Access and Participation Plan
2024/25 – 2027/28

University of Bath

Access and Participation Plan
2024-25 to 2027-28

Contents

Summary
University of Bath: Summary of 2024-25 to 2027-28 Access and Participation Plan

What is an access and participation plan?

An access and participation plan (APP) sets out how Universities ensure everyone, no matter their background, can gain places at and succeed at university as well as getting good employment (or further study) after they leave. Each university reviews and rewrites their APP every 4 years, to make sure they are up to date and able to tackle the current issues and barriers their students are facing.

You can see the full access and participation plan for the University of Bath at
http://go.bath.ac.uk/access-and-participation-plan

Key points

The focus of our Access and Participation plan is on improving the diversity of students who **access** the University of Bath, making sure students from specific groups **continue** and **complete** their studies while they are here, and narrowing the **degree outcome** gap which exists between specific groups of students.

➢ Our data shows that students are less likely to **access** the University if they come from low-income backgrounds or if they received Free School Meals at any point.
➢ Our data also shows that some groups of students might be less likely to continue or complete their studies than others or might have a less satisfying experience while studying at Bath. These student groups are:
   o Students with disabilities
   o Students from Black, Asian, and other Ethnic Minority backgrounds.
➢ Our data also shows that some groups of students are less likely to achieve the same grades as others. These groups are:
   o Students from low-income backgrounds
   o Students with disabilities
   o Students from Black, Asian, and other Ethnic Minority backgrounds.
➢ Our data shows that we have some small gaps in progression rates for Black students, and students with a declared Mental Health condition.

See Annex A of the full access and participation plan for more details

Risks to Equality of Opportunity

To make sure we built a strong plan to tackle the gaps in our data for students from some groups, we carried out a university wide consultation with staff and students. This consultation allowed us to identify key risks to equality of opportunity which we think students from those groups might face at Bath. These nine risks show in our data as gaps between over and under-represented groups and may be the reason behind some of these gaps. Our nine key risks are:

➢ Sense of Belonging
➢ Financial Challenges
➢ Gaps in prior knowledge
➢ Home circumstances
➢ Inequity, discrimination, or unconscious bias
➢ Accessibility
➢ Lack of appropriate support mechanism
➢ Lack of role models
➢ Mental Health & Wellbeing

See page 3 of the full access and participation plan for more details

Fees we charge
The maximum fees charged for a UK undergraduate student at the University of Bath is £9,250.

See https://www.bath.ac.uk/topics/tuition-fees/ for more information.

Information for students
Future students receive information on fees and financial support via our website and at in-person events, such as our open days or school visits.

Current students receive information about fees and financial support available to them through our student portal, from our dedicated Student Money Advice team, or via internal communications and campaigns.

We regularly update our information for care leavers on the Propel website.
For the most up to date information, see our university website

What we are aiming to achieve
Our plan contains 11 objectives and 4 targets which aim to address and tackle our nine key risks to equality of opportunity. We believe that addressing these risks will reduce the gaps that exist between over and under-represented student groups at Bath. Our targets are:
➢ Close the gap in access between students from low-socioeconomic backgrounds (**Targets 1 and 2**)
➢ Close the degree outcome gaps for students from low socio-economic backgrounds and students from minoritised ethnic backgrounds (**Targets 3 and 4**)

See page 6 of the full access and participation plan for more information

What we are doing to address keys risks to equality of opportunity
To address our key risks, we have produced four intervention strategies. An intervention strategy is a group of activities or programmes that we will carry out to achieve the aims of our Access and Participation Plan. We have 4 intervention strategies in our plan, and each strategy consists of activities that will support our students who might be facing a risk at different stages of their student journey. Our Intervention strategies are:
➢ **Access**
  o This strategy covers our activities to support students accessing the University of Bath.
  o It covers the work carried out by our Outreach team, such as School visits, Campus Events, and Summer Schools.
  o It also includes our Contextual Admissions programme.
  o The Access strategy also includes our work with schools, teachers and parents, carers or guardians.
➢ **Continuation/Completion**
  o This strategy covers our work to support students when they are on-course at Bath, specifically activities or programmes designed to support students continuing and completing their courses.
  o It covers our Mental Health and Wellbeing support, such as our pastoral care for students, our awareness raising campaigns, and our social prescribing programme.
  o It also covers our financial support for students, provided through bursaries and scholarships, so that they can participate fully in university life.
  o It also contains information about how we will create an inclusive and welcoming environment, and how we will support our students with declared disabilities, through programmes such as the Autism&Uni toolkit and our Disability Support services.
➢ **Degree Outcomes**
  o This strategy covers our work to support students when they are on-course at Bath, specifically activities or programmes designed to support their degree outcomes.
  o It covers activities to support students with their academic skills, such as our Modern/Foreign languages skills provision, and our Mathematics Resource Centre
  o It also contains information about how we will create an inclusive and enriching learning environment and curriculum for students.
  o It also covers targeted financial support we will provide students with so that they can participate fully in their studies, such as our Hardship fund.

- **Progression**
  - This strategy covers our work to support students progressing into graduate level study or employment after they complete their time at Bath.
  - It contains information about careers and employability information, advice, and guidance we will provide for students through our Careers and Employability Support services.
  - It also contains information about placement support for students.
  - It also covers how we will embed diversity and inclusivity into our careers and employability support through events or workshops for specific student groups.

> See pages 7-26 of the full access and participation plan for more information

Financial help available

The key aims of our financial support programme are:
- To provide support to the students with the greatest additional need so that they can fully take part in life at university,
- To make sure students who already receive scholarships and bursaries can also receive additional support and opportunities to build their skills and expertise, and,
- When necessary, to provide targeted financial support to students experiencing specific financial burdens.

> For the most up to date information, see
> https://www.bath.ac.uk/topics/undergraduate-scholarships-bursaries-and-other-funding/

How students can get involved

- Students are represented on all levels of governance at Bath through the Student Officers in the Students' Union who represent the voice of the student population.
- Students who want to get involved in the delivery of APP activity can contact the access and participation team to find out about our Student Outreach Ambassador scheme, and our internship placements in the Widening Participation team.
- We are also setting up a new student-led APP Advisory Board, where students can feedback on their experience of being a student at Bath, review APP ideas and projects, or raise issues about the APP.

> See pages 29-30 of the full access and participation plan for more information

Evaluation – how we will measure what we have achieved

We are always working to meet high standards with our evaluation work. Our evaluation commitments are to:
- Make sure that all work and projects which support our APP objectives and targets are fully and correctly evaluated
- Improve staff confidence with evaluation through training and support,
- Share our evaluation findings internally and externally.

Our Access and Participation Oversight Group will report on our progress towards our targets and our evaluation activities to the Pro-Vice Chancellor (Education) and the University Executive Board.

> See pages 30-34 of the full access and participation plan for more information

Contact details for further information

> Please visit our Widening Participation webpages or
> contact the Access and Participation Team on accessandparticipation@bath.ac.uk for more information.

Glossary

Academic self-efficacy
Academic self-efficacy refers to a learner's beliefs and attitudes towards their capabilities to achieve academic success, as well as their belief in their ability to fulfil academic tasks. Learners with high academic self-efficacy are less likely to attribute failures to their own lack of ability and are more likely to have higher self-belief when faced with complex tasks.

Access
Access refers to students' entry to university.

Access and Participation Plan (APP)
Access and participation plans (APPs) set out how universities will support under-represented groups of students getting into and through the University and address any gaps in their access or degree outcomes for under-represented students.

ABMO
ABMO refers to Asian, Black, Mixed and Other ethnicities. These groups are also referred to as minority ethnic groups.

Aim, objectives, and targets
Aims are a provider's high-level aspirations. These may be general or more specific (where, for example, the provider has a particular remit for an underrepresented group, such as mature students or children from military families). Objectives explain how these aims will be achieved and should be time bound. There may be several objectives that are related to meeting one strategic aim. Targets show what progress the provider expects to make towards meeting its objectives over the duration of the plan.

Assessment of Performance
A review of data focused on UK students' access, continuation, completion, degree outcomes and progression. These data are from several sources including the Office for Student's access and participation data dashboard[1] and National Student Survey (NSS)[2]

Attainment
Attainment refers to the academic outcome that a student achieves at school, college or higher education.

Attainment Gap
Attainment Gap refers to a difference in the academic outcomes that different students achieve. When referring to students at university we also use the term degree outcome gap or degree awarding gap.

Contextual Admissions
A process where a Higher Education Provider considers an individual student's circumstances when assessing their application and their application and attainment on entry. Contextual admissions may influence whether a student receives an offer or the conditions of any offer they receive.

Contextual Offer
A conditional offer to study at the University which has lower grade requirements. This offer is based on the student's individual circumstances.

Continuation
Continuation refers to students who continue their studies into their second, or later, years of study.

Declared Disability
Either a student has declared a disability via UCAS or to the University via the disability support service either pre-entry or while on course.

Degree Outcomes
Degree outcomes refers to the academic outcome that a student achieves at higher education. This can also be referred to as **Attainment**.

Disability Action Plan (DAP)
A plan put together between professionals and students that identify areas of support required and how the University will provide that support. These are then shared with relevant people across the university.

Disabled Student Allowance (DSA)
A grant to help with any extra essential costs students may have as a direct result of their disability.

Equality of opportunity
In the context of higher education, 'equality of opportunity' means that individuals are not hampered in accessing and succeeding in higher education because of their background or circumstances they cannot

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[1] https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/data-dashboard/
[2] https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/

fairly influence.

Equality of opportunity Risk Register (EORR)

A list of national risks to equality of opportunity identified by the Office for Students.[3] This risk register that sets out the greatest sector-wide risks to equality of opportunity in English higher education.

Free school meals (FSM) eligibility

Whether or not a student has been eligible to receive free school meals in the six years prior to the March census date in their final year of key stage four (year 11). This eligibility criteria can be used as an indication of students' disadvantage.

Indications of risk

An indication of risk is the term used by the OfS to refer to a potential impact of a risk to equality of opportunity in relation to higher education. For example, lower continuation rates for a specific student group may be a potential indication of 'risk of insufficient academic support' (a risk to equality of opportunity). May also be known as a **Risk Indicator.**

Index of Multiple Deprivation (IMD)

The Index of Multiple Deprivation (IMD) is a tool which can be used to identify the levels of socio-economic deprivation across different neighbourhoods.

Intervention strategy

An intervention strategy in an access and participation plan is a coherent group of activities or measures that a provider will undertake or put in place to achieve its objectives.

Metacognition

Metacognition or metacognitive strategies refers to activities or teaching approaches which support students to think about and reflect on their own learning, often by teaching them specific strategics for planning, monitoring, or evaluation their own learning. Evidence has shown that increased metacognition has a positive impact on student success.

National Student Survey (NSS)

The NSS is a survey run by Office for Students and gathers students' opinions on the quality of their courses.[4]

Outcomes

An outcome is the change that we want to see having undertaken an activity. An outcome may represent a change in a group of people, organizations, or places.

Outcome indicator

An outcome indicator is where we would see an outcome in data.

Outputs

An output is something that is produced having undertaken an activity.

Progression

Progression refers to students leaving the University and going into graduate level careers or further study.

Risk Indicator

See Indications of risk

Risk Register

A list of risks that have been identified.

Risk to equality of opportunity

Risks to equality of opportunity occur when the actions or inactions of an individual, organisation or system may reduce another individual's choices about the nature and direction of their life.

Social prescribing

An approach that connects people to activities, groups, and services in their community to meet the practical, social, and emotional needs that affect their health and wellbeing.

Socio-economic disadvantage

Socio-economic groups relate to a mixture of wealth (earned or inherited), earning power, type of work, as well as education. Groups at a higher disadvantage are those with lower wealth or earning power and those in lower skilled/manual jobs.

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[3] https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/equality-of-opportunity-risk-register/about-the-equality-of-opportunity-risk-register/

[4] https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/

SU

University of Bath Students' Union.[5]

TASO

The Centre for Transforming Access and Student Outcomes in Higher Education (TASO) is an affiliate What Works Centre, and part of the UK Government's What Works Movement.[6]

Theory of change

A theory of change is a visual representation of a programme's inputs, activities, outputs, outcomes and underlying causal mechanisms.

TUNDRA

Tracking underrepresentation by area (TUNDRA) is an area-based measure that uses tracking of state-funded mainstream school pupils in England to calculate young participation in higher education.

Uni Connect

Uni Connect[7] is a programme with 29 partnerships of universities, colleges, and other local partners, which supports young people to achieve their ambitions through helping remove academic, financial and cultural barriers to higher education.

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[5] https://www.thesubath.com/

[6] https://taso.org.uk/

[7] https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/uni-connect/

Introduction and strategic aim

Introduction to this plan

This Access and Participation Plan (APP) sets out how The University of Bath will ensure all student groups are supported to enter, succeed, and secure good employment or further study outcomes at Bath no matter their background. The plan is focused on UK undergraduate students and identifies risks to equality of opportunity for these students, alongside a detailed overview of our planned intervention strategies designed to address those risks.

In this plan, we will address nine priority risks to equality of opportunity, and we have set out activities we will undertake to alleviate them in our intervention strategies (**pages 6-26**). To create this APP, we have carried out an in-depth review of our student outcomes data across the lifecycle, as well as considering our National Student Survey (NSS) data and other internal data. We used this analysis to identify groups of students who may be experiencing risks to equality of opportunity. We also carried out university wide consultations to engage with the university community and gather insight from staff and students on the greatest risks to equality of opportunity faced by marginalised student groups at Bath. The University of Bath's context and mission have also guided our writing of this plan and the production of our risk register. All this combined analysis informed the creation of a full risk register which identifies the key risks to equality of opportunity that students from underrepresented groups may face at Bath. The Risk Register, including indicators of those risks and details of risks manifestations, can all be found in **Annex A.**

> This APP was written in summer 2023 and was approved by the OfS in Autumn 2023. It will be delivered between the start of 2024/25 academic year and the end of 2027/28 academic year.

Context

The University of Bath was established in 1966 to advance learning and knowledge through teaching and research, particularly in science and technology, and in close association with industry and commerce. In the intervening years, the University has grown in both size and reputation, highly ranked in all three main national league tables. The University has an excellent track record in student experience and employability and attracts some of the best and brightest students in the world. Engagement with employers remains fundamental to ensuring that our students are particularly well prepared for future careers. The University values both teaching and research as core strengths and a commitment to quality is central to our institution. We are focused on our founding principles, sense of community and current strengths, and we have a real desire to ensure that our student and staff body is representative of the wider population. Whilst our roots are in Bath, our reach is global. At our heart, we are an inclusive, international community. We believe that global exchange enhances knowledge and enriches experience, and we will continue to seek to attract and welcome warmly students and staff from across the world as well as across the UK. Our status as a University of Sanctuary underlines our commitment to supporting students from refugee and asylum backgrounds, our Institutional Silver Athena SWAN award and our submission for the Mental Health and Race Equality charters demonstrate our appetite for structured improvement. We understand the importance of place and value greatly being part of the City of Bath.

University mission

Our overarching University mission is to deliver world-class research and teaching, educating our students to become future leaders and innovators, benefiting the wider population through our research, enterprise, and influence. We strive to be an outstanding and inclusive University community, characterised by excellence in education, research, and innovation, working in partnership with others for the advancement of knowledge, in support of the global common good.

The second pillar of our strategy[8], 'Fostering an outstanding and inclusive community', articulates our strong sense of community, 'culture of care', and opportunities in the wider student experience to gain valuable knowledge, transferable skills, and intercultural competencies so our students leave us well rounded and with a competitive edge. Our focus is to ensure our diverse student body is inclusive and representative, we expect all our students to be successful and we support them to be able to reach their academic and social potential. The University is driven to ensure that we provide a diverse, well taught, well qualified, well-prepared cohort of graduates that can successfully enter the workforce. Our new university

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[8] The University of Bath strategy 2021-26 https://www.bath.ac.uk/topics/the-university-of-bath-strategy-2021-to-2026/

strategy will be written during the implementation of this plan and will build on these principles.

Students and courses

At the University of Bath, we support around 15,000 first-degree students. Over three-quarters of these students are UK domiciled and of our around 3,000 non-UK domiciled students, one third are from the EU and two-thirds are non-EU. Our UK students come from all four nations, with our highest proportion of students coming from the South of England and South of Wales. The University has a selective admissions policy and most of our courses have entry requirements in the A*AA to AAA range, with a reduction of one grade for contextual offers. We believe that this is indicative of the exceptional individuals we attract.
The University has a strong STEM and Business subject mix which accounts for approximately 80% of our students. All our courses are based in departments in our three faculties and school - Faculty of Science, Faculty of Engineering & Design, Faculty of Humanities and Social Sciences and School of Management.
The University is governed by the University Council which delegates the academic running of the University to Senate. The University is run operationally by the University Executive Board led by a senior management team.

Location & mission and Equality of Opportunity

The University of Bath's location and mission bring both opportunities and challenges.
Our mission to deliver world-class research and teaching means we are a high performing university with high entry grade expectations, and consequently this can create a barrier to entry which can limit access to the University for those most disadvantaged students. However, because of our world-class teaching, our students are highly desired, and our progression rates are some of the highest in the sector for all groups of students.
Our location in the world-heritage city of Bath attracts many students from across the UK and wider world but can pose a barrier to some students. Bath is a small, affluent city with a predominantly white population. This means that some students might be discouraged from applying to Bath because they do not see it as a place for them.

Strategic aim

Our strategic aim for this APP is to address and tackle the systemic, societal, cultural, social or institutional barriers and risks to equality of opportunity that some students may face at Bath, at all stages of the student journey. In addressing these barriers, our goal is to see a decrease in gaps between over and under-represented students. Our key strategic priority is ensuring that we employ an institution-wide, joined-up, cohesive approach to these challenges, and that student voice is centred throughout all our work.

Risks, Objectives and Targets

Risks and Indication of Risks

For the purposes of this APP, we are using the OfS' definition of a **risk to equality of opportunity** and definition of an **indication of risk**:

> A **risk to equality of opportunity** occurs when the actions or inactions of an individual, organisation or system may reduce another individual s choices about the nature and direction of their life.
>
> An **indication of risk** refers to the way in which a risk might impact a student group in a manner that is visible in data.
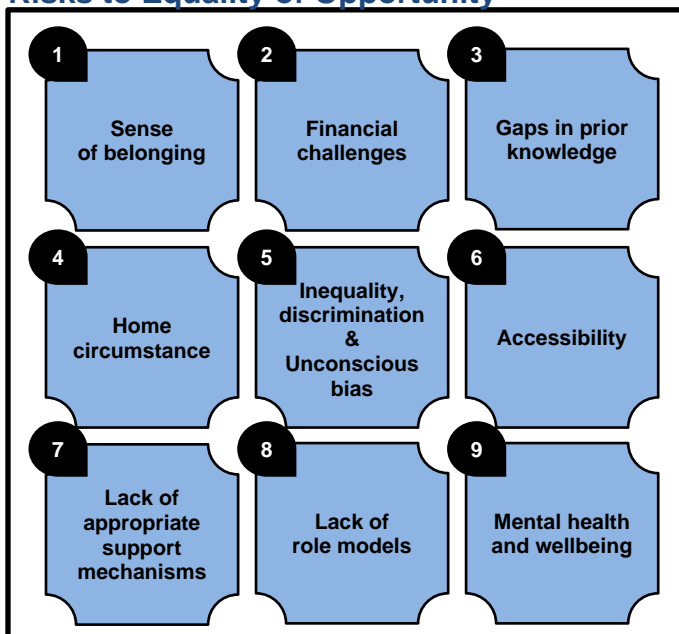
Risks to Equality of Opportunity

Figure 1

We have identified nine key risks to equality of opportunity that students may experience at Bath which are shown in **Figure 1**. These risks cover the whole of the student journey (access, success, and progression) and our plans for activities focus on mitigating these risks.

Approach to producing the risks

To identify our risks to equality of opportunity we undertook a university wide consultation, engaging in discussion with students and staff to identify risks to equality of opportunity our community felt students may experience at Bath. The resulting list was themed and then presented back to the community for further consultation and review, with a particular focus during the second phase on consulting with students with lived experience. The resulting iterative process allowed us to identify the nine key risks shown in **Figure 1**. At the same time, we carried out our detailed assessment of performance to find where these risks were manifesting in our data, or where we were seeing indicators of these risks. A summary of this assessment can be found in **Annex A.** The data showed that there are indications of risk at all points in the student lifecycle and this led us to producing data driven objectives and targets to be addressed in this plan.

Defining the risks

The following table provides a broad definition for each of our 9 key risks (**Figure 1)**, and explanation of how this risk may impact student outcomes across the lifecycle, based on sector or internal evidence. The Risk Register in **Annex A** shows a more detailed breakdown of how these risks might manifest for different student groups at different points in the student lifecycle, as well as information about where these risks have been identified in our data, how they link with the OfS' Equality of Opportunity Risk Register (EORR) and where we are also addressing them in other areas of governance/regulation.

Risk	Definition[9]
Sense of Belonging	Sector evidence indicates that sense of belonging is important for student wellbeing and can have a significant impact on student continuation, completion, or degree outcomes. Students who experience less sense of belonging than their peers may experience isolation, poor mental health, and may feel less connected to and supported by their institution. Marginalised student groups are often most at risk of experiencing lower sense of belonging, such as students with declared disabilities or students from minority ethnic groups.
Financial Challenges	Students from socioeconomically disadvantaged backgrounds may experience financial challenges which may have a negative and detrimental impact on their ability to access higher education, or when on course, to participate fully in university life, including but not limited to purchasing course materials, affording university transport, taking up unpaid placements or other employability opportunities, taking up part-time work opportunities which may have a detrimental impact on their studies, or enjoying a full and varied social life with their peers.

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[9] See **Annex B** for an overview of the evidence underpinning these risks.

Risk	Definition[9]
Gaps in prior knowledge	Disparities between the depth and breadth of the education which a learner received can manifest at any stage of their learning journey, and the effects can be both complex and lasting. These disparities may impact students' participation and performance in higher education, both in an academic and non-academic sense. For example, students from IMD Quintiles 1& 2 or in receipt of Free School Meals may have gaps in their careers and employability knowledge compared to their peers from more socioeconomically advantaged backgrounds. The education a student receives will play a part in their access to higher education, and the decisions they are able to make about their higher education choices. This may unfairly alienate students from socioeconomically disadvantaged backgrounds from applying to Bath.
Home circumstances	The circumstances which a student experiences at home can have an enormous impact on their wellbeing and engagement with their studies. Students who are exposed to less secure home circumstances, such as care-experienced students, young carers, or estranged students, may be at increased risk of not accessing higher education in the first place, not feeling able to continue or complete their studies whilst on course, or their circumstances may have a direct and detrimental impact on their degree outcomes.
Inequity, discrimination, or unconscious bias	Students from minority ethnic groups, with declared disabilities, or from socioeconomically disadvantaged backgrounds may face additional barriers to their learning and participation in university life in the form of any inequality, discrimination, or unconscious bias they may face, either by individuals or at a systemic level. The effects of this inequality, discrimination or unconscious bias can be negative for individuals. It may lead to feelings of alienation and isolation, and ultimately may impact students' continuation, completion, or degree outcomes.
Accessibility	Students with declared disabilities may face additional barriers to their learning and general participation in university life in the form of inaccessible learning environments or materials. This may have a severe and detrimental impact on their ability to engage with their course and their peers, and may ultimately impact their continuation, completion, or degree outcomes.
Lack of appropriate support mechanism	Marginalised students may feel insufficiently supported during their higher education journey at various points. This may be because of a lack of cultural sensitivity and understanding or a lack of staff members with lived experience who can support students with similar experiences. This may have a negative and detrimental impact on student wellbeing and sense of belonging, and ultimately, on a student's continuation, completion, or degree outcomes.
Lack of role models	Students who did not experience sufficient positive role models or influencers at school age may experience additional barriers at higher education. There may be a negative impact on the decisions they make about their higher education choices. When on course, a lack of diversity at senior leadership or in course materials and curriculums may negatively impact student sense of belonging and their likelihood to seek support if they face issues such as inequality, discrimination, or unconscious bias. A lack of diversity at senior leadership may also have a negative impact on the policies and decisions which are taken to support students from marginalised or underrepresented backgrounds.
Mental Health & Wellbeing	Sector evidence has documented rising numbers of students who are declaring a mental health condition, reporting adverse effects of stress, or seeking support for low levels of wellbeing. The impact of deteriorating mental health or wellbeing on students can be profound, including isolation, low sense of belonging, withdrawal from studies, or from higher education completely. Any student may experience poor mental health at any stage of their learning journey, but evidence suggests that students from some marginalised backgrounds may be more susceptible to worsening mental health whilst at university or may experience additional barriers in seeking support for mental health conditions or low levels of wellbeing.

