

University of Bath Access Agreement for 2016-17

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 student success and progression into graduate level employment and postgraduate study.

Within the parameters of these principles, our revised University Education Strategy and our Equality and Diversity framework, the University has identified five core priorities for its Access Agreement for 2016-17:

- 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 as a collaborative activity with other universities;
- 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.

While our Widening Participation (WP) performance indicators (PFIs) indicate that our short-term focus must be on making the University more socially inclusive, we are also taking active measures to support student success and progression for students from under-represented groups. We will continue our focus on supporting students from low income families, particularly those with household incomes at or below £20,000¹ 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. From 2016 the University will enhance its contextual analysis through use of ACORN postcode datasets;
- consolidate and develop our outreach activities in a targeted manner with school and college partners in the area;
- extend our outreach activities to engage selected schools and colleges on a national basis;
- extend collaborative links with the University of Oxford and our GW4 partners Cardiff, Bristol and Exeter, to deliver widening participation;
- maintain the UNet partnership to support progression to selective universities in the region;
- develop collaborative links with other universities as part of local, regional and national collaborative networks to widen participation;
- promote student success and progression through additional academic and pastoral provision, support for placement opportunities and careers advice.

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

1. Strategy, Management and Consultation

The strategic direction of widening participation initiatives is the responsibility of the Deputy Vice Chancellor and Provost of the University and is a key element of the University's Education Strategy. <http://www.bath.ac.uk/about/organisation/strategy/education/index.html> Consultation and development of the strategy will take place within our recently formed Education Strategy Boards. Designed to cut across departmental boundaries the Boards include representation from academic and professional service staff and the Students' Union and cover areas such as: Enhancing the Student Experience; Curriculum and Academic Experience; Employer Engagement; and Representation. During 2015-16 consultations will take place with the Boards regarding future widening participation strategy which will inform our next Access Agreement. Additional consultations also take place with the Students' Union on an ongoing basis.

Our management structures have been further strengthened by the appointment of a new Director of Student Recruitment and Admissions who reports to the DVC. The Director will oversee the outreach and fair access activities of the central teams responsible for widening participation, student recruitment and admissions, and will be responsible for co-ordinating widening participation outreach activity across the University.

strategy for widening participation is an integral part of the University's Education Strategy part of our Education Strategy and its associated Boards.

2. 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-time undergraduate programmes and for the campus-based Foundation Degree Sport (Sports Performance). Assuming intake targets based on the University's growth plans, we estimate 3,313 entrants on £9,000 programmes in 2016-17;
- a fee of £7,500 for all franchised Foundation Degrees offered by partner organisations. We estimate 20 entrants on £7,500 programmes;
- a fee of £1,800 for students undertaking placements during the course of a degree programme started on or after September 2012;
- a fee of £1,350 for students undertaking an Erasmus year or overseas year of study who started their courses on or after 1 September 2012;
- placement fees for students undertaking "thin" sandwich placements and mixed years which 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 (£900) for the remaining 6 months.

The University will apply annual increases, in line with the amount set by the Government, to all fees. In the event that the Government cap on the tuition fee amount available for the University for undergraduate study is reduced from £9000/year the resource that we devote to access outreach activity, student support, retention and student success measures and the levels of student financial support we provide through our Bursary provision will be reviewed to reflect the reduction.

Fee income

Based on the recruitment assumptions above, income above the basic fee of £6,000 is shown as £28,423,753 in 2016-17 on Table 3b.

3. Expenditure on additional access and retention measures

In its 2012-13 Access Agreement, the University made a significant commitment to bursary support for those in most financial need in addition to increased expenditure on access measures, establishing a number of new posts and structures.

Data on our 2012-13 student intake showed that our targeted approach to student financial support successfully met our aim of giving assistance to those in most need. We were able to allocate 95% of our planned expenditure to those with a Household Residual Income (HRI) at or below £16,000 who also met one or more widening participation indicators. As stated in our 2013-14 Access Agreement we took the opportunity to review our household income eligibility thresholds in 2014-15 after completing a full academic cycle. In 2014-15 we undertook a survey of current students in receipt of Bath Bursaries and those with higher incomes in receipt of alumni funded scholarships. The comparison revealed that the Bursary students on the lowest incomes used their award to cover essential costs whereas those from families with higher incomes used the additional funds to enhance their student experience. On the basis of this evidence we will retain our targeted approach to student support and maintain the HRI eligibility criterion at the higher level of £20,000. Pending the outcome of the research commissioned by the Office of Fair Access on Bursary support, we will also conduct a feasibility study on raising this threshold to £25,000, and contingency funds have been incorporated into the Agreement to allow an increase to this level for students commencing their studies in 2016-17 if the evidence base supports this move.

