

University of Bath Access Agreement for 2017-18

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 (FECs) 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 2017-18:

- 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, schools, colleges and other organisations;
- 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 £22,000 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. 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, schools, colleges and other organisations 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. Fees, student numbers and fee income

Fee limits

The University intends to charge:

- A fee of £9,250 (subject to the approval of the University Council) 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 3,073 entrants on £9,250 programmes in 2017-18;
- A fee of £7,710 for all franchised Foundation Degrees offered by partner organisations. We estimate 22 entrants on £7,710 programmes;
- A fee of £1,850 for students undertaking placements during the course of a degree programme started on or after September 2012;
- A fee of £1,385 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 reflect the periods of study/placement, i.e. the full fee will be charged for the first (£9,250) placement year and the placement fee (£1,850) for the second placement year.

The University will not charge part-time students more than £6,935 in any one year.

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 £9,250 a year the resource that we devote to access outreach activity, student success, progression 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 £6,165 is shown as £29,905,060 in 2017-18 on Table 3b.

The University had allocated significant contingency resources to offset the likely cessation of HEFCE Student Success Funding in 2016-17 and has been able to usefully employ this contingency to bring forward the introduction of a range of access, student success and progression activities to 2016-17.

2. Access, Student Success and Progression Measures

The University plans the following level of OFFA-countable expenditure for 2017-18:

- £2,180,444 on Access measures;
- £1,615,821 on Student Success measures;
- £469,037 on Progression measure.

Access

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 2017-18 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.

In recognition of the complexity of the intersections between class, ethnicity, gender, age and disability we have set targets that focus upon socio-economic disadvantage by postcode, low participation neighbourhoods, school and college performance data, and entitlement for Disabled Students' Allowance. 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; and males or females under-represented in certain subject areas.

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

- Targeting of under-represented groups as part of admissions activity;
- An extended core institutional outreach programme;
- Re-focused Information Advice and Guidance provision;
- New collaborative outreach projects;
- Increased focus on successful transition and student success activity to provide a firm foundation for student success;
- Additional provision to support students into graduate employment and post-graduate study.

2.1 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 as well as additional information identified as part of the application process. Our use of contextual data is in line with the National Council for Educational Excellence¹ 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) guidance² 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 quintiles 1 and 2. From the 2016-17 admissions cycle onwards this will be supplemented by use of ACORN postcode datasets on socio-economic circumstance, and with greater emphasis on an applicant's prior school or college attainment record, both at GCSE and at post-16. 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 UNet 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

¹ National Council for Educational Excellence: Recommendations, Department for Children, Schools and Families, 2008
www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00803-2008

² www.spa.ac.uk/contextual-data/principles-contextual-data.html

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 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.

Through re-organisation of staffing in the Admissions team it is intended to enhance the existing targeted support for WP applicants by employing both an Admissions Progression Manager and Admissions Progression Officer. This will create additional capacity to support interviews for WP applicants, as well as more research into qualifications and activity to support non-standard applicants.

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

2.2 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 (WPO) to coordinate an outreach programme designed to identify and nurture the academic talent of under-represented young people locally and nationally. 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 2014 the University appointed a Director of Student Recruitment and Admissions to coordinate activity across Widening Participation, Student Recruitment and Admissions.

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 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 will provide opportunities for greater, ongoing engagement with local students in a highly-accessible location.

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. From 2016-17 onwards we are looking to extend PS Bath to incorporate admissions expertise from other local HE providers.

In the primary years, activities and events are largely inclusive and are frequently offered in partnership with other providers. 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 reports³ have found that prior attainment is a significant factor in application and retention rates in HE, the University is committed to subject enrichment

³ 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

activity, particularly in relation to science and technology subjects based on sustained action⁴, delivered over a number of years.