How are we going to address the risks?

We have designed intervention strategies across all four points of the student lifecycle (Access, Continuation/Completion, Degree Awarding and Progression) to address and mitigate these risks. These strategies focus on the student groups most affected by the identified risks and contain activities which are evidence based and have evaluation embedded into their design. The expected outcomes are detailed along with where we will see these outcomes. We will evaluate and monitor progress towards these outcomes internally to ensure progress.

Target groups

To ensure this plan is clear and achievable, we will be explicit about the target student groups we are referring to and the objectives we have for each of these groups at each lifecycle stage to address the risks each group may face. This ensures a joined-up approach to addressing risks to equality of opportunity for these groups across the student lifecycle and creates the conditions for successful monitoring and reporting.

Through our Assessment of Performance, we have determined three student groups that are the most at risk of not experiencing equality of opportunity. The groups explicitly targeted within this plan are:

1. **Socio-economically disadvantaged students**
   - o **Pre-enrolment**
     - ▪ Students eligible for Free School Meals
     - ▪ Students who live in an area of socio-economic deprivation (measured by the Index of Multiple Deprivation (IMD) Quintiles 1or 2)
   - o **Post-enrolment**
     - ▪ Students with a household income below £30,000
     - ▪ Students who live in an area of socio-economic deprivation (measured by the Index of Multiple Deprivation (IMD) Quintiles 1or 2)
   - o **Pre- and post-enrolment**
     - ▪ Care leavers or care experienced students
     - ▪ Young Carers
     - ▪ Refugees or asylum seekers
     - ▪ Students estranged from their family
2. **Minority ethnic groups, with a particular focus on Black students**
3. **Students with a declared disability, with a particular focus on students with declared mental health conditions**

Where we can, we will prioritise individual characteristics such as household income and use area-based measures as a proxy where this is not possible through measures such as IMD. We will also disaggregate ethnicity and disability for all internal purposes. However, due to small numbers in some groups we will not always be able to report disaggregated data externally.

Our analysis of our own student demographic has shown the intersectionality of the target groups above. Consequently, we have begun exploring whether there is any compounding effect of a student being a member of multiple groups and if their risk to equality of opportunity is increased through these compounding characteristics. We recognise that due to the small numbers of students involved, and the resulting large statistical uncertainty, we cannot be clear if there is a compounding effect yet. However, our aim is to explore this further through an in-depth project over the coming years. This will give us much richer insight into the compounding impact of inequality of opportunity on student groups with intersectional characteristics, which will allow us to design programmes specifically targeted to support these groups moving forward. More information about this project can be found in our Evaluation plan.

Objectives and Targets

We have set objectives and targets based on our assessment of performance, which can be found in full in **Annex A.** Where possible, the objectives and targets are measurable by the OfS APP data dashboard[10]. Our objectives are clearly linked to, and aim to address, the Risks and Indicators of Risk which we have detailed in **Annex A** and our targets to achieve these objectives are designed to be ambitious but achievable in our context.

Our approach to risk identification included disaggregating data but when setting objectives and targets the numbers of students in disaggregated groups is too small. Therefore, objectives and targets have been set against aggregated student groups but associated to risks for disaggregated groups. For some student groups there are risks that have shown up in data such as NSS and although there are smaller risks in the outcome data, we have chosen to set objectives to improve their experience by looking at data such as NSS or other internal data sources.

Objectives outlined in this plan will be monitored and reported internally, and more details of this monitoring can be found in the Monitoring of the plan' section. Targets will also be monitored internally, as well as externally by OfS.

The table below gives the identifications of risk for the target student groups we have identified, along with associated objectives and targets. Risks to equality of opportunity identified for other student groups which we are not exploring in this plan can be found in the full risk register in **Annex A**.

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[10] https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/data-dashboard/

Table of objectives and targets

Group at Risk	Indication of Risk	Objective	Year	Target
	ACCESS	**INTERVENTION STRATEGY 1 PAGE 7**		
Socio-economic disadvantage	Risk Indicator 1	1.1 Increase the proportion of students entering the University who were eligible for Free School Meals at KS4 from 5.4% to 8.0%. **(TARGET 1)**	24/25	5.5%
			25/26	6.0%
			26/27	7.0%
			27/28	**8.0%**
	Risk Indicator 3	1.2 Close the gap in the proportions of students from IMD Q1 or 2 compared to IMD Q5 entering the University from 23.7pp to 18.0pp **(TARGET 2)**	24/25	22.0pp
			25/26	21.0pp
			26/27	19.5pp
			27/28	**18.0pp**
Ethnic Minority groups	Risk Indicator 7	1.3 Monitor the gap in access for students from minority ethnicity groups, with a particular focus on students of Black heritage. Ensure a continued >18% 4-year average of students identifying as Asian, Black, Mixed or Other ethnicities entering the University		None
	SUCCESS CONTINUATION/COMPLETION	**INTERVENTION STRATEGY 2 PAGE 12**		
Socio-economic disadvantage	Risk Indicator 5	2.1 Improve the student satisfaction for IMD Q1 students as measured by NSS to reduce gap to overall university satisfaction by the end of this plan		None
Ethnic Minority groups	Risk Indicator 8 Risk Indicator 11	2.2 Increase the overall satisfaction rate in NSS for ABMO, particularly Black, students to reduce gap to white students by the end of this plan		None
Declared disability	Risk Indicator 16 Risk Indicator 17 Risk Indicator 20	2.3 Monitor the unexplained gap in continuation and completion for students with declared mental health conditions and social and communication challenges to ensure the 4-year average continuation and completion gaps when compared to no declared disability do not increase		None
	SUCCESS DEGREE OUTCOMES	**INTERVENTION STRATEGY 3 PAGE 18**		
Socio-economic disadvantage	Risk Indicator 4 Risk Indicator 5	3.1 Close the degree awarding gap for IMD Q1&2 vs Q5 getting a 1st or 2.1 by reducing the 4-year average gap from 5.9pp to 3.0pp **(TARGET 3)**	24/25	5.7pp
			25/26	5.0pp
			26/27	4.0pp
			27/28	**3.0pp**
Ethnic Minority groups	Risk Indicator 8 Risk Indicator 11	3.2 Close the degree awarding gap for students from AMBO groups getting a 1st or 2.1 compared to white students by reducing the 4-year average gap from 3.1pp to <1.5pp **(TARGET 4)**	24/25	3.0pp
			25/26	2.5pp
			26/27	2.0pp
			27/28	**<1.5pp**
Declared disability	Risk Indicator 16 Risk Indicator 20	3.3 Monitor the degree awarding gap for students with declared disabilities getting a 1st or 2.1 to ensure it continues to be under 3pp		None
	PROGRESSION	**INTERVENTION STRATEGY 4 PAGE 23**		
Ethnic Minority groups	Risk Indicator 9	4.1 Monitor the gap in progression for Black students compared to white students to ensure the 2-year average is <7.0pp		None
Declared disability	Risk Indicator 17	4.2 Monitor the gap in progression for students with a declared mental health condition to ensure the 2-year average is <8.0pp		None

Intervention Strategies

Introduction

The following sections outline the planned interventions for mitigating the nine identified risks to equality of opportunity. These Intervention Strategies were created through consultation and engagement across the University. Some activity highlighted began recently and during the length of this plan will be evaluated and improved to ensure it is having the desired outcomes. We have highlighted how we will evaluate each of the intervention strategies and the rationale and evidence for each one can be found in **Annex B**.

Intervention Strategy 1 (IS-1) - Access

Objectives and targets	- The objective of this intervention strategy is to increase the proportion of students entering the University who were eligible for Free - It will also contribute to ensuring we maintain our 4-year rolling average rate of 18% students from ABMO ethnic groups accessing the University (**OBJ1.3**)
Risks to equality of opportunity	**EORR Risks:** Access Risks 1 – 5 *(see Risk Register in Annex A for more details)* **Risk Impact**: The impact of these risks is: - Low attainment at KS4/4 and/or limited subject choice at KS5 - Low application rates to HE - Low application success rates to HE - Low proportion of offers made to applicants - Low progression rate to HE

Associated UoB Risks (see Risk Register, Annex A for more details)	Student Group / Objective	Activities	Outcomes	Outcome indicators
1 – Sense of Belonging **3** – Gaps in prior knowledge **4** – Home circumstances **7** – Lack of appropriate support mechanisms **8** – Lack of role models	Socio-economic (OBJ1.1 and 1.2) ABMO (OBJ1.3)	Widening Access Programme – student focus: - In school activity - On campus activity - Sustained programmes including residentials - Targeted activity for marginalised groups Widening Access Programme – student influencer focus: - Activities and information for parents/carers - Teacher networks - Support and information for teachers	Students from our target groups: • are informed and feel confident about their future education journey • have good awareness of their own skills, values, interests, and abilities • are able to make well informed decisions and confident choices regarding their HE options, and choose the right options and courses for them • see Bath as a place for them and believe they would fit in academically and socially • Students feel confident they can get the grades they need to get to Bath and believe that they will be successful if they apply.	Increased meta-cognition, academic self-efficacy & university expectations, and knowledge for participants, measured through surveys Increased successful applications to Bath. Increased rates of progression to Bath
1 – Sense of Belonging **3** – Gaps in prior knowledge **4** – Home circumstances **7** – Lack of appropriate support mechanisms	Socio-economic (OBJ1.1 and 1.2)	Partnerships to support attainment raising and develop academic self-efficacy: - Schools/Colleges/MATs - Third sector organisations - UniConnect (Wessex Inspiration Network)	Collaborative partnerships set up to support pre-16 attainment raising interventions outside of those provided by UoB and that can engage with a wider range of students or groups and address specific challenges/barriers students may face Students are able to make well informed decisions and confident choices regarding their HE options and choose the right options and courses for them.	Increased attainment at KS4 & 5 Increased successful application rates to Bath Increased on course attainment on HE programme

Associated UoB Risks (see Risk Register, Annex A for more details)	Student Group / Objective	Activities	Outcomes	Outcome indicators
8 – Lack of role models			Students have good awareness of their own skills, values, interests and abilities	
3 – Gaps in prior knowledge	Socio-economic (OBJ1.1 and 1.2)	Programmes to support attainment raising - Governor network - Programmes for teachers - Careers guidance for students - Project qualification support	Students are able to make well informed decisions and confident choices regarding their HE options and choose the right options and courses for them. Students have good awareness of their own skills, values, interests and abilities Teachers are able to support their students from under-represented backgrounds to understand what to expect from teaching and learning in HE Governors are well trained and provide quality challenge to the leadership of schools around teaching and learning	Increased attainment at KS4 & 5 Increased successful application rates to Bath Increased on course attainment on HE programme
1 – Sense of Belonging **5** – Inequity, discrimination or unconscious bias **9** – Mental Health/wellbeing	Socio-economic (OBJ1.1 and 1.2)	Contextual Admissions. - Contextual offers - Guaranteed offers for care leavers - Contextual admissions processes	Students from our target groups receive offers which take into account their individual circumstances Students feel confident they can get the grades they need to get to Bath and believe that they will be successful if they apply. Students are able to meet the academic requirements which they need for progression to Bath	Increased proportion of offers to study at Bath Increased conversion and enrolment at Bath On course attainment rates on HE programme
1 – Sense of Belonging **2** – Financial Challenges **6** – Accessibility **7** – Lack of appropriate support mechanisms	Socio-economic (OBJ1.1 and 1.2) ABMO (OBJ1.3)	Marketing & broader student recruitment - Open Days - Accessible print and online resources (prospectus, website, blogs etc) - Social media - Applicant travel Bursary for visit days - Conversion support	Students are able to understand and navigate the HE system, and can successfully transition to HE with confidence Students see Bath as a place for them and believe they would fit in academically and socially at Bath Impactful and targeted activity ensures students can meaningfully interact with the university community to prepare them for transitioning to HE.	Increased application to Bath success rates. Increased progression to HE rates.

Evaluation	To design this strategy, we carried out a literature review and gathered evidence which underpins each of these programmes, which can be seen in **Annex B**. We also developed all our intervention strategies following consultation with the student body, including student outreach ambassadors and representatives from the SU. All activity has been designed using TASO-informed Theory of Change metrics and measures, and evaluation tools and using pre- and post- comparison surveys, focus groups and tracking. The results from these evaluations will be published in an annual Impact Report, which will highlight key findings and insights from the intervention s within this strategy. Additionally, we will carry out the following evaluation of specific activities: - Our Contextual offer scheme will be evaluated to Type 2/3, and findings will be published on our webpages and through our networks, such as NERUPI After 5 years, we will publish a summary report of our overall findings from this intervention strategy, and these findings will be used to inform the design of
Investment	**Year 1 – £2.27M** **Year 2 - £2.27M** **Year 3 - £2.33M** **Year 4 - £2.34M**
Cross intervention strategy	We recognise that the work of this intervention strategy is deeply linked with IS-2 and IS-3. This is because our aims to support student metacognition and academic self-efficacy, as well as raising student attainment at KS4 & 5, will have an impact on student retention and degree awarding at Bath. Based on existing sector evidence and our understanding of the student journey, we anticipate that the activities in this strategy will impact: - On course student sense of belonging (IS-2) - On course student academic study strategies (IS-3) - Continuation Rates (IS-2) - Completion Rates (IS-2) - Degree awarding (IS-3)

Detail of Intervention Strategy 1

Approach

Our Access intervention strategy is focused primarily on our activities across two key areas, Outreach and Admissions. Our outreach programme was redesigned during the implementation of our last plan following internal evaluation, which highlighted the need to develop more targeted activities for individual students and larger groups, as well as for groups who are student supporters or influencers e.g. teachers, parents, carers, or guardians. Our outreach programme now considers the full student journey, from early pre-16 to transition into studying at Bath. Our activities are designed to build on each other, and we encourage students to engage with our most sustained activities, as we are aware that these types of intervention may have more impact on a student's knowledge of and choices about higher education. This approach allows us to address our identified key risks over a prolonged period, in particular Risk 1 (Sense of belonging) and Risk 7 (Lack of appropriate support mechanisms) – for more details see our Risk Register in **Annex A.** Alongside our in-person delivery, we also use online and blended content and delivery to support students for example for students undertaking project qualifications such as the Extended Project Qualification, or to support students transition to Bath.

Our ED&I Foundations which is delivered fully online engages students with key equality and diversity concepts through a digital course. Our partnerships with schools, colleges and Multi-Academy Trusts have developed throughout the time period covered by our previous APP, as we increased our reach from working locally to nationally. We will continue this approach, reaching out nationally to schools/colleges in areas of deprivation, to ensure we continue to recruit students from our target groups. Moving forward, we will reconsider our school/college target lists in line with the new objectives and targets in this plan. We will continue to evaluate our activities using our newly redesigned impact evaluation, monitoring and reporting process based on theory of change methodologies, and where we identify that activity is not delivering desired outcomes, we will redesign or stop delivery of the activity. We will also publish an annual impact report with a summary of our activities and findings from these evaluations.

Activities to support students from Socio-economically deprived backgrounds

We recognise that one of our largest challenges is recruiting a more socio-economically diverse cohort of students. We believe that addressing key risks, such as Risk 1 (sense of belonging) through our targeted approach to outreach activity and through our inclusive marketing campaigns, will support our progress towards recruiting students from this target group. Our work to support students through the process of applying to and making a decision about higher education once they have received an offer prioritises students from socio-economically deprived backgrounds and offers them the choice to attend either in-person or virtual offer holder days.

For many years, the University has had a contextual admissions process whereby a dedicated team carefully considered applications to Bath from target groups. Since the last plan, we have introduced a pilot contextual offer scheme, which has been successful in supporting more underrepresented students to access the University than otherwise would have done. After the success of the pilot we will offer full contextual offers from 2024 entry alongside our guaranteed offers for care leavers. In addition to this, we have made several internal process changes which prioritise target student applications earlier in the cycle, allowing us to support more target students to enrol at the University. We will continue to ensure that relationships are developed as early as possible with target students, with a particular focus on students from marginalised backgrounds (care leavers, young carers, refugees, estranged) to ensure they can build relationships beyond the outreach teams with current students and key staff members at the University who would continue to support them post-enrolment. We will continue to work with charities and other third sector organisations such as IntoUniversity who support students and student influencers to encourage students from socioeconomically deprived backgrounds to apply to HE.

Activities to support students from Ethnic minority groups

In recent years, a high proportion of our more sustained outreach activity has focused on engaging students from ethnic minority backgrounds. We also ensure an inclusive approach is embedded into our programme through staff ED&I training and regularly reviewing our programme materials and resources. Alongside our inclusive outreach, we deliver a targeted programme which addresses the specific risks and barriers that student from ethnic minority groups face when choosing Bath.

Attainment Raising at pre-16

To support attainment raising at pre-16, we will use our networks of current and future school/college

partners to increase the number of teachers on our Teacher Network. This support network creates a 2-way conversation between the University and the teachers and allows teachers with similar roles to network across schools, regions and countries. There will be a focus on sharing good practice as well as the University demonstrating the context of where GCSE and A-Level learning is applied in university education and research. In addition, we will increase the information we provide to teachers utilising research findings about teaching and learning as well as research that applies knowledge from the GCSE and A-level curriculum.

To support the more strategic development of teaching and learning in schools and colleges, we will utilise our new network of school governors across the University. Through this network we will develop a space where governors can support each other's development, sharing good practice and mentoring new governors. We will also organise training for this network on areas such as holding the senior leadership to account over teaching and learning. As well as supporting teaching and learning, we recognise there are non-academic barriers to students achieving their potential including a lack of consistent careers advice and guidance. We know that a student who has a clear career goal in mind is more likely to achieve a better outcome at their assessments than someone who does not. We will expand our collaborations with other higher education providers to deliver our careers portals CareerPilot and LifePilot to under and over 21s respectively. We value partnership working and will consider the third sector organisations we work with to deliver our outcomes, identifying areas where we lack the resource, skills, or knowledge to deliver impactful interventions.

Diverse course offer

Our current undergraduate portfolio is almost all full time and is mainly via in-person activities on campus, supported by online elements and structured independent study. From 2024/25 we will pilot a Bath Pharmacy course which will be run at the University of Plymouth. This collaboration will provide more local provision for South-West students who would like to become pharmacists and will support our aim to increase the number of trained pharmacists working in the South-West. This pilot will allow us to test the model to see if it is a viable option for other courses in other areas of the country.
As the Lifelong Learning Entitlement is introduced through the lifetime of this plan, we will consider its impact on our approach and where the student demand is. This will inform future plans for alternative provision.

Student voice in the design and delivery of activity

We will continue with the recent introduction of student placement opportunities within the outreach team. These opportunities for current Bath students allow us to embed student voice into the design and delivery of the outreach programme whilst also ensuring we are supporting the employability of current students at Bath. Our outreach activities are also supported by Student Ambassadors allowing the activities to have a strong student voice throughout, this particularly addresses Risk 8 (role models).

Internal Strategic Data review

To support the implementation and evaluation of the activities in this Intervention strategy, we are carrying out a strategic review of the APP data that all staff have access to, including what analysis of that data is made readily available to all staff. The outcome of this review will ensure that staff have increased amount of relevant APP data available to them to support their informed decision- making, as well as helping all staff to identify gaps in provision or engagement.

Intervention Strategy 2 (IS-2) – Continuation & Completion

Objectives and targets	**Objectives:** - The objective of this intervention strategy is to ensure that by the end of this plan the student satisfaction as measured by NSS for IMD - It will also ensure that by the end of this plan the satisfaction as measured by NSS for ABMO, particularly Black students increases - It will also ensure we monitor the unexplained gap in continuation and completion for students with declared mental health conditions and social and communication challenges to ensure the 4-year average continuation and completion gaps when compared to no declared disability do not increase (**OBJ2.3**).
Risks to equality of opportunity	**EORR Risks:** Risks 6 – 11 (see Risk Register in Annex A for more details) **Risk Impact:** - Lower degree attainment - Withdrawal rates - Low continuation rates - Low completion rates - Increasing numbers of students undertaking part-time or full-time employment - Poorer mental health or physical health for students - Reduced attendance on course - Lower student satisfactions with teaching, learning, assessment and feedback

Associated UoB Risks (see Risk Register, Annex A for more details)	Student Group/ Objective	Activity	Outcomes	Outcome Indicator
1 – Sense of Belonging **5** – Inequity, discrimination or unconscious bias **7** - Lack of appropriate support mechanism **8** – Lack of role models	Socioeconomic (OBJ 2.1) ABMO (OBJ 2.2) Disability (OBJ 2.3)	Creating an inclusive and safe university campus environment & preventing and addressing harassment and inappropriate behaviour on campus - #BeTheChange - Active consent - Support & Report Tool - Race Equality Charter - Gym Inclusion - University & SU campaigns - SU Diversity Awards - SU Liberation Groups - Centre for Learning & Teaching talks and workshops - Staff EDI groups & networks	Staff across the university engage with and understand the challenges faced by WP students Focus on inclusion, equity, diversity and allyship embedded across all levels of leadership and governance and accessibility is a key priority across all areas of university life	High levels of Report & Support satisfaction ratings High proportion of students engaging with services, support groups or campaigns. Increased continuation rates.