A number of posts were 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. In 2014 we appointed a new Director of Student Recruitment and Admissions to strengthen our management and co-ordination structures.

4. 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 includes expert information and advice to schools, colleges, parents and advisors on student finance issues and support for potential students in making an informed choice and a successful application, including adults taking Access courses and those following vocational courses at Level 3. Bath has also developed innovative approaches to curriculum enrichment supporting schools and colleges in raising attainment, to enable local students from state schools to reach their full academic potential. Under the framework of our 2016-17 Access Agreement we will build on and develop this work. We will extend our outreach activities to post-16 students in selected schools and colleges outside the local area, developing a programme of activity accessible for prospective students further afield such as residential summer schools, outreach visits and online interventions.

While our targets are based on the HESA Performance Indicators of Socio-Economic Class, Low Participation Neighbourhood and State Schools we recognise the complexity of the intersections between class, ethnicity, gender, age and disability. All our outreach work aims to be inclusive and we also work with targeted groups where that is more effective, for example: mature students; those with vocational qualifications; care leavers; those from certain black and minority ethnic groups; students with disabilities; males or females under-represented in certain subject areas.

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

- targeting of under-represented groups as part of admissions;
- an extended core institutional outreach programme;
- re-focused Information Advice and Guidance provision;
- new collaborative outreach projects;
- an increased focus on successful transition to provide a firm foundation for student success.

Access and Admissions

The University's Admissions Progression Officer scrutinises all applications for relevant indicators of under-representation, using the full range of UCAS contextual data sources. 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 Supporting Professionalism in Admissions (SPA) guidance³ on best practice in this area and will make appropriate use of the data UCAS provides. Applicants are flagged and monitored throughout the decision-making process. Factors such as school performance are considered carefully in relation to POLAR3: 1-3 quintiles, with particular emphasis on those applying from quintile 1. This may result in a standard offer being made even though GCSE or AS attainment, or predicted grades, may be a little outside the normal range expected. These applicants are reviewed again at confirmation stage if they narrowly miss the conditions of any offer made. As part of our fair access strategy, additional consideration will also be given to applicants who have successfully completed an extended outreach programme such as *On Track to Bath* or a similar programme offered by a partner university.

The Admissions Progression Officer also works closely to enhance the applicant experience of those applying with Access to HE Diplomas or vocational qualifications. Our aim is to ensure that admissions staff make fully informed decisions in each case and that any barriers these applicants may experience to their progression are mitigated. We work closely with our partner Further Education Colleges (FECs) to support applicants from these contexts and to ensure that they receive high quality, targeted Information, Advice and Guidance (IAG) in relation to a Bath application.

The University has introduced a travel bursary scheme for 2015 entry, to ensure that applicants from low-income families are able to attend departmental open days should they wish to do so.

Core institutional outreach programme

The University is strongly committed to maintaining and extending its existing expertise in relation to aspiration and attainment-raising activities. In 2012 the University established the Widening Participation Office to co-ordinate an outreach programme designed to identify and nurture the academic talent of under-represented young people within our region. Working closely with academic and professional service staff a comprehensive programme of activity is in place which substantially exceeds the targets agreed with OFFA in the 2012-13 Access Agreement.

In order to accommodate our now extensive range of outreach provision we have identified dedicated space for outreach activity in our new city-based site and our community

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

engagement facility 'The Edge'. Located at the heart of the University 'The Edge' enables us to increase both the amount and quality of our campus-based activities while our city-based site provides opportunities for greater, ongoing engagement with local students.

The University will continue to offer a range of activities to support student choice and progression to higher education including our popular 'Futures' Days which inform GCSE choice in relation to further study and careers; our Year 10 Taster Days which introduce students to university study options; and our UCAS application surgery 'PS Bath', offered to local students by admissions experts from the University of Bath and Bath Spa University.

