

University of Bath Access Agreement for 2018-19

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), educational charities and other strategic partners to facilitate access;
- Provide financial support for those in greatest need, supplementing this support with additional activity to develop successful degree outcomes;
- Provide support for students from under-represented groups to enhance student success and progression into graduate level employment and postgraduate study.

The University has been successful in supporting students from non-traditional and under-represented backgrounds who are admitted to the University, but there remains a challenge in ensuring that we attract sufficient numbers of appropriately-qualified applicants who have the potential to be successful on our degree courses. The University has historically focused significant activity on raising aspiration to participate in Higher Education, particularly amongst students from the local region. The subject mix and selective academic criteria for admission to the University has limited the value of this work in increasing and diversifying the student body at Bath. The University has therefore amended the core priorities for the 2018-19 Access Agreement to place greater emphasis on activities supporting improved progression to the University:

- Improve recruitment from our target groups currently under-represented in higher education, particularly those from low-attaining schools or colleges, or who are domiciled in postcodes with high levels of socio-economic disadvantage or low progression to HE;
- Further develop collaborative partnerships with schools and colleges to specifically encourage progression to the University, and work with teachers and guidance advisers to support their advocacy of higher education as an appropriate route for their students;
- Undertake more targeted, long-term outreach as a collaborative activity with other universities, schools, colleges, educational charities and other organisations (e.g. Welsh Government's *Seren* Network). Partner organisations have the capacity to identify and provide sustained support for students demonstrating the academic potential to benefit from study at the University and work with parents and carers to assist them in understanding the benefits and opportunities provided by degree-level study;
- Maintain a socially diverse and inclusive university community in which all students are supported in reaching their full potential;
- Further develop our links with alumni and employers to support students into graduate level employment.

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. This includes the embedding of relevant staff to act as advocates and provide support for WP applicants within the Undergraduate Admissions process.
- Consolidate and develop our outreach activities in a targeted manner with school and college partners who have students with the potential to succeed in entry to academically-selective higher education courses with appropriate support;
- Develop collaborative links with universities, schools, colleges and other organisations as part of local, regional and national collaborative networks to widen participation. Specifically we will work with educational charities who can assist the University in accessing students who are under-represented in our current student body;
- Promote student success and progression through additional academic and pastoral provision, support for placement opportunities and careers advice.

1. Fees, student numbers and fee income

Fee limits

The University intends to charge the maximum fee allowable under Government legislation:

- A fee of £9,250 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 maximum fee of £7,710 for all full-time franchised Foundation Degrees offered by partner organisations. We estimate 22 entrants on £7,710 programmes. Those undertaking a part-time franchised Foundation degree Honours year offered by a partner organisation will pay £2,130;
- A fee of £1,850 for students undertaking placements during the course of a degree;
- A fee of £1,385 for students undertaking an Erasmus year or overseas year of study;
- 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 Government, to all tuition 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 £29,373,790 in 2018-19.

2. Attainment Raising and School/College Sponsorship

The University has considered the scope to support improved attainment and examined various possible models of supporting school or college performance. Within the immediate area the impact of the University sponsoring a school or Academy would prove to be highly destabilising, as there is over-provision of secondary places in the region. This mitigates against the establishment of a new Free school, and also presents challenges for endorsing through Academy sponsorship any single school in the Local Authority. Educational attainment in Bath and North East Somerset (BaNES) is generally strong at secondary level, with no secondary school or college not facing closure currently identified as under-performing. Assessment of the attainment demographics (through the NCOP) has not shown an area in the locale that would enable effective targeting of resources to support a specific school with a high proportion of students from under-represented backgrounds in HE. The University will continue to act as a Trustee for local academies and support staff members undertaking Governance roles in local schools, particularly where this will develop experience of Multi-Academy Trusts.

In place of school sponsorship the University wishes to undertake additional activity with Into University. The experience of collaboration through our engagement in the IU South Bristol Centre has been very positive. We have identified a possible location for a new Centre at Weston-super-Mare, and have commissioned a feasibility study from IU in 2017. Weston is part of the Wessex Inspiration Network (WIN) NCOP and the proposed IU Centre would work alongside two primary schools, the 11-16 secondary schools and Weston College to support attainment-raising for students in the area. Weston is a community with limited HE progression, and experiences many of the characteristics identified in rural and coastal communities. It has predominately a white population with significant socio-economic disadvantage. The University intends to fully-fund the Centre for the first two years of operation, and then enter into a co-sponsorship arrangement with IU. This would come from resource previously committed to funding Bursary activity. A partnership with IU is a long-term commitment, and the University believes this would meet the expectations in the guidance issued by the Office for Fair Access to support educational attainment and progression opportunities.

