

Introduction

The University of Bath has set a series of principles to underpin its Access Agreement, they are to:

- work closely with schools and colleges to raise aspirations and attainment;
- work in partnership with Further Education Colleges and other strategic partners to facilitate access;
- provide financial support for those in greatest need;
- provide support for students from under-represented groups to enhance retention.

Within the parameters of these principles, the University has identified three core priorities for its Access Agreement for 2013-14:

- improve recruitment from our target groups currently under-represented in higher education;
- further develop collaborative partnerships with Further Education Colleges (FECs) and schools;
- undertake more targeted, long-term outreach activity as a collaborative activity with other universities.

While our Widening Participation (WP) performance indicators (PFIs) indicate that our short-term focus must be on making the University more socially inclusive, we have planned increased resources in future years to support retention of students from under-represented groups. We will continue our focus on supporting students from low income families¹, particularly those with household incomes at or below £16,000 per annum. We will also:

- maintain and develop our contextual admissions to enhance progression routes which reflect the diverse backgrounds and qualifications our applicants offer;
- significantly extend our outreach activities in a targeted manner with school and college partners;
- extend collaborative links with the Universities of Oxford, Bristol and Exeter to deliver widening participation;
- develop collaborative links with other universities as part of local, regional and national collaborative networks to widen participation.

1. Fee limits and fee income above £6,000

Fee limits

The University intends to charge:

- a fee of £9,000 for all campus-based full undergraduate programmes and for the campus-based Foundation Degree Sport (Sports Performance). Assuming intake targets that are consistent with the current year, we estimate 2,505 entrants on £9,000 programmes;
- a fee of £9,000 for full-time PGCEs;
- a fee of £7,500 for all franchised Foundation Degrees offered by partner organisations. We estimate 95 entrants on £7,500 programmes;
- a fee of £4,500 for placements undertaken during the course of the degree programme started in 2013-14 for the following programmes:

BSc Business Administration

BSc Accounting and Finance

BSc International Management and Modern Languages

¹ We will use 'median equivalised net income by household type (Source SILC)' from Eurostat to determine household income eligibility.

MChem Chemistry with Industrial Training
MChem Chemistry for Drug Discovery with Industrial Training
MPharmacology;

- a fee of £2,500 for placements on all other programmes;
- placement fees for students undertaking “thin” sandwich placements will be pro-rata over the years of placement to reflect the periods of study/placement, e.g. a normal fee will be charged for 6 months (£4,500) and then the placement fee for the remaining 6 months (either £1,250, or £2,250 for placements as part of the degree programmes specified above) or part thereof.

The University will apply annual increases, in line with the amount set by the Government, to all fees.

Fee income

Based on the recruitment assumptions above, income above the base basic fee of £6,000 is expected to be £14 million for new system students, and £6.5 million for old system students, in 2013-14, giving a total of £20.5 million.

2. Expenditure on additional access and retention measures

The University has a significant commitment to bursary support from the 2008-2012 Access Agreement, amounting to £1 million before any new expenditure is accounted. By committing to additional expenditure in 2011-12 and 2012-13 the University has established a number of new posts and structures.

The following level of expenditure indicates the level of activity that is envisaged by 2016-17:

- £2.6 million on fee waivers;
- £2.2 million on bursaries;
- £2.2 million on outreach and retention including evaluation. This includes a number of posts established in 2012-13 including a head of widening participation, student experience officers in each faculty, peer mentoring co-ordinator, data co-ordinator, progression officer and WP outreach officers, together with extensive outreach activity.

The main aim of our 2008-2012 Access Agreement was to eliminate any significant differential between the proportion of students applying from the lower socio-economic groups (SEGs) and the proportion subsequently joining the University. Our work to support this objective has been significantly extended through a range of new access measures, and the University set stretching targets to contribute to an increase in the participation of these groups.