In the primary years, activities and events are largely inclusive and are frequently offered in partnership with other providers. We have re-focussed our popular 'Bath Taps into Science' events, which attract 1000 primary school pupils and their families, to ensure that those from groups without a cultural tradition of progression to HE are fully engaged. 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 action⁵, delivered over a number of years.

Working closely with academic staff we plan to extend our STEM offer and are working towards the appointment of an Ogden Trust Science Officer, which we plan to match-fund to provide additional capacity specifically for widening participation and investigate the feasibility of commissioning a mobile laboratory to increase the level of engagement with schools and colleges in 'hard-to-reach' areas. 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.

Working in collaboration with identified local schools and colleges we negotiate tailor-made programmes of activity to support their particular needs such as our innovative 6 week projects with Years 10 and 11 students, designed to raise attainment at Key Stage 4. A general programme of events such as taster days and summer schools is offered to a wider range of schools and colleges. Through *On Track to Bath*, our targeted attainment-raising programme for Year 12–13 students, we support progression to Bath and other selective universities.

Maths is a key area for development, as the Teaching and Learning Research Programme⁶ determined, and working in partnership with local FECs, we now offer Level 3 BTEC students in local colleges the opportunity to participate in a new strand of our *On Track* programme '*BTEC On Track to Uni*' designed to improve mathematical understanding and support applications to higher education.

The University welcomes mature students and from 2015-16 we will offer a full support package to include: a pre-entry supplementary programme '*Access to HE: On Track to Bath*' for local students taking Access to HE Diplomas; intensive support and advice on applications

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.*

⁶ Widening participation in higher education. A Commentary by the Teaching and Learning Research Programme, TLRP, 2008

www.tlrp.org/pub/documents/HEcomm.pdf

from our Admissions Progression Officer; our popular pre-sessional residential; and specific activities to improve student success.

In addition to these plans, the Department of Sports Development and Recreation, ICIA – Arts at the University of Bath, and especially the Students' Union will continue to develop and extend their work with schools and colleges in liaison with the Widening Participation Office (WPO). They will further develop campus visits, will contribute to the core outreach programme engaging with activities such as taster days and summer schools and support volunteering activity in local schools.

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.

The University will maintain and extend its offer to care leavers providing a full programme of outreach and retention activities to ensure that care leavers have the pre and post-entry support that is needed for a successful higher education experience.

Online support

We will be creating a range of online Open Educational Resources designed to support attainment-raising outreach activities, develop academic study skills and enhance work placement experience. The University is in discussion with the Oxford, Cambridge and RSA Examinations (OCR) Awarding Authority to develop on-line resources to support students and teachers with Extended Project Qualifications, and the Director of Student Recruitment and Admissions has joined OCR's Extended Project Consultative Forum.

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: the GW4 Cardiff, Bristol, Exeter, and Oxford. The University's very positive partnership with the Universities of Bristol and Exeter continues post-Aimhigher through delivery of its joint summer school for schools and colleges across the South West.

Bath continues its collaborative activities with the University of Oxford, with reciprocal visits to Oxford for participants on our pre-16 outreach programme and visits to Bath for Oxford 'Young Ambassadors'. As plans evolve for increased collaboration, opportunities will be developed for able learners from the South West to experience the Oxford learning environment.

Working with the universities of Cardiff, Oxford, Reading and Southampton, Bath continues to lead the recently formed UNet (Universities Network) which aims to improve access to selective universities. Through collaborative outreach UNet encourages post-16 students to consider higher education opportunities at leading universities in the region, supporting them in making an informed decision about the degree which is most appropriate for them. Students have the opportunity to participate in activities organised by partner universities and benefit

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

from our jointly organised 'Choices' conference which provides in-depth information about our respective undergraduate offers. Students are encouraged to include UNet activities in their UCAS personal statements to provide further context to their applications. UNet's development focus for 2016-17 will be professional development for university admissions teams and for staff in schools and colleges advising post-16 students about progression to higher education.