Associated UoB Risks (see Risk Register, Annex A for more details)	Student Group/ Objective	Activity	Outcomes	Outcome Indicator
7 – Lack of appropriate support mechanisms	Socioeconomic (OBJ 2.1) ABMO (OBJ 2.2) Disability (OBJ 2.3)	Skills, tools and knowledge for students' personal development, including but not limited to: - Money Advice for students - Wellbeing advisers - Skills centre provision - Library provision and resources	Students have a good knowledge and understanding of what support is available for them at Bath so that they can achieve their full potential Students are equipped with cognitive and metacognitive strategies and skills which allow them to develop a strong sense of self and enable them to progress through their learning journey with confidence and perseverance.	Increased continuation & completion rates Increased on-course attainment Increased in student satisfaction, measured in unit evaluations
1 – Sense of Belonging **4** – Home circumstances **5** – Inequity, discrimination or unconscious bias **6** – Accessibility **7** – Lack of appropriate support mechanism **9** – Mental Health and Wellbeing	Disability (OBJ 2.3)	Mental Health and Wellbeing support and services, both proactive and reactive, including: - Promotion & awareness raising campaigns - Provision and signposting to clinical and specialist support for MH and wellbeing - Wellbeing skills development - Pastoral care and support for students through personal tutoring system or in-faculty student experience support - Mental Health Charter - Social prescribing - Be Well at Bath	Students feel that they will be supported at Bath, know how to access the support they need and feel confident asking for help when it's needed. Students provided with a wide and diverse range of community groups, safe spaces and networks which allow them to feel part of a rich and vibrant community Inclusive, embedded and integrated support systems available for students, including impactful, student centred and holistic wellbeing and mental health support and services	Increased continuation rates Increase in student mental health and wellbeing, measured by Be Well survey responses (response rate & response outcomes)
5 – Inequity, discrimination or unconscious bias **6** – Accessibility **7** – Lack of appropriate support mechanisms	Disability (OBJ 2.3)	Support for disabled students - Equality Objectives - Digital Accessibility Initiative - Referrals to careers service for additional support - Campus buddies - Autism&Uni toolkit - Accessible format documents - Individualised support	Staff across the university engage with and understand the challenges faced by WP students Focus on inclusion, equity, diversity and allyship embedded across all levels of leadership and governance and accessibility is a key priority across all areas of university life University employs a lifecycle lens to widening participation and applies a tailored approach to the support provided at every stage of the student journey	Increased number of students engaging with services Increased continuation and completion rates for disabled students

2 – Financial Challenges	Socioeconomic (OBJ 2.1)	Financial support packages for example the Bath Bursary	Students are able to fully participate in all aspects of university life Students are not required to work excessive hours to financially sustain themselves at university	Increased wellbeing reported by students experiencing financial hardship, measured by cost of living/bursary impact surveys
2 – Financial Challenges **7** – Lack of appropriate support mechanisms	Socioeconomic (OBJ 2.1)	Holistic financial interventions designed to support students financially while also providing them with opportunities to develop skills, connect with peers, and create networks. - Gold Scholars - Young Adult Carers, Care Leavers, Refugees bursary, Estranged	Students provided with a wide and diverse range of community groups, safe spaces and networks which allow them to feel part of a rich and vibrant community Students are able to fully participate in all aspects of university life Students are not required to work excessive hours to financially sustain themselves at university	Increased wellbeing reported by students experiencing financial hardship, measured by cost of living/bursary impact surveys Increased continuation and completion rates Increased student sense of belonging, metacognitive strategies and study skills, measured by internal data collection Increased progression to good graduate outcomes
1 – Sense of belonging **2** – Financial Challenges **4** – Home circumstances **5** – Inequity, discrimination or unconscious bias **7** - Lack of appropriate support mechanism	Socioeconomic (OBJ 2.1)	Targeted support for underrepresented groups (Care Leavers, Estranged students, Refugees, Asylum seekers)	Students provided with a wide and diverse range of community groups, safe spaces and networks which allow them to feel part of a rich and vibrant community Students are able to fully participate in all aspects of university life Students have a good knowledge and understanding of what support is available for them at Bath so that they can achieve their full potential	Increase in student sense of belonging, measured by internal data collection Increased continuation rates for students from underrepresented groups Increased completion rates for students from underrepresented groups
Evaluation	All activity in this strategy has been developed based on evidence-based assumptions, using internal or sector evidence. A summary of this evidence can be found in **Annex B.** Theory of Change design is either already implemented or in development for all activity in this strategy, including associated methodologies, metrics and measures, and process evaluation is embedded into programme design. To evaluate this strategy, all activity will carry out regular implementation and process evaluation as well as annual Type 1 evaluation which will take place using tracking, pre/post comparison, surveys or focus groups for most activity. The results from these evaluations will be published in annual impact reports. We will also carry out the following additional evaluation for some specific activity within this strategy (all details of this additional evaluation can be found in our **Evaluation Plan**)			

	- Financial interventions and their impact on continuation rates, completion rates, student wellbeing and sense of belonging will be evaluated to Type 2
Input and Investment	**Year 1 - £6.79M** **Year 2 - £6.69M** **Year 3 - £6.36M** **Year 4 - £6.20M**
Cross Intervention strategy	This intervention strategy and the activities it contains do not exist in isolation. They are interlinked with all the other strategies, to differing degrees. These close links represent the fact that we take up a joined-up approach to access and participation at Bath and apply a lifecycle lens to the student journey. A significant aspect of the activity across IS-2, IS-3 and IS-4 is the triage and referral which occurs between our support services, such as our clinical and specialist mental health support, our extra-curricular academic support, such as the courses offered by our Skills Centre, our targeted support for underrepresented groups, and our careers and placement services and programmes. We recognise that these triage and referral services are crucial for ensuring students get the tailored and individualised support they require at any point of the lifecycle. In terms of specific links between interventions,

Detail of Intervention Strategy 2

Approach

Since the last plan was written, we have restructured the senior management structure at Bath, and now have a stronger and more strategic focus on student experience as well as the wider University community. New roles include a Pro-Vice Chancellor (Student Experience) who leads the strategic implementation of the Student Experience Strategic Plan, supported by an Associate Pro-Vice Chancellor (Student Voice). Alongside roles specifically focused on student experience, a new Vice President (Community and Inclusion) role was created to ensure that our Equality, Diversity and Inclusion work for staff and students is driven at a strategic level. Our new Student Experience Strategic Plan includes four key areas of focus: Belong, Thrive, Respect and Progress. These areas are operationalised through separate working groups which report to the strategic Student Experience Advisory Board, who ultimately ensure delivery of the student experience strategic plan.

Transition from access to on-course

We recognise that a joined-up approach between pre- and post- enrolment is key for a students' sense of belonging, and that this must be considered from both an access and on-course perspective. We will ensure that student groups identified as being particularly at risk of inequality of opportunity are supported through the journey from first interaction to embedding into their studies. Our approach will incorporate outreach, transition, and induction, ensuring that there is a joined-up referral from one to the next internally, and ensuring we always consider the journey from the students' perspective first. We evaluate and review our welcome and induction activity on an annual basis.

To ensure our community is welcoming and there is an inclusive and safe environment, we deliver training and induction to all incoming students on how to support and be part of an inclusive culture. This forms part of our wider #BeTheChange campaign across the institution. We will also continue to offer similar resources to schools to prepare students to enter a diverse environment.

As our student body has increased over the years so has pressure on accommodation. We have recognised this and have an internal accommodation strategy that will focus on supporting all students, and in particular our underrepresented or marginalised students, whether they live on campus or in the city, to ensure they have a good student experience.

Activities to support students from Socio-economically deprived backgrounds

To ensure that all students are equipped with tools for success, we deliver a programme of skills development, extra-curricular language learning, money, and wellbeing advice as well as peer mentoring offered in collaboration with the Student Union. These activities are well received by students, but we currently lack a consistent and joined up way of monitoring uptake by student characteristic. We will therefore introduce improved monitoring of uptake of support activities to ensure that the students who would most benefit from this support are able to access and engage with it.

A good student experience at Bath is predicated on the ability for students to be able to engage in activities outside of their studies. We will increase the number of students eligible for bursary support by increasing the household income threshold from £25,000 to £30,000. We will continue to offer a Bath Bursary for household income under £30,000 and we will remove additional criteria currently considered for the award. We will continue to offer 50 Gold Scholarships for the most disadvantaged students and will focus our accommodation bursary on students with household incomes between £30,000 and £42,000. This approach allows the students most at risk of equality of opportunity due to financial circumstances will be supported. In addition to bursaries, we will continue to offer hardship funds to all students who require them. Our bursary offering means that students are required to work less to afford the cost of living in a high-cost city like Bath. Surveys run by the University and the Students' Union demonstrate that the cost of living means more students are having to work part-time, but this has less effect on those who have a bursary.

We have learnt a lot from delivering the Gold Scholarship, which provides students with money alongside a programme of wrap-around support, networking opportunities, and extra-curricular activities. We will utilise our experience of what works to identify what can be scaled up to support students on other bursary programmes which support larger numbers of students.

Our support for marginalised groups, such as care-leavers, young carers, or estranged students, begins before these students enter the University. We ensure that these students have met and engaged with our dedicated support teams, and that they are aware of all the support on offer. This approach is then

supported by individual meetings and a designated point of contact who supports them throughout their student journey. This approach is valued by our students and is helping to ensure that continuation and completion for these groups is high.

Activities to support students from Ethnic minority groups
Our Race Equality Taskforce was set up to make recommendations to the Executive Board about improvements required across to the institution. These recommendations were reported in 2022/23 and are being considered and implemented. One of the primary examples of a recommended implementation based on the report findings is the opening of a specialist hair salon on campus providing services for students of all hair types, in particular Afro-Caribbean hair types, which is a service not currently provided in the city. There has also been an increased offering of world food on campus, with the ambition of ensuring all students feel accommodated for and welcomed at Bath. All this work will feed into the University's submission for a Race Equality Charter Award.

We have a Report and Support tool which is a mechanism for reporting incidences such as micro-aggressions or harassment as they arise. We have used student input to improve our response to these incidents, with pilot programmes exploring alternative resolution frameworks other than exclusively focusing on sanctions, in order to ensure we are supporting our student community in the most effective way possible and safeguarding our students from harm or harassment on campus.

Activities to support students with declared disabilities
The effects of the COVID pandemic will be felt for many years, and our review of sector evidence and feedback from our schools and colleges has led us to expect an increase in students entering the University with declared mental health conditions. We have applied for the Student Mental Health Charter Award and have developed a university wide approach to mental health and wellbeing support and crisis prevention known as Be Well at Bath. We are one of few universities to offer social prescribing to students presenting with wellbeing challenges, which gives students access to exercise, arts or gardening and the early pilots have reported that this initiative is successful in supporting students' wellbeing.

Our Disability Services provide confidential guidance, support and advice to learners with any disability, impairment, learning needs or long-term health conditions. The targeted interventions provided by our Services range from supporting learner transitions to University (Beginning at Bath), special arrangements for course access and assessments (including assistive hardware/software), referrals to specialist teams, and one-one support. We also provide dedicated resources for specific student groups, such as the Autism and Uni toolkit which helps young adults on the autism spectrum to access university study, and we recently introduced a campus Buddy scheme for first year students with an Autism Spectrum Condition or Social Phobia to support their transition into university life and study. We take a joined-up approach to support students with disabilities, and understand the importance of referrals between services, which we aim to monitor more closely in future by developing a new referral measurement mechanism. At a senior, strategic level, the Equality Objectives and our Disability Strategy Group consider the experience of students and staff at the university and put in place actions to address issues, regularly reporting to the senior Student Experience Board.

Internal Strategic Data review
To support the implementation and evaluation of the activities in this Intervention strategy, we are carrying out a strategic review of the APP data that all staff have access to, including what analysis of that data is made readily available to all staff. The outcome of this review will ensure that staff have increased amount of relevant APP data available to them to support their informed decision- making, as well as helping all staff to identify gaps in provision or engagement.

Intervention Strategy 3 (IS-3) – Degree Awarding

Objectives and targets	- The objective of this intervention strategy is to reduce our degree awarding gap between IMD Q1& 2vs Q5 (**OBJ3.1**) to our **target**
	- It will also close our degree awarding gap for ABMO students getting a 1st or 2:1 compared to white students (**OBJ3.2)** to our
	- It will also ensure we monitor the degree awarding gap for students with declared disabilities getting a 1st or 2.1 to ensure they continue to close and stays below 3pp (**OBJ3.3**).
Risks to equality of opportunity	**EOR Risks:** Risks 6 – 11 (see Risk Register in Annex A for more details) **Risk Impact:** Lower continuation rates Lower course attainment Lower degree attainment Lower wellbeing Lower sense of belonging Lower quality teaching & less academic support for students High rate of student experiencing poor mental health Higher rate of students achieving lower-than-expected on-course attainment Higher rate of students in need of on-course academic support

Associated UoB Risks (see Risk Register, Annex A for more details)	Student Group/ Objective	Activity	Outcomes	Outcome Indicator
1 – Sense of Belonging **7** – Lack of appropriate support mechanisms	ABMO (OBJ3.2) Disabilities (OBJ3.3)	Creating an inclusive and enriching university learning environment: - Structured and wide-ranging inductions - Personal tutoring - Dedicated Student Experience staff	Students have a sense of belonging with the course. Staff engage with students regularly in small groups and are able to understand their needs.	Increase in student satisfaction and sense of belonging, measured in unit evaluations, student surveys and internal data collection Increased on course attainment and degree attainment
1 – Sense of Belonging **5** – Inequity, discrimination or unconscious bias **7** – Lack of appropriate support mechanisms	ABMO (OBJ3.2) Disabilities (OBJ3.3)	Creating inclusive and enriching teaching and learning - Academic support delivered by individual departments. - Decolonising the curriculum - Curriculum Transformation implementation - Centre for Learning and Teaching talks, curriculum development and design, staff workshops	Staff across the university engage with and understand the challenges faced by WP students Focus on inclusion, equity and diversity embedded across all levels of leadership and governance and accessibility is a key priority across all areas of university life	Increase in student satisfaction and sense of belonging, measured through NSS scores and internal data collection Increased on course attainment and degree attainment

Associated UoB Risks (see Risk Register, Annex A for more details)	Student Group/ Objective	Activity	Outcomes	Outcome Indicator
8 – Lack of role models		- Personal tutoring - Dedicated Student Experience staff - Unconscious bias training for staffAll written examinations and other forms of summative assessments are marked anonymously, wherever practical.	Teaching staff are provided with opportunities to develop the skills tools and knowledge to deliver impactful teaching and learning. Courses that have undergone curriculum transformation and decolonising curriculum work are student centred and promote inclusivity and student success	
1 – Sense of belonging **3** – Gaps in prior knowledge	Socioeconomic (OBJ3.1) ABMO (OBJ3.2) Disabilities (OBJ3.3)	Extra-curricular support for students - Skills Centre workshops, courses talk etc - Library support for students, specifically information literacy and data literacy - Peer Mentoring & Peer Assisted Learning - Mathematics Resources Centre, which provides maths, statistics, data and numeracy skills support - Extra-curricular access to Modern/Foreign Languages skills provision - Digital Skills provision - Vertically Integrated Projects	Extra-curricular opportunities enrich the student experience and allow students to develop future aspirations aligned with their values and goals Inclusive, embedded, and integrated support systems available for student University employs a lifecycle lens to widening participation and applies a tailored approach to the support provided at every stage of the student journey Students are equipped with study strategies which support their individual learning journeys and metacognitive strategies which ensure they are able to motivate themselves throughout their studies	Increase in student study and metacognitive strategies, measured by internal data collection Increase in course attainment rates Increase in degree attainment rates
2 – Financial Issues	Socioeconomic (OBJ3.1)	Targeted financial interventions designed to alleviate immediate financial burden and ensure students experiencing financial hardship can engage fully in student life and access materials and resources for their studies - Bath Bursary - Cost of living working group	Students are able to fully participate in all aspects of university life & are not required to work excessive hours to financially sustain themselves at university. Students can access the materials and resources they need for their studies Financial hardships experienced by students are addressed and removed.	Decrease in reported financial pressure and hardship experienced by students, measured by internal data collection via Cost-of-living surveys & bursary surveys, qualitative data collection, and number of APP students requiring access to hardship funds. Increase in course and degree attainment rates

Evaluation	design. To evaluate this strategy, all activity will carry out regular implementation and process evaluation as well as annual Type 1 evaluation which will take place using tracking, pre/post comparison, surveys or focus groups for most activity. The results from these evaluations will be published in annual impact reports. We will also carry out the following additional evaluation for some specific
Input & Investment	**Year 1 - £430k** **Year 2 - £440k** **Year 3 - £450k** **Year 4 - £460k**
Cross Intervention strategy	This intervention strategy and the activities it contains do not exist in isolation. They are interlinked with all the other strategies, to differing degrees. These close links represent the fact that we take up a joined-up approach to access and participation at Bath and apply a lifecycle lens to the student journey. A significant aspect of the activity across IS-2, IS-3 and IS-4 is the triage and referral which occurs between our support services, such as our clinical and specialist mental health support, our extra-curricular academic support, such as the courses offered by our Skills Centre and Library, our targeted support for underrepresented groups, and our careers and placement services and programmes. We recognise that these triage and referral services are crucial for ensuring students get the tailored and individualised support they require at any point of the lifecycle. In terms of specific links between interventions, based on our research and understanding of the student journey, we anticipate that the activities in these strategies will impact: - Increase in student continuation rates (IS-2) - Increased in student completion rates (IS-2) - Increased uptake of employability support (IS-4) - Increased uptake of placements, years abroad or internships (IS-4) - Increased progression rates to graduate study or employment (IS-4) - Higher earnings and levels of job satisfaction (IS-4)

Detail of Intervention Strategy 3

Approach

Our senior leadership in the Education area of the University has developed since our last plan was written. Our Pro-Vice Chancellor (Education) leads the strategic development and implementation of teaching, learning and quality supported by a new Associate Pro-Vice Chancellor (Education). Together they lead the Education Strategic Implementation Plan (ESIP) built across 7 themes, particularly the second pillar of our strategy, 'Fostering an outstanding and inclusive community', which articulates our strong sense of community, 'culture of care', and opportunities in the wider student experience. Working groups on embedding inclusive assessment design principles, progression from education and enhancing employability opportunities reporting to the Education Advisory Board allows strategic oversight over all areas of education at Bath.

Our analysis of TEF and NSS data shows our students are highly satisfied and in 2022 NSS we ranked 1st in England and 3rd in the UK for overall satisfaction. Within that though our analysis has shown that student satisfaction with our assessment and feedback is significantly lower than we would like. We are working with our students to explore this and have initiated analysis and set up working groups to look into this further, as well as funding a designated Assessment and Feedback team to identify the issues and to begin to address them. We, like others, are developing an assessment strategy that will allow strategic decisions about methods of assessment in a post-COVID teaching environment. We have recognised that many students had their pre-university assessments disrupted by COVID, especially those students from the most disadvantaged backgrounds. Students now have less experience of formal in-person exams. We have therefore begun piloting running mock exams to prepare students for the experience and allow all students to better demonstrate their ability in an exam setting. We are also piloting blended approaches to exams. These pilots will feed into the final assessment strategy and will support the assessment of the newly transformed courses.

Recent analysis of our student appeals demographic data indicates that there is a disproportionately high number of students from minoritised ethnicities submitting appeals than we would expect looking at our student population. We believe the differences indicated by the data are statistically significant and warrant further review. We have not included this as a formal risk indicator at this stage, as we intend to carry out further research into these appeals, and will build appropriate interventions to mitigate any on course risks experienced by our students from minoritised ethnicities which surface because of this research
We have recently undertaken a review of the Personal Tutoring system and introduced additional training to support staff to best support all students academically and pastorally. We recognise that digital engagement is now more important than ever post COVID and so we are undertaking a strategic review of our digital offering across the University. This will ensure that all students and staff have access to an advanced digital estate which provides ways of enhancing the in-person teaching of courses. Alongside this review is our internal Strategic Data review, which will ensure that teaching staff have increased amount of relevant APP data available to them to support their informed decision making, as well as helping all staff to identify gaps in provision or engagement.

Curriculum Transformation

In our last plan we said we were undertaking a process of curriculum transformation across all our programmes. That process is almost complete, with new curricula for all undergraduate courses set to launch in 2023/24. The transformed courses are designed in partnership with students, employers, professional bodies, alumni and staff, to create strong foundations for continuous improvement and provide the opportunity for more embedded innovation and high-quality content, delivery and assessment approaches. Diverse student voices have been included throughout the process of the transformation with the aim of ensuring that the new curricular are inclusive and appropriate for the preparation of all students for future careers. An evaluation framework to measure success of the transformed courses is set to be finalised in the summer of 2023, although the timescale of the full evaluation is likely to be longer than this plan.

Activities to support students from Socio-economically deprived backgrounds

In addition to strategic considerations of the education at Bath, we also offer extra-curricular and embedded additional learning for students. Our Skills Centre offer programmes of academic skills, digital skills, Maths support and library and information skills. We work collaboratively with the Students' Union to deliver a programme of Peer Mentoring and Peer Assisted Learning to give students additional ways to learn content. Since 2019/20, we pioneered a programme of Vertically Integrated Projects (VIPs) in England.

These are innovative research and applied learning projects that enable inter-disciplinary, multi-level teams of students to work with a member of academic staff on long-term real-world projects. These projects enrich professional employability skills for students, particularly those who choose not to take up a placement. Initially extra-curricular, VIPs are now being offered for credit on some of our courses.

To address the challenge of finance being a barrier to studies, either due to course costs or the need to work part-time, we will continue with bursary provision that gives students financial support to mitigate these barriers and will continue to consider the costs of our course materials, limiting and reducing them wherever possible.

Activities to support students from Ethnic minority groups and students with declared disabilities
We are taking a top-down and bottom-up approach to foster a sense of belonging and success among students from ethnic minority backgrounds. Top-down, our Curriculum Framework will embed inclusive design principles for delivery and assessments, whilst also ensuring diversity of representation among our guest speakers. We are currently exploring guidelines for our examination boards to provide them with information to track degree progression in their cohorts earlier in the academic cycle, so that relevant action plans for support can be put in place. Bottom-up, we are working in partnership with our student bodies on implementing an inclusive curriculum. One approach is facilitating the establishment of 'Decolonising curricula' student groups in Engineering, Science and Humanities. Students are key to our work to decolonise the curricula, and groups of students and staff to work together to co-create projects/initiatives/resources ensure that all students are represented within the curriculum. To support our staff to deliver an inclusive curriculum, our Centre for Learning and Teaching offer training, resources and support to all staff in embedding an inclusive curriculum.

Our regulatory framework enables students with individual mitigations (including mental health / disabilities) to be provided support, ranging from extensions on coursework or to make a claim for examination boards to consider their mitigations that impact their overall degree outcomes. A 'Special Programme of Study' may also be an option open to students with longer-term mitigations. As part of Curriculum Transformation, we are also working to ensure inclusive practice is embedded consistently in the delivery of learning, teaching and wherever feasible, diverse assessment methods are used.

Some courses have very small sample sizes of students with these characteristics in each year of study, making it problematic to provide targeted academic support whilst retaining anonymity. We are working with academics in the Department of Mathematics to deploy analytical and predictive tools to analyse trend data that will inform strategic action plans for departments to narrow the gap in graduate outcomes for these student groups.

Intervention Strategy 4 (IS-4) – Progression

Objectives and targets	
	- It will also ensure we the gap in progression for students with a declared mental health condition does not increase; we will monitor to ensure the 2-year average <8.0pp (**OBJ4.2**).
Risks to equality of opportunity	**EORR Risks:** Progression Risk 12-E. **Risk Impact:** Worse or differential labour market outcomes for students Lower or differential progression rates through to graduate study Lower or differential progression rates through to employment Low diversity in specific areas of the labour market Lower earnings for students with certain characteristics Lower levels of job satisfaction

Associated UoB Risks (see Risk Register, Annex A for more details)	Student Group/ Objective	Activity	Outcome	Outcome Indicator
3 – Gaps in prior knowledge **7** – Lack of appropriate support mechanisms **8** – Lack of role models	ABMO (OBJ4.1) Disability (OBJ4.2)	Enhanced or specialist careers information, advice, and guidance, including: - Priority access to dedicated careers appointments for disabled students - Specialist support services or Skills Centre for individual student needs - Ensuring inclusivity at events, including offering remote or recorded access, participation by chat or anonymous polling, on-campus events, and aiming for diversity of employer representatives at Careers Fairs and panels.	Students have an informed understanding of different career options available to them, understand the steps required to realise their goals and can enact their plans with confidence. They are equipped with the skills, knowledge and mindset to manage their careers beyond university and across their lifespan. Students have excellent employability skills, making positive transitions into the workplace, and adapting to a professional culture. They can build on early success and navigate challenge and uncertainty throughout their careers. Students are able to align their career aspirations with their values.	Increased uptake of employability support, measured by internal data collection Increased progression rates through to postgraduate study and graduate level employment. Students progress through Career Readiness indicators, and career readiness tends to increase across years

Associated UoB Risks (see Risk Register, Annex A for more details)	Student Group/ Objective	Activity	Outcome	Outcome Indicator
3 – Gaps in prior knowledge **7** – Lack of appropriate support mechanisms **9** – Mental Health/wellbeing	ABMO (OBJ4.1) Disability (OBJ4.2)	Enhanced or specialist support with placements, years abroad or internships, including: - Specialist appointments - Signposting, triage and referral to other support services - Partnerships and collaboration with employers to ensure reasonable adjustments are made - Support with grant and scholarship applications.	Students have an informed understanding of different career options available to them, understand the steps required to realise their goals and can enact their plans with confidence. They are equipped with the skills, knowledge and mindset to manage their careers beyond university and across their lifespan. Students can align their career aspirations with their values. Students have excellent employability skills, making positive transitions into the workplace, and adapting to a professional culture. They can build on early success and navigate challenge and uncertainty throughout their careers.	Increased uptake of specialist placement support appointments Increased uptake of placements, years abroad or internships Increased progression rates to graduate study or employment Higher levels of job satisfaction, measured by Graduate Outcomes survey
3 – Gaps in prior knowledge **7** – Lack of appropriate support mechanisms **8** – Lack of role models	ABMO (OBJ4.1) Disability (OBJ4.2)	Networking and mentoring opportunities, including: - Gold Scholars careers events - Events/workshops/opportunities for specific underrepresented groups - Partnership with Bright Network, to support students from diverse backgrounds - Diversity-specific internships, provided by internal diversity initiatives at employers recruiting for interns from our student body.	Students have a richer experience through participating in extra-curricular opportunities and are supported to develop future aspirations aligned with their values and goals Students can develop, cultivate and maintain supportive and aspirational professional networks, to facilitate their career confidence Students can align their career aspirations with their values. Students have excellent employability skills, making positive transitions into the workplace, and adapting to a professional culture. They can build on early success and navigate challenge and uncertainty throughout their careers.	Increased progression rates to graduate study or employment Higher levels of job satisfaction, measured by Graduate Outcomes survey

3 – Gaps in prior knowledge 5 – Inequity, discrimination, or unconscious bias 6 – Accessibility 7 – Lack of appropriate support mechanisms	ABMO (OBJ4.1) Disability (OBJ4.2)	Careers, employability and future skills, tools and knowledge embedded across institution and into curriculum, including: - Neuro-divergent friendly careers advice - Library & information skills support and development, and Skills Centre academic, mathematics and language skills support and enhancement for studies and future employment	High quality course and extra-curricular opportunities provided to students allows them to gain valuable knowledge, transferable skills and intercultural competencies. Students have excellent employability skills which allow them to thrive throughout their career journeys and feel well equipped to transition into the workplace.	Increased progression rates to graduate study or employment Higher levels of job satisfaction, measured by Graduate Outcomes survey

Evaluation	evaluate this strategy, all activity will carry out regular implementation and process evaluation as well as annual Type 1 evaluation which will take place using tracking, pre/post comparison, surveys or focus groups for most activity. The results from these evaluations will be published in annual impact reports. We will also carry out the following additional evaluation for some specific activity within this - The impact of Placements on progression rates to graduate study or employment will be evaluated to Type 2.
Investment	**Year 1 - £270k** **Year 2 - £277k** **Year 3 - £280k** **Year 4 – £290k**
Cross Intervention strategy	This intervention strategy and the activities it contains do not exist in isolation, and are interlinked with all the other strategies, to differing degrees. These close links represent the fact that we take up a joined-up approach to access and participation at Bath and apply a lifecycle lens to the student journey. Employability teams and individual staff regularly identify that students may benefit from additional support, and refer students to any of the following: - Academic departments - Student support services, including clinical or specialist support for Mental Health and wellbeing - Disability services - Financial support and advice services These triage and referrals take place frequently to ensure that any individual student's needs are met and that they can fully participate in all employability opportunities at Bath. Based on existing sector evidence and our understanding of the student journey, we anticipate that the activities in this strategy will specifically impact: - Increase in student wellbeing (IS-2) - Increase in student satisfaction and sense of belonging (IS-2 & IS-3) - Increased degree course and degree attainment (IS-3)

Detail of Intervention Strategy 4

Approach

The leadership of our careers and employability has developed recently with the introduction of a new role of Director of Employability and Student Success. There is an ongoing review of employability and careers provision across the University in line with the development of an employability strategic plan. We aim to take a data-informed approach to career readiness and then we can subsequently support the students that are less career ready in a more direct way targeting limited resource where it is most needed.