Should the Weston Centre not prove to be viable, the University aims to co-sponsor an additional IU Centre that is already identified as an IU priority for development. We will work with INTO University to develop a programme of attainment-raising activities along with challenging targets that measure and demonstrate impact which will form part of our 2019-20 Access Agreement.

The University is also carrying out a feasibility study to assess the scope to run a one-year Foundation Year programme for students whose academic profile falls short of the standard Bath entry requirements but where contextual evidence suggests they have the potential for future success.

The University strongly endorses the value of project-based study in advance of commencing degree level programmes, and has recognised the added value of such activity when making offers to applicants for those achieving highly in an Extended Project Qualification (EPQ), Welsh Baccalaureate Skills Challenge Certificate, Extended Essay in the IB Diploma and similar programmes. Students successfully completing the project element in the *On Track to Bath* programme also receive an alternate offer. To support students and teachers the University has developed a free massive on-line open course (MOOC) for those taking an EPQ, which will launch in spring 2017. It is intended to develop a version for the Welsh Baccalaureate in 2018. Data on participants will be collected to assess the engagement by students from postcodes showing high levels of socio-economic

disadvantage, low participation rates in HE, and attending schools or colleges with below average examination attainment.

The University also intends to expand the *On Track to Bath* programme in 2017, developing additional pathways in Modern Languages, and extending the STEM pathways to include both a life science and physical science pathway. It is intended to recruit 150 participants by 2018. This attainment-raising programme provides a two-year sustained contact programme of activity for post-16 students, and includes a residential component. Students also undertake a project which can contribute towards an offer from Bath, as well as assist in undertaking an EPQ through their school or college.

To support progression to Bath the University will establish a *Destination Bath* programme. Working with a London-based educational charity or Academy chain the University will provide initial academic enhancement activities in London, followed by a full-week residential activity at Bath for 40 students in Year 12. The University would seek to use the new facilities of the University of Bath in Pall Mall for some of this activity.

To support teachers the University will introduce a free residential event providing professional development for those who are supporting students undertaking project work. The residential programme draws upon the expertise of the team who have developed the EPQ MOOC in the Skills Centre and the University Library. The residential will also provide content to support student transition from school to university (utilising expertise in the Student Services team) and revision techniques (developed through the *On-Track to Bath* programme). Preference will go to staff from schools where there is evidence of lower attainment, and there will be 40 places in the first year (2018).

To recognise existing expertise and build knowledge of good pedagogy in project work the University will introduce an Inspirational Project Teacher Award Scheme. Up to five awards will be given annually to those teachers who have supported students attending Bath, with preference going to staff from schools with attainment under the national average at level 2 or level 3, or who have supported students who add to the diversity of the Bath student body. Recipients of the Award will be invited to contribute to the Teacher residential event and the continuing development of the MOOC.

Finally, the University intends to appoint an additional dedicated post to support Mathematics outreach from September 2017. This role will support staff and student outreach activities (e.g. Mathletes students, Royal Institution Maths Masterclasses) as well as developing syllabus materials for students and teachers to support the new GCSE and A-level Mathematics courses. This builds upon the existing experience of the University's Ogden Fellowship in Physics, appointed in 2016.

3. Access, Student Success and Progression Measures

The University plans the following level of OFFA-countable expenditure for 2018-19:

- £2,936,863 on Access measures;
- £1,662,217 on Student Success measures;
- £442,160 on Progression measures.

Access and 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 2018-19 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. We also intend to focus activity on collaborative activity with educational charities, and in support for teachers working with students who have the potential to succeed at the University, but are under-represented in the current student population.

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 Higher Education Information provision;
- New collaborative outreach projects, particularly with educational charities;
- 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.