A targeted programme of aspiration and attainment-raising activity 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 in the core subjects of Mathematics, Science, English, Modern Foreign Languages, History and Geography, drawing on the complementary subject specialisms of the two universities. In 2016-17 we intend to offer this programme to ten schools and estimate it will reach approximately 1000 students.

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 nine partner schools access to a wide range of courses and enrichment activities including *On Track to Bath* and our enhanced IAG offer for target groups. We will work with BET to provide additional support for Young Carers in partner schools to provide support and encourage progression to higher education.

The University of Bath will collaborate with ten universities in the South West region to fund, maintain, develop and promote the careers support websites managed by the Western Vocational Progression Consortium (WVPC): Lifepilot, engaging and supporting mature and part-time students (www.life-pilot.co.uk) and Careerpilot, providing pathway and progression information for 13-19 year olds (www.careerpilot.org.uk). Partners will support the development of the websites; develop further strategies to embed the websites into outreach and IAG activities; set and monitor milestones for inclusion in the OFFA monitoring report; maintain the 'parents zone' developed as part of the National Network for Collaborative Outreach (NNCO) initiative; and explore funding opportunities for the development of additional resources to support schools in providing IAG about progression to HE. Through the WVPC, and the associated activities of the Western Access Progression Agreement, the universities of Bath, Bath Spa, Bristol and University of West of England will work together to increase progression to higher education of mature students in the Bath/Bristol area. Building on a collaborative research project planned for 2014-15 to explore the barriers to participation, universities will identify practical strategies to encourage adults to return to study.

The University is lead partner for the Western Outreach Network (WON), one of the HEFCE funded NNCOs. In terms of sustainability into 2016-17 the WON will evaluate the effectiveness of its activities considering schools' and colleges' level of engagement with outreach activities; impact on aspiration to progress to university; effect on relationships with schools, colleges and the local community; and resource benefits of collaboration. This local evaluation will inform decisions regarding the continued operation of the Network after 2015-16. It is possible that WON partners will use a subscription model to maintain the website and would be open to sustaining the co-ordinator's post if impact evaluations are positive and funding conditions continue to be favourable for collaboration.

The University of Bath 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 two members of the National Executive Committee (UK Chair, South West England Group Chair) as well as supporting the national conference through running training sessions. We are keen

to continue supporting HELOA, particularly as an engine for developing UK-wide initiatives on providing information and guidance to prospective applicants, their parents and guidance advisers.

We continue to increase the scope of our activity by working collaboratively with selected third sector organisations where this is productive in enabling us to reach our targets.

We work in partnership with [In2scienceUK](#), a non-profit organisation aiming to increase the numbers of able but disadvantaged students taking science degrees at selective universities. Gifted A Level students from low-income backgrounds benefit from a laboratory placement in a leading university giving students first-hand experience of research science.

In 2014-15 the universities of Bath, Bristol and Exeter agreed to jointly sponsor the establishment of an IntoUniversity centre in South Bristol. The universities will work in partnership with IntoUniversity to provide academic support, mentoring, subject enhancement and ongoing contact with university staff and students to support the progression of children from deprived areas into higher education. We will continue to support the Centre in 2016-17 financially and through joint activities. The University has also been active in supporting IntoUniversity's consultation on improving progression from coastal and rural areas into higher education.

Student success and retention

The University has a strong retention record, however, it has been shown that students from under-represented groups backgrounds, 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 will be a strategic priority for our Education Strategy Boards, working across academic and professional service boundaries to focus on the student experience, enabling them to draw on support to overcome the difficulties they perceive in the HE context. We will 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 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 are strengthening our student support provision in this area, aiming to maintain and enhance services for students with disabilities, increase access to student Health and Wellbeing services and respond positively to the planned changes in Disabled Students' Allowance, with resource allocated to off-set the withdrawal of DSA funding in 2016-17.

The University has also allocated significant contingency resources to offset the likely cessation of HEFCE Student Success Funding in 2016-17.

Consultations with staff and students have clearly shown the need for additional learning support for those from under-represented groups. In 2014-15 we restructured our provision for academic and study skill support, creating a new Academic Skills Centre to provide a comprehensive and inclusive offer that will support the needs of a diverse student body.