Our HESA WP PFIs reveal that those in the lower SEGs (NS-SEC classes 4-7) are under-represented in our student population: 18.9 in 2010-11 compared with a benchmark of 23.2%, as are those from Polar 2 low participation neighbourhoods (4.9% compared with a benchmark of 7.1%). We are also aiming to increase the proportion of students from state schools from 73.6 to 80.0%. Therefore the immediate focus will be on these three target groups.

3. Additional access measures

Outreach

The University's existing commitments to outreach and fair access have been, and continue to be, considerable. Bath's programme of outreach activity has focused on the provision of expert advice to schools, colleges, parents and advisors on student finance issues and on opportunities for those interested in vocational pathways into Higher Education (HE). While this provision is still a priority, Bath has also been developing

innovative approaches to curriculum enrichment to support schools and colleges in raising attainment, to enable local students from state schools to reach their full academic potential. Under the framework of our 2013-14 Access Agreement, we will build on and significantly enhance this work.

There are three strands to Bath's outreach and access strategy:

- a focus on targeting under-represented groups as part of admissions;
- an extended and re-focused core institutional outreach programme;
- new collaborative outreach projects.

Access and Admissions

The University has appointed an Admissions Progression Officer who checks all incoming applications for relevant indicators of under-representation, using the full range of UCAS contextual data sources. Applicants are flagged and monitored throughout the decision-making process, and candidates are offered alternative methods of assessment of potential where appropriate.

The Progression Officer works closely with our partner Further Education Colleges (FECs) to identify students who would not normally apply, but who would benefit from a University of Bath education. Progression routes for those with the potential to succeed at Bath are being established and managed on a case-by-case basis. The lessons learned from the early stages of this work will be passed back to partner college managers.

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 scheme has been designed with reference to SPA guidance³ on best practice in this area and will make appropriate use of the data UCAS provide.

Core Institutional Outreach Programme

The University is strongly committed to maintaining and extending its existing expertise in relation to aspiration and attainment-raising activities. The University has appointed a new Head of Widening Participation, and has embedded those roles previously funded through Aimhigher. Our outreach programme aims to identify and nurture the academic talent of under-represented young people within our region. In the primary years, activities and events will be largely inclusive. Progressively, through the secondary and tertiary years, initiatives will 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 action⁵, delivered over a number of years. Maths is a key area for development, as the Teaching and

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

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

Widening participation in higher education, National Audit Office, 2008

www.nao.org.uk/publications/0708/widening_participation_in_high.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

⁵ Universities UK, *op cit.*, Sir Martin Harris, *op cit.*

Learning Research Programme⁶ determined, and a specific tutoring initiative is in development, in partnership with local FECs, to support Level 3 students in further education to achieve grades in subjects required for selective universities.

In addition to these plans, the Department of Sports Development and Recreation, Institute of Contemporary Interdisciplinary Arts, and especially the Students' Union will continue to develop and extend their sustained partnerships with schools and colleges in liaison with the Widening Participation Office (WPO). They will further develop campus visits and will contribute to summer schools as part of the core outreach programme.

We will continue to deliver and develop our programme of summer schools, as it has been reported⁷ that summer schools are particularly effective in raising the aspirations of students. Application and entry rates to selective universities for pupils that have been on Sutton Trust summer schools are considerably higher than those for students in comparator groups with similar attainment, and participants at Aimhigher summer schools had application rates to HE in general that were twice the national average.

Collaborative Work

The University already has extensive experience of working with, and leading, significant regional collaborative networks. Bath will maintain key aspects of this approach whilst ensuring that those participating in its outreach and access initiatives are more clearly identified as having the potential to benefit from the HE provision that we, and other highly selective higher education institutions (HEIs), offer. In the medium-term, outreach activity will be focused on collaborative work with other universities: Exeter, Bristol and Oxford.

The University has developed a very positive partnership with the Universities of Bristol and Exeter with regard to summer school provision. A decision was made at an early stage for all three institutions to commit to summer schools for 2012, ensuring no gap between Aimhigher and subsequent delivery models. Promotion of the opportunities at the three institutions has been collaborative, with joint marketing materials sent to schools and colleges across the South West. Further collaborative elements including mutual campus visits will be explored for future years. Plans are also being developed for a collaborative approach to supporting teachers and advisers providing information, advice and guidance (IAG) to young people with the potential to progress to selective universities.