3.1 Admissions

The University has embedded support for WP applicants into the Undergraduate Admissions team. Currently an Admissions Progression Officer takes responsibility for supporting applicants that are flagged up in the admissions process as being from low attaining schools, or from postcodes where there is high socio-economic deprivation or low progression to Higher Education. Students who are from care backgrounds, mature students, students who are estranged from their family, or who have had considerable disruption to their studies because of ill-health, family circumstance or educational circumstance are also the responsibility of the APO. They advocate for the applicant with the admissions selectors, having secured any additional information from either the applicant or their referee. This methodology has resulted in a significant improvement in the admissions success of POLAR 3 Q 1 students (the one group we have specifically been able to target in the last three admissions cycles from UCAS information). Our use of contextual data is in line with the

National Council for Educational 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. 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. In order to further develop the activity the University will appoint an Admissions Progression Manager to supplement the existing resource from 2017.

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 to support applicants from these contexts and to ensure that they receive high quality, targeted Higher Education Information and support in relation to a Bath application.

The University introduced a travel bursary scheme for 2015 entry, to ensure that applicants from low-income families were able to attend departmental post-offer open days or interview days should they wish to do so. Take-up of the travel bursary has been limited so instead the University has diverted resource into development of a post-offer Conversion Calling campaign. A pilot in 2016-17 has allowed students who are flagged in the admissions process for characteristics on school attainment and home postcode to be telephoned by a current student from their course to discuss issues around transition, course content, student support, accommodation, and placement or study abroad opportunities. 1,830 WP students were contacted through the campaign. Early indications are that those contacted were 4.7% more likely to make Bath their Firm choice when compared against a control group of WP candidates who were not contacted. This programme will be extended for 2017-18.

3.2 Core institutional outreach programme

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. In addition to the attainment-raising activities (*On Track to*

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

Bath programme, academic tutoring activity) this also includes 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 as well as supporting attainment-raising by incorporating subject content sessions; and our UCAS application surgery 'PS Bath', offered to local students by admissions experts from the University of Bath.

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 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 increased 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 2017, 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 4⁵. 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. In 2016-17 we began offering '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 offer Level 3 BTEC students in local colleges the opportunity to participate in a 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

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

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

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.

The University welcomes mature students and we offer extensive support including 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, *The Edge* Arts Centre, and especially the Students' Union will continue to develop and extend their work with schools and colleges in liaison with the Widening Participation 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. *The Edge* has also employed a community arts outreach post to support WP in the local community.

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

Building upon the experience of the EPQ MOOC launched in 2017 we will be developing a range of online Open Educational Resources designed to support attainment-raising outreach activities. 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.

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

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.

The University participates in the UNet (Universities Network) collaborative programme involving Bath, Cardiff, Imperial College, Oxford, Reading and Southampton, 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 are encouraged to include UNet activities in their UCAS personal statements to provide further context to their applications. Unet is exploring ways to expand their work to support teachers and parents over the coming year.

A targeted programme of aspiration and attainment-raising activity through academic tutoring 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 2015-16 our tutors worked in seven local schools. Targets have now been set based on the number of tutoring hours completed on an annual basis, given our experience of engaging with individual schools.

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 twelve 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; and 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. Using resource from the 2016-17 underspend on Bursary activity the University has allocated £10,000 to develop a set of resources for parents, which can further support the outreach activity in the areas covered by the NCOPs and the West Somerset Opportunity Area.

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 four members of the National Executive Committee (two UK Chairs, Vice-Chair (Finance) and 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.

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. The University is currently assessing the viability of an additional Centre in the South West region.

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.

3.3 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. We are 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 recognises the importance of using data to effectively evaluate and assess the impact of interventions, and thereby inform our activity. We have therefore set aside resource to enable the purchase of appropriate external datasets (e.g. UCAS STROBE information on applicant outcomes) to assist with monitoring and tracking of student

destinations, and to ensure that we can identify potential candidates based upon characteristics provided through our outreach activities.

To enhance the analytical resources we have to interpret and collect data the University has provided 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, particularly in the area of disability.

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.