As part of our Education Strategy the Learning and Teaching Enhancement Office has been leading a major initiative on the Inclusive Curriculum with specific targets for increasing student satisfaction from groups traditionally under-represented 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)⁸ 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"⁹.

Employability

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 under-represented groups.

Employability continues to be a University priority for 2016-17 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 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. However, data analysis from our Careers Advisory Service¹⁰ suggests that students from lower socio-economic groups would benefit from additional support and we will undertake further analysis and qualitative research to explore the issues and evaluate strategies for increasing and enhancing engagement. We will continue to offer bursaries to students from under-represented groups undertaking unpaid placements. 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. A range of online resources will be developed to support students applying for placements and to provide a framework for reflecting on and benefiting from the experience.

The University's Careers Advisory Service will continue to provide dedicated support for students from under-represented backgrounds, and undertake research into supporting on-going student success and employability.

Financial support for students

Following changes in national schemes and evidence from our own institutional research we will continue to provide our financial support in the form of cost-of-living bursaries to support students from low income families. We are reviewing our household income and other eligibility thresholds in the light of ongoing research on Bursary support and have allocated appropriate financial resources in this Agreement to increase the number of students we are able to support through raising the Household Residual Income to £25,000 for 2016-17 if the evidence base supports it.

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#.VVnBBbVhBc>

¹⁰ The Graduate Employment Market 2011-12 and the Destinations of Bath Graduates (2010-11)

Bursaries

The University will award University of Bath bursaries to students on our full-time, campus-based, undergraduate and franchised Foundation Degree programmes from households with incomes at or below £20,000¹¹ who also fall into one or more of the following categories: from low participation neighbourhoods; from a poorly-performing school; a care leaver; or in receipt of a means-tested benefit. We are assessing the value of using ACORN postcode datasets as an additional criteria.

Eligible students on full-time, campus-based, undergraduate programmes and Foundation Degree campus-based programmes, who meet the criteria above, will be offered a £3,000 bursary in each year of study, including any unpaid placement or study abroad period (pro-rata for part year placement periods).

We will also continue to maintain a significant Discretionary Student Support Fund to provide additional bursary provision for our campus-based 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. Early 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 £200,000 is required to maintain this provision. We have also allocated £100,000 for student hardship needs previously met through the Access to Learning Fund.

The Bursary Scheme will also assist students from lower income families meeting our eligibility criteria who are studying on the franchised Foundation Degrees delivered in partnership with Action on Addiction with bursaries of £3,000 per annum awarded to eligible students, spread over the course of study for part-time students. This bursary support will be reported in our annual report.

Postgraduate students

We plan to offer awards totalling £180,000 to students from widening participation target groups wishing to undertake Postgraduate Taught degrees¹² at the University. We do not wish to restrict this to progression for our current undergraduates but rather open up opportunities for academically able students across the sector who could benefit from our offer.

5. Targets and milestones

Our HESA widening participation benchmarks provide the basis for our Access Agreement targets. Based on 2012-13 data they show that those in the lower SEGs (NS-SEC classes 4-7) continue to be under-represented in our student population (17.2% in 2012-13 compared with a location adjusted benchmark of 20.7%); as are those from Low Participation Neighbourhoods (LPN) (5.4% compared with a benchmark of 7%); and from state schools (74.8% compared to a benchmark of 78.4%). The University has already exceeded OFFA's national targets for entrants from LPNs of 5% (Quintile 1) and 7% for (Quintile 2), with our institutional data indicating that over 9% of entrants were from Quintile 2. Since 2012 we have been making steady progress towards our targets and benchmarks in a highly competitive environment. As our targets already exceed our HESA benchmarks we do not propose to alter these. We have, however, set more challenging targets for our outreach activity to reflect the increased volume of work in this area. During 2015-16 our Education Strategy Boards will consider additional widening participation targets for inclusion in the Access Agreement to reflect and embed their work.

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

¹² The postgraduate fee schedule is based on differential fees related to the programme that students intend to study - see <http://www.bath.ac.uk/study/pg/fees/taughtfees/>

The University has set targets to:

- increase the proportion of students from NS-SEC classes 4-7 from 18.9% in 2010-11 to 23% in 2016-17;
- increase the proportion of students from Low Participation Neighbourhoods (LPNs) from 4.9% in 2010-11 to 8% in 2016-17;
- increase the percentage of full-time undergraduate entrants from state schools from 73.6% in 2010-11 to 80% in 2016-17.