Bath has also had very productive discussions with the University of Oxford on future collaboration such as providing visit opportunities for students participating in the Oxford Young Ambassador Scheme, with reciprocal visits to Oxford for participants on our pre-16 outreach programme. Bath is hosting a visit from Oxford's UNIQ summer school participants to campus in the summer of 2012. As plans evolve for Bath, Bristol, and Exeter summer schools, opportunities will be developed for able learners from the South West to experience the Oxford learning environment.

Nationally, we will seek to form partnerships with other selective universities to offer a joint programme of sustained activity to raise attainment that will be recognised by all partners at the point of admission as adding academic value to a candidate's application.

We will increase the scope of our activity by working collaboratively with selected third sector organisations. The University has successfully negotiated a partnership with the

⁶ Widening participation in higher education. A Commentary by the Teaching and Learning Research Programme, TLRP, 2008 www.tlrp.org/pub/documents/HEcomm.pdf

⁷ 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

Villiers Park Educational Trust and has made a significant investment in its Swindon Scholars Programme. This programme supports schools and colleges in targeted areas of disadvantage where progression to HE is significantly below the national average. Participation is tightly targeted both in terms of the background characteristics of the learners and their ability. Students undertake an innovative enrichment programme, to which the University contributes master-class expertise as well as financial support.

A targeted programme of aspiration and attainment-raising activity for pre-16 students in selected Bath and North East Somerset schools will be delivered in collaboration with Bath Spa University. The initiative will focus on supporting schools in raising attainment at GCSE in the English Baccalaureate subjects of Mathematics, Science, English, Modern Foreign Languages, History and Geography, drawing on the complementary subject specialisms of the two universities. We continue our commitment to the Bath Education Trust which was formed with Bath Spa University, the City of Bath College and Rotork, an industrial partner, to offer school students from three partner schools access to a wide range of courses and enrichment activities.

The University of Bath will continue to utilise and embed the work of the Western Vocational Progression Consortium (WVPC) and explore ways of continuing to work as part of a consortium to offer progression advice to vocational and non-traditional learners into and through HE. The consortium is jointly responsible for the Lifepilot website (www.lifepilot.co.uk) which offers IAG to adult and part-time students and Career Pilot (www.careerpilot.org.uk) which focuses on education and careers advice for younger learners.

HEIs in the South West are committed to continuing and strengthening their collaborative WP partnerships to ensure that young people and adults across the region have access to activities that promote successful progression to HE. A co-operative organisational structure has been agreed, with individual universities leading on key areas. As the lead institution for the HEIs in the South West Disability Strand we will continue to co-ordinate a programme of awareness-raising activities for staff and students in schools and colleges.

Initial Teacher Training

We plan to offer a number of outreach activities designed to increase participation in Initial Teacher Training (ITT) of those from social classes 4-7, from a black or minority ethnic background, and of men applying for middle years courses. These will be developed in collaboration with our partners in the Positive Action Training Hub (PATH) consortium of ITT providers in the South West. These will be centred on 'Careers in Teaching' information workshops over a period of three years. A minimum of six workshops will be funded and organised by the University of Bath. Using a combination of on-campus and off-campus locations in specific geographical areas we will aim to attract: career change adults and University of Bath undergraduates who are: first in family (FIF) to take an undergraduate degree; from NS-SEC classes 4 – 7; from a black and minority ethnic background; and male applicants for middle years English and Science pathways.

Student retention and success

The University has a strong retention record, however, it has been shown that students from non-traditional backgrounds, e.g. with vocational qualifications, describe the transition into HE as complex and difficult, and need to be able to draw on support to overcome the difficulties they perceive in the HE context⁸, as well as to ensure they gain maximum benefit from their student experience. The University's Student Services continues to extend to all

⁸ TLRP, *op cit.*

students from non-traditional backgrounds the proactive offer of support it currently makes to care leavers, both pre-arrival and throughout their student experience.