Working closely with academic staff we plan to extend our STEM offer. We have appointed an Ogden Trust Science Officer, based in our Physics Department, match-funded to provide additional capacity specifically for widening participation. We have commissioned a mobile laboratory to increase the level of engagement with schools and colleges in 'hard-to-reach' areas. We recognise the value of long-term outreach and engagement with younger age groups and will increase our dedicated staffing provision to support primary school engagement with STEM subjects from 2016-17. These activities will be linked with our increasingly popular 'Bath Taps into Science' events, which attracted over 3,000 young people and their families in 2016, including those from our target schools with lower than expected progression to HE. 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 bespoke and targeted 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 4.⁵ 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. From 2016-17 we will extend our provision by including a Languages 'Track' in our *On Track to Bath* programme and offer 'A Level Enhancement Days' in specific subject areas where HE facilities or expertise can support schools and colleges.

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 Mathematics Department also provides a STEP support programme for local state-educated students to assist them in making competitive applications to the highly selective Mathematics courses that use the Cambridge STEP paper as part of their admissions process (e.g. Cambridge, Warwick, LSE, Imperial and Bath).

The University has a history of sporting excellence and access to the world class facilities of our Sports Training Village is already available to the local community and local schools. From 2016-17 we plan to extend our offer to include residential summer school provision for prospective students from under-represented groups with the potential to benefit from study at Bath, particularly those who already demonstrate potential as elite athletes.

The University welcomes mature students and we offer extensive support including a pre-entry supplementary programme for local students taking Access to HE Diplomas; intensive support and advice on applications 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

⁴ Universities UK, *op cit.*, Sir Martin Harris, *op cit.*

⁵ 2014 Progress made by high-attaining children from disadvantaged backgrounds. Social Mobility and Child Poverty Commission. Research Report June 2014

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

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. The University has also identified the need to extend similar support to those students who are estranged from their family.

Online support

We will be developing a range of online Open Educational Resources designed to support attainment-raising outreach activities, particularly for mature students, develop academic study skills and enhance work placement experience. The University is also investigating scope to provide access to on-line induction and transition support materials prior to the start of the academic year, to enable students to prepare for commencement of their course in advance of formal induction activity.

Collaborative work

Collaboration with schools and colleges is fundamental to the success of our strategy for improving access for students from under-represented groups. Our aim is to work with teachers and lecturers to raise student attainment, provide information about higher education opportunities and support progression into HE. We focus on building partnerships with schools and colleges in the region with a high proportion of under-represented groups that share our ambition to increase the proportion progressing to HE.

The University 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 highly-selective universities: the GW4 Cardiff, Bristol, Exeter, and Oxford, building upon our existing activity through UNet and IntoUniversity.

Working with the universities of Cardiff, Oxford, Reading and Southampton, and more recently Imperial College London, Bath continues to lead the 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 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.

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

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.

The HEIs involved in the local HEFCE NNCO, the Western Outreach Network (WON), have agreed to sustain the network beyond the current HEFCE funding period through partner subscription. The Coordinator will be retained to maintain communications with schools and organise collaborative outreach activities for pre-16 students in the WON area and will be managed through the Western Vocational Progression Consortium (WVPC) Board.

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 WVPC: Lifepilot, engaging and supporting mature and part-time students (www.life-pilot.co.uk) and Careerpilot, providing pathway and progression information to the full range of 13-19 year olds in the South West region and used by 50,000+ young people a month (www.careerpilot.org.uk); HE Skills Map supporting post-16 students in recognising skills and experiences relevant to progression to HE. Partners will support the development of the websites; develop further strategies to embed the websites into outreach and IAG activities; maintain the 'parent zone' developed as part of the four National Network for Collaborative Outreach (NNCO) partnerships in the South West; work with universities and partnerships in the region to support plans for sustaining the integration of the Careerpilot site in their offer to all South West schools.

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 to explore the barriers to participation, the universities have identified practical strategies to encourage adults to return to study, most notably the provision of an annual conference for Access to HE Diploma Students studying at local FE colleges.

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 (Head of Student Services, WON Partnership Coordinator). 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.