Applications and conversion

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

- aim to 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 and students on Access to Higher Education courses;
- utilise the outcomes of our work over the last two years to develop specific targets for applications, offers and acceptances arising as a result of our intensive outreach activities such as *On Track to Bath* and Year 12 Summer Schools.

Outreach

In order to maintain and develop relationships with Further Education Colleges (FECs) and schools the University will:

- develop ongoing, collaborative partnerships and interventions with 15-30 schools.

In addition to this intensive programme, the University will:

- offer aspiration-raising events and campus visits, increasing the participant target from 600 to 1,100 learners annually;
- increase the number of HE information and funding events from 60 to 80;
- include a new target of 1000 learners to identify the number of participants engaging with activities related to university choice and options;
- engage 100 learners with our *On Track to Bath* intensive programme;
- continue our successful in-class tutoring initiative to raise attainment at GCSE in collaboration with Bath Spa setting collaborative targets of 1500 learners and 60 tutors;
- Increase our target for events with parents from 2-10 to 20.

Furthermore the University will extend its targeted outreach activities to schools and colleges outside the immediate area through increased provision for academic visits, campus days and residential summer schools, setting a target for summer schools, taster days and special projects to reach 500 learners.

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

- deliver outreach programmes with peer selecting universities and/or charitable organisations, supporting new aspiration and attainment-raising work to complement and 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.

To facilitate this activity the University has purchased a property in Bath city centre that will provide, *inter alia*, an additional base for access-related outreach activities and enhanced student support and engagement opportunities. There are specific costs associated in refurbishing and equipping this space for use which have been incorporated in the access spend for 2016-17.

Student success and 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 POLAR3 low participation neighbourhoods no longer in HE remains below 3% (this is a reduction from our original target of 5%, based on the success of our retention strategy);
- 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.

6. Equality and Diversity

Our Access Agreement requires approval from our SMT, the Vice Chancellor's Group, which includes the Chair of the Equality and Diversity Committee. Both the Director of Student Recruitment and Admissions and the Head of WP are members of the Equality and Diversity Committee and will provide regular updates to the committee to ensure synergy with WP initiatives. 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 Equality Act 2010. Our Access Agreement has also been incorporated as a strategy to support the implementation of the University's Statement of Equality Objectives.

7. Provision of information to prospective students

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 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. 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 black and minority ethnic 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/study/iag.

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

8. Consultation and engagement with students

The Students' Union plays a key role in both policy development and delivery of activities. The Students' Union plays a central role in the delivery of the Education Strategy and is represented on the Implementation Boards. The Students' Union contributes significantly to the outreach and retention activities which are embedded into core University programmes. We will continue to host our Student Staff Forum to enable student tutors, mentors and ambassadors to contribute to the development of WP initiatives, including activities and training.

9. 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.

Recognising that successful widening participation at Bath will require new approaches and a 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 Cluster¹³) and undertake funded research in widening access to increase our capacity in this area.

Our outreach evaluation plan has four main elements: collection of learner data to monitor engagement of our target groups; formative and summative evaluation of activities to assess their impact and enhance their effectiveness; tracking students taking part in high intensity activities to assess longer term impact; and small scale qualitative projects with learners in key year groups to provide in-depth understanding of the barriers and to inform future outreach activities.

In order to better assess the long term impact of our outreach activity and the success of our collaborative activities such as the Universities Outreach Partnership we have subscribed to the Higher Education Access Tracker (HEAT) service.

Measures of effectiveness in relation to supporting the retention and achievement of students from under-represented groups 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 under-represented groups. A mix of quantitative and

¹³ www.bristol.ac.uk/academicregistry/raa/wpur-office/wprc/

qualitative measures are being developed, monitored and reviewed throughout the individual student's experience, so that individual adjustments can be made, as well as broader lessons learned. This will include specific investigations such as: the evaluation of activities to enhance induction and first year experience; degree attainment for Black and Minority Ethnic Groups; and the impact of placements on degree attainment and employment destination.

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, to check our progress, develop appropriate 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 under-represented groups 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."¹⁴ 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.