As part of our strategy to raise pre-entry attainment, and support student retention and success, we are developing a new initiative to facilitate smooth and successful transition to HE. To this end, we will be identifying members of academic staff in each department to act as Transition Mentors. They will work closely with the students and support them once they arrive at the University. These Mentors will also link with the extensive peer mentoring schemes in the University, facilitated by the recently appointed Student Experience Officers (SEOs).

Induction strategies are being developed and extended from pre-arrival through to the first year student experience, to better support the transition and inclusion of all students, including those from non-traditional backgrounds. Additional support will be provided by departmental Transition Mentors, Faculty-based SEOs working with Student Services, the WPO, and the Students' Union. They will proactively work with students from non-traditional backgrounds, 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.

Peer-assisted learning (PAL) and peer mentoring (PM) have been established 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 Tinto (2006)⁹ 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: "Those within the peer mentoring university were three times less likely to think of dropping out of university, were coping better with the transition to university and were better adapted to university life: an important predictor in intention to leave"¹⁰.

We recognise that the final measure of success for a student is progression into a satisfying graduate-level destination of their choice, and that this poses particular challenges for students from non-traditional backgrounds, often because they may be less familiar with graduate occupations. Employability will be a University priority for 2013-14 and the particular needs of students from non-traditional backgrounds for support in finding appropriate placements and work experience will be a key focus. The University of Bath has an outstanding record for graduate employability. A major factor in this is the work placement during the degree programme which about half of Bath's undergraduates undertake. To encourage students from non-traditional backgrounds to take up the offer of placements, fee waivers to cover the placement will be offered to targeted students. SEOs will also work closely with students to encourage them to take up placements, and the University's Careers Advisory Service has a dedicated Careers Adviser with a focus on support for students from non-traditional backgrounds.

The University is applying for the Buttle Trust Quality Mark and aims to have a full programme of outreach and retention activities in place for 2013-14 to ensure that care leavers have the pre and post-entry support that is needed for successful progression to HE.

⁹ Tinto, V., 2006, Taking Student Retention Seriously www.mcli.dist.maricopa.edu/fsd/c2006/docs/takingretentionseriously.pdf

¹⁰ Phillips, R., Research to Investigate Peer Mentoring in UK Higher Education www.heacademy.ac.uk/assets/hlst/documents/LINK_Newsletter/Link_15.pdf

Given that, as the OFFA guidance indicated, bursaries may have a role to play under the new system for student retention and success, the University will, in addition to the increased support outlined above, provide additional financial support. We will maintain a significant Discretionary Student Support Fund for bursaries to aid retention. This fund will be £150,000 in 2012-13 rising to £500,000 in 2016-17.

Financial support for students

In our 2012-13 Access Agreement we focused the greatest part of our financial support expenditure on fee waivers. However, national reports and consultations with local students' organisations have led us to reconsider our position. We have refined our support system to include a combination of fee waivers and bursaries that continues to support low income families, and rewards attainment, and more closely aligns with the National Scholarship Programme. We will be reviewing our household income eligibility thresholds for 2014-15 when we have completed a full academic cycle and are in a better position to assess the impact of our current strategy.

Fee waivers

The University will award National Scholarship or University of Bath fee waivers to students on our full-time undergraduate and Foundation Degree campus-based programmes from households with incomes at or below £16,000¹¹ who also fall into one or more of the following categories: from low participation neighbourhoods; from a poorly-performing school; a care leaver; in receipt of a means-tested benefit.

Identified students on full-time, campus-based, undergraduate programmes will benefit from a fee waiver of £3,000 in Years 1 and 2, and a full fee waiver for their placement.

Bursaries

In addition to fee waivers the University will provide bursaries to students on full-time undergraduate and Foundation Degree campus-based programmes, who meet the criteria above and also achieve AAB at A-level or equivalent. The University will determine AAB equivalence using its own procedures.