To support attainment-raising activity in our outreach work as well as develop support for on-course students the University will appoint a Skills Outreach Manager in the Academic Skills Centre. The main aim of this post will be to bring specific knowledge and expertise in academic professional and communication skills to directly support students and teachers in schools, colleges and other organisations to achieve student success and progression and access to the University of Bath. The post-holder will be responsible for developing new and innovative ways of integrating the work of our Skills Centre with that of its Student Recruitment and Widening Participation teams. This will aid the recruitment and transition of students from under-represented groups and also set in train additional support to ensure retention and strong attainment levels. By continuing to increase our focus on skills development, we will strengthen our offer to these target groups whilst also enhancing our support to teachers to further develop their own capability to help students reach their full potential. Through a wide range of targeted activities, the post-holder will build on new initiatives such as our Extended Project Qualification (EPQ) MOOC to provide dedicated skills development to those students most in need. It is our intention that this post will be fully integrated into both the Skills Centre and Student Recruitment team and that the post-holder will manage this relationship to maximise synergy and impact. Cost will be £40,000 a year. This post demonstrates the commitment the University has to improving progression by supporting attainment-raising in schools and colleges, and supporting teachers in developing materials and strategies to assist with transition to university-level studies.

As part of our Education Strategy the Centre for Learning and Teaching 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. The University is looking to appoint a member of staff to support development of a global and inclusive curriculum from 2017.

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.

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 2018-19 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

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>

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

4. 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. This has been regularly reviewed, with surveys of Bath Bursary holders and those on higher incomes in receipt of alumni-funded scholarships in 2014-15 and 2015-16. The comparison showed that those on lower incomes used their award to cover essential costs whereas those from families with higher incomes used the resource to enhance their student experience. This has resulted in us maintaining the household income threshold for the Bath Bursary to £22,000 and the development of the Gold Scholarship Programme, provision which we envisage will mitigate against any negative effects from the loss of the Maintenance Grant for this potentially vulnerable group.

From 2017-18 the University has committed to using the new financial support assessment tools that have been developed by OFFA to evaluate the impact of our financial assistance to students.

Bursaries

The University will award University of Bath bursaries of £3,000 to students on our full-time, campus-based, undergraduate and franchised Foundation Degree programmes from households with incomes at or below £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.

The University is introducing the Gold Scholarship Programme (GSP) in September 2017. It will provide the students who most align with the criteria used to determine Bath Bursary recipients with the opportunity for additional pastoral and transition support, a dedicated mentor, and additional employability and skills training. To prepare students for placements

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

there will be short internship opportunities, and recipients will also receive an enhanced bursary (£5,000/year) funded through Alumni donations. In return recipients will agree to engage in up to 50 hours of volunteering, outreach activity or fundraising each year. The University intends to award a minimum of 40 GSP awards in the first year. The University has identified that this additional support can assist with retention and progression outcomes, allowing students to develop networks and confidence alongside highly marketable skills and experience. An operating budget of up to £40,000 has been assigned to support the programme activities.

We will also be offering bursaries to local students¹¹ from low income households 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 at the start of their degree course.

We will 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. In addition we have allocated £100,000 for student hardship needs previously met through the Access to Learning Fund. We will continue to review this resource commitment on an annual basis.

Having piloted a scheme enhancing our existing financial support for widening participation students who wish to take advantage of unpaid placement opportunities but who may not have the chance to participate in these due to financial constraints, we have decided to make this an automatic entitlement from 2017 onwards to recipients of the Bath Bursary or GSP. This will cost £70,000 a year. Evidence from our work on placement activity and degree attainment indicates that students demonstrating WP characteristics are less likely to undertake a placement, particularly an unfunded placement, however a placement significantly enhances degree outcomes and performance.

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.

A review of our existing support for students who are care leavers has resulted in a new package of support that will also be extended to students who are estranged from their families. This includes a start-up bursary of £1,000 in the first year of study, and a £1,000 bursary in the final year to support costs relating to graduation. A discretionary fund of £20,000 a year has been set aside to support hardship issues for any care leavers or estranged students who do not qualify for the Gold Scholarship Programme. This is in addition to the existing £1,000 Bursary that care leavers already receive for each year of their degree.

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)

Following several years of underspend in bursary provision the University has opted to reallocate £240,000 a year into supporting attainment raising activity and long-term sustained contact activity, primarily through the intended activity with Into University.

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. We have reviewed the criteria for 2018 and will in future utilise applicant postcode data in the same way that it is used to support undergraduate bursary activity (POLAR 3, ACORN). We will also require applicants to submit a short statement outlining their personal circumstances.

5. Targets and milestones

Following discussions with OFFA in 2016-17 the University 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.