The University has been successful in securing the coordination of the prestigious Nuffield Research Placements for 6th Form Students in the South West. Reorganised to focus on provision for groups under-represented in HE the Nuffield placements extend and complement our existing Year 12 offer.

The new IntoUniversity centre in South Bristol, jointly sponsored by universities of Bath, Bristol and Exeter, started operation in November 2015. The universities are working 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

this extremely deprived area into higher education. The IntoUniversity Centre serves the areas of Bishopsworth and Hartcliffe where the progression rate to University is 12% and 8.5% respectively. The Centre is successfully attracting the largely white, working class community and provides a very sound basis for long term, university engagement with this group and their families.

In addition the University supports activity with the Welsh Government's Seren network for able and talented sixth form students, Teach First's Futures Programme for academically strong students with limited family experience of HE, and Target Oxbridge/Rare Recruitment's BME outreach programme.

2.3 Student success

Employing an extensive consultation process the University has recently reviewed its Education Strategy with consideration being given to student experience, accessible academic support, inclusive curriculum and successful progression.

The University has a strong retention record, however, it has been shown that students from under-represented groups, for example mature students, those without a cultural tradition of higher education study and those with vocational qualifications, describe the transition into HE as complex and difficult. Conversion and transition of under-represented groups and of others with specific needs remains a strategic priority for the University, 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.

The University of Bath recognises that as a provider of high quality courses with strong outcomes for our graduates we would be eligible for increasing our tuition fee to £9,250 per annum for Home/EU students from 2017/18 onwards. We recognise the value in being able to invest some of this additional income in activity that supports student access and diversity in our undergraduate body, and enhances the opportunities and outcomes of degree-level study for students from under-represented and/or socio-economically disadvantaged backgrounds.

There is a clear need for additional research into student access and success for those demonstrating widening participation characteristics, particularly for those entering highly selective courses and universities. The University therefore intends to appoint a senior academic researcher to lead a number of three-year funded doctoral research projects investigating issues that are relevant to degree courses at Bath. There will be a minimum of eight projects over a four year period. The intention will be to partner in some projects with third sector educational charities who have experience in the field of outreach, but where there has been limited funded research into the impact of their interventions to prepare students for entry to competitive degree schemes. The University is also interested in the impact of placement and internships on improving outcomes for students who are underrepresented in HE. Where the outcomes of the research have relevance for the wider HE community the University would seek to disseminate it, and would wish to work with OFFA when establishing the projects to ensure that the focus of the research was relevant, and not duplicating activity that is going on elsewhere. The University will also develop the evaluation tools piloted in 2015/16 to assess the impact of outreach activities.

In addition to funding the academic posts and doctoral studentships the University would wish to provide additional resource for purchase of data sets, and to enhance the analytical resources we have to interpret and collect data by providing an additional post in the University Planning team. The University has already committed to a major investment in the capability to manage data analytics and reporting on student progress, and to also introduce a comprehensive CRM system that will assist with early identification of candidates

demonstrating WP characteristics. This will enable the targeting of specific resources or activities to those students at various points in the course research and application cycle, and enhance our capability to make students aware of available bursary support.

Finally the University has recognised the importance of supporting the activity that will be lost through transfer of funds from Student Opportunity Funding to the National Collaborative Outreach Programmes and through the removal of Disabled Student Allowance entitlements to some students, and will backfill this provision. The University has also recognised that there needs to be an adjustment to the provision for spending agreed in previous OFFA Agreements to take into account inflation in costs for providing activities.

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 involvement of the Students' Union as an active partner in this process is fully recognised. This is achieved both through their involvement in University decision-making bodies but also through their activities in development of student volunteering, a substantial increase in the peer-mentoring initiatives and enhanced student leadership training.

