16b_28	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Extend activity with the Welsh Government's Seren Network. In addition to ongoing work supporting the hubs with IAG and academic workshops the University will recruit a cohort of Welsh ambassadors from amongst the Bath student body who will form mentors allowing the University to work with students from at least 8 of the 11 Seren hubs. Also extend existing opportunities Bath doctoral students to support the work of the Brilliant club in providing academic enhancement opportunities to Seren participants.	Yes	2016-17	0	8	8	8	8		New activity
T16b_29	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Target 5 residential summer schools expressed as number of residential summer schools focussed on academic disciplines available at the University of Bath which develop academic confidence and capacity to navigate HE. Target expressed as number of students attending summer schools	No	2015-16	130	165	165	165	165		Expansion of previous activity
T16b_30	Access	Other (please give details in Description column)	Outreach / WP activity (summer schools)	To support teachers in raising attainment the University will run a free annual teachers conference focussing on attainment raising strategies e.g. revision techniques and academic writing to develop study skills and capacity for academic attainment. At least 40% will be from schools / colleges where attainment is below national average. Target expressed as percentage of participants from low performing schools	No	2016-17	0	40	40	40	40		New activity
T16b_31	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	To support attainment raising the University will run an annual programme of support and a residential summer school for BTEC students to develop their mathematical studies. Target expressed as % progressing into HE.	No	2014-15	50	70	70	70	70		
T16b_32	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	To support access to HE the University will aim to increase proportions accepting offers from high tariff universities from the On Track to Bath programme. Target expressed as proportion of participants accepting offers from high tariff universities.	No	2015-16	29	40	40	40	40		
T16b_33	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	To develop student's understanding by contextualising subject knowledge the University will run year 10 and year 12 subject enrichment days. Target expressed as number of students participating	No	2015-16	392	350	350	350	350		
T16b_34	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	To support progression to HE the University will aim to have at least 40% of the students participating in the University residential summer schools progressing to the University of Bath. Target expressed as number of students progressing to the University of Bath.	No	2015-16	10	20	30	40	40		
T16b_35	Access	Other (please give details in Description column)	Outreach / WP activity (summer schools)	In collaboration with Bath Spa University and to support attainment raising the University will recruit, train and support students to provide academic tutoring. Target expressed as number of contact hours	Yes	2015-16	417	1200	1200	1200	1200		
T16b_36	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)										

Optional commentary on milestones.
This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.