The targets are as follows:

1. Consider both Quintile 1 and Quintile 2 applicants and entrants using POLAR 3 data. 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. Use the ACORN postcode data set showing socio-economic disadvantage by postcode. The University will focus on 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

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/>

postcode dataset that is updated annually, and is a better proxy for disadvantage than either POLAR 3 or NS-SEC information.

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.

3. Focus on school performance at level 2/GCSE or equivalent. The target will consider the proportion of UK domiciled students entering undergraduate degrees having attended a non-independent school that is low performing at level 2 (as defined below). This will be nuanced by education jurisdiction to reflect the differences in approach to secondary education and qualifications. For the 2016 entry academic year the proportion of students commencing at the University from schools with level 2 attainment below average was 12.5%. For 2017 entry the target will be 13.0%, increasing by one percentage point each subsequent year.

4. Target the proportion of UK domiciled students entering undergraduate degrees having attended a non-independent school that is low performing at level 3 (as defined below). For the 2016 entry academic year the proportion of students commencing at the University from schools with level 3 attainment below average was 30.0%. For 2017 entry the target will be 30.5%, increasing by one percentage point each subsequent year.

5. Support progression to higher education of applicants with disabilities. The University 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 5.3%, which it exceeded in 2016.

Note on School performance data targets

An applicant is flagged under the measure if any school (excluding independent schools) they have attended at any point during their 11+ education is at or below the average (mean) performance for that nation using the appropriate performance measure. We have established a measure for L2 performance for each of the four nations and a separate measure for L3 performance. The data used for a cohort moving forward will be the latest available for the given measure (normally two years prior). It is *not* the data for the measure in the year each applicant would have been counted, as this would prove very challenging to fully match, particularly as some students still take qualifications earlier than years 11 or 13.

For OFFA target purposes the criteria for each nation may need to be adjusted from year to year as the school performance measures change. However as the targets are set and assessed based on proportions and we are using the national average as the threshold, changes in the underlying methodology should not cause significant differences in terms of measuring the outcomes. There is a fundamental change in the assessment and content of level 2 and level 3 qualifications, and (in the absence of any definitive information as yet) it is probable that the schools and colleges that will be the slowest to react to the changes would be those that have the greatest challenges in staffing, pupil performance and resources. Targets are stepped, which should give schools time to understand the implications of new curriculum and assessment methods on student outcomes.

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: Increase the proportion of UK domiciled students entering undergraduate degrees having attended a non-independent school that is low performing at level 2 to 16.0% by 2020-21.

Target 4: Increase the proportion of UK domiciled students entering undergraduate degrees having attended a non-independent school that is low performing at level 3 to 33.5% by 2020-21.

Target 5: 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 5.3%. (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).

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.

6. 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 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.

¹⁴ Bath, Bath Spa, Bristol and UWE Bristol

A Research and Evaluation post was created in 2013 to evaluate activities, analyse existing data and undertake new research to support the fair access and social mobility agenda. From 2017 this will become a permanent full-time post.

The University has also awarded six doctoral studentships to undertake research into areas of relevant interest for access and widening participation. There will be a minimum of eight doctoral projects funded over a four-year period. It is intended that these research projects will also contribute to policy development. A senior academic post to focus on this area of research will also be appointed in the University's Institute for Policy Research (IPR) from September 2017.

Following consultation with OFFA the six research projects commencing in 2017 will focus on the following areas:

Assessment of Degree Apprenticeships as a route to widen access to Higher Education

Geographies of access to research-intensive universities

The implications of course or subject requirements as a barrier to HE progression

The effects of term-time employment on academic outcomes of disadvantaged students

Widening access for first-generation immigrants

Supporting successful degree outcomes for students with autism and other complex disabilities

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 has been positively 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.

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 University will commit resource to develop the Network for Researching and Evaluating University Participation Interventions (NERUPI), working alongside the universities of Sheffield, Oxford, Oxford Brookes and Bath Spa.

The Director of Student Recruitment and Admissions is a member of UUK’s Social Mobility Advisory Group. He is also co-chairing the Practitioner sub-group that has been tasked with developing effective and scalable activities and interventions to improve access, retention and success in the sector. The Director’s re-election appointment to the Advisory Board of SPA (Supporting Professionalism in Admissions), membership of the AQA 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 NERUPI (Network for Evaluating and Researching University Participation Interventions) 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 Deputy Chair of UALL (Universities Association for Lifelong Learning) and convenor of the WP and Access Network and works closely with the related SRHE (Society for Research into Higher Education) Network to offer a range of high profile events and activities.