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

Consultations with staff and students have clearly shown the need for additional learning support for those from under-represented groups. Developments in 2014-15 and 2015-16 saw the creation of a new Skills Centre, providing a comprehensive and inclusive offer that will support the needs of a diverse student body. Communications from the Skills Centre aim to normalise access to support and make clear the benefit of skills development to all students and not just to those with additional needs. The development opportunities offered by the Skills Centre include free, confidential one-to-one tutorials and drop-in sessions provided by the Writing Centre; an extended programme of open-access courses that now offers not only academic writing but also presentation skills and critical reading classes to home students; academic skills provision embedded in undergraduate programmes in all University departments; and a more comprehensive programme of one-off workshops on academic skills delivered through the Students' Union's Skills Training Programme.

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

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

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.

Progression

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 2017-18 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 approximately 60% 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 are undertaking further analysis and qualitative research to explore the issues and develop activities to increase and enhance engagement. We will continue to offer bursaries to students from under-represented groups undertaking unpaid placements and will pilot additional measures to support those on the lowest incomes. 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.

3. Financial Support

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. Our 2016 funding survey confirmed this pattern and on the basis of this evidence we decided to retain our targeted approach to student support with generous support for those on the lowest

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)

incomes, provision which we envisage will also mitigate against any negative effects from the loss of the Maintenance Grant for this potentially vulnerable group

As stated in our 2016-17 Access Agreement we conducted a feasibility study on raising the HRI eligibility threshold to £25,000. Since completing the review the Government has announced the withdrawal of the Maintenance Grant, which adds a new dimension to the financial circumstances of our students. Until there is greater clarity on the implications of the changes demonstrated through applicant behaviour the University wishes to respond positively, but not imprudently. We will therefore increase the HRI eligibility criterion to £22,000.

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 £22,000 who also fall into one or more of the following categories: from low participation neighbourhoods; from post-codes with high levels of socio-economic disadvantage, from a poorly-performing school or college; a care leaver; or in receipt of a means-tested benefit.

We will also be offering bursaries to local students¹¹ to support them in their transition into HE. Many choose to remain in the local area due to costs, or are mature students (aged 21 and over) who may have existing family commitments. Around 20% of our local cohort are mature students. These bursaries will be in the form of a single payment of £1,000¹².

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. Estimates indicate that between 50-70 students a year may qualify for support from the discretionary fund, indicating that a substantial figure in the region of £100,000 is required to maintain this provision. We will also pilot a scheme enhancing our existing financial support for widening participation students who wish to take advantage of unpaid placement opportunities, who may not have the chance to participate in these due to financial constraints. In addition we have 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.

¹¹ Somerset, Bristol, Bath and North East Somerset, North Somerset, Swindon, Bristol and Wiltshire, Blaenau Gwent, Bridgend, Caerphilly, Cardiff, Merthyr Tydfil, Monmouthshire, Neath Port Talbot, Newport, Rhondda Cynon Taff, Swansea, Vale of Glamorgan

¹² (http://www.educationopportunities.co.uk/wp-content/uploads/DoesCostMatter_ANEONReport.pdf)

Postgraduate students

We will continue to offer awards totalling £180,000 to students from widening participation target groups wishing to undertake Postgraduate Taught degrees¹³ 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.

4. Targets and milestones

Following discussions with OFFA the University has opted to amend some of our targets relating to admissions. The University initially established targets in 2012-13 that were based upon HESA widening participation benchmarks relating to lower SEGs (NS-SEC classes 4-7), POLAR Low Participation Neighbourhoods (LPN) and from state schools. The University has now identified factors that are both relevant in diversifying the undergraduate student population but which can also be taken into account by those involved in selecting students for participation in outreach activities and in making admissions decisions.

We intend to couple this with increased spending to enhance the University's understanding of the applicant pool and increase our capacity to target support prior to admission to those demonstrating WP characteristics and then monitor their progression from application through to graduation. This will not only assist in identifying any areas of outreach activity of the admission process which are inhibiting the success of potential students, but also enable the University to spot the interventions that are improving applicant success rates.