Students will be offered £3,000 in Years 1 and 2, £1,500 for those taking an unpaid placement and £1,000 in subsequent years.

We will also maintain a significant Discretionary Student Support Fund for additional bursary provision for our campus-based undergraduate students and our campus-based Foundation Degree students.

The Bursary Scheme will also assist students from lower income families studying franchised Foundation Degrees at our partner colleges. A bursary of £3,000 will be offered to eligible Foundation Degree students in Years 1 and 2, and of £1,000 in their Honours year. This would be spread over the course of study for part-time students. This bursary support will be reported in our annual report.

ITT Students

In order to support ITT students from our identified target groups the University will offer 10 Bath ITT Bursaries of £4,000 to students who meet the eligibility criteria listed below: household income below £25,000 plus one or more of the following: first in family to take an undergraduate degree; social classes 4-7 based on parental occupation; from a black or minority ethnic background; men applying for middle years English and Science pathways.

¹¹ We will use 'median equivalised net income by household type (Source SILC)' from Eurostat to determine household income eligibility.

4. Targets and milestones

We aim to meet the challenging targets that we set in 2012-13, but we also want to set realistic, achievable targets to motivate and incentivise staff. As the core of our strategy is based on longer term initiatives to raise attainment, we plan to extend the timescale for meeting them. Our access targets relate to the student populations defined in specific HESA performance indicators¹². We will develop a range of strategies to support entry and transition working closely with our partner universities, schools and FECs where appropriate

In order to improve recruitment from our target under-represented groups in HE, the University will:

- increase the proportion of students from NS-SEC classes 4-7 from 18.9 in 2010-11 to 23% in 2016-17;
- interim milestone: in 2014-15, 21% of new entrants from NS-SEC classes 4-7;
- increase the proportion of students from Polar 2 low participating neighbourhoods from 4.9% in 2010-11 to 8% in 2016-17;
- interim milestone: in 2014-15, 6.0% of new entrants from Polar 2 low participating neighbourhoods;
- increase the percentage of full-time undergraduate entrants from state schools from 73.6% in 2010-11 to 80% in 2016-17;
- interim milestone: in 2014-15, 77% of new full-time undergraduate entrants from state schools.

Applications

In order to improve recruitment from our target under-represented groups in HE, the University will:

- increase our applicant pool sufficient to meet our entrant targets for the relevant under-represented groups, using validated contextual data where appropriate, and increasing the number of entrants with vocational qualifications.

Outreach

In order to further develop collaborative partnerships with FECs and schools, the University will:

- maintain, develop and increase our core institutional outreach programme based on on-going attainment-raising activity with 15-30 schools, including identified primaries. The project will support 25-40 student tutors and 600 learners engaging in a programme of subject enrichment and attainment-raising activity.

In addition to this intensive programme, the University will support:

- aspiration raising events and campus visits to benefit 600 learners annually;
- 45-60 HE information and funding events for target groups annually;
- 2-10 events with parents of target learners.

In order to undertake more targeted, long-term outreach activity as a collaborative activity with other universities, the University will also:

- deliver our new outreach programme with peer selecting universities and/or charitable organisations, supporting new aspiration and attainment raising work to complement but extend the core outreach;
- encourage local participation in HE in collaboration with a local university and local FECs;
- work with partners to design, develop and deliver a programme of aspiration and awareness-raising to support the progression of learners with disabilities both to Bath and to other HEIs, including presentations to learners, parents, teachers and advisors.

¹² http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=2072&Itemid=141

Retention

As the University of Bath currently performs strongly in terms of retention, the University will:

- ensure the percentage of young full-time entrants from Polar 2 low participation neighbourhoods no longer in HE remains below 5%;
- 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.

5. Equality and Diversity

Our Access Agreement has been analysed using the University's Equality Analysis framework, and demonstrates that our WP strategy is designed to have a positive impact on protected groups defined by the Equalities Act 2010. Our Access Agreement has also been incorporated as a strategy for supporting the implementation of the University's Single Equality Scheme. The Head of WP is a member of the Equalities and Diversity Committee and will provide regular updates to the committee to ensure synergy with WP initiatives. Equality and Diversity will be an annual agenda item for discussion by the WP Strategy Group to inform future strategy and activity.