The Head of UK and EU Student Recruitment has recently been elected as Chair of the Higher Education Liaison Officers’ Association (HELOA) and is a member of the UCAS Council.

Outreach

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

- Run a free annual teachers’ conference supporting project work and other activities that can raise attainment (e.g. revision techniques, academic skills). At least 40% of

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

participants will be from schools or colleges where attainment is below the national average.

- Support attainment-raising by running full day Year 10 and Year 12 enrichment days for 350 students annually.
- Support attainment-raising and STEM engagement by running a multi-event science festival (Bath TAPS) for a minimum of 1,200 students in Years 5-9 from the local region.
- Support STEM awareness and attainment-raising by running a minimum of 40 STEM engagement events annually for KS 2 and KS3 students.
- Support attainment-raising by running an annual programme of support and residential summer school for BTEC students to support their Mathematical studies. At least 70% of the participants will progress to higher education.
- Engage 150 learners with our *On Track to Bath* intensive programme by 2018; to support progression to higher education the University will aim to ensure that at least 40% of students engaged on the *On Track* programme accept an offer from a high tariff university.
- 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, and providing a minimum of 1,200 hours of tutoring each year across all our tutoring activity;
- Provide at least 20 HE information events for parents from schools or colleges serving communities with either low progression to HE, high levels of socio-economic deprivation and/or attainment below the national average at GCSE or post-16.

In order to undertake more targeted, long-term outreach activity as a collaborative activity with other universities or educational charities, 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 2018-19 Into University and its sponsor universities of Bath, Bristol and Exeter have set a collaborative target of 900 engagements with young people from South Bristol. We will develop additional targets for the IU Centre in Weston if this proves to be a viable project;
- Establish a STEM-based programme with Generating Genius that will recruit a cohort of 50 BME Year 10 students in September 2017 to engage on a sustained contact programme over a four-year period with the University, including residential study at the University. Each year until 2020 a further cohort of 50 students will be recruited. It is intended that a minimum of 30 students from each cohort progress to the University of Bath.
- Extend activity with the Welsh Government's *Seren* Network. In addition to ongoing work supporting the hubs with IAG and academic workshops the University will recruit a cohort of Welsh Ambassadors from amongst the Bath student body who can provide mentors to work with students from the eleven *Seren* hubs. There will also be an extension of existing opportunities for Bath doctoral students to support the work of the Brilliant Club in providing academic enhancement opportunities to *Seren* participants.
- Support progression to higher education by collaborating with the Nuffield Foundation to recruit 48 Year 12 students into Nuffield placements each year from the South West region.
- Support attainment-raising to the University by recruiting a minimum of 165 students to free residential summer school programmes focused upon academic disciplines

available at the University of Bath. To support progression to higher education the University will aim to have at least 40% of the students participating in the University residential summer schools progressing to the University of Bath, and 60% to a high tariff University (including Bath) by 2020-21.

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. The specific costs associated in refurbishing and equipping this space for use were 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.

7. 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.

8. 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:

<http://www.bath.ac.uk/collections/undergraduate-entry-2018-19/>

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).

9. 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. The Students' Union also actively engages in the work of the Degree Attainment Group and the Equality and Diversity Committee.

10. 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, Centre for Learning and Teaching, 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)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	Socio-economic	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	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	Low participation neighbourhoods (LPN)	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%		Target discontinued and replaced with POLAR quintiles 1 and 2
T16a_03	Student success	Low participation neighbourhoods (LPN)	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%	Target discontinued and replaced with targets around recruitment from lower achieving schools for 2017 intake
T16a_04	Access	State school	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	0	0	0	0	0	Target discontinued and replace with targets around recruitment from lower achieving schools for 2017 intake
T16a_05	Access	Low income background	Other statistic - Location (please give details in the next column)	Increase proportion of students from ACORN quintiles 4 & 5 by 0.5 percentage points a year	No	2015-16	10.1%	10.6%	11.1%	11.6%	12.1%	12.6%	Target linked to contextual admissions. Text change as clarifying it is a percentage point change.
T16a_06	Student success	Disabled	HESA T7 - Students in receipt of DSA (full-time, first degree entrants)	Meet or exceed our HESA benchmark	No	2014-15	5.5	5.3	0	0	0		Performance to be reviewed against HESA benchmark' Text change to add in latest HESA benchmark which is 5.3%.
T16a_07	Access	Low participation neighbourhoods (LPN)	Other statistic - Other (please give details in the next column)	Increase proportion of students from POLAR quintiles 1 & 2 to 17.3% in 2020	No	2015-16	15.3	15.8	16.3	16.8	17.3	17.8	Target linked to contextual admissions. Text change to edit typo.
T16a_08	Access	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Increase proportion of students from non-independent schools performing below the national average at Level 2.	No	2016-17	12.5	13	14	15	16	17	New target linked to contextual admissions
T16a_09	Access	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Increase proportion of students from non-independent schools performing below the national average at Level 3.	No	2016-17	30	30.5	31	32	33	34	New target linked to contextual admissions