The University has a strong tradition of high graduate employment due to strong links with employers and offering a university wide placement scheme which includes time at an organisation in the UK or abroad. Around two thirds of our students undertake a placement or study abroad and we ensure all students are supported to access opportunities through our devolved faculty-based approach. Our discipline-specific, professional placements teams ensure high-quality placement experiences that offer the appropriate level of challenge and responsibility. In addition to the Placements teams, students are comprehensively supported before, during and after their placement period by our academic staff and the Students Union. For students with disabilities, our placements teamwork with the employer to understand any adjustments that need to be made and help students to apply for any eligible grants.

Activities to support students from Socio-economically deprived backgrounds, Ethnic minority groups and students with declared disabilities

A programme of careers support is carefully designed to engage and empower under-represented groups in the early years of their studies, so they are prepared to engage with the increasing range of employability opportunities. There have been challenges with reporting on uptake of these sessions and resources by student characteristic, but we aim to change that through the course of this plan. Improved reporting on uptake by student characteristic will allow us to identify where our communications are not working and try different approaches to reach students.

We know from our internal data that under-represented students are less likely to take up a placement and so the support teams work to engage all students with the offer. Some students choose not to take a placement (our research) and we are improving the support for students who wish to undertake shorter internships in holiday periods. We have recognised that students who go on placement progress well at the end of their studies. Where a student does not go on placement there was less support and engagement with employability. We therefore introduced a programme of Vertically Integrated Projects[11] which allow students to work in cross-year group groups with an academic lead to solve a local issue within the academic year. These projects have proved popular with 8 projects running in 2022/23. We embed employability and external experiences into these projects to ensure that all students can experience the application of their learnings on course in the real world.

Our Disability Services are piloting a new 'Employability Mentoring' scheme, in collaboration with Randstad, to help our disabled students navigate the transition between university and the workplace. Uptake and outcomes from the pilot project will inform future activities.

Alongside specific activity to support students, we have embedded skills development for employability into our taught curriculum so our under-represented groups able to develop key employability skills throughout their studies as well as by taking advantage of additional opportunities. Our degree courses also develop student employability skills through a range of embedded career development activities such as developing interview skills, collaborative project work, or CV-writing workshops. Many of our courses also have embedded employability activities which involve external stakeholders so that students might have the opportunity to work with charitable organisations or conduct research projects for companies. Many of our departments and faculties host employer advisory boards who feed into the development of curricula and help our staff understand the challenges and opportunities in the future world of work. These boards consider how employers support a diverse graduate pool into employment.

During our consultations insight from staff alluded to students of Black, Asian, Mixed and Other ethnicities having to undergo more interviews for placements than their white peers. It is not clear what the cause for this is, but we will undertake a review to understand our data in more depth and explore this issue. If it is found to be true, we will work with employers to address the challenges.

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[11] https://www.bath.ac.uk/guides/vertically-integrated-projects/

Collaboration

The University of Bath is an institution that highly values collaboration, and we believe that by working collectively with other higher education providers, the third sector and other partners, we can alleviate risks to equality of opportunity for those most likely to face them.

We believe supporting the national conversation about access and participation is important and we are a convenor of the Access and Participation Plan Special Interest Group within the Forum for Access and Continuing Education (FACE) network. The Group provides a space for institutional leads for widening participation to share findings, best practice and approaches to supporting students from underrepresented groups. Over the course of this Plan, the Group will be working collaboratively to provide peer support, professionalisation opportunities and advocacy for access and participation across the country. We are also a strong supporter of the Higher Education Access Tracker (HEAT) as a member of the HEAT Steering Group.

We have partnered with the University of Plymouth to deliver a Pharmacy course on the University of Plymouth campus. This approach aims to increase the number of pharmacists that train and work in the South-West of England. We intend to use the outcome of this partnership to understand the viability of teaching courses outside of the University of Bath campus in future. We are also the lead partner in the following access and participation focused partnerships:

UniConnect	We are the lead partner in our local UniConnect partnership, the Wessex Inspiration Network (WIN), and work with other WIN partners to deliver outreach across our local areas. We have worked collaboratively to develop our approach to supporting attainment at pre-16, ensuring that the combined offer is complementary for our local schools and colleges.
CareerPilot	We lead a consortium of higher education providers to run CareerPilot, an award-winning, career website with impartial information, advice, and tools for 11–19 year-olds, advisors, and parents and carers.
LifePilot	We lead a consortium of higher education providers to run LifePilot, a site supporting post 19+ adults and part time learners back into learning and in progressing to HE.

Whole provider approach

To ensure successful delivery of the intervention strategies outlined above, we are committed to a whole provider approach. We will maintain the strong governance and monitoring approach introduced during the delivery of our previous plan (see Monitoring of the plan for more details). We will ensure we support and develop our university community to enable them to deliver effective and impactful activities in support of this plan, and we will ensure any University work which falls under other areas of regulation is delivered in line with the APP aims, objectives, targets and requirements.

Governance / Strategic/operational structures

The strategic direction of this plan is the responsibility of the Pro-Vice Chancellor (PVC) (Education). The PVC (Education) is a member of the University Executive Board, which has overall responsibility for agreeing the content of our APP. Our APP requires approval from our accountable officer, the Vice Chancellor, and the University Executive Board (UEB). The APP is given final sign-off by the Chair of University Council and University Treasurer, on behalf of the University Council. University Council regularly consider progress towards APP targets and commitments and are kept abreast of regulatory changes in this area. Education Advisory Board (EAB) set targets for our academic departments to deliver our APP and provide oversight of academic departments in meeting these targets. Senior boards, including Student Experience Advisory Board and Equality, Diversity and Inclusion Committee also have oversight of elements of the University's APP strategy and delivery.

Operational oversight of the APP is provided by the APP Oversight Group (AOG) which is a sub-group of our Education Advisory Board and has senior representatives from across the University including Students' Union senior leadership, Academic Deans and Associate Deans for Education, and Directors of Professional Services teams. Other Boards including Degree Outcomes Group, Data Insights Group, Education Quality and Standards Committee and Student Staff Liaison Committees engage in monitoring elements of the APP delivery and report to either AOG or EAB.

Operational responsibility for the implementation of the Access and Participation Plan sits with the Director of Student Recruitment and Admissions, working with the Head of Widening Access and Participation, but delivery occurs across the institution in both academic and professional services departments.

Community development

To ensure we have a community that can support delivery of the activities outlined in this plan we will continue to run Community of Practice Groups and Advisory Groups across the institution (see Sharing findings for a detailed overview of these groups). These groups provide an opportunity for staff development and create a forum for conversation with the staff community about the activities delivered as part of the APP and future opportunities and challenges.

- The Widening Access Team also run Outreach and School Governor networks where staff across the institution who are engaged in this work can receive training and share knowledge and good practice.
- Our Widening Participation Standing Group is composed of academics and practitioners working in access and participation and enables members to come together to share research findings. Members also support the improvement of the quality of research and evaluation for access and participation activity.
- Our Teacher Advisory Group, representing educators from approximately 20 schools and colleges across the country, will continue to support the development of our outreach activity, for example in relation to our work to raise attainment in schools. The Teacher Advisory Group is another example of a forum that allows us to engage in a 2-way conversation with our community and is instrumental in providing insight on our activities, whilst also allowing us to give back to educators through continuous professional development opportunities, resources, and peer support.

In delivering this plan, we will create two new access and participation advisory boards. One of these boards will look to develop our engagement with the University's student community and will be co-created with current students to ensure they are involved in a way which suits them. The other will build a community with parents and carers to further address how some of our identified risks impact learners at the access stage of their learning journey (see Risk Register for more details). Insight from these groups will further inform our development of activities and our communications with current and prospective students, and will support our aim of ensuring our access and participation work is accessible and visible for all.

Embedding Access and Participation across the institution

The APP is a fundamental element of the University's 2021-2026 strategy and is considered in both the Education and Community pillars. To ensure our access and participation work and this plan are part of a whole institutional approach, we embed consideration of access and participation in several key strategic plans. These strategic plans in turn help us deliver the APP, and by uniting the strategic direction we have created a community at the University of Bath that understands why access and participation activity is happening and that drives our community to affect further change. The following are key areas of the University's strategy or policy where access and participation work is embedded:

Equality Objectives	The University's Equality Objectives include elements of APP delivery and inter-links with activity that is delivered through the Equality, Diversity and Inclusion Committee chaired by the Vice President (Community and Inclusion).
Be the Change	Be the Change is our university wide approach to tackling harassment of all forms and underpins our approach to ensuring that barriers for under-represented students are removed.
Be Well	Be Well is our university wide approach to supporting student and staff wellbeing focused on physical and mental health. This campaign underpins our approach to ensuring that all students are well and can engage in their studies.
Race Equality	We ran a university wide consultation on the barriers to success and engagement at the University for students and staff of colour. This Race Equality Taskforce was led by a senior member of staff who is now VP (Culture and Inclusion) and built on learnings from student led insight and a PhD funded through our previous APP. Changes implemented in response to this will support the minimisation of barriers for students of colour related to their social and academic experience.
Athena SWAN	The Athena SWAN initiative advances gender equality across the institution. Through this work we have utilised experience and linked our approach to outreach.

Consultation on the development of this plan

A six-month consultation was run across the institution during the preparation of this plan, consisting of four phases, each of which built on the findings from the previous phase:

Phase 1	- This phase consisted of structured but open conversations with stakeholders. - Staff and students across the institution had the opportunity to input in the development of the APP - We gained insight into staff and student thoughts about access and participation and gathered risks to equality of opportunity our community identified. - We built a picture of interventions staff across the institution had developed to support access and participation objectives. - We consulted with our Teacher Network and UniConnect partnership. - Insight was collated and used in phase two.
Phase 2	- This phase consisted of structured and targeted conversations with key stakeholders, allowing staff and students to input their thoughts on a draft risk register produced from insights gathered in phase 1. - Key stakeholders included University Council, academic staff through Senate and Academic Assembly, UEB members and Advisory Board.
Phase 3	- Our Assessment of Performance (**Annex A**) took place during the timeframe of this stage. - This produced a quantitative Identification of Risk register from which targets and objectives have been drawn. - Theory of Change workshops were run with senior managers across the institution to develop a structured approach to producing strategic level theories of change, which formed the foundations of our intervention strategies.
Phase 4	- This phase covered the production of the APP and subsequent approval of the document. - Senior staff representatives on AOG were involved in the writing of the plan. - The plan passed through all relevant operational and strategic boards, assuring University Council of the whole institutional approach to access and participation.

Student consultation

Student engagement in the strategic discussions/leadership

We have a strong relationship with our students and our Students' Union. Our student body is represented throughout all levels of the University. Student Leaders are Governors of the University through seats on the University Council and Senate and many of their sub-committees. The student body is also represented in the operational leadership of the University through their membership of sub-committees of the Executive Board.

Student voice in the ongoing monitoring of the APP

Our student body is core to the monitoring of our access and participation work and monitoring progress towards targets and commitments within this plan. Alongside considering updates and reports at strategic and senior operation Boards, senior representatives from the Students' Union are members of the APP Oversight Group. Regular meetings are held with Students' Union representatives and access and participation is integrated into Students' Union Officer inductions.

As part of the monitoring of this plan and on-going development of activity we intend to develop a student-led mechanism to continue consulting with our student body during the duration of this plan. We will work with our student community to co-create this mechanism to ensure students are involved in a way which best suits them.

Student consultation in the development of this plan

Our phased approach to consulting on and developing this plan has meant that students have been engaged in varying ways and at different stages of its production.

Alongside the student leadership involved at the senior operational level outlined above, in phase 1 we worked hard to embed student insight into the consultations. We utilised our network of student ambassadors, who regularly engage in our access and participation work, by inviting them to workshops and to complete our consultation questionnaires. We also ran specific workshops with students from under-represented groups to ensure we were hearing feedback from students with lived experience. Further to this, we engaged with the wider student body through questionnaires and a campus information point, which led to over 100 students completing a form which gathered their insights into barriers to equality of opportunity at the University of Bath. This insight from our students was used to produce early versions of the risk register which were then presented back to the student community again for further scrutiny and were also influential in the development of our intervention strategies. We also created opportunities for students with lived experience of barriers to equality of opportunity at the University to provide valuable insight into our current activity and to feedback on what we should be doing differently or more effectively.

However, a shortcoming in this approach is that we kept the engagement anonymous and so we could not allocate a students' characteristic to an individual output. We hope to explore the feasibility of carrying out more in-depth consultation during the lifecycle of this plan through our planned student mechanism. Finally, Students' Union Officers were included in the final phase of our consultation and were also represented on the governance boards which had oversight of various drafts of the plan as it was internally approved.

Changes to the plan as a result of student consultation

Following the various stages of consultation, we made extensive changes to various key elements of the plan, based on student feedback including:

- Risks experienced by our students across the lifecycle
- Our priority risk register
- Theories of change underpinning our intervention strategies
- Activities contained within each intervention strategy

Some specific examples of changes made include:

- Clarifying and improving the links between our assessment of performance, risk indicators, and intervention strategies to ensure it was clear how we would tackle the risks experienced by our APP target groups.
- Improving the overall accessibility of the plan by reducing jargon and using clear language when discussing the risks to equality of opportunity
- Simplifying references to Theory of Change throughout the plan and providing a detailed explanation in our glossary, as many students reported that this could be unclear for student readers.

One of the key pieces of feedback we received was that many students were unaware of the APP or did not know how to find more information about it at Bath. To combat this, we will be working to raise awareness of the APP, including via our new student-led APP oversight mechanism, which is currently being developed. This mechanism will also build more ways for students to share their general thoughts and feedback on the APP moving forward, as well as laying the foundations for more in-depth student consultations in the future.

Student Voice in the development of activity

We believe students are key to the design and delivery of activity. Consequently, we have introduced two intern roles in the Widening Access Team for third year placement students at the University of Bath. Having these students work alongside staff as colleagues has incorporated student voice directly into the team and has helped the University to develop and deliver some of our flagship outreach programmes. We will continue with these intern roles to ensure that student voice continues to be core to our approach.

Separately, our 250 strong Student Ambassador scheme, which employs students to help deliver our access and participation work, represents students from all backgrounds, with most having lived experience of being under-represented at Bath. Having such a diverse range of experiences allows us to deliver activity where prospective students can engage with Student Ambassadors with shared experiences.

Ensuring that student voice is heard and is central to the development of support once on course is also essential to the University. Our students are represented on Staff and Student Liaison Committees at department and faculty level, allowing students to share their experience and support future developments. Many of the University's services employ student co-creators to ensure that services and content delivered to our student community is useful, supportive, and relevant. Student voice is also embedded through our curriculum transformation programme and through our decolonising curricula work. The insights students have provided has ensured that our curricula stay relevant and supportive of current and future students.

We also create space for students to drive change in areas important to them. An example of this includes the introduction of a culturally appropriate hairdressers on campus. This service provides students and staff with access to hair services that are not available within the wider city and is in addition to other initiatives such as the culturally appropriate counselling services and world food offer in campus shops.

Our proposed new student APP advisory board will provide further opportunities for us to develop our engagement with the University's student community in particular regarding the ongoing review and development of APP activity and will be co-created with current students to ensure they are involved in a way which suits them.

Institutional monitoring and evaluation plan

Monitoring of the plan

The APP at Bath has the highest level of ownership and oversight at Bath. Operational reporting takes place at least quarterly with the operational board, APP Oversight Group, monitoring progress in detail against all targets and objectives made within the plan. AOG has oversight of the data, the details of delivery, the impact evaluation and the outcomes of that evaluation. AOG reports to the senior Education

Advisory Board, chaired by the PVC for Education, whose remit it is to deliver this plan. The PVC Education then reports regularly to the Executive Board. Additionally, both University Council and Senate receive, at minimum, annual updates on progress towards the objectives and targets. These bodies hold the executive team to account to ensure delivery against the objectives and targets in this plan.

Evaluation Self-Assessment tool

To identify the strengths and weakness in our evaluation, we carried out a self-assessment using the OfS evaluation self-assessment tool. This had previously been completed in 2019 to prepare for the 2019/20 – 2024/25 APP, so we were also able to review where we have improved in our evaluation since then.

Overall, we are in a strong position and have improved our score since 2019. This time, we scored **Advanced** in 2 areas (Strategic Context and Programme Design**)**, and we have minimal improvements to make to boost our score to **Advanced** in 2 other areas (Evaluation Implementation and Learning from Evaluation). Some of the reasons for this improvement are:

- We have recently undergone a full review of our evaluation across all access and participation activity, including creating and embedding Theory of Change methodologies, metrics and measures, which has allowed us to clearly articulate our outcomes and aims.
- We have audited our data retention and safeguarding processes and policies to ensure best practice
- We have delivered evaluation training for delivery staff and created opportunities for staff to reflect on evaluation as a way of improving programme design.
- We have moved to a cyclical evaluation model and improved the consistency of our evaluation approach by creating resources such as a delivery and evaluation planning template and an outcomes framework.

The following table summarises our evaluation strengths and weaknesses as identified using the tool, and commitments to maintain or improve our scores across the 5 identified areas.

Area	Score	Key strengths	Key weaknesses	Future commitment
Strategic Context	**22 - Advanced**	Evaluation activity is coherently embedded across widening participation activity, including consistent frameworks for delivery and evaluation which have been designed and implemented	Our full evaluation training offering is still under development, with additional sessions still to be delivered.	Maintain our high score in this area
Programme Design	**17 - Advanced**	ToC concepts, methodologies, metrics and measures designed for all activity, clearly defining our objectives, outcomes and impact. Success measures focus on impact in terms of participant outcomes	Our outcomes framework will be reviewed and updated in the summer, and we are planning on carrying out benchmark analysis using UCAS tool	Maintain our high score in this area
Evaluation Design	**10 - Good**	Type 1 Evaluation already in place for all programmes, where relevant. Increasing number of Type 2 and 3 evaluation is either in place or emerging. No lifecycle points with no Type 2 (at minimum) either underway or in development	One lifecycle point with no Type 3 evaluation emerging or in development	Continue to improve in this area by moving towards Type 3 evaluation where possible – see Evaluation Plan for more details
Evaluation Implementation	**16 – Emerging**	Ethical approval is currently underway for access and participation activity. A recent audit of our compliance with current data protection legislation was carried out, and improvements made to ensure best practice.	Some resources still to update or develop: - Evaluation workplan Risk assessment template	Improve our score to **Advanced** through creation of additional resource and obtaining ethical approval for activities
Learning from evaluation	**20 – Emerging**	Systematic mechanism in place to enable evaluation results to feed into planning and design of access and participation activity	Future findings to be shared widely across sector to contribute to growing evidence about impact of activities	Improve our score to **Advanced** by ensuring all findings are shared with sector

Evaluation capacity

We have increased our investment in and commitment to research and evaluation throughout the time-period covered by our previous plans, and this has led to the improvements we have seen in our self-assessment. In a previous plan, we committed to funding eight doctoral students to undertake research in the access and participation space. Although the findings from their research have been valuable and have influenced some of the decisions taken in this plan and APP policies and processes across the University, we have taken the decision to reprioritise this resource. We have taken the decision to use this reprioritised resource to increase the capacity in our Impact and Evaluation team, which will allow us to ensure we can further improve our APP evaluation across the lifecycle, and to facilitate the publication of what does and doesn't work in the delivery of our Intervention Strategies. This increase in capacity will also allow the team to continue supporting staff and students across the University to deliver high quality evaluation and subsequent publications.

Evaluation Plan

Our evaluation plan contains details of activity which will be evaluated over the duration of this plan. Where possible, we have identified opportunities for Type 3 evaluation, however we recognise that it may not always be appropriate to generate Type 3 evidence.

Pre entrant			
Widening access programme – student focus (summer schools and outreach programmes).	Increased meta-cognition, academic self-efficacy & university expectations and knowledge for pre-entrant participants (Type 1 & 2).	TASO validated widening participation questionnaire, implemented across widening access programmes, plus Dosage response analysis for summer schools & residentials.	September 2025
	Increased successful applications rates (Type 2). Increased progression to HE rates. (Type 2).	UCAS Outreach Evaluator tool & internal applicant match project for summer schools.	February 2026 February 2026
Activity to support attainment raising (widening access & partnerships).	Increased attainment at KS4 & 5 (Type 2).	HEAT track & evaluation resources.	September 2026
	Increased on – course attainment (Type 2).	Longitudinal track with non-random comparison group.	September 2027
Pre- and post – entrant			
Contextual Admissions.	Impact on on-course attainment (Type 3).	Quasi-experimental design to identify if contextual admissions have any impact, positive, neutral, or adverse, on on-course attainment for entrants.	September 2028
Post- entrant			
Financial interventions (bursaries and scholarships).	Impact on continuation rates (Type 2). Impact on completion rates (Type 2). Impact on wellbeing and student sense of belonging (Type 2).	OfS financial support toolkit (statistical, survey and interview tools). Due to small numbers, we will be combining multiple years (5 years) so that we can use the statistical tool.	September 2025
Cost of Living support.	Decrease in reported financial pressure and hardship experienced by students (Type 2).	Qualitative research with intervention & comparison group.	September 2025
Creating an inclusive, accessible, supportive, and enhanced curriculum.	Increased student sense of belonging (Type 1.)	Qualitative research with participants.	September 2026
Targeted support for underrepresented groups.	Increased completion rates & sense of belonging (Type 1).	Tracking and qualitative research with participants.	September 2026

	Increased progression rates to graduate study or employment (Type 2).	Non-random comparison groups with matching.	December 2027
Placements.			
Extra- curricular support for students.	Increase in course attainment rates (Type 2).	Participant pre- and post-surveys.	September 2027
	Increase in degree attainment rates (Type 2).	Non-random comparison group with matching.	September 2027
Other			
N/A – research will look at compounding impact of intersectional characteristics on student outcomes across the lifecycle.	Access rates/Continuation Rates/Completion rates/Progression rates (Type 3).	Quasi-experimental method, difference in difference, will be run in collaboration with researchers from Maths Department.	May 2028

Sharing findings

Unless otherwise specified, the findings from all our research and evaluation will be, at minimum:

- Published on our website on our dedicated APP webpages, and circulated within our internal networks (see **Internally** for more details of these networks)
- Disseminated across our external networks (see **Externally** for more details)

As our Impact team expands, and the evaluation of our intervention strategies deliver initial findings, we will continually review our evaluation strategy and consider if there are other large scale evaluation projects to be undertaken.