6. Provision of information to prospective students

Clear guidance on fees, fee waivers and bursaries 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 Admissions and Funding Advisor undertakes 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/study/ug/funding.

The University will continue to develop the 'Information, Advice and Guidance' section within the study website. This section is being developed for potential applicants, their parents and advisors. This will be continuously developed and added to over time. The 'Information, Advice and Guidance' section can be found at: www.bath.ac.uk/study/iag.

7. Consultation and engagement with students

The Students' Union plays a key role in both policy development and delivery of activities. The Students' Union is represented on the WP Strategy Group and is consulted separately about specific policy issues such as student finance. The Union also has a key role in the delivery of outreach and retention activities, which are being embedded into core University programmes. A Student Staff Forum will be established to enable tutors, mentors and ambassadors to contribute to the development of WP initiatives including activities and training. Finally the University will continue the Student Experience Forum with the Students' Union, so we can ensure that we are responsive to students' priorities.

8. Monitoring and evaluation arrangements

We will continue to monitor the above targets on an annual basis, as part of the re-submission of the Access Agreement. Evaluation of our core and collaborative outreach, using quantitative and qualitative methods, will be conducted both internally and potentially as a combined research project with our HEI partners.

Measures of effectiveness in relation to supporting the retention and achievement of students from non-traditional backgrounds will continue to include completion rates, academic achievement, participation in extra-curricular activities and development, progression to graduate-level employment and/or postgraduate study, and whether they would recommend this institution to other students from non-traditional backgrounds. A mix of quantitative and qualitative measures are being developed, monitored and reviewed throughout the individual student's experience, so individual adjustments can be made, as well as broader lessons learned.

New data collection systems designed to increase our understanding of participation patterns at Faculty and departmental level were established in 2012, and will be monitored, both to check our progress against targets, and also to inform the development of subject-based outreach strategies.

We will closely monitor the participation and retention rates of mature students (over 21, and over 25); those with vocational qualifications; care leavers; those from black and minority ethnic groups; and students with disabilities; to evaluate the effectiveness of our outreach and admissions strategies in reaching these groups.

We will also monitor and research the situation with regard to the progression of non-traditional students to postgraduate degrees. Research for the HEA found that while social class alone was not a significant factor in the decision to continue beyond a first degree other factors were: "family experience of higher education had an important effect on the respondents' decisions. This was further conflated with some ethnic groups."¹³ Over time this could result in a new social divide which would be detrimental to our aim for a diverse student population. Research in this area will focus on identifying strategies to encourage wider participation.

Recognising that successful widening participation at Bath will require new approaches and sustained strategic overview, the University will continue to support the WP Research Group, established in 2012, to explore, evaluate and monitor local strategies, work with partners where this can help to develop our expertise (e.g. Bristol's Widening Participation Research Cluster¹⁴) and undertake funded research in widening access to increase our capacity in this area.

The strategy for WP will reside with the WP Strategy Group chaired by the PVC (L & T). The Widening Participation Office, led by the Head of WP, will be responsible for coordinating outreach activity across the University.

¹³ Stuart, M; Lido, C; Shell, M; Solomon, L; Akroyd, K; (2008) Widening participation to postgraduate study: Decisions, deterrents and creating success. Higher Education Academy