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16b_01	Access	Other (please give details in Description column)	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							
T16b_02	Other/Multiple stages	Other (please give details in Description column)	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							
T16b_03	Access	Other (please give details in Description column)	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							
T16b_04	Access	Other (please give details in Description column)	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							
T16b_05	Other/Multiple stages	Other (please give details in Description column)	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							
T16b_06	Access	Other (please give details in Description column)	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							
T16b_07	Access	Attainment raising	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							
T16b_08	Access	Other (please give details in Description column)	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							
T16b_09	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	To raise students attainment by contextualising subject knowledge the University will run a multi-event science festival (Bath Taps into Science) for a minimum of 1,200 students in years 5-9 from the local region. Target expressed as number of participants in Bath Taps.	No	Other (please give details in Description column)	previously included in line 113	1200	1200	1200	1200	1200	Text change to capture multi-event nature and target increased from 1000 to 1200
T16b_10	Access	Other (please give details in Description column)	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)							
T16b_11	Access	Other (please give details in Description column)	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)							
T16b_12	Access	Other (please give details in Description column)	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							
T16b_13	Access	Other (please give details in Description column)	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							

T16b_14	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	In order to develop awareness of HE and students' capacity to navigate HE the University will organise HE information or attainment raising support events for parents. Focus on schools or colleges serving communities with either low progression to HE, high levels of socio-economic deprivation and / or attainment below the national average at GCSE or post-16. Target expressed as number of events.	No	2013-14	21	20	20	20	20	20	Text adapted to reflect just HE Information events and target number changed from 25 to 20.
T16b_15	Other/Multiple stages	Care-leavers	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							
T16b_16	Access	Care-leavers	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							
T16b_17	Access	Attainment raising	Operational targets	The University will run an intensive cohort programme On Track to Bath to raise attainment through increasing subject understanding, developing study skills and students and families ability to navigate HE choices. Target = students recruited.	No	2013-14	45	100	150	150	150	150	On Track cohort programme shown to be successful and target number of participants to be increased significantly to 150 annually. Text changed to reflect this does not include the separate programme for BTEC students.
T16b_18	Student success	Disabled	Student support services	Develop disability support activities to promote smooth transition into HE.	No	2013-14							
T16b_19	Other/Multiple stages	Other (please give details in Description column)	Operational targets	Increase support for students from WP target groups to take up placement opportunities (internal stats show clear link to graduate level employment)	No	2013-14	5%	2%	1%	0.5%	0	0	Check DLHE data
T16b_20	Student success	Disabled	Student support services	Support for students with disabilities and mental health problems will be strengthened	No	2013-14	700	780	780	780	800	800	Increase number of students supported by disability and mental health advisers
T16b_21	Student success	Other (please give details in Description column)	Student support services	Deliver academic and study skills development to enhance support for students particularly those from our WP target groups	No	2014-15	20%	23%	24%	25%	26%	27%	Monitor take up of study support opportunities to ensure that they reach target groups of Acorn, Low-attaining schools LPNs, Mature, BAME, Care Leavers, those with vocational qualifications, those in receipt of DSA who should comprise at least 24% of participants.
T16b_22	Access	Disabled	Outreach / WP activity (other - please give details in the next column)	Co-ordinate Disability Outreach activities in the area	No	2013-14							
T16b_23	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Co-ordinate collaboration to support IAG Websites Careerpivot and Lifepilot through the Western Vocational Progression Consortium (WVPC).	Yes	2013-14	12	12	12	12	12	12	Number of universities willing to support continuation of the website through financial contributions and provision of complementary activity
T16b_24	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	in order to support STEM awareness and raise student attainment by contextualising subject knowledge the University will organise STEM engagement events for KS2 and KS3 students. Target expressed as number of events.	No	2015-16	0	40	40	40	40	40	Text change to emphasise attainment raising nature of target. Target change from 60 to 40.
T16b_25	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Collaborate with INTO University & Bristol and Exeter to increase the attainment and understanding of HE among young people in South Bristol. Target expressed as number of young people	Yes	2015-16	0	900	900	900	900	900	Increase capacity to engage with young people in low participation area on an ongoing basis through sponsorship of the South Bristol Centre and provision of university-based activities.
T16b_26	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Collaborate with INTO University to develop and sponsor a new INTO Centre in Weston-Super-Mare.	Yes	2017-18	0	0	0	0	0	0	Target yet to be determined but expect to be similar to South Bristol and reach 900 young people
T16b_27	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	The University will work collaboratively with Generating Genius to run a sustained contact STEM programme for BME students with a minimum of 50 students in each Year 10 intake cohort. Further targets around progression to HE will be developed in conjunction with Generating Genius for future Access Agreements.	Yes	2016-17	0	50	50	50	50	50	New activity