We therefore intend to make the following changes to our existing targets:

1. Retain the existing POLAR 3 target, and consider both Quintile 1 and Quintile 2 applicants and entrants. The number of Q1 students achieving the necessary grades to secure a place at Bath are very small, and they are a focus for considerable targeted activity by universities given the emphasis placed upon POLAR 3 by OFFA, Government and HEFCE. POLAR 3 data is now dated and lacks the granularity of other postcode measures, so a focus on Q1 and Q2 as part of a wider basket of factors provides the greatest scope for diversifying the student body.

The 2015/16 academic year resulted in an intake of 15.3% of the student body from POLAR 3 Q1 and Q2 postcodes. The University seeks to increase this by 0.5% a year from the 2017/18 intake.

2. Add a target for candidates from postcodes demonstrating socio-economic disadvantage, using the ACORN postcode data set. The University proposes using all Quintile 5 postcodes, and all but one of the postcode groups in Quintile 4. The University would not include those living in ACORN Q4 postcodes where the majority of the inhabitants are students as this will artificially increase the intake without identifying actual socio-economic disadvantage as they are likely to be already students at another HE provider who are aiming to transfer university. ACORN is a highly granular postcode dataset that is updated annually, and is a better proxy for disadvantage than either POLAR 3 or N-SEC information. Given the inability to access an applicant's N-SEC classification at point of application we intend to remove N-SEC as a target.

The 2015/16 academic year resulted in an intake of 10.1% of the student body from the relevant ACORN Q4 and Q5 postcodes. The University seeks to increase this by 0.5% a year from the 2017/18 intake.

¹³ 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/>

3. Replace the existing state school target with two measures which indicate progression from schools that perform below average at GCSE (or equivalent) and from schools and colleges with below-average post 16 attainment. This will be nuanced by education jurisdiction to reflect the differences in approach to secondary education and qualifications.

The University is currently developing benchmarks by undertaking an analysis of the existing undergraduate body, and internal systems are being amended to flag up an applicant's prior school or college performance so that it can be utilised in the 2017/18 entry admissions round. The University intends to work with OFFA to establish appropriate targets that will be in place by 2017/18.

4. Add a target to reflect the importance of supporting applicants with disabilities. We would aim to meet or exceed our annual HESA adjusted benchmark for the percentage of students holding Disabled Students' Allowance (DSA). This target fits with current Government priorities, particularly around supporting admission of success of applicants with mental health concerns. The University will continue to review the value of this target as DSA entitlement changes become more apparent. Should DSA no longer be viewed as an appropriate target a new Disability target will be developed in consultation with OFFA.

The University currently has a HESA DSA benchmark of 5.4%, which it met in 2015/16.

Summary of admissions targets:

- Target 1: Increase the percentage of UK undergraduates entering Bath from neighbourhoods with low participation in higher education (POLAR 3 postcodes 1 and 2) to at least 17.3% in 2020-21.
- Target 2: Increase the percentage of UK undergraduate students entering Bath from disadvantaged socio-economic backgrounds (ACORN postcodes 4 and 5) to at least 12.1% in 2020-21.
- Target 3: The University will aim to meet or exceed the HESA location-adjusted benchmark for students commencing their degree who are in receipt of the Disabled Students' Allowance (DSA), currently 5.4%. (This target will be reviewed in future if the changes to DSA entitlement significantly alter the number of students indicating a disability in the admissions process who then do not receive any Award).
- In addition the University will have in place targets by 2017/18 to increase the percentage of UK undergraduate students entering Bath from schools performing below the national average at GCSE or equivalent and increase the percentage of UK undergraduate students entering Bath from schools or colleges performing below the national average on post-16 qualifications. These will be developed in consultation with OFFA.

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 sufficiently 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.

5. 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 and undertake funded research in widening access to increase our capacity in this area. We are active members of the Western Widening Participation Research Cluster (formerly the Bristol Widening Participation Research Cluster¹⁴) which provides opportunities for sharing good practice, undertaking local collaborative projects and preparing bids for externally funded research.