¹⁴ Stuart, M; Lido, C; Shell, M; Solomon, L; Akroyd, K; (2008) Widening participation to post graduate study: Decisions, deterrents and creating success. Higher Education Academy

Table 7 - Targets and milestones

Institution name: The University of Bath

Institution UKPRN: 10007850

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Please select target type from the 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)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16a_01	HESA T1b - NS-SEC classes 4-7 (Young, full-time, undergraduate entrants)	Increase proportion of students from NS-SEC classes 4-7 from 18.9% to 23% in 2016/17	No	2013-14	76.1	22%	23%	23%	23%	23%	
T16a_02	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Increase proportion of students from POLAR 3 low participating neighbourhoods, from 4.9% to 8%	No	2013-14	5.2	7%	8%	8%	8%	8%	
T16a_03	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 2) (Young, full-time, first degree entrants)	Ensure % of young full-time entrants from low participation neighbourhoods no longer in HE remains below 3%	No	2012-13	1.9	2%	2%	2%	2%	2%	
T16a_04	HESA T1b - State School (Young, full-time, undergraduate entrants)	Increase % of full-time undergraduate entrants from state schools to 80%	No	2013-14	76.1	78.5%	80%	80%	80%	80%	

Notes

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

Table 7b - Other milestones and targets.

Reference Number	Please select target type from the 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)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16b_01	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	No	2013-14	7	8	8	8	8	8	Strategy refined to build collaborative WP partnerships with Oxford and the GW4 Bristol, Exeter and Cardiff to deliver summer schools and other outreach activity including sponsorship of INTO university centre. Lead partner for UNet consisting of the Universities of Oxford, Reading, Cardiff, Southampton
T16b_02	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Develop and extend relationship with local, industry, FEC, HEI and schools to encourage local participation. Target expressed as number schools	No	2013-14	7	9	9	9	9	9	Collaboration with Industry, Bath City College, Bath Spa University and selected BANES schools, through Bath Education Trust (BET)
T16b_03	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	No	2013-14	30	30	30	30	30	30	Intention to build significantly on curriculum enhancement in 2014-15 onwards to support schools and colleges to raise attainment. Working agreements with a wider range of schools being negotiated.
T16b_04	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	No	2013-14	2	2	2	2	2	2	Work with third sector organisations, INTOUniversity and In2Science, that can provide additional expertise and access to specific target groups.
T16b_05	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Develop and extend partnerships with Further Education Colleges to facilitate non-traditional entry routes and develop a tutoring initiative - target expressed as number of FECs involved	No	2013-14	10	10	10	10	10	10	BTEC OnTrack to Uni now established to support vocational route into HE includes additional maths tutoring and residential summer school.
T16b_06	Outreach / WP activity (collaborative - please give details in the next column)	Organisation and delivery of annual targeted year 12 Choices Conference in summer 2017 with UNet partners: Oxford, Reading, Cardiff, Southampton.	Yes	2013-14	1	1	1	1	1	1	Collaborative university choice activity to support informed decision-making.
T16b_07	Outreach / WP activity (collaborative - please give details in the next column)	Deliver GCSE tutoring in target schools in collaboration with Bath Spa University - target expressed as number of pupils	Yes	2013-14	0	1500	1500	1500	1500	1500	Collaborate with Bath Spa University to provide university student tutors to provide classroom support in complementary GCSE subject areas.
T16b_08	Outreach / WP activity (other - please give details in the next column)	Offer aspiration raising events and campus visits - target expressed as number of participants	No	2013-14	3043	1100	1100	1100	1100	1100	This target now broken down to include 113, 114, 116
T16b_09	Outreach / WP activity (other - please give details in the next column)	Offer aspiration raising events for primary pupils target expressed as number of participants	No	Other (please give details in Description column)	previously included in line 113	1000	1000	1000	1000	1000	Annual BathTaps science fair plus primary visits and activities
T16b_10	Outreach / WP activity (other - please give details in the next column)	Provide information and funding events for target groups - target expressed as number of events supported	No	Other (please give details in Description column)	previously included in line 113	80	80	80	80	80	General activities now included in 114
T16b_11	Outreach / WP activity (other - please give details in the next column)	Offer information about university options to inform student choice. Target expressed as number of participants.	Yes	Other (please give details in Description column)	previously included in line 113	1000	1000	1000	1000	1000	Futures Days, Choices conference, Year 10 Taster Days some activities previously included in 113
T16b_12	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	No	2013-14	500	500	500	500	500	500	Our high-intensity attainment-raising activities focus on a smaller groups of students with ongoing contact - this target no longer includes Tutees - see line 112
T16b_13	Outreach / WP activity (collaborative - please give details in the next column)	In collaboration with Bath Spa University offer in-class tutoring provision by HE students for learners in targeted schools - target expressed as number of tutors	No	2013-14	60	60	60	60	60	60	Collaborate with Bath Spa University to provide university student tutors to provide classroom support in complementary GCSE subject areas.