Internally

Internally we have developed several Community of Practice groups where the community can come together to support each other.

APP Hub

We are reviewing and developing our existing APP Hub, with the intention of creating a space for all staff across the institution to learn about the APP, share findings from projects or impact evaluations, and discuss updates from across the sector.

Outreach CoP

Our outreach community of practice is led by our Widening Access Team and supports staff across the University to deliver outreach activity related to this plan (or with other aims/objectives). With this group we share the learnings from the impact and process evaluation of our outreach activity to support best practice and continuous improvement across our activities,

School Governance Network

To build a community of school governors that can successfully hold their school leadership to account we have built a community of practice that allows staff to share their learnings and experience with other governors. This sharing of knowledge, what works, and impact of activity will ultimately improve the governance skills of staff across the University.

Research and Evaluation

Our new Widening Participation Standing Group has just been set up to bring together academics and practitioners who have an interest in or work in the field of access and participation. The group will meet to share their findings of any access and participation related research which may be used to inform practice for both academics and practitioners. The group will also provide a collective expertise who advise on ethics processes, routes to publication, quality research and support others to undertake quality evaluation of activity. One of the group's core remits is to bring academics and professional services staff together and to close the feedback loop between research and practice when it comes to access and participation at Bath.

Externally

To share our evaluation and research findings we will use several publication methods:

University web portal

To ensure all our evaluation and research findings are discoverable, we will upload our reports, papers, blogs to an APP focused web page, accessible by anyone interested in the APP at Bath.

Academic papers

We will continue our research projects led by researchers in different disciplines across the institution. Through the Research and Evaluation group (above) we will ensure our publications are collated into the web portal. This group will support practitioners to publish work in academic journals if appropriate.

Annual report

We will produce an annual report which collates findings from several small evaluation projects. This will

primarily focus on ongoing, cyclical activity or activity which already has a strong evidence base from across the sector, for example outreach activities such as summer schools.

Evaluation reports

We will publish evaluation reports of our findings of larger scale evaluation projects on the APP website and share using the University's communication channels.

Blogs

If there is an ongoing evaluation project and we would like to share early findings or to supplement the publication of an annual report or evaluation report, we will publish blogs on the University blogs portal. These will be linked on the APP website.

Events/conferences

Where appropriate academics and practitioners will present findings at external and internal conferences and will organise events for the sector where appropriate conferences are not available.

HEAT

We are a member of the Higher Education Access Tracker (HEAT) Service, which provides higher education providers with data and intelligence to effectively target, monitor and evaluate their outreach activities. Through the HEAT national community, we collaborate on the development of knowledge, skills, tools, resources and methodologies required for robust evaluation, supporting our own internal delivery of robust evaluation to produce high quality evidence of what works and what does not work within our context. Through its links with national organisations such as HESA and the DfE, HEAT provides us with data outcomes which are essential for our impact research. Accessing data centrally through HEAT enables us to avoid burdening schools and colleges with requests for data. The HEAT collaboration also provides opportunities for us to share our evaluation plans with other higher education providers for feedback. This peer evaluation facilitates knowledge transfer between providers, increases transparency and rigour and helps us to improve our evaluation going forward. The HEAT collaboration therefore drives up evaluation literacy across the sector through providing access to the data, tools and systems required to build robust evidence of impact.

APPSIG

As a member of the APP Special Interest Group (APPSIG) for operational leads of access and participation work we will share findings of our evaluation with other members, adding our reports and findings to a database for the sector.

South-West Evaluation Forum

We currently host the South-West Evaluators Forum, which is an opportunity to meet with fellow evaluators from South-West providers, provide peer evaluation support, and collaborate on occasional research or evaluation projects.

Russell Group Widening Participation Evaluation Forum

We have recently joined the Russel Group WP Evaluation Forum, which is an opportunity to provide or receive peer support, develop knowledge and skills in evaluation, and enhance the utilisation and dissemination of our evaluation findings.

Ethics

To ensure that all evaluation and research activity is undertaken within ethically appropriate guidelines, any proposed evaluation activity that is to be published will require ethical approval. We are working closely with our recently enhanced Research Ethics Team to ensure all our impact evaluation activity has been approved by relevant ethics committees. Our new Widening Participation Standing Group will provide light touch support from a research ethics perspective on practitioner-led evaluation activity, to ensure all projects are operating with a high level of ethical integrity, grounded in the principles of safeguarding participants from potential harm.

Evaluation Partnerships

Alongside our evaluation plan, we will also work in partnership to carry out evaluation of our activities and interventions. The following table contains information about some of these partnerships:

Who	What
Internal collaboration with Maths Department	Project to explore compound impact of intersectional characteristics – details in **Evaluation plan**
HEAT	Peer review of evaluation plans using HEAT Members service
UCAS STROBE	We are looking at using the UCAS STROBE Outreach evaluator tool to augment the impact evaluation of our summer schools.
Other providers	Benchmarking analysis in collaboration with colleagues across the sector – details to be confirmed.
NERUPI	Continued collaboration with NERUPI network to share best practice and develop internal evaluation framework.

As our APP develops, we may build new evaluation partnerships, or add new evaluation strands to our existing ones.

Provision of information

Publication of this plan

This Access and Participation Plan 2024/25-2027/28 will be published online on our dedicated access and participation webpages[12]. We will also post the following on our webpages alongside the plan:

- An accessible summary of the plan for current and prospective students, parents, carers or guardians, teachers, or other school staff.
- Fee information documents from the Office for Students for the period of this plan.

An archive of our historical Access and Participation Plans can also be found on the university website.[13]

Fee information

Student facing webpages[14] are published on the University website which give clear and up to date fee information, accessible via this link. The information on these webpages includes:

- Tuition fees information for current and prospective students
- A breakdown of taught postgraduate fees for each Faculty
- Detailed information about tuition fees for other postgraduate students, including postgraduate research students and fees for occasional postgraduate students
- General information about tuition fees, including how they are spent at Bath.

Alongside these webpages, we include a range of fee information is included in printed materials such as the University prospectus. The OfS fee template is also published on the University webpages.

Financial Support

Details of our current financial support offer[15] for students is below and published online on a dedicated webpage which includes:

- Information about eligibility criteria
- Detailed breakdown of each of our financial support packages
- Full terms and conditions published alongside each specific package.

Printed materials such as the University prospectus also include a summary of our offer, with students signposted to the website for full eligibility and terms and conditions.

Scheme	Eligibility	Amount
Bath Bursary	Household income of up to £30,000	Up to £2,750 per year of study
Gold Scholarship	Household income of up to £30,000 50 places allocated according to context of the student	Up to £5,000 per year of study
Unpaid placement bursary	In receipt of Bath Bursary or Gold Scholarship	Up to £2,000 for the placement year
Accommodation Bursary	Household income between £30,001 and £42,875	£750 reduction in university accommodation in year 1
Marginalised groups bursaries	Care Leavers Foyer residents Estranged students Refugees	Up to maximum of £7,000 over a 5-year programme including placement
	Young carers	Up to £500 per year of study

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[12] http://go.bath.ac.uk/access-and-participation-plan

[13] https://www.bath.ac.uk/publications/university-of-bath-access-and-participation-plans/

[14] https://www.bath.ac.uk/topics/tuition-fees/

[15] https://www.bath.ac.uk/topics/undergraduate-scholarships-bursaries-and-other-funding/

ANNEXES

Annex A
Assessment of performance
Overview
Our Assessment of Performance (AoP) was carried out from November 2022 to April 2023. We used the OfS APP dashboard and our institution's individualised files for 2010-2020 which were provided by the OfS. To carry out our AoP, we rebuilt the APP dashboard in Power BI using the rebuild guidance provided by OfS[16] for the Access, Continuation, Completion, Attainment (1st & 2:1 and 1st only), and Progression measures.

Separately, we also carried out a series of consultation workshops to gather qualitative data from our staff and student community on the risks to equality of opportunity faced by our students, which was then coded and nine key risks to equality of opportunity experienced by some of our student groups emerged. More details of the outputs from the consultations can be found in the Student consultation in the development of this plan section. We applied an iterative approach to our assessment and worked through several versions of our Risk Register which was based on analysis of our data and consultation insight. This allowed us to address issues and blockers as they arose, and to adapt our approach accordingly.

Small numbers and statistical significance
Our rebuild of the dashboard using the individualised file provided by OfS allowed us to interrogate all data without small numbers being suppressed. Although some groups have small numbers of students, we have ensured that any data presented, and any targets created based on our AoP do not identify any individual student. Much of the data with small groups is considered as statistically insignificant. Where possible we have aggregated over several years to reduce this. Our qualitive insight from the university wide consultations also provide a triangulation point to verify that indications of risk are present in our student body.

Intersectional characteristics
We experienced issues in our analysis of the risks experienced by students with intersectional characteristics. This is because it is unclear how OfS define the 'gap', i.e., what were we comparing the combined characteristics to, and how could we define or decide if possessing both underrepresented characteristics puts a student at **greater risk** than possessing just one of those characteristics. This raised a larger question for our capacity to analyse this data, and as a result, we have set up an inter-departmental collaborative project with researchers from our Maths Department to explore this in more detail over the period of this plan, with the aim of creating a statistical tool we can use to carry out this in-depth analysis in the future.

National Student Survey (NSS) Data
To further enhance our AoP, we have included and considered data from our NSS results to complement our understanding of risks to equality of opportunity faced by our students at the on-course stage of the lifecycle. We split our NSS results by ethnicity, disability and IMD, and where we found indication in the results that students from our target groups were having a worse student experience, we have included this data as a Risk Indicator and referred to it in our APP objectives.

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[16] https://www.officeforstudents.org.uk/media/cf004d64-83a1-45c0-9e5a-8c585f847d4f/rebuilding-student-outcome-and-experience-measures_used-in-ofs-regulation.pdf

Data Review
Socio-economically disadvantaged groups
Students on Free School Meals
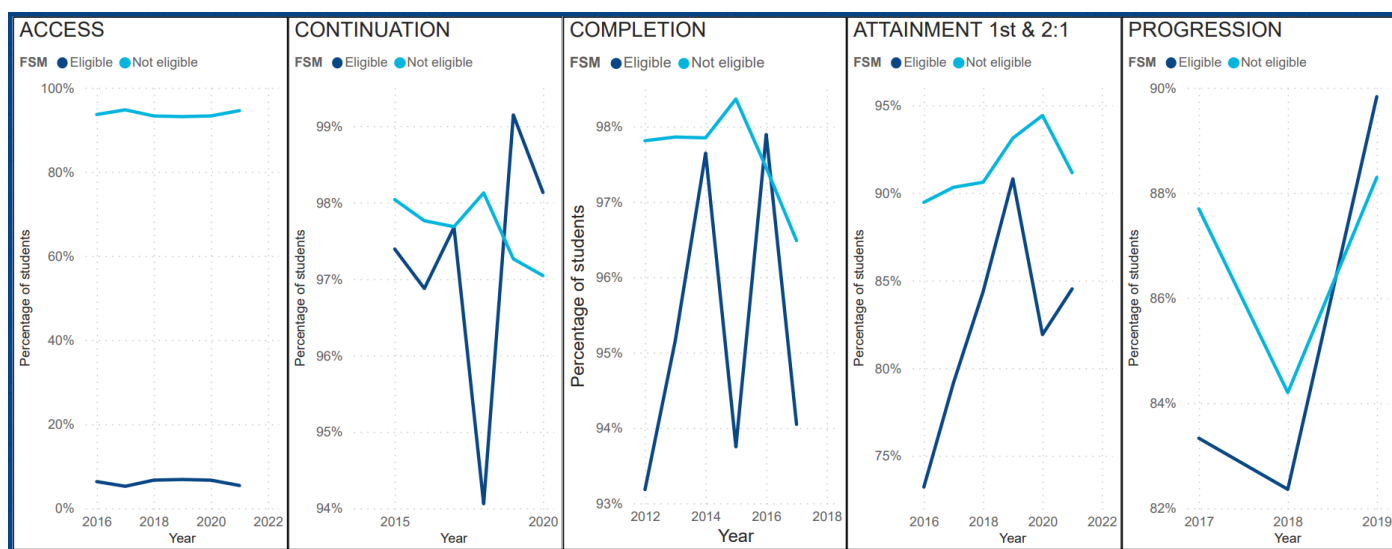
Figure 2a   2b   2c   2d   2e

Source: OfS individualised files

The above graphs (figure 2a-e) show the trends for students eligible for free school meals at any time in the six years up to the completion of Key Stage 4 and those not eligible.

The data shows there has been little change in the proportion of students eligible for Free School Meals entering the University (Figure 2a). Over the last 4 years the proportion has been static (6.7% in 2018 to 5.4% in 2021), with 4-year average of 6.4% of students entering Bath eligible for Free School Meals. This compares to a sector 4-year average of 19.2% of students eligible for Free School Meals.

Risk Indicator (RI) 1: In 2021/22 5.4% of students entering Bath were eligible for free school meals.

Due to the small number of students entering who were eligible for Free School Meals data for success and progression can vary year-to-year. Figure 2b-e above show the trends.

The continuation rates for students eligible for Free School Meals are strong (figure 2b) with 98.1% of students continuing, 1.1pp higher than students not eligible for Free School Meals. The 4-year average of 97.3% continuation with only a 0.2pp gap shows there are no risk indicators for continuation. In the most recent year of data (2017/18) 94% of students eligible for Free School Meals completed with a 2.5pp gap to those not eligible (figure 2c). The 4-year average of 95.7% for students eligible is a 1.8pp gap to those not eligible, there are no risk indicators for completion.

In the most recent year of data (2021/22) 84.5% of students eligible for Free School Meals attained a first or 2.1 compared to 91.2% of students not eligible, this is a gap of 6.7pp (figure 2d). The gap has closed slightly, but the 4-year average of 85.3% for students eligible for Free School Meals is a gap of 7.0pp to those not eligible.

RI2: In 2021/22 there was a 4-year average gap of 7.0pp between students eligible for Free School Meals and those not being awarded a 1st or 2.1.

Progression into further study or graduate level careers is strong for students eligible for Free School Meals. In the last year of data (2019/20) 89.8% of students eligible for Free School Meals were in the progressed measure with those not eligible 1.5pp less likely to progress(figure 2e). The 2-year average for students eligible for Free School Meals is 85.9% with a 0.3pp gap to those not eligible. There is no indicator of risk for progression.

Students from Socio-economically deprived areas (IMD Q1/2)
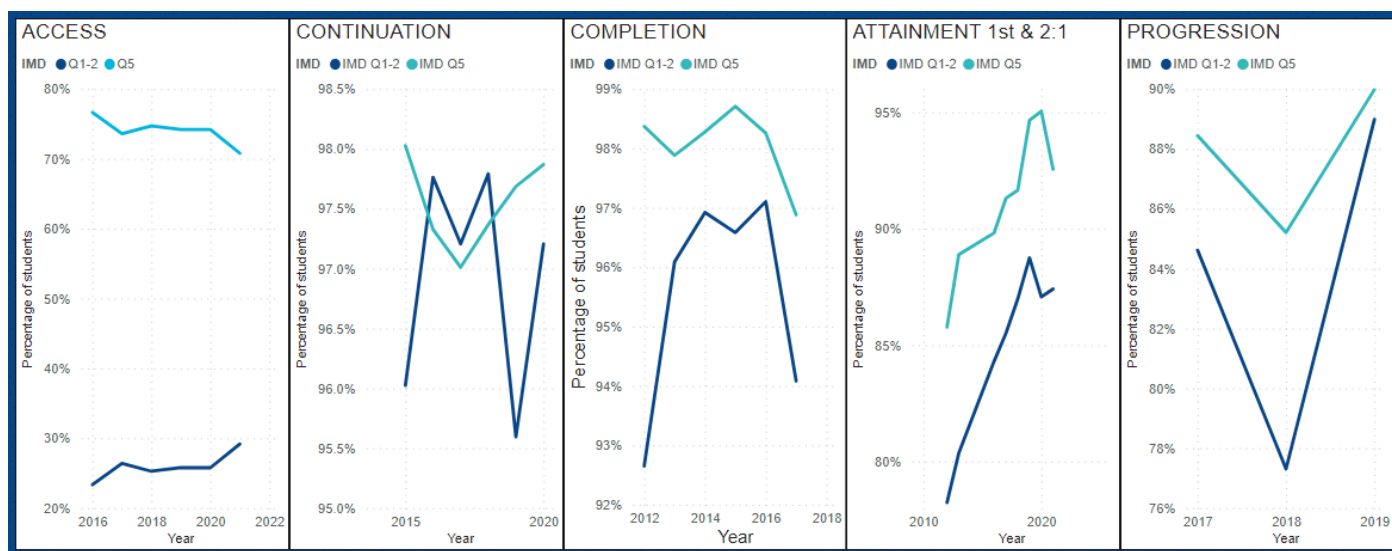
Figure 3a   3b   3c   3d   3e
Source: OfS individualised files

Historically, the university has seen lower than the sector average proportion of students from IMD Q1&2 accessing Bath. There have been fluctuations year on year and positive progress has been made to close the gap (figure 3a). However, the proportion of students remains low, with 16.7% of students entering Bath in 2021/22 from IMD Q1&2 areas, compared to a sector average of 42.8%. In 2021/22 there is a gap between students from IMD Q1&2 and Q5 entering Bath of 23.7pp, down from 27.7pp in 2018/19. The 4-year average of the same gap is 26.8pp.

RI3: In 2021/22 there was a gap in access between students from IMD Q1&2 vs Q5 entering Bath of 23.7pp.

Continuation rates for students from IMD Q1&2 are strong and are higher than the sector. In the most recent year of data (2020/21) 97.2% of students from IMD Q1&2 continuing, this is a small gap of 0.7pp to students from Q5 (figure 3b). The 4-year average for the gap in continuation for Q1&2 vs Q5 is 0.6pp. There is no indication of risk for continuation. Completion rates for students from IMD Q1&2 are high with 94.1% completing their course, a gap of 2.8pp to students from Q5 (figure 3c). The 4-year average completion rate for students from IMD Q1&2 is 96.1% with a 4-year average gap to students from Q5 of 1.9pp. This small gap is not cause for concern, so we consider there to be no indication of risk for completion. Attainment for students from IMD Q1&2 is high with 87.4% awarded a 1st/2.1 the gap to students from Q5 is 5.2pp (figure 3d). The 4-year average for students from IMD Q1&2 awarded a 1st/2.1 is 87.6%, which is a 4-year average gap to Q5 of 5.9pp.

RI4: In 2021/22 there was a gap in degree awarding between students from IMD Q1&2 vs Q5 entering Bath of 5.2pp.

Progression rates for students from IMD Q1&2 for the most recent year (2019/20) was 89%, a 1.0pp gap to Q5 (figure 3e). The 2-year average of 83.5% of students from IMD Q1&2 is a 2-year average gap to Q5 of 4.1pp. As the gap between Q1&2 and Q5 has been closing over the past three years and is at a low of 1.0pp we consider there to be no indication of risk.

NSS Data – IMD Quintiles

NSS survey responses indicate a persistent gap in the overall satisfaction experienced by students from IMD Q1 compared to students from IMD Q5. It is important to note that the response rate for students from IMD Q1 has historically been low (between 42 – 64 students from 2019 – 2022) however these results may indicate that students from socioeconomically disadvantaged backgrounds have a worse on-course experience at Bath than their socio-economically advantaged peers. In particular, students from IMD Q1 report much lower overall satisfaction than their more advantaged peers. We intend to carry out further qualitative research to explore the reasons behind this dissatisfaction and the subsequent impact on their student experience at Bath. **RI5: There is a risk that students from IMD Q1 are experiencing lower overall satisfaction with their experience at Bath than students from IMD Q4 & Q5. This may have a negative impact on their continuation and completion rates, or their degree outcomes.**

Low progression to HE
TUNDRA Q1&2
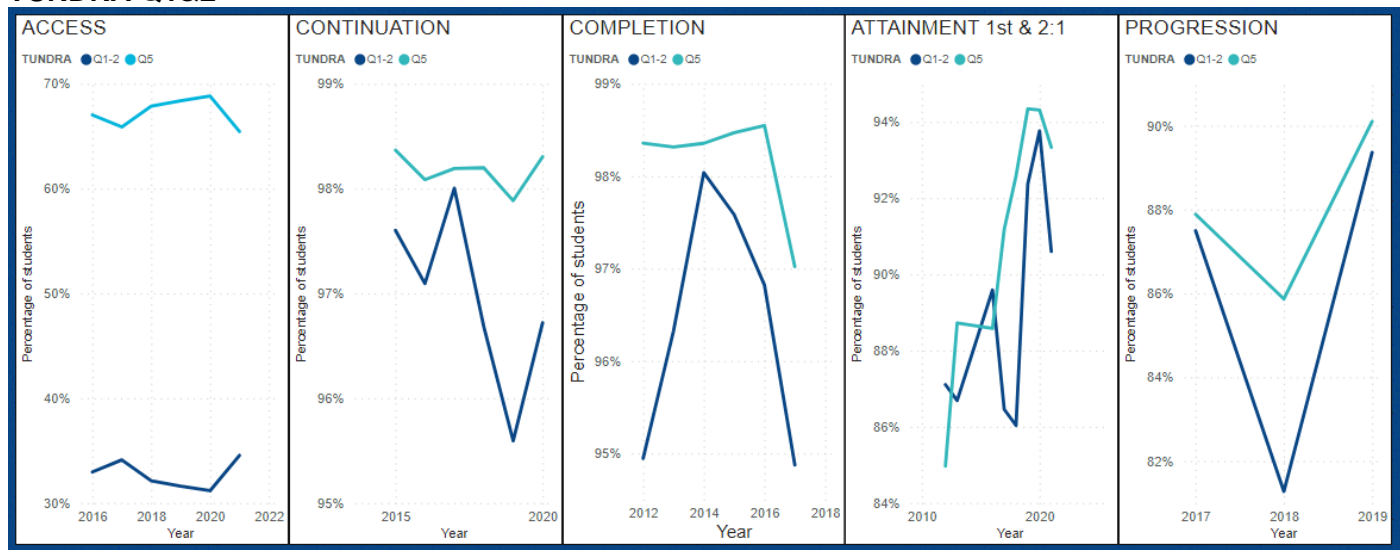
| Figure 4a | 4b | 4c | 4d | 4e |

Source: OfS individualised files

Previous access and participation plans have used POLAR4 as the measure of progression to Higher Education. OfS have updated their measure and will replace POLAR4 with TUNDRA as the measure of progression to HE from an area.[17]

In 2021/22 Bath had 20.2% of students enter from TUNDRA Q1&2 postcodes, with a gap of 17.9pp between students from Q1&2 and Q5 areas (figure 4a). The 4-year average of entrants from TUNDRA Q1&2 is 18.5% with a 4-year gap of 20.2pp.

RI6: In 2021/22 there was a gap in access between students from TUNDRA Q1&2 vs Q5 entering Bath of 17.9pp.

Continuation rates are strong for students from TUNDRA Q1&2 with 96.7% students continuing in 2020/21, a 0.9pp gap to students from TUNDRA Q3-5 (figure 4b). The 4-year average of 96.8% continuation and gap of 1.0pp show there is no indication of risk in continuation. Completion is also strong with 94.9% of students from TUNRA Q1&2 completing their course in 2017/18 (figure 4c). The 4-year average of 96.8% with a gap to students from Q3-5 of 1.1pp demonstrate there is no indication of risk for completion.