A Research and Evaluation post was created in 2013 to evaluate activities, analyse existing data and undertake new research to support the fair access and social mobility agenda. From 2016-17 we plan to expand the University's capacity in this area by establishing a fund to support doctoral studentships focused on research in aspects relevant to widening participation work.

Our outreach evaluation plan was established around 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. As a result of this work the University has developed an innovative, theoretically based Framework for evaluating interventions which has been assessed by active researchers at the University and warmly received in the sector.

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 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 includes 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.

¹⁴Bath, Bath Spa, Bristol and UWE Bristol

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.”¹⁵ 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.

The University is at the forefront in developing strategies to evaluate its admissions and widening participation activities, and actively engages with national discussions through ongoing research activity and contribution to sector bodies working in this area.

The Director of Student Recruitment and Admissions is a member of the recently-established UUK Social Mobility Advisory Group, which has been tasked with advising Government on developing the social mobility aspirations of the Green Paper. He is also co-chairing the Practitioner sub-group that has been tasked with identifying effective and scalable activities and interventions already operating to improve access, retention and success in the sector. The Director’s re-election as UK Chair of the Higher Education Liaison Officers’ Association, appointment to the Advisory Board of SPA (Supporting Professionalism in Admissions), membership of the UCAS Council and involvement with a range of educational charities targeting access and student success (Teach First/Futures programme, Target Oxbridge/Rare BME access programme, Sutton Trust/Fulbright Commission access programme) provide opportunities for the University of Bath to input and influence development of national access, admissions and outreach policy.

The Head of Widening Participation is leading an evaluation and research consortium NERUPI (Network for Evaluating and Researching University Participation Interventions) which currently includes the universities of: Bath Spa, Exeter, Oxford, Oxford Brookes, Sheffield, Hertfordshire and Plymouth with strong interest from a number of other institutions. The Head of Widening Participation has a number of publications in this area and is a member of the editorial board of the journal ‘Widening Participation and Lifelong Learning’. She is a member of the HEAT Steering Group and convenor of the UALL (Universities Association for Lifelong Learning) Widening Participation and Access Network, working closely with the related SRHE (Society for Research into Higher Education) Network to offer a range of high profile events and activities.

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.

¹⁵ 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

The University introduced more challenging output targets in 2016-17 and in addition to this intensive programme, the University will:

- Offer aspiration-raising events and campus visits, to 1,100 learners annually;
- Offer 80 HE information and funding events;
- Provide opportunities for at least 1000 learners to participate in 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 University setting collaborative targets of 1500 learners and 60 tutors;
- Provide at least 20 events for parents.

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. For 2017-18 IntoUniversity and its sponsor universities of Bath, Bristol and Exeter have set a new collaborative target of 900 engagements with young people from South Bristol;
- 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 some access-related outreach activities and significantly enhanced student support and progression 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 and 2017-18.

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 POLAR 3 low participation neighbourhoods no longer in HE remains below 2% (this is a reduction from our original target of 5%, based on the success of our retention strategy);
- 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 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/iaq.

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

8. Consultation and engagement with students

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

9. Strategy Management

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

Widening Participation activity and consultation on measures for inclusion in the Access Agreement takes place across the University with input from Academic Department Representatives, the Students' Union, Student Recruitment and Admissions, Student Services, Equality and Diversity Office, Learning and Teaching Office, the Skills Centre, Careers Service, and Faculty-based Student Experience Officers.

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	Stage of the lifecycle (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16a_01	Access	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	17.6	23%	0	0	0	0	a) Error in baseline data - said 76.1 b) Target discontinued and replaced with targets around ACORN quintiles
T16a_02	Access	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	8%	8%	8%	8%	8%	
T16a_03	Student success	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_05	Access	Other statistic - Location (please give details in the next column)	Increase proportion of students from ACORN quintiles 4 & 5 by 1.5%	No	2015-16	10.1%	10.1%	10.6%	11.1%	11.6%	12.1%	New target linked to contextual admissions
T16a_06	Student success	HESA T7 - Students in receipt of DSA (full-time, first degree entrants)	Meet or exceed our HESA benchmark	No	2014-15	5.5	0	0	0	0	0	Performance to be reviewed against HESA benchmark
T16a_07	Access	Other statistic - Other (please give details in the next column)	Increase proportion of students from POLAR quintiles 1 & 2 to 17.3% in 2020	No	2015-16	15.3	15.3	15.8	16.3	16.8	17.3	New target linked to contextual admissions