T16b_14	Outreach / WP activity (other - please give details in the next column)	Offer events involving parents of target learners	No	2013-14	21	20	25	25	25	25	Seek opportunities to participate in events where parents are present and include parents in campus-based activities
T16b_15	Other (please give details in the next column)	Develop our capacity to enable care leavers to progress to the University and provide appropriate support once recruited.	No	2013-14							Maintain our commitment to Care-leavers post Buttle Quality Mark.
T16b_16	Outreach / WP activity (other - please give details in the next column)	Working with Virtual Heads in the region deliver University taster days for pupils in care.	No	2013-14	3	3	3	3	3	3	Successful network established enabling ongoing contact with key target group
T16b_17	Operational targets	Develop and deliver On Track to Bath intensive attainment-raising programme for Yrs 12-13, BTEC On Track to Uni and Access HE On Track.	No	2013-14	45	100	100	120	120	120	On Track' model shown to be successful and now extended to new areas.
T16b_18	Student support services	Develop disability support activities to promote smooth transition into HE.	No	2013-14	0	1	1	1	1	1	Develop a preessional residential
T16b_19	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%	4%	3%	2%	1%	0.5%	Decrease differential between students from NSEC 4-7 and those from NSEC 1-3 taking up placements
T16b_20	Student support services	Support for students with disabilities and mental health problems will be strengthened	No	2013-14	700	750	770	780	780	780	Increase number of students supported by disability and mental health advisers
T16b_21	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%	21%	22%	23%	24%	25%	Monitor take up of study support opportunities to ensure that they reach target groups of NSEC 4-7, LPNs, Mature, BAME, Care Leavers, those with vocational qualifications, those in receipt of DSA who should comprise at least 24% of participants.
T16b_22	Outreach / WP activity (other - please give details in the next column)	Co-ordinate Disability Outreach activities in the area	No	2013-14	6	6	6	6	6	6	Activities for staff / students.
T16b_23	Outreach / WP activity (collaborative - please give details in the next column)	Co-ordinate collaboration to support IAG Websites Careerpilot and Lifepilot through the Western Vocational Progression Consortium (WVPC).	Yes	2013-14	12	10	10	10	10	10	Number of universities willing to support continuation of the website through financial contributions and provision of complementary activity
T16b_24	Outreach / WP activity (other - please give details in the next column)	Develop and deliver off-campus aspiration and attainment-raising activities in STEM subjects - target expressed as number of events	No	2015-16	0	30	45	60	60	60	Increase our contact with younger age groups and learners outside our immediate area (in particular in isolated communities) through

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.

We were pleased to see the inclusion of a number of additional statistical targets in Table 7a. We have not made full use of these in this Access Agreement but will be working with our Education Strategy Boards during 2015-16 to encourage the inclusion of insitutional KPIs and Access Agreement targets in their strategic planning. This will be particularly helpful to embed activity in the areas of Student Success and Progression. We have not increased our existing targets for LPN, SEC and State School as these already exceed our benchmarks and our intake of students from LPN's currently exceeds the OFFA target for selective universities. We have increased our targets in relation to outreach activity to reflect the success of programme from 2012-13 and to reflect new activity included in this agreement. Some targets showing large numbers of participants in 2013/14 monitoring statement have been 'disaggregated' to provide increased granularity and reflect our programme of activity and Evaluation Framework e.g. IAG related activity was formerly part of a general aspiration raising target.