¹⁴ www.bristol.ac.uk/academicregistry/raa/wpur-office/wprc/

Table 6b - Other milestones and targets

Alongside applicant and entrant targets, we encourage you to provide targets around your outreach work (including collaborative outreach work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

| Please select milestone/target type from the drop down menu | Description (500 characters maximum) | Is this a collaborative target? | Baseline year | Baseline data | Yearly milestones/targets (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) | If you have made any changes to the prefilled data around your milestones/targets, or included additional milestones/targets, please indicate why here. |
|--|--|---------------------------------|---------------|---------------|--|---------|---------|---------|---------|--|---|
| | | | | | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | | |
| Strategic partnerships (eg formal relationships with schools/colleges/employers) | Develop collaborative links with peer selecting HEIs to deliver outreach activities - target expressed as number of HEIs involved | | 2010/11 | 0 | 3 | 7 | 7 | 7 | 7 | 7 | Strategy refined to build collaborative WP partnerships with Oxford, Bristol and Exeter Universities and other peer selective universities to deliver summer schools and other outreach activity. |
| Strategic partnerships (eg formal relationships with schools/colleges/employers) | Develop and extend relationship with local HEI and schools to encourage local participation. Target expressed as number schools | Yes | 2010/11 | 0 | 5 | 7 | 7 | 7 | 7 | 7 | Collaboration with Bath Spa University and selected BANES schools to raise attainment in the complementary subject specialisms of the two institutions. |
| Strategic partnerships (eg formal relationships with schools/colleges/employers) | Build relationships with 15-30 primary and secondary schools and colleges to deliver core programme of targeted outreach activity particularly curriculum enhancement to raise attainment- target expressed as number of schools/colleges involved | | 2010/11 | 0 | 15 | 30 | 30 | 30 | 30 | 30 | Intention to build significantly on curriculum enhancement from 2013-14 to support schools and colleges to raise attainment |
| Strategic partnerships (eg formal relationships with schools/colleges/employers) | Build relationships with charitable organisations to support new aspiration/attainment raising activity - target expressed as number of organisations involved | | 2010/11 | 0 | 1 | 2 | 2 | 2 | 2 | 2 | Work with third sector organisations that can provide additional expertise and access to specific target groups |
| Strategic partnerships (eg formal relationships with schools/colleges/employers) | Further Education Colleges to facilitate non-traditional entry routes and develop a tutoring initiative - target expressed as number of FECs involved | | 2010/11 | 0 | 6 | 6 | 6 | 6 | 6 | 6 | New tutoring initiative to be developed with FECs particularly for mathematics. |
| Outreach / WP activity (other - please give details in the next column) | Offer aspiration raising events and campus visits - target expressed as number of participants | | 2010/11 | 500 | 510 | 600 | 600 | 600 | 600 | 600 | Increased activity following establishment of Widening Participation Office |
| Outreach / WP activity (other - please give details in the next column) | HE information and funding events for target groups - target expressed as number of events supported | | 2010/11 | 45 | 45 | 60 | 60 | 60 | 60 | 60 | Local partnership: Bath Education Trust established 2010 |
| Outreach / WP activity (other - please give details in the next column) | Offer achievement raising events such as summer schools and subject enrichment programmes for target schools and colleges - target expressed as number of participants | | 2010/11 | 500 | 300 | 300 | 300 | 300 | 300 | 300 | Whilst we will have a smaller number of participants overall, the activity will be more intense and focused with the same individuals participating in multiple events. |
| Outreach / WP activity (other - please give details in the next column) | Develop mentor/mentee links between HE students and learners in targeted schools - target expressed as number of mentors | | 2010/11 | 25 | 35 | 40 | 45 | 50 | 50 | 50 | Increase in attainment-raising activity through student tutoring |
| Outreach / WP activity (other - please give details in the next column) | Offer events involving parents of target learners | | 2010/11 | 0 | 2 | 4 | 8 | 10 | 10 | 10 | No change |
| Postgraduate ITT: Black and minority ethnic groups | This is a particular issue for ITT providers in the region therefore we plan to build on existing collaborative partnerships through PATH (Positive Action Training Hub) to address this. | | | | | 6 | 6 | 6 | 6 | 6 | Workshops funded and organised by the University of Bath. |
| Other (please give details in the next column) | Sustaining the work of the South West Disability Group (Regional Best Practice meetings) - target expressed as number of meetings | | 2010/11 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | This is an overall target for all of the HEIs within the Disability Strand Group to achieve jointly. It is not institution specific and is subject to formal agreement with other HEI and college partners. |