T16b_28	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	To support progression to HE the University will collaborate with the Nuffield Foundation to recruit 48 year 12 students into Nuffield subject enhancement placements each year from the south west region and meet the target of bursary students set for us by Nuffield. Target expressed as number of students placed.	Yes	2015-16	48	48	48	48	48	48	48	New target separating out Nuffield subject enhancement work from T16b_12
T16b_29	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Extend activity with the Welsh Government's Seren Network. In addition to ongoing work supporting the hubs with IAG and academic workshops the University will recruit a cohort of Welsh ambassadors from amongst the Bath student body who will form mentors allowing the University to work with students from at least 8 of the 11 Seren hubs. Also extend existing opportunities Bath doctoral students to support the work of the Brilliant club in providing academic enhancement opportunities to Seren participants. Target = number of Seren hubs engaged with.	Yes	2016-17	0	8	8	8	8	8	8	New activity
T16b_30	Access	Other (please give details in Description column)	Outreach / WP activity (summer schools)	To support attainment raising the University will offer a programme of free residential summer schools focussed on academic disciplines available at the University of Bath which develop academic confidence and capacity to navigate HE. Target expressed as number of students attending summer schools.	No	2015-16	130	165	165	165	165	165	165	Expansion of previous activity
T16b_31	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	To support teachers in raising attainment the University will run a free annual teachers conference focussing on attainment raising strategies e.g. revision techniques and academic writing to develop study skills and capacity for academic attainment. At least 40% will be from schools / colleges where attainment is below national average. Target expressed as percentage of participants from low performing schools.	No	2016-17	0	40	40	40	40	40	40	New activity
T16b_32	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	To support attainment raising the University will run an annual programme of support and a residential summer school for BTEC students to develop their mathematical studies. Target expressed as % progressing into HE.	No	2014-15	50	70	70	70	70	70	70	New target aiming to improve progression impact of activity
T16b_33	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	To support access to HE the University will aim to increase proportions accepting offers from high tariff universities from the On Track to Bath programme. Target expressed as proportion of participants accepting offers from high tariff universities.	No	2015-16	29	35	40	40	40	40	40	New target focussing on progression impact of activity
T16b_34	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	To develop student's understanding by contextualising subject knowledge the University will run year 10 and year 12 subject enrichment days. Target expressed as number of students participating.	No	2015-16	392	350	350	350	350	350	350	New target separating out subject enhancement work from T16b_12
T16b_35	Access	Other (please give details in Description column)	Outreach / WP activity (summer schools)	To support progression to HE the University will aim to have at least 40% of the students participating in the University residential summer schools progressing to the University of Bath. Target expressed as number of students progressing to the University of Bath.	No	2015-16	10	15	20	30	40	40	40	New target aiming to improve progression impact of activity
T16b_36	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	In collaboration with Bath Spa University and to support attainment raising the University will recruit, train and support students to provide academic tutoring. Target expressed as number of contact hours.	Yes	2015-16	417	1200	1200	1200	1200	1200	1200	New target combining two previous tutoring targets. Now measuring contact hours delivered rather than number of tutors placed and estimated number of pupils.

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.