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16b_01	Access	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		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	Other/Multiple stages	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		Collaboration with Industry, Bath City College, Bath Spa University and selected BANES schools, through Bath Education Trust (BET)
T16b_03	Access	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		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	Access	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		Work with third sector organisations, INTOUniversity and In2Science, that can provide additional expertise and access to specific target groups.
T16b_05	Other/Multiple stages	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		BTEC OnTrack to Uni now established to support vocational route into HE includes additional maths tutoring and residential summer school.
T16b_06	Access	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, Imperial College, Cardiff, Southampton.	Yes	2013-14	1	1	1	1	1		Collaborative university choice activity to support informed decision-making. Imperial college new partner for 2015-16
T16b_07	Access	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		Collaborate with Bath Spa University to provide university student tutors to provide classroom support in complementary GCSE subject areas.
T16b_08	Access	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		This target now broken down to include 113, 114, 116

T16b_09	Access	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		Annual BathTaps science fair plus primary visits and activities
T16b_10	Access	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		General activities now included in 114
T16b_11	Access	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		Futures Days, Choices conference, Year 10 Taster Days some activities previously included in 113
T16b_12	Access	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	350	500	500	500		Our high-intensity attainment-raising activities focus on a smaller groups of students with ongoing contact - Year 12 provision refocussed to Curriculum Enhancement Days so reduction in target for 2016-17
T16b_13	Access	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		Collaborate with Bath Spa University to provide university student tutors to provide classroom support in complementary GCSE subject areas.
T16b_14	Access	Outreach / WP activity (other - please give details in the next column)	Offer events involving parents of target learners	No	2013-14	21	25	25	25	25		Seek opportunities to participate in events where parents are present and include parents in campus-based activities
T16b_15	Other/Multiple stages	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. Target expressed as number of meetings	No	2013-14	3	3	3	3	3		Maintain our commitment to Care-leavers post Buttle Quality Mark through cross-department collaboration
T16b_16	Access	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		Successful network established enabling ongoing contact with key target group
T16b_17	Access	Operational targets	Develop and deliver On Track to Bath intensive attainment-raising programme for Yrs 12-13 and BTEC On Track to Uni	No	2013-14	45	80	100	100	100		On Track' model shown to be successful and now extended to new areas but extension of mature students unsuccessful
T16b_18	Student success	Student support services	Develop disability support activities to promote smooth transition into HE.	No	2013-14	0	1	1	1	1		Develop a pre-session residential
T16b_19	Other/Multiple stages	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%	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 success	Student support services	Support for students with disabilities and mental health problems will be strengthened	No	2013-14	700	770	780	780	780		Increase number of students supported by disability and mental health advisers
T16b_21	Student success	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%	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	Access	Outreach / WP activity (other - please give details in the next column)	Co-ordinate Disability Outreach activities in the area	No	2013-14	0	0	0	0	0		The Universities South West Group is no longer operating as a delivery organisation
T16b_23	Access	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		Number of universities willing to support continuation of the website through financial contributions and provision of complementary activity
T16b_24	Access	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	45	60	60	60		Increase our contact with younger age groups and learners outside our immediate area (in particular in isolated communities) through
T16b_25	Access	Outreach / WP activity (collaborative - please give details in the next column)	Collaborate with INTOUniversity & Bristol and Exeter to increase the attainment and understanding of HE among young people in South Bristol. Target expressed as number of young people	Yes	2015-16	0	900	900	900	900	900	Increase our capacity to engage with young people in low participation area on an ongoing basis through sponsorship of the South Bristol Centre and provision of university-based activities