In 2021/22 90.6% of students from TUNDRA Q1&2 were awarded a 1st/2.1 (figure 4d) with a 4-year average of 90.6% and a 4-year average gap to students from Q3-5 of 2.1pp. The closing gap leads us to consider there is no indication of risk for degree awarding.

In 2019/20 89.4% of students from TUNDRA Q1&2 progressed into further study (figure 4e) or graduate careers with a 2-year average of 85.2% and a 2-year gap to students from TUNDRA Q3-5 of 2.2pp. The small and closing gap leads us to consider there is no indication of risk for progression.

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[17] https://www.officeforstudents.org.uk/data-and-analysis/young-participation-by-area/about-tundra/

Ethnicity

Figure 5a   5b   5c   5d   5e
Source: OfS individualised files

We have considered the disaggregation of all ethnic groups at all points of the student journey. Here we present a summary.

In 2021/22 20.4% of entrants were from Asian, Black, Mixed or Other ethnicities (ABMO) with a 4-year average of 18.7% (figure 5a). This is compared to a sector 4-year average of 33.3%. The lowest proportions of entrants were students who identified as Black (4-year average of 2.2%) or Other (4-year average of 1.3%).

RI7: In 2021/22 there was a 4-year average of ABMO ethnicities entering Bath of 18.7%

Continuation rates for all ethnic groups is high with students identifying as from ABMO ethnicities having a completion rate of 96.8%, a 0.6pp gap compared to White students. Students identifying as Mixed had the largest gap of 1.8pp (figure 5b). We do not consider there is an indication of risk to continuation.

Completion rates are also high with 96.5% of students identifying as ABMO ethnicities completing their course in 2017/18, 0.3pp higher than students identifying as White. The 4-year average for students identifying as from ABMO ethnicities is 97.6% completion, 0.2pp higher than the 4-year average for students identifying as White. The highest gap in completion rates was for students identifying as Other compared to White (figure 5c) (4-year average gap of 4.2pp). **RI8: In 2021/22 there was a 4-year average gap of 4.2pp for students identifying as Other ethnicities completing their course when compared to students identifying as White.**

In 2021/22 89.4% of students identifying as from ABMO ethnicities were awarded a 1st/2.1 with a 4-year average of 89.8%, and a gap of 3.2pp and 3.1pp respectively when compared to students identifying as White. The largest gap is for students identifying as Black when compared to students identifying as White (figure 5d), the 1-year gap in 21/22 was 9.6pp and the 4-year average is 9.8pp. **RI9: In 2021/22 there was a 4-year average gap of 9.8pp for students identifying as Black achieving a 1st/2.1 when compared to students identifying as White.**

Progression rates for students identifying as from ABMO ethnicities was 88.5% in 2019/20 a gap of 0.7pp when compared with students from White ethnicities. There was a 2-year average of 85.7% progression and 1.4pp gap. The largest 2-year average gap is between students identifying as Black and White (figure 5e), where there is a 7.0pp gap in progression rates. **RI10: In 2021/22 there was a 2-year average gap of 7.0pp for students identifying as Black progressing into further study or graduate careers when compared to students identifying as White.**

NSS Data – Ethnicity

NSS survey responses indicate a persistent gap in the overall satisfaction experienced by minoritised ethnic students compared to their white peers during the period 2019 – 2022. In particular, our black heritage students consistently give lower scores for assessment and feedback and organisation and management. The most recent survey results also showed that black students scored the learning community much lower than their white peers. All NSS survey categories are scored lower by students in the 'other' ethnicity grouping, however in 2022 the number of respondents was 46 out of 57 students, so we are aware that the small numbers of students mean that the results must be interpreted with caution. Further research will need to take place to investigate the lived experiences of these students beyond the

data. Overall, the NSS survey responses indicate that students from minoritised ethnicities, in particular black students, have a different on-course experience to their white peers, and that this experience is arguably more negative which may be a contributing factor to the completion or degree awarding gaps we have seen in our data. **RI11: Our NSS data from 2019 – 2022 indicates a risk that our students from minority ethnic groups, in particular students of black heritage, are experiencing lower overall satisfaction with their experience as a student at Bath than their white peers, which may negatively impact their completion, or degree outcomes.**

Age
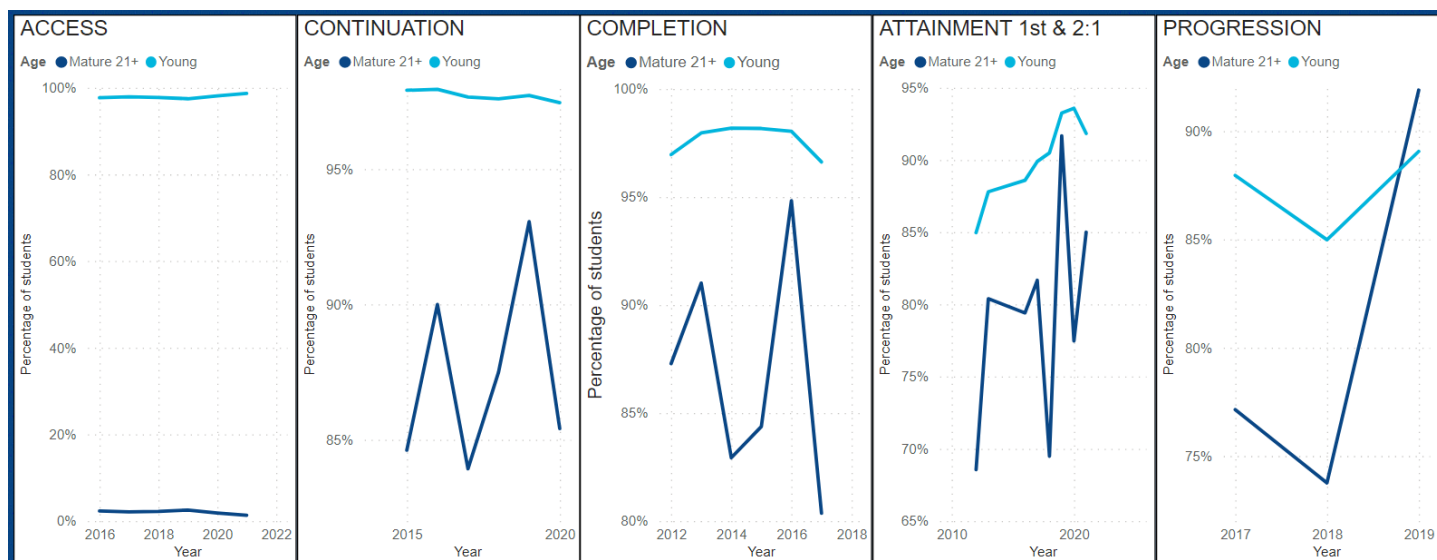
Figure 6a   *6b*   *6c*   *6d*   *6e*
Source: OfS individualised files

Only 2.5% of the entrants in 2021/22 were mature students (figure 6a). This compares to a 2.0% 4-year average. **RI12 Only 2.5% of entrants in 2021/22 were mature.**
Continuation rates for mature students in 2020/21 were 85.4% with a 12pp gap to young students (figure 6b). Mature students have a 4-year average continuation rate of 87.9% and a gap of 9.7pp. **RI13: In 2020/21 there was a 4-year average gap between mature and young students of 9.7pp in continuation rates.**
Completion rates for mature students are 80.4%**,** a 16.2pp gap to young students (figure 6c). The 4-year averages were 85.4% completion and 12.3pp gap to young students. **RI14: In 2017/18 there was a 4-year average gap of 12.3pp between mature and young completion rates.**
In 2021/22 85.0% mature students were awarded a 1st/2.1, a 6.8pp gap to young students (figure 6d). The 4-year average of 80.8% is a gap of 11.5pp. **RI15: In 2021/22 there was a 4-year average gap of 11.5pp between mature and young students being awarded a 1st/2.1.**
Progression rates for mature students in 2019/20 were 91.9% 2.8pp greater than young students (figure 6e). The 2-year average of 82.6% and gap of 4.4pp demonstrates the variability of the data due to small numbers.

Disability

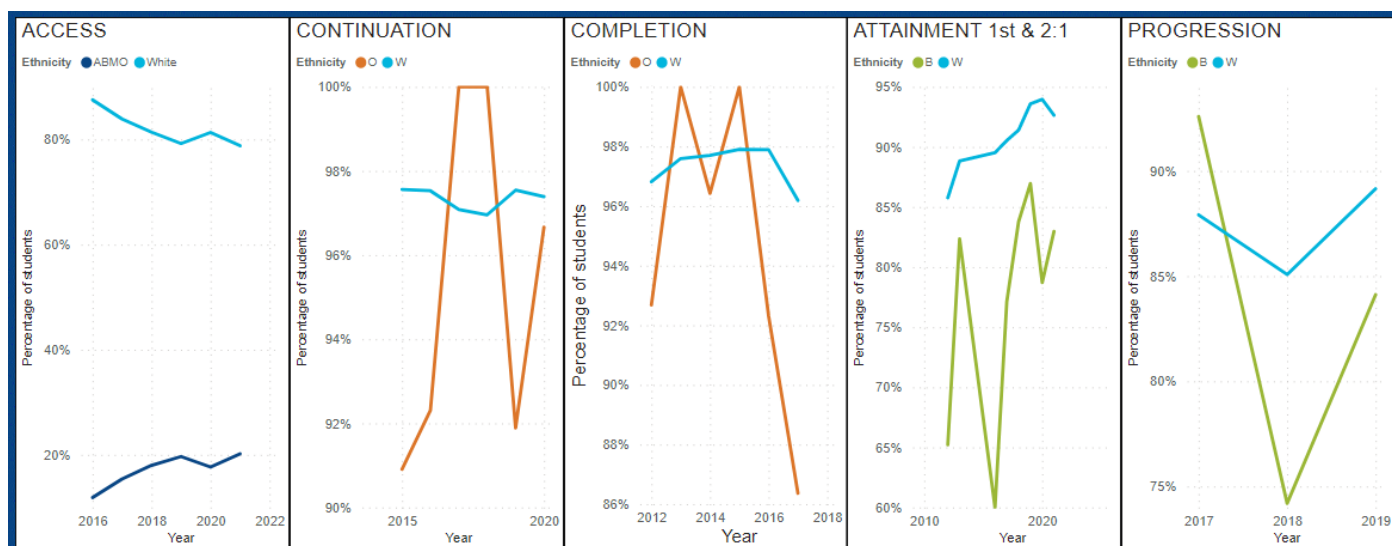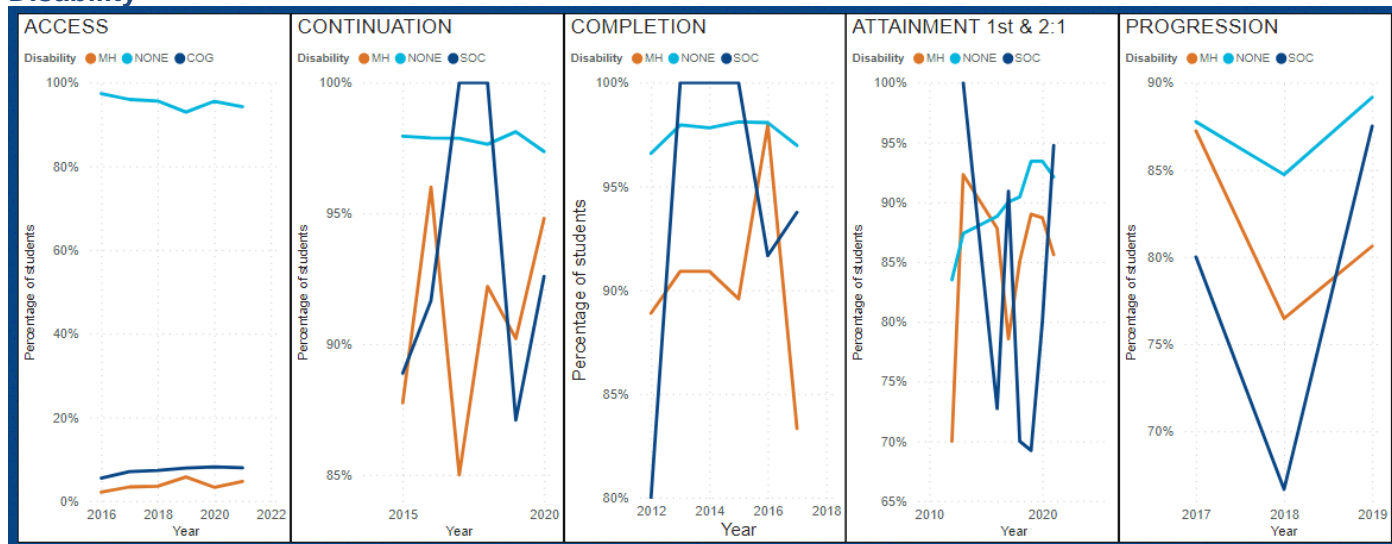| Figure 7a | 7b | 7c | 7d | 7e |

Source: OfS individualised files

We have considered the disaggregation of all disability groups at all points of the student journey. Here we present a summary.

In 2021/22 16.1% of students entering the University declared a disability (figure 7a). The 4-year average of 15.6% compares to a sector 4-year average of 16.7%. The smallest group is students with declared Social or Communication challenges, with only 0.9% of the entrants with this declaration. We consider there to be no indication of risk in access.

Students with a declared disability have a continuation rate of 96.4%, a 1.0pp gap to students without declared disabilities (figure 7b). The 4-year average is 95.3% and gap of 2.5pp. The group most at risk of not continuing are students with declared Social or Communication challenges, they have a 4-year average continuation rate of 93.5% a 4.3pp gap to students with no declared disability. **RI16: In 2020/21 the 4-year average for continuation for students with declared Social or Communication challenges was 4.3pp when compared to students with no declared disability.**

Completion rates in the most recent year (2017/18) for students with declared disabilities was 91.7%, a 5.3pp gap when compared with students with no declared disability (figure 7c). The 4-year average was 94.7% complete a gap of 3.0pp. The group most at risk are students with declared mental health conditions, the 4-year average gap in completion is 8.4pp. **RI17: In 2017/18 the 4-year completion rate for students with declared mental health conditions was 8.4pp less than students with no declared disabilities.**

In 2021/22, 89.7% of students with declared disabilities were awarded a 1st/2.1, a gap of 2.4pp to students with no declared disability (figure 7d). The 4-year average gap was 2.1pp. The groups most at risk of not being awarded a 1st/2.1 are students with Social or Communication challenges and student with declared mental health conditions. The 4-year average gap to students with no declared disability is 11.5pp and 5.1pp respectively. **RI18: There is a large 4-year average gap for students with Social or Communication challenges (11.5pp) and student with declared mental health conditions (5.1pp) being awarded a 1st/2.1.**

Progression rates for students with declared disabilities was 88.9% in 2019/20, a 0.3pp gap to students with no declared disability (figure 7e). The 4-year average gap is 0.1pp. The students most at risk of progressing are students with Social or Communication challenges and student with declared mental health conditions. The 2-year gap is 9.8pp and 7.8pp respectively. **RI19: There is a 2-year average gap in progression for students with Social or Communication challenges (9.8pp) and student with declared mental health conditions (7.8pp).**

NSS Data – Disability
NSS survey responses from 2019-2022 indicate intermittent differences in response rates for students with or without disabilities. In 2021, students in the category of 'Other disability' scored lower satisfaction in several categories than students with no disability or students with an SpLD, including learning community, student voice and organisation and management. However, in our most recent survey responses, there was only one category where the responses indicated cause for concern – learning community, where students with 'Other disabilities' noticeably scored lower than students in any other categories. These results indicate that careful and continuous monitoring of the student experience is required for students

with a declared disability. **RI20: There is a risk that students with a declared disability may be experiencing lower satisfaction with their student experience at Bath than students without a declared disability. This may have a negative impact on their continuation and completion rates, or their degree outcomes.**

Indicators of Risk

Risk Indicator (RI) No	Indication of Risk	Student Characteristics	Lifecycle	Notes
1	In 2021/22 there was only 5.4% of students entering Bath eligible for students eligible for free school meals.	Students eligible for Free School Meals	Access	
2	In 2021/22 there was 4-year average gap of 7.0pp between students eligible for FSM and those not being awarded a 1st or 2.1.	Students eligible for Free School Meals	Success – Degree Awarding	Note 6
3	In 2021/22 there was a gap in access between students from IMD Q1&2 vs Q5 entering Bath of 23.7pp.	IMD Q1&2	Access	
4	In 2021/22 there was a gap in degree awarding between students from IMD Q1&2 vs Q5 entering Bath of 5.2pp.	IMD Q1&2	Success – Degree Awarding	
5	There is a risk that students from IMD Q1 are experiencing lower overall satisfaction with their experience at Bath than students from IMD Q4 & Q5. This may have a negative impact on their continuation and completion rates, or their degree outcomes.	IMD Q1	Continuation, Completion, Degree Awarding	Note 4
6	In 2021/22 there was a gap in access between students from TUNDRA Q1&2 vs Q5 entering Bath of 17.9pp.	TUNDRA Q1&2	Access	Note 1
7	In 2021/22 there was a 4-year average of Asian, Black, Mixed or Other ethnicities entering Bath of 18.7%	Ethnicity	Access	
8	In 2021/22 there was a 4-year average gap of 4.2pp for students from Other ethnicities completing their course when compared to White students.	Ethnicity	Completion	
9	In 2021/22 there was a 4-year average gap of 9.8pp for students identifying as Black achieving a 1st/2.1 when compared to students identifying as White.	Ethnicity	Success – Degree Awarding	
10	In 2021/22 there was a 4-year average gap of 7.0pp for students identifying as Black progressing into further study or graduate careers when compared to students identifying as White.	Ethnicity	Progression	
11	Our NSS data from 2019 – 2022 indicates a risk that students from minority ethnic groups, in particular students of black heritage, are experiencing lower overall satisfaction with their experience as a student at Bath than their white peers, which may negatively impact their completion, or degree outcomes.	Ethnicity	Continuation, Completion, Degree Awarding	Note 4
12	Only 2.5% of entrants in 2021/22 were mature	Age	Access	Note 5
13	In 2020/21 there was a 4-year average gap between mature and young students of 9.7pp in continuation rates.	Age	Continuation	Note 2
14	In 2017/18 there was a 4-year average gap of 12.3pp between mature and young completion rates.	Age	Completion	Note 2
15	In 2021/22 there was a 4-year average gap of 11.5pp between mature and young students being awarded a 1st/2.1	Age	Success – Degree Awarding	Note 2
16	In 2020/21 the 4-year average for continuation for students with declared Social or Communication challenges was 4.3pp when compared to students with no declared disability.	Disability	Continuation	
17	In 2017/18 the 4-year completion rate for students with declared mental health conditions was 8.4pp less than students with no declared disabilities.	Disability	Completion	Note 3
18	There is a large 4-year average gap for students with Social or Communication challenges (11.5pp) and student with declared mental health conditions (5.1pp) being awarded a 1st/2.1	Disability	Success – Degree Awarding	
19	There is a 4-year average gap in progression for students with Social or Communication challenges (9.8pp) and student with declared mental health conditions (7.8pp).	Disability	Progression	
20	There is a risk that students with a declared disability may be experiencing lower satisfaction with their student experience at Bath than students without a declared disability. This may have a negative impact on their continuation and completion rates, or their degree outcomes.	Disability	Continuation, Completion, Degree Awarding	Note 4

NOTES

1   We understand from internal data there is a smaller intersection than expected between IMD, POLAR, TUNDRA and students receiving FSM so we know we need to target these students explicitly and not indirectly through these measures. Our approach is therefore to focus on individual measures first and use proxies where necessary. TUNDRA is a proxy for students who are first in their family to attend university and we use this as a secondary measure as part of access work. alongside the key focus of socio-economic disadvantage. Socio-economic disadvantage as measured by Free School Meals, Household Income and IMD have large Indicators of Risk at both access and on-course parts of the student life cycle. To ensure that the APP is joined up, understandable and achievable we have therefore focused our approach of addressing risks to equality of opportunity to students from socio-economically disadvantaged backgrounds taking other measures such as TUNDRA as secondary and intersectional characteristics. We expect that by focusing on reducing barriers and addressing risks that access for all under-represented student groups will improve.

2   When we mitigate for course studying, we find the continuation, completion, degree awarding rates for mature students is in line with young students. This is not the same for other Risk Indicators.

3   There is an explained and unexplained gap in completion. We will investigate further to understand what the size of the unexplained gap is.

4   The NSS survey results indicate a risk at some point during the on-course point of the student lifecycle. This may manifest in different continuation, completion, or degree outcomes rates for students from our target groups. Further research is required to identify a correlation between a specific point in the lifecycle, so for now we have allocated NSS risk indicators to all three lifecycle points.

5   We work with our local FE college to support students on Access to HE courses to progress to Bath, but with a traditional course offering of full-time, in-person teaching there is limited desire locally for mature students to want to study at Bath. We are exploring other opportunities such as our partnership with Plymouth University to offer University of Bath courses in other locations.

6   We have committed within our intervention strategies to addressing gaps in degree outcomes for students from socio-economically disadvantaged backgrounds. Free School Meal data is currently only partially available within our institution, so our goal is to expand our use of FSM data for monitoring and reporting on a yearly basis as more students enter with verified data through UCAS. We will therefore use IMD as the proxy within this plan but will use Free School Meal data where we have it internally to monitor progress towards this gap too. Our aim is to ensure we are fully able to use FSM data in the attainment stage of the lifecycle for our next plan.

Risks to Equality of Opportunity Register

	THEME	Access	Success continuation/completion	Success degree outcomes	Progression
1	Sense of belonging	Some students might be discouraged from applying to Bath because they do not see it as a place for them.			
2	Financial challenges				
3	Gaps in prior knowledge				
4	Home circumstances			Home circumstances or working/childcare/carer requirements may impact a student's attendance for academic sessions. This could lead to lower outcomes.	Home circumstances or working/childcare/carer requirements may impact student placement/internship uptake or choice of graduate role.

5	Inequity, discrimination or unconscious bias			Students may feel excluded from their learning experience due to discriminatory or non-inclusive course content or format.	Students may not have certain career or employability opportunities made available them to because of their ethnicity, disability status or background. External employers may have hiring strategies which negatively impact graduate outcomes for some students.
6	Accessibility			Course content/materials may not always be accessible or may not have sufficient adjustments in place so that all students can access materials in the appropriate way for their learning. Students with disabilities may be treated as a homogenous group, which means that interventions and/or activities designed to support students are not appropriately targeted and do not meet student needs Students that don't live on campus may have less access to individualised study spaces	Students may be unable to take up placement/internship/other career or employability opportunities without appropriate adjustments in place.
7	Lack of appropriate support mechanisms				

			feel confident, they could participate, or they may not know if this is something they would enjoy or would find worthwhile due to lack of previous exposure.	demands on their time, such as part-time work or caring responsibilities, that they find challenging to manage alongside their studies. Academic skills sessions are used by students with good outcomes, rather than the students who are struggling.	
8	Lack of role models	Students may not have influencers in their life encouraging them to consider HE an option.	Lack on diverse representation on staff community can impact how policies and procedures are created and the extent to which they effectively meet needs. Groups can be misrepresented without the right people in the room - representation should be prioritised, but without students being over-burdened with responsibility to speak on behalf of a particular group/community/lived experience.	Academic staff teaching content are not representative of the student body. The curriculum does not represent all leaders in the field due to historic selections of content.	Lack of representation in careers/alumni may negatively affect or restrict student career aspirations and negatively impact student confidence and self-efficacy.
9	Mental Health and wellbeing	Students with mental health and wellbeing concerns do not consider Bath as a supportive environment due to its high tariff requirements. Students with mental health and wellbeing concerns do not choose to apply to Bath for fear of rejection.	Mental health conditions can have a severe and drastic impact on student wellbeing and their student experience. There is insufficient support for the growing number of students with mental health conditions. Cultural/Familial stigma may deter students from accessing mental health or wellbeing services, or students may not feel represented in Mental Health services	Students with mental health and wellbeing concerns are not recognised and not supported pastorally. Students with mental health and wellbeing concerns are not supported to engage with the academic delivery of their course and no mitigations are put in place.	Students with mental health and wellbeing concerns do not choose to apply to roles they could for fear of rejection.

Risks, student characteristics, indicators of risk and EORR match

ACCESS	Intervention Strategy 1						
RISK NO.	**RISK CATEGORY**	**RISK DESCRIPTION (There is a risk that….)**	**STUDENT GROUPS WHO MAY BE AFFECTED BY THIS RISK**	**CHARACTERISTIC GROUPS WHO MAY BE AFFECTED BY THIS RISK**	**INDICATIONS OF RISK**	**EORR MATCH**	**OTHER AREAS OF REGULATION**
1	**Sense of belonging**	Some students might be discouraged from applying to Bath because they do not see it as a place for them.	Students from minoritised ethnic backgrounds; students who are socioeconomically disadvantaged or from areas of low participation;	IMD Q1/2 FSM eligible Black	RI1 RI3 RI6 RI7	Risk 3	
2	**Financial challenges**	Some students may be unable to afford to attend open days or may feel that Bath is not an option for them due to the high cost of living in Bath. Cost of living in Bath is high, and may be off putting to some students, impacting their likelihood to apply. Students in middle income family bracket may be at risk of missing out on targeted financial support, which may impact their ability to access the university and get good degree and graduate outcomes, as well as fully participate in university life.	All APP students but particularly students who are socioeconomically disadvantaged; Students who are from £25k - £42k income families who do not receive targeted financial support; Marginalised student cohorts (care leavers, young carers, estranged students, refugees/asylum seekers)	IMD Q1/2 FSM eligible Care leavers Young carers Estranged students Refugee/Asylum seekers Middle income students (£25k-£42k)	RI1 RI3	Risk 3	
3	**Gaps in prior knowledge**	Gaps in prior knowledge mean students may be at risk of not achieving the grades required to study at Bath. Students who lack confidence in their academic ability may not be confident or aware of Bath as an option for them. Students A-Level choices may limit what degrees they can choose High grade requirements may exclude certain students who have been unfairly disadvantaged	Students from areas of low participation in Higher Education: Students from state schools: students who are socioeconomically disadvantaged	IMD Q1/2 FSM eligible TUNDRA Q1/2	RI1 RI3	Risk 1 Risk 2 Risk 4	
4	**Home circumstances**	Students may not consider HE as a legitimate option for them. Students may have specific personal circumstances which impact their ability to apply for Bath, such as young carers or students with work commitments. Students may have challenging life circumstances which impact their ability and/or capacity to achieve their grades and meet their offers.	Students from areas of low participation in Higher Education: students who are socioeconomically disadvantaged: marginalised student groups (young carers, care leaver, estranged students)	TUNDRA Q1/2 IMD Q1/2 FSM eligible Care leavers Young carers Estranged students Refugee/Asylum seekers	RI1 RI3	Risk 1 Risk 2	
5	**Inequity, discrimination or unconscious bias**	Systemic and persistent issues with inequitable admissions processes and a lack of diversity at Bath leads to some students not applying to Bath. There is also a systemic risk of non-engagement with HE from particularly marginalised student cohorts. Admissions may not sufficiently consider student circumstances The current course portfolio at Bath may impact the ability to increase student diversity. the lack of vocational, part-time or flexible course offerings may also impact diversity.	Students from minoritised ethnic backgrounds: marginalised student groups: students with disabilities: Students who are socioeconomically disadvantaged.	ABMO Black IMD Q1/2 FSM eligible Care leavers Young carers Estranged students Refugee/Asylum seekers Declared disability Students with Mental Health conditions	RI7	Risk 4	Equality objectives as part of compliance with Equality Act 2010
6	**Accessibility**	Students may be unable to physically access the university and its facilities for open days, summer schools or any other visits or events. Students may require but not be provided with differentiated resources for outreach events, visits, programmes or fairs.	Students with disabilities	Declared disability	NONE	NONE	Equality objectives as part of compliance

		Digital Poverty may negatively and severely impact the ability for students to access the university					with Equality Act 2010 Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018
7	Lack of appropriate support mechanisms	Students may lack the support network to support them understanding Bath as an option and subsequently making a quality application to Bath. University outreach activity is targeted at year 12 students who may have already decided whether HE is an option for them and may miss students. There is a limit to the number, type and location of schools that Bath outreach team can work with, which risks missing some students.	Students who are socioeconomically disadvantaged; Students from areas of low participation in HE; Students from minoritised ethnic backgrounds	Black IMD Q1/2 FSM eligible TUNDRA Q1/2	RI1 RI3 RI7	Risk 2	
8	Lack of role models	Students may not have influencers in their life encouraging them to consider HE an option,	Students from areas of low participation in HE	TUNDRA Q1/2	RI6	Risk 3	
9	Mental Health / Wellbeing	Students with mental health and wellbeing concerns do not consider Bath as a supportive environment. Students with mental health and wellbeing concerns do not choose to apply to Bath for fear of rejection.	Students with disabilities	Declared disability	NONE	NONE	

A15

		CONTINUATION / COMPLETION	Intervention Strategy 2				
RISK NO.	RISK CATEGORY	RISK DESCRIPTION (There is a risk that….)	STUDENT GROUPS WHO MAY BE AFFECTED BY THIS RISK	CHARACTERISTIC GROUPS WHO MAY BE AFFECTED BY THIS RISK	INDICATIONS OF RISK	EORR MATCH	OTHER AREAS OF REGULATION
1	Sense of belonging	The slight diversity at Bath (both the university and the city) means that underrepresented student groups may struggle to feel they fit in and lack a sense of community. Disadvantaged students will have to work harder to navigate the institution more generally (adjustments etc) which reduces their opportunity to engage with activities which enhance their experience.	Students from minoritised ethnic backgrounds; students who are socioeconomically disadvantaged or from areas of low participation;	ABMO Black IMD Q1/2 FSM eligible TUNDRA Q1/2	RI5 RI11 RI20	Risk 8	
2	Financial challenges	The expensive nature of Bath as a place to live causes students' challenges in engaging with extra-curricular activities Students do not engage with extra-curricular social activities are at a higher risk of not feeling like they belong due to: - Students being required to work or increase part time work alongside their studies. - Students being unable to take part in events or social activities due to travel costs or other additional costs - Students struggling to afford rent, food or other costs.	Students who are socioeconomically disadvantaged; Students who are from £25k - £42k income families who do not receive targeted financial support; marginalised student cohorts (care leavers, young carers, estranged students, refugees/asylum seekers)	IMD Q1/2 FSM eligible Care leavers Young carers Estranged students Refugee/Asylum seekers Middle income students (£25k-£42k)	RI5	Risk 10	Hardship provision
3	Gaps in prior knowledge	Gaps in prior knowledge may mean students are ill equipped for their studies Students may lack skills, in particular regarding metacognition and/or self-efficacy.	Students from areas of low participation in Higher Education: Students from state schools: students who are socioeconomically disadvantaged	TUNDRA Q1/2 IMD Q1/2 FSM	RI4	Risk 7 Risk 8	
4	Home circumstances	Home circumstances or working/childcare/carer requirements may impact a student's ability to part-take in extra-curricular and social activities. Difficult or challenging home circumstances may have a negative impact on student mental health and wellbeing.	Students from areas of low participation in Higher Education: students who are socioeconomically disadvantaged: marginalised student groups (young carers, care leaver, estranged students)	TUNDRA Q1/2 IMD Q1/2 FSM eligible Care leavers Young carers Estranged students Refugee/Asylum seekers	RI4 RI5	Risk 7 Risk 9	
5	Inequity, discrimination or unconscious bias	Students may feel 'othered' by their peers or by staff or by a lack of appropriate facilities which may impact their wellbeing and sense of belonging. Students may face challenges or difficulties when trying to raise instances of racism, prejudice or discrimination. Inconsistency around policies and procedures (e.g. suspense). This can result in students feeling unable to challenge the institution. There may also be a significant risk to student mental health and wellbeing if they must continuously self-declare between different departments or go through different processes to receive support or get access to resources.	Students from minoritised ethnic backgrounds: marginalised student groups: students with disabilities: Students who are socioeconomically disadvantaged.	ABMO Black IMD Q1/2 FSM eligible Care leavers Young carers Estranged students Refugee/Asylum seekers Declared disability	RI8 RI11	NONE	Equality objectives as part of compliance with Equality Act 2010
6	Accessibility	Students may experience issues with campus accessibility, impacting their ability to attend lectures or wider university life events or activities. Digital Poverty may negatively and severely impact the ability for students to access information about activities and support at the University. Students that don't live on campus have less chance to socialise and work on campus	Students with disabilities	Declared disability	RI16 RI17 RI20	Risk 11	Equality objectives as part of compliance with Equality Act 2010 Public Sector Bodies

							(Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018
7	**Lack of appropriate support mechanisms**	Some student groups may require additional or tailored pastoral support, which may not be signposted effectively for students or supported effectively for staff. If students are not in specifically targeted groups, they may miss out on crucial support as there may not be mechanisms for them Students may not be aware of what support is available to them The University may not provide sufficient training, information or resources to encourage an understanding of diversity and inclusion in the wider student cohort, or mechanisms for students from underrepresented or disadvantaged groups to raise complaints or grievances if required. Students may be less likely to take advantage of extracurricular opportunities, such as language courses, as they may not feel confident, they could participate, or they may not know if this is something they would enjoy or would find worthwhile due to lack of previous exposure	All APP students in particular; students with disabilities: Students from minoritised ethnic backgrounds: LGBTQI+ students: Students who are from £25k - £42k income families: Young carers; Care leavers: Estranged students	ABMO Black Care leavers Young carers Estranged students Declared disability Middle income students (£25k-£42k) LGBTQI+	RI5 RI11 RI20	Risk 6 Risk 7 Risk 8	
8	**Lack of role models**	Lack on diverse representation on staff community can impact how policies and procedures are created and the extent to which they effectively meet needs. Groups can be misrepresented without the right people in the room - representation should be prioritised, but without students being over-burdened with responsibility to speak on behalf of a particular group/community/lived experience.	Students from minoritised ethnic backgrounds: Students with disabilities; Students who are socioeconomically disadvantaged	ABMO Black Declared disability IMD Q1/2 FSM eligible	RI5 RI11 RI20	NONE	Staff EDI Athena Swann
9	**Mental Health / Wellbeing**	Mental health conditions can have a severe and drastic impact on student wellbeing and their student experience. There is insufficient support for the growing number of students with mental health conditions. Cultural/Familial stigma may deter students from accessing mental health or wellbeing services, or students may not feel represented in Mental Health services	All APP students; Students with disabilities.	Declared disability Students with mental health conditions	RI16 RI17 RI20	Risk 8	Mental Health Charter

RISK NO.	RISK CATEGORY	RISK DESCRIPTION (There is a risk that….)	STUDENT GROUPS WHO MAY BE AFFECTED BY THIS RISK	CHARACTERISTIC GROUPS WHO MAY BE AFFECTED BY THIS RISK	INDICATIONS OF RISK	EORR MATCH	OTHER AREAS OF REGULATION
	DEGREE AWARDING Intervention Strategy 3						
1	**Sense of belonging**	The slight diversity at Bath (both the university and the city) means that underrepresented student groups may struggle to feel they fit in and lack a sense of community.	Students from minoritised ethnic backgrounds; students who are socioeconomically disadvantaged or from areas of low participation;	ABMO Black IMD Q1/2 FSM eligible TUNDRA Q1/2	RI2 RI4 RI9	Risk 8	
2	**Financial challenges**	The expensive nature of Bath as a place to live causes students' challenges in engaging the academic elements of university. This can impact the student experience in a wide range of ways, including but not limited to: - Students being required to work or increase part time work alongside their studies. - Students being unable to access suitable IT equipment or other essential materials. - Students may not be able to afford additional course materials Digital poverty may lead to students being unable to access course content or resources, or participate fully in the university experience.	Students who are socioeconomically disadvantaged; Students who are from £25k - £42k income families who do not receive targeted financial support; marginalised student cohorts (care leavers, young carers, estranged students, refugees/asylum seekers)	IMD Q1/2 FSM eligible Care leavers Young carers Estranged students Refugee/Asylum seeker Declared disability Middle income students (£25k-£42k)	RI2 RI4	Risk 10	
3	**Gaps in prior knowledge**	Gaps in prior knowledge may mean students are ill equipped for their studies. Students may lack academic knowledge and if a knowledge gap is not filled this may perpetuate from year to year. Students with insufficient digital skills may be unable to secure good graduate outcomes.	Students from areas of low participation in Higher Education: Students from state schools: students who are socioeconomically disadvantaged	TUNDRA Q1/2 IMD Q1/2 FSM eligible	RI2 RI4	Risk 6 Risk 7	Grade inflation
4	**Home circumstances**	Home circumstances or working/childcare/carer requirements may impact a student's attendance for academic sessions. This could lead to lower outcomes.	marginalised student cohorts (care leavers, young carers, estranged students, refugees/asylum seekers; mature students	Young carers Refugee/Asylum seeker Declared disability Age	RI15 RI18	NONE	
5	**Inequity, discrimination or unconscious bias**	Students may feel excluded from their learning experience due to discriminatory or non-inclusive course content or format.	Students from minoritised ethnic backgrounds: marginalised student groups: students with disabilities: Students who are socioeconomically disadvantaged.	ABMO Black IMD Q1/2 FSM eligible Care leavers Young carers Estranged students Refugee/Asylum seeker Declared disability	RI9	NONE	
6	**Accessibility**	Course content/materials may not always be accessible or may not have sufficient adjustments in place so that all students can access materials in a the appropriate way for their learning. Students with disabilities may be treated as a homogenous group, which means that interventions and/or activities designed to support students are not appropriately targeted and do not meet student needs Students that don't live on campus have less access to individualised study spaces	All APP students; Students with disabilities.	Declared disability	RI18	NONE	Content accessibility Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility

							Regulations 2018
7	**Lack of appropriate support mechanisms**	Some student groups may require additional or tailored support with accessing learning. Some students may not have the diagnoses they need in order to access appropriate support, which may impact their learning, outcomes and mental health. Students do not know about additional curriculum support on offer. Students are not be aware of what support is available to them, how to ask for that support or they may not feel that they are entitled to access this support Students don't want to access additional support because they feel like it means they're "stupid", or because they worry they don't have enough time due to a high workload that they aren't able to efficiently manage Academic skills sessions are used by students with good outcomes, rather than the students who are struggling.	All APP students in particular; students with disabilities: Students from minoritised ethnic backgrounds: LGBTQI+ students: Students who are from £25k - £42k income families: Young carers; Care leavers: Estranged students	Declared disability ABMO Black Young carers Care leavers Estranged students Middle income students (£25k-£42k) LGBTQI+	RI4 RI18	Risk 6 Risk 7 Risk 8 Risk 9 Risk 10 Risk 11	
8	**Lack of role models**	Academic staff teaching content are not representative of the student body. The curriculum does not represent all leaders in the field due to historic selections of content.	Students from minoritised ethnic backgrounds: Students with disabilities; Students who are socioeconomically disadvantaged	ABMO Black Declared disability IMD Q1/2 FSM eligible	RI2 RI4 RI9	Risk 7 Risk 8	
9	**Mental Health / Wellbeing**	Students with mental health and wellbeing concerns are not recognised and not supported pastorally. Students with mental health and wellbeing concerns do not engage with the academic delivery of their course and no mitigations are put in place.	All APP students; Students with disabilities.	Declared disability	RI18	Risk 8	

RISK NO.	RISK CATEGORY	RISK DESCRIPTION (There is a risk that….)	STUDENT GROUPS WHO MAY BE AFFECTED BY THIS RISK	CHARACTERISTIC GROUPS WHO MAY BE AFFECTED BY THIS RISK	INDICATIONS OF RISK	EORR MATCH	OTHER AREAS OF REGULATION
PROGRESSION							

PROGRESSION Intervention Strategy 4

RISK NO.	RISK CATEGORY	RISK DESCRIPTION (There is a risk that….)	STUDENT GROUPS WHO MAY BE AFFECTED BY THIS RISK	CHARACTERISTIC GROUPS WHO MAY BE AFFECTED BY THIS RISK	INDICATIONS OF RISK	EORR MATCH	OTHER AREAS OF REGULATION
1	Sense of belonging	Students may believe they have certain career or employability opportunities are unavailable to them because of their ethnicity, disability status or background.	Students from minoritised ethnic backgrounds: Students with disabilities; Students who are socioeconomically disadvantaged	ABMO Black Declared disability IMD Q1/2 FSM eligible	RI10 RI19	Risk 12	
2	Financial challenges	Due to financial issues, some students will be unable to take up unpaid opportunities, such as placements or lab work, or may be unable to afford travel costs to internships or placements. This may have a detrimental effect on their graduate outcomes and their subsequent career journey. Student may not be able to afford travel costs to attend interviews.	Students who are socioeconomically disadvantaged; Students who are from £25k - £42k income families who do not receive targeted financial support; Marginalised student cohorts (care leavers, young carers, estranged students, refugees/asylum seekers)	IMD Q1/2 FSM eligible Care leavers Young carers Estranged students Refugee/Asylum seekers Middle income students (£25k-£42k)	NONE	Risk 12	
3	Gaps in prior knowledge	Gaps in prior knowledge may mean students leave Bath with incomplete or insufficient careers and employability skills and/or knowledge Employers may have a different understanding of what key skills students need to progress.	Students from areas of low participation in Higher Education: Students from state schools: students who are socioeconomically disadvantaged	TUNDRA Q1/2 IMD Q1/2 FSM eligible	NONE	Risk 12	
4	Home circumstances	Home circumstances or working/childcare/carer requirements may impact student placement/internship uptake or choice of graduate role.	Students from areas of low participation in Higher Education: students who are socioeconomically disadvantaged: marginalised student groups (young carers, care leaver, estranged students)	TUNDRA Q1/2 IMD Q1/2 FSM eligible Care leavers Young carers Estranged students Refugee/Asylum seekers	RI19	Risk 12	
5	Inequity, discrimination or unconscious bias	Students may not have certain career or employability opportunities made available them to because of their ethnicity, disability status or background. External employers may have hiring strategies which negatively impact graduate outcomes for some students.	Students from minoritised ethnic backgrounds: marginalised student groups: students with disabilities: Students who are socioeconomically disadvantaged.	ABMO Black Declared disability IMD Q1/2 FSM eligible Care leavers Young carers Estranged students Refugee/Asylum seekers	RI10 RI19	Risk 12	
6	Accessibility	Students may be unable to take up placement/internship/other career or employability opportunities without appropriate adjustments in place.	Students with disabilities	Declared disability Students with mental health conditions	RI19	Risk 12	

7	**Lack of appropriate support mechanisms**	Students may be ill-equipped with the skills they need for their career journeys, in particular skills which employers are looking for. Students may also receive insufficient support post-graduation. Students may not have the same networks or employability contacts as their peers and exposure to prior work placements may also be limited. This may impact their awareness of career options and their confidence or preparedness for their post-graduate opportunities.	All APP students in particular; students with disabilities: Students from minoritised ethnic backgrounds: LGBTQI+ students: Students who are from £25k - £42k income families: Young carers; Care leavers: Estranged students	Declared disability ABMO Black Care leavers Young carers Estranged students Middle income students (£25k-£42k) LGBTQI+	RI10	Risk 12	
8	**Lack of role models**	Lack of representation in careers/alumni may negatively affect or restrict student career aspirations and negatively impact student confidence and self-efficacy.	Students from minoritised ethnic backgrounds: Students with disabilities: Students who are socioeconomically disadvantaged	ABMO Black Declared disability IMD Q1/2 FSM eligible	RI10	Risk 12	
9	**Mental Health / Wellbeing**	Students with mental health and wellbeing concerns do not choose to apply to roles they could for fear of rejection.	Students with disabilities	Declared disability	RI19	Risk 12	

A21

Annex B: Evidence and Rationale
Key Risks – Evidence Base

Risk	Evidence
Sense of Belonging	• Numerous studies have found that a sense of belonging at higher education is positively associated with academic success (Freeman, Anderman and Jensen, 2007; Robertson, Cleaver and Smart, 2019) • There is also evidence that this is effect is more pronounced for underrepresented or marginalised students (Becker and Luthar, 2002). A recent WonkHE/Pearson report (Jackson, Capper, Blake, 2023) found that connection, inclusion, support, and autonomy were the four key foundations for student sense of belonging. They also found that poor student mental health creates a major barrier to belonging and inclusion.
Financial Challenges	• There is compelling evidence that students from socioeconomically disadvantaged backgrounds are less likely to complete their courses (OfS, 2023) • There is also compelling evidence that financial challenges can have a detrimental impact on students' mental and physical health and wellbeing (Richardson, Elliott, Roberts et al, 2017; Save the Student, 2022). • There is also evidence that the recent cost of living crisis has exacerbated the detrimental impact of financial issues on student wellbeing and ability to engage with university life. (Russel Group Student's Union, 2023; ONS, 2023)
Gaps in prior knowledge	• There is compelling evidence that attainment at GCSE is a key predictor in access to higher education, and gaps in prior attainment are a significant barrier to higher education (Office for Fair Access, 2017) • There is also evidence that factors such as socioeconomic status, secondary school quality, teacher shortages or a lack of extracurricular support structures can hinder the attainment of disadvantaged students at GCSE and reduce their ability to progress to higher education (Russell Group, 2020; Sammons et al, 2015).
Home circumstances	• There is extensive evidence that students who are not provided with a suitable environment for success may struggle to access higher education or may be at higher risk of withdrawing from their studies, particularly if the students are care-experienced (What Works CSC, 2020). • Numerous studies have found that acre-experienced young people face more barriers to higher education than their non care experienced peers (Harrison, 2017; Harrison, 2019; Darroch, 2019; Cotton et al., 2014)
Inequity, discrimination, or unconscious bias	• There is evidence that racial inequalities experienced by BAME students in UK Universities are a contributing factor to the BAME attainment gap (NUS, 2011; UUK & NUS, 2019) • Other contributing factors include institutional culture, ethnic diversity among staff, sense of belonging experienced by BAME students while on course, and inclusive curriculum content, design and delivery (UUK & NUS, 2019; NUS 2011).
Accessibility	• There is evidence that students with a disability have experienced microaggressions or discrimination during their university studies, including accessibility barriers, and that this may impact their on-course experiences and outcomes (OfS, 2018; Universia Foundation, 2021; Osborne, 2018)
Lack of appropriate support mechanism	• Research has indicated that students from underrepresented student groups may struggle to ask for help when on course (Chiu, 2023; Wong & Chiu, 2018) and that this is closely linked with student identity and their cultural beliefs (Gee, 2010) • There is some evidence that culturally sensitive initiatives, or interventions targeted at certain groups of students may have a positive impact on student success (Jackson, Capper, Blake, 2023)
Lack of role models	• Research has shown the impact role models can have on a student's choices and decisions about higher education (Sanders et al, 2018; Schunk & Usher, 2019; Hume, 2018) • There is evidence to suggest that programmes involving mentoring, counselling, coaching and advising are associated with better outcomes for students in terms of attainment and retention/completion (Kerrigan and Maktelow, 2021) • Diversity and representation in senior leadership has an impact on student sense of belonging (NUS 2011) and there is also evidence to suggest that diversity at senior leadership impacts decisions made about underrepresented student groups (Arday, Branchu & Boliver, 2021).
Mental Health & Wellbeing	• Sector evidence has documented rising numbers of students who are declaring a mental health condition, reporting adverse effects of stress, or seeking support for low levels of wellbeing. (Johnson & Crenna-Jennings, 2018; • Poor mental health or wellbeing has a significant and detrimental impact on a student's abilities to participate fully in their studies (Robertson, Mulcahy & Baars, 2022; Royal College of Psychiatrists, 2011)

Intervention Strategies - Evidence Base

Intervention Type	Example Named Interventions at the University of Bath	Sector Evidence	Internal Evidence
Academic Enrichment and Enhancement	1 to 1 Skills Zone Tutorials Vulnerable Student Tutorials Disability Service Referral Tutorials	The Education Endowment Foundation (EEF, 2023) suggests that one-on-one tutoring is an effective means of improving educational outcomes, particularly for students with low prior attainment or struggling in specific subjects. They also posit that feedback is also highly influential in enhancing learning outcomes for students. Further to this, Nieuwoudt and Pedler (2021) identify assessments, academic writing, and referencing, all skills developed through our tutoring provision, as significant factors influencing students' consideration of leaving university without completing their studies.	Pre and post tutorial student surveys indicate a demonstrable increase in confidence around topics covered in 1 to 1 tutorials.
	Maths and Statistics Help Statistics Advisory Service	Students engaging with maths support benefit in confidence, achievement and are less likely to drop out due to maths difficulties (Matthews et al., 2012; O'Sullivan et al., 2014)	Disabled students, non-white students and students from IMD and POLAR quintiles 1-2 are all statistically significantly more likely to access our service. Hence, students from these groups are more likely to receive benefits in confidence, achievement, and progression than students not in these groups.
	Embedded Academic Skills Provision	Gunn, Hearne, and Sibthorpe (2011) highlight that integrating and embedding skills development throughout a student's educational journey within a university setting proves to be the most successful approach in promoting academic literacy skills, particularly for large cohorts. Additionally, Higgins et al. (2015) conducted an Australian study and found that academic skills advisors play a crucial role in enhancing academic confidence and self-efficacy among undergraduate students, leading to positive effects on their learning progress.	We intend to build mechanisms to improve our tracking and measurement of referrals between our support service, and to improve our tracking of attendance at extra-curricular skills sessions.
	MySkills Library Support Services	Supporting students to become self-directed and independent learners enhances success at university (Arndell et al., 2012, as cited in Higgins et al. 2015).	
Accessibility	Assistive Technology Digital Accessibility Initiative	The use of information technologies has the potential to promote inclusive education in universities. However, the absence or misuse of technological tools, such as inaccessible website designs or online materials, can act as barriers for students with disabilities (Claiborne et al. 2011; Kurt 2011 as cited in Lopez-Gavira, Moriña & Morgado, 2021).	We are reviewing our internal mechanisms to monitor and evaluate the se of assistive technologies as part of the broader evaluation mechanism for curriculum transformation
Applicant and Offer Holder Advice, Guidance and Skills Development	Calling Campaign Transition Toolkit Unibuddy The Be Ready Programme Ask Bath Apply with Bath Pathway to Bath	Academic enrichment programs, designed to assist underrepresented students in gaining admission to selective universities, demonstrate a positive influence on academic achievement and progression to such institutions (Barkat, 2019). Furthermore, when students' sense of belonging increases, it enhances their likelihood of persisting from the first year to the second year of their studies (Ishler & Upcraft, 2005; Logan, 2017; Olbrecht, 2016, as cited in Burke, 2019). Additionally, research indicates that higher education students who have a greater sense of belonging tend to exhibit greater motivation, higher academic self-confidence, increased levels of academic engagement, and improved academic performance (Pedler, Willis, & Nieuwoudt, 2022).	Offer holders who complete the Access to Bath programme are more likely to choose Bath as their firm or insurance UCAS choice when compared to their sentiments at before starting the programme. Additionally, offer holders demonstrate increased knowledge around transition to university, more confidence about their transition to university and indicate a greater sense of belonging to the University. In 2021/22, 80% of participants who engaged with Ask Bath either Agreed or Strongly Agreed that their mentor was able to provide support they wouldn't have received elsewhere and 95% of students who gave feedback either Agreed or Strongly Agreed that their Mentor made them feel welcomed into the University of Bath community.

Intervention Type	Example Named Interventions at the University of Bath	Sector Evidence	Internal Evidence
	Football Foundations Access to Bath		For the Pathway to Bath programme, upon completion, participants expressed increased confidence in their academic skills, increased knowledge of student life at the University of Bath and increased confidence in making the transition to university. Apply with Bath led to an increase in confidence over the course of the programme and participants demonstrated significant increase in their understanding of personal statements and student finance. Furthermore, participants indicated an increased likelihood to apply to the University of Bath. Following participation in Football Foundations, prospective students indicated they were likely to attend the University of Bath and knew more about university life. Sentiment towards university also shifted significantly, with perceptions prior to participation being overwhelmingly negative and perceptions after being overwhelmingly positive.
Awards and Recognition	Teacher Champions Awards SU Inclusivity Awards VC Outreach Awards	Social rewards such as attention, recognition and appreciation based on efforts which contribute to organisational success are highly valued by stakeholders within an organisation (Luthans, 2000) Mosadeghrad (2014) also highlights that recognising and rewarding individuals appropriately can reinforce their participation in wider organisational change.	
Bursaries, Grants and Scholarships	Accommodation Bursary Applicant Travel Bursary Bath Bursary Bursaries and Scholarships for Low-income Students Gold Scholars Programme Hardship Fund Income Related Scholarships Care Leaver/Foyer or Estranged Student Bursary Alumni Fund Placement Grants Discretionary Internship Bursary Placement Bursary	Bursaries play a crucial role in supporting university students, as they are associated with higher first-year retention rates, reduced first-year debts, decreased financial anxiety and better degree outcomes (Harrison & Hatt, 2012). Bursaries can influence student accommodation choices, for example by enabling students to live on campus in more expensive accommodation, empowering them to become part of the university community and engage in positive socialization with peers. Furthermore, many students perceive bursaries as reducing stress and anxiety around money, granting them a level of financial freedom that enables them to enjoy some aspects of the university experience enjoyed by their wealthier peers. Moreover, bursaries have a direct impact on academic engagement. Around one-third of bursary recipients reported that the financial assistance allowed them to participate more fully in their academic studies. By alleviating financial stress and anxiety, bursaries enable students to focus their cognitive resources on their studies, reducing the risk of mental health issues and enhancing their academic success. Additionally, some students utilize bursaries to pursue unpaid work experience, particularly in subjects where such experience is essential for future career opportunities, which would otherwise be difficult due to the need for paid work during the summer vacation (Harrison et al., 2018).	Gold Scholars Programme participants are more likely than other students to say they have been able to cope financially and cover course, basic food and rent costs. They also report feeling more financially secure than the other groups and are also more likely to be more confident managing their finances. Compared to non-bursary holders, Bath Bursary students are slightly less likely to be undertaking term time work both for year one and in their final year. Further to this, by the end of their studies, Bath Bursary student are more likely to report they can participate in wider university activities, cover course costs and are borrowing less.

Intervention Type	Example Named Interventions at the University of Bath	Sector Evidence	Internal Evidence
		In terms of reasons for considering leaving university without completing their studies, financial strain, time management, and work commitments emerged as significant factors in a study by Nieuwoudt & Pedler (2021), all factors which it can be argued are alleviated by bursaries. Finally, it is worth noting that university students tend to have higher concerns about their financial situation compared to their non-student peers of the same age (Stewart-Brown et al., 2000, as cited in Nieuwoudt & Pedler, 2021).	
Careers Support, Placements, and Internships	Sprint Leadership Programme Named Advisors and specialist support	According to TASO (2023), there is evidence to suggest that Information, Advice, and Guidance (IAG) programs focused on employment and employability can have a positive impact on students' career prospects and graduate employment outcomes. A meta-analysis conducted on 55 research papers examining IAG interventions indicates a reliable association between these interventions and recipients' ability to make effective career choices. In terms of placements, engaging in extended work placements has been shown to increase the likelihood of achieving a good degree and students securing employment in their area of interest (Bullock et al., 2009). In addition, students who participate in placements report positive outcomes such as enhanced confidence, maturity, interpersonal skills, and learning capabilities (Lock et al., 2009). Moreover, there is evidence indicating higher employment rates among students who have completed placements (Hejmadi et al., 2012).	We intend to build mechanisms to improve our tracking and measurement of specialist support appointments.
Contextual Admissions		Implementing a grade discount for eligible students can result in an increase in the number of these students being accepted into prestigious universities (Sutton Trust, 2018). Further, the practice of contextualising applicants in selective universities provides an opportunity to allow high-achieving disadvantaged young individuals access to higher education institutions for which they would not otherwise be eligible (Mountford-Zimdars & Moore, 2020). Students from less advantaged backgrounds are significantly less likely than their more privileged peers to meet the high academic entry requirements set by higher tariff providers (Boliver, Gorard & Siddiqui, 2021).	We intend to carry out research into the impact of our contextual admissions programme on student outcomes. See Evaluation Plan for details.
Cross-service Referrals and Signposting		Integration and effective communication among professionals in various support services are essential, particularly in the case of incoming students with disabilities (Dong & Lucas, 2016). Power et al.'s, (2020) exploration of integrated student services at a regional Australian university exemplifies the value of deepening staff members' understanding of the roles of various services. This enhanced understanding enabled staff to provide more comprehensive assistance to students by drawing on multiple services when necessary. The shared student-centred philosophy among staff fostered informal communication and information-sharing, which, in turn, facilitated face-to-face collaborations. Collaborating with other services not only helped	We intend to build mechanisms to improve our tracking and measurement of referrals between our support services.

Intervention Type	Example Named Interventions at the University of Bath	Sector Evidence	Internal Evidence
		participants overcome challenges but also contributed to their overall comprehension of these services. Additionally, a study focusing on students with autism, found that these students prefer simplified and streamlined student support systems. They expressed a desire to avoid the need to navigate multiple services and engage with numerous stakeholders. Simplifying the complexity of support systems can enhance the experience of students with autism at university and promote their overall success (Scott & Sedgewick, 2021).	
Culturally Appropriate Services	Culturally Sensitive Counselling 213 The Salon	Burke (2019) argues creating positive social communities is vital to improving a student's institutional commitment and decreases the likelihood of students dropping out of their studies.	We are mindful of the sensitivities which need to be considered when evaluating counselling services.
Curriculum Transformation		The OfS (2020) advises reviewing curriculum, teaching and learning practices to narrow outcome gaps between student groups. Separately, Paguyo, Sponsler & Iturbe-LaGrave (2022), argue students who are enabled to make connections between their learning and personal experiences can more deeply engage with their studies. Nieminen & Personen (2022) additionally put forth that embracing anti-ableist pedagogies in higher education promotes the belonging of disabled students and prevents their exclusion and marginalisation	Curriculum transformation is currently in phase 3, and all courses will be fully launched by the end of next academic year. Evaluation mechanisms have been embedded into the transformed curricula, and we expect to see findings from this evaluation in the next 3 years.
Equality, Diversity, and Inclusion	Be the Change Equality, Diversity and Inclusion Training	Allyship is an effective tool for combating discrimination, promoting equal rights, and fostering an inclusive culture (Salter & Migliaccio, 2019). Furthermore, by actively engaging as allies, individuals can contribute to creating a supportive organisational environment where tolerance and acceptance are embraced by all stakeholders (Salter & Migliaccio, 2019). LeMaire et al. (2020), state that self-reflection, and addressing personal biases and blind spots is a prerequisite to become an effective all.	Our ED&I training has recently been reviewed and will be updated for 2023/24.
Leadership and Governance	Race Equality Charter Race Equality Taskforce	Campion and Clark (2022) posit that race equality initiatives in universities experience increased success when interventions are whole institution and there is buy in from senior leadership.	
Creating an Inclusive and Welcoming Culture.	Support and Report Tool	According to the Equality and Human Rights Commission (EHRC) (2019), harassment can have a profound impact on an individual's mental health, educational outcomes, and career. Further to this, the EHRC found through their research that there is a low likelihood of members of university communities coming forward to report harassment and recommends putting in place mechanisms to enable students and staff to report harassment.	We have been in contact with the team responsible for the tool to explore what data has been collected and could be reviewed so far.
Parental Engagement	Autism Summer School	According to the Education Endowment Foundation (EEF, 2023), parental engagement has a significant positive impact on educational progress.	We are reviewing our autism summer school evaluation plan to ensure it is in line with all ethical requirements. Once it has been approved by our Ethics Committee, we intend to carry out further evaluation into the impact of the summer school on parental engagement.

Intervention Type	Example Named Interventions at the University of Bath	Sector Evidence	Internal Evidence
		Additionally, research conducted by Murray and Sotardi (2022) indicates that parental expectations and constructive criticism can have positive effects on the overall well-being of students with disabilities.	
Peer Support	Peer Mentoring Peer Assisted Learning	Research suggests that peer mentoring has a positive impact on student retention within a course, as well as offering valuable opportunities for mentors to develop employment-related skills (Foy & Keane, 2018). Furthermore, in an Australian study focusing on students with autism spectrum disorder, peer mentoring has shown promise in supporting these students, leading to improved study outcomes and enhanced metacognitive skills (Thompson et al., 2018). In terms of student perceptions, a significant majority of students who engaged with mentors at a Canadian university expressed agreement regarding the valuable assistance provided by mentors (Petrescu et al., 2021).	In 2022, 80% of respondents reported that Peer Assisted Learning helped them feel more confident on their course, 63% of respondents reported that PAL helped them improve their academic performance and 53% of respondents reported that PAL helped them meet other students in their year.
Pre-16 Attainment Raising	Brightside IntoUniversity UniConnect	According to the Education Endowment Foundation (2023), mentoring can have a positive effect on attainment. Further to this, the impact of teaching metacognition and self-regulation approaches to students is high (EEF, 2023).	We recieve annual impact reports from our partner organisations, which we review for key findings.
	Teacher Network Teacher Champions Programme	According to the Sutton Trust (2011), there is a significant disparity in learning outcomes for poor pupils based on the quality of their teachers. Further to this, the Office for Students (TASO, 2022) suggests that improving teacher quality holds promise as an approach to raise attainment levels.	Participants in the Teacher Champions Programme reported a significant increase in knowledge and confidence after completing the program. Additionally, 97% of participants expressed their willingness to recommend the program to other teachers, advisors, or professionals.
	School Governor Community of Practice	Studies suggest benefits to Higher Education provider involvement in school governance, sponsored schools, and teacher training (TASO, 2022).	Our School Governor CoP has recently been set up, and will be reviewed and monitored moving forward.
Student Support, Advice and Guidance	Careers Service Disability Service Library Skills Centre Student Living Support Student Support Student Money Advice Wellbeing Service	Research examining support services in American community colleges suggests that services aimed at making students' lives more feasible contribute to overcoming barriers and preserving their educational pursuits. By addressing obstacles faced by students and providing support to manage daily life, these services help students navigate potential challenges that could otherwise hinder their progress toward a degree (Karp, 2011). Intentionally contacting students to make them aware of support services has also been found to positively affect student outcomes. Students who actively engage with support services experience higher retention rates and achieve higher educational outcomes compared to their peers who do not engage with support services (Burke, 2019). In a small-scale qualitative survey in the UK focusing on students with disabilities, the disability support service was viewed as a valuable	We have reviewed our support services for students and carried out Theory of Change planning to ensure our refreshed APP outcomes are embedded across all interventions. We have also onboarded most teams

Intervention Type	Example Named Interventions at the University of Bath	Sector Evidence	Internal Evidence
		resource. Students highlighted the efficiency of the service in organizing specialized equipment, arranging tutoring for writing support, regularly checking in with individuals to ensure their well-being, and providing general information (Kendall, 2016).	to our new impact and process evaluation ways of working and expect to see the first results of our improved evaluation processes next year.
Student Mental Health and Wellbeing Support	Be Well – Talk Now Bright Network Social Prescribing Talking Therapies	Mental health issues feature prominently as a factor in students considering leaving university without completing their studies (Nieuwoudt & Pedler, 2021).	
Student Networks and Student Groups	ADHD Support Club Autism Social Group Bereavement Social Group Gold Scholars Programme LGBTQ+ Brunch and Support Social Networking Group Students' Union Liberation Groups Talk Club	The creation of positive social communities plays a crucial role in enhancing students' institutional commitment and reducing the likelihood of dropout (Burke, 2019). Further, research indicates that students in higher education who feel a strong sense of belonging tend to exhibit higher levels of motivation, increased academic self-confidence, greater academic engagement, and higher achievement (Pedler, Willis & Nieuwoudt, 2022). Additionally, cohort models, where students with a similar identity or focus move through their studies together, have been effective in improving overall retention rates among students and, in particular, among female and minority students (Dagley et al., 2016; Sithole et al., 2017, as cited in Burke, 2019).	We intend to continue our evaluation of student surveys, and also hope to explore the impact of student networks and groups through our new student-led APP panel, which we will be setting up in the coming year. See Student voice in the ongoing monitoring of this plan for more details.
	Gym Inclusion	Access to recreation facilities has been shown to increase the retention of students as it has appositive impact on students' sense of belonging and fosters institutional commitment (Burke, 2019)	70% of students who provided feedback on the gym inclusion initiative reported they would not have joined the gym if it were not for the funding provided through this intervention. Furthermore, 91% of the students recorded having a more positive attitude towards themselves and their bodies.
Summer Schools and Residential Visits	Talk, Tour and Stay Discover Bath Sports Summer School Judo DiSE	Collaborative analysis conducted by TASO and the Higher Education Access Tracker suggests that engaging in summer schools is linked to improved GCSE grades and increased progression to higher education (TASO, 2022).	Discover Bath participants experienced an increase in confidence around confidence in producing a strong UCAS application and making an informed decision about their higher education choices, and greater knowledge of what studying their chosen subject will be like at university. Participants on the Judo DiSE programme reported a significant increase in their understanding of study at Bath, with all participants indicating they would consider the University as an option.
Support for Applicants and Offer Holders with Declared Disabilities	Autism & Uni Toolkit Beginning at Bath Autism Summer School	To support the academic success of students with declared disabilities, staff should help these students entering university to become familiar with available services and accommodations for students (O'Neill, Markward, & French, 2012, as cited in Dong & Lucas, 2016).	Following completion of the Autism Summer School, participants indicated they were more prepared to make decisions about higher education, were more likely to state they could see themselves studying at the University of Bath and felt they had more knowledge about the

Intervention Type	Example Named Interventions at the University of Bath	Sector Evidence	Internal Evidence
		Further, access to information and understanding of disability support services are particularly valuable for students with non-visible disabilities (Murray & Sotardi, 2022).	student support, wellbeing support and financial support they could access as students with autism spectrum disorders.
Support for Students with Declared Disabilities	Disability Access Plans Disability Service Neuropool Campus Buddy Scheme	In an Australian study, students with disabilities or chronic illnesses expressed a preference for support that offers time flexibility, organizational assistance, and strategies to manage the stress associated with the academic environment (Hughes, Corcoran, & Slee, 2016). Further to this, in another small-scale qualitative survey the benefits of having a Disability Access Plan, also known as a learning support plan, were highlighted. Participants reported positive outcomes, such as the ability to negotiate extensions on coursework submissions and additional time for exams, which alleviated the pressure they experienced (Kendall, 2016). Finally, an Australian study conducted at La Trobe University found that when students with mental illnesses registered with the Disability Support Service, their academic achievement in the year following their enrolment in the service was approximately 10 percentage points higher on average. Moreover, their retention rates were comparable to the university averages (Simpson & Ferguson, 2014).	Feedback from the joint Students' Union and Disability Service survey highlights that the support and advice provided by the Disability Service was found to be helpful by 89% of service using respondents. Qualitative feedback from neurodiverse students engaged in the Neuropool programme indicates the programme was effective at helping these students navigate work and career opportunities and had a positive impact on wellbeing and motivation. Students who provided feedback on the Campus Buddy Scheme felt that having a buddy was useful. Students enjoyed the regular opportunities to socialise and found having someone to talk to and ask questions about university life helpful and reassuring. Support with orientation around the university campus and Bath was also cited as a significant benefit.
Targeted Support for Black African and Caribbean Heritage Applicants and Students	Target Bath Cowrie Scholarship	Research suggests that higher education students who have a greater sense of belonging tend to have higher motivation, more academic self-confidence, higher levels of academic engagement and higher achievement (Pedler, Willis & Nieuwoudt, 2022).	Upon completion of the Target Bath programme participants demonstrated a significant increase in knowledge about Bath and indicated they were more likely to consider or make an application to the University. High levels of confidence surrounding the application process were also maintained or increased. Qualitative survey responses suggested participants found the connection to black African University of Bath students helpful and alleviated some of their concerns around belonging at the University.
Targeted Support for Vulnerable Students		For care leavers, the ability to access a safety net and support from a significant adult is crucial, with this often being provided by a university's care leavers' service. Key factors for this group's success in higher education include motivation for participation, university preparation, and academic, personal, and financial support (Cotton, Nash & Kneale, 2014).	We are working with the Student Retention team to embed enhanced evaluation tools and resources, however we are mindful of the small numbers of students in this group, so additional steps to safeguard their anonymity in data are required.

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Fees, investments and targets
2024-25 to 2027-28

Provider name: The University of Bath

Provider UKPRN: 10007850

Summary of 2024-25 entrant course fees

*course type not listed

Inflation statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using CPIH

Table 3b - Full-time course fee levels for 2024-25 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
First degree	Honours year - top up to Foundation Degree	N/A	9250
First degree	MArch Architecture Year 1	N/A	5550
Foundation degree		N/A	9250
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2024-25

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2024-25 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6935
First degree	Honours year - top up to Foundation Degree	N/A	6935
Foundation degree		N/A	6935
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2024-25

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets
2024-25 to 2027-28

Provider name: The University of Bath

Provider UKPRN: 10007850

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OfS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment (£)	NA	£2,270,000	£2,269,000	£2,329,000	£2,388,000
Financial support (£)	NA	£4,977,000	£4,833,000	£4,450,000	£4,241,000
Research and evaluation (£)	NA	£542,000	£556,000	£568,000	£582,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment	Pre-16 access activities (£)	£370,000	£316,000	£325,000	£335,000
Access activity investment	Post-16 access activities (£)	£1,647,000	£1,693,000	£1,737,000	£1,779,000
Access activity investment	Other access activities (£)	£253,000	£260,000	£267,000	£274,000
Access activity investment	**Total access investment (£)**	**£2,270,000**	**£2,269,000**	**£2,329,000**	**£2,388,000**
Access activity investment	*Total access investment (as % of HFI)*	6.8%	6.7%	6.9%	7.1%
Access activity investment	*Total access investment funded from HFI (£)*	£2,270,000	£2,269,000	£2,329,000	£2,388,000
Access activity investment	*Total access investment from other funding (as specified) (£)*	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£4,977,000	£4,833,000	£4,450,000	£4,241,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£0	£0	£0	£0
Financial support investment	**Total financial support investment (£)**	**£4,977,000**	**£4,833,000**	**£4,450,000**	**£4,241,000**
Financial support investment	*Total financial support investment (as % of HFI)*	14.9%	14.3%	13.2%	12.6%
Research and evaluation investment	Research and evaluation investment (£)	£542,000	£556,000	£568,000	£582,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	1.6%	1.6%	1.7%	1.7%

Fees, investments and targets
2024-25 to 2027-28

Provider name: The University of Bath

Provider UKPRN: 10007850

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
Increase the proportion of students entering the University who were eligible for Free School Meals at KS4 from 5.4% to 8.0%.	PTA_1	Access	Low income background	Other (please specify in description)		Students eligible for free school meals at KS4	No	The access and participation dataset	2021-22	Percentage	5.4	5.5	6.0	7.0	8.0
Close the gap in the proportions of students from IMD Q1 or 2 compared to IMD Q5 entering the University from 23.7pp to 19.0pp	PTA_2	Access	Low income background	Other (please specify in description)		Index of Mulitple Deprivation (IMD)	No	The access and participation dataset	2021-22	Percentage points	23.7	22.0	21.0	19.5	18.0
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
Close the degree awarding gap for IMD Q1&2 vs Q5 getting a 1st or 2.1 by reducing the 4-year average gap from 5.9pp to 3.0pp	PTS_1	Attainment	Low income background	Other (please specify in description)	N/A	4 year average of Index of Mulitple Deprivation (IMD) Quintile a and 2 vs IMD quintile 5	No	The access and participation dataset	2021-22	Percentage points	5.9	5.7	5.0	4.0	3.0
Close the degree awarding gap for students from AMBO groups getting a 1st or 2.1 compared to white students by reducing the 4-year average gap from 3.1pp to <1.5pp	PTS_2	Attainment	Ethnicity	Other (please specify in description)	White	4 year average of AMBO groups vs White groups	No	The access and participation dataset	2021-22	Percentage points	3.1	3.0	2.5	2.0	1.5
	PTS_3														
	PTS_4														
	PTS_5														
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
	PTP_1														
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														

| PTP_12 | | | | | | | | | | | |