

2019-20 Access and Participation Plan Monitoring OfS Provider Impact Report

This report has been produced by the OfS using monitoring information that we were required to provide summarising progress against our 2019-20 Access and Participation Plan which you can find at www.bath.ac.uk/publications/university-of-bath-access-and-participation-plans

Our Students' Union response to the 2019-20 monitoring can be found at www.bath.ac.uk/announcements/student-response-to-the-2019-20-access-and-participation-plan-monitoring-return

Our targets were written in 2018 and we used the term BME to refer to black and minority ethnic students. We acknowledge that this term has become more contested over time.



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by The University of Bath against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

The University of Bath's ambition and strategy as detailed in the 2019-20 access and participation plan:

The University of Bath's overall strategy outlined in our 2019/20 Access and Participation Plan included a focus on Access which is our biggest challenge, and continued improvement on the Success and Progression stages of the student lifecycle to maintain our excellent outcomes for students from disadvantaged and underrepresented groups.

We included the following key aims for 2019/20:

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

Specifically, in our access work, we aimed to continue the development of our contextual admissions to enhance progression routes which reflect the diverse backgrounds and qualifications our applicants offer. This includes the embedding of relevant staff to act as advocates and provide support for applicants from our under-represented groups within the Undergraduate Admissions process. We also wanted to consolidate and develop our outreach activities in a more targeted manner with school and college partners who have students with the potential to succeed in entry to academically selective higher education courses with appropriate support and develop conversion work to improve progression of students we work with in outreach activities. We were keen to develop collaborative links with universities, schools, colleges and other organisations as part of local, regional and national collaborative networks to widen participation. Specifically, we wanted to work with educational charities who can assist the University in accessing students who are under-represented in our current student body.

On-course we were keen to ensure student success and progression through additional academic and pastoral provision and support for placement opportunities. We also aimed to improve links between access and participation activity and current research at the University.

Across all lifecycle stages we aimed to work with students to inform the delivery of our work, and to continue to aim for high quality evaluation of our work, showing a detailed understanding of the drivers influencing our programme design and collecting evidence of impact.

2. Self-assessment of targets

The tables that follow provide a self-assessment by The University of Bath of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of The University of Bath's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

| Reference Number (lifecycle stage) | Description | Baseline year | Baseline data | 2018-19 milestone | 2019-20 milestone | Units of target | Comparison year | Actual performance in comparison year | Target self-assessment |
|------------------------------------|--|---------------|---------------|-------------------|-------------------|-----------------|-----------------|---------------------------------------|------------------------|
| T16a_05 (Access) | Increase proportion of students from ACORN quintiles 4 & 5 by 0.5 percentage points a year | 2015-16 | 10.1% | 11.1% | 11.6% | Percentage | 2019-20 | 12.4 | Expected progress |
| T16a_06 (Student success) | Meet or exceed our HESA benchmark | 2014-15 | 5.5 | 0 | 0 | Percentage | 2019-20 | 5.7 | Expected progress |
| T16a_07 (Access) | Increase proportion of students from POLAR quintiles 1 & 2 to 17.3% in 2020 | 2015-16 | 15.3 | 16.3 | 16.8 | Percentage | 2019-20 | 15 | No progress |
| T16a_08 (Access) | Increase proportion of students from non-independent schools performing below the national average at Level 2. | 2016-17 | 12.5 | 14 | 15 | Percentage | 2019-20 | 14 | Limited progress |
| T16a_09 (Access) | Increase proportion of students from non-independent schools performing below the national average at Level 3. | 2016-17 | 30 | 31 | 32 | Percentage | 2019-20 | 25 | No progress |
| T16a_10 (Progression) | Progression into graduate study or employment will remain above 80% for BME students | 2015-16 | 84% | 80% | 80% | Percentage | 2019-20 | 90 | Expected progress |
| T16a_11 (Progression) | Progression into graduate study or employment will remain above 80% for students with disabilities | 2015-16 | 80% | 80% | 80% | Percentage | 2019-20 | 90 | Expected progress |

Other milestones and targets

| Reference Number (lifecycle stage) | Description | Baseline year | Baseline data | 2018-19 milestone | 2019-20 milestone | Units of target | Comparison year | Actual performance in comparison year | Target self-assessment |
|------------------------------------|--|---|---------------------------------|-------------------|-------------------|-------------------|-----------------|---------------------------------------|------------------------|
| T16b_09 (Access) | To raise students attainment by contextualising subject knowledge the University will run a multi-event science festival (Bath Taps into Science) for a minimum of 1,200 students in years 5-9 from the local region. Target expressed as number of participants in Bath Taps. | Other (please give details in Description column) | previously included in line 113 | 1200 | 1200 | Headcount | 2019-20 | 0 | No progress |
| T16b_14 (Access) | In order to develop awareness of HE and students' capacity to navigate HE the University will organise HE information or attainment raising support events for parents. Focus on schools or colleges serving communities with either low progression to HE, high levels of socio-economic deprivation and / or attainment below the national average at GCSE or post-16. Target expressed as number of events. | 2013-14 | 21 | 20 | 20 | Other | 2019-20 | 41 | Expected progress |
| T16b_17 (Access) | The University will run an intensive cohort programme On Track to Bath to raise attainment through increasing subject understanding, developing study skills and students and families ability to navigate HE choices. Target = students recruited. | 2013-14 | 45 | 150 | 150 | Headcount | 2019-20 | 156 | Expected progress |
| T16b_19 (Other/Multiple stages) | Increase support for students from WP target groups to take up placement opportunities (internal stats show clear link to graduate level employment) | 2013-14 | 5% | 1% | 0.5% | Percentage points | 2018-19 | 5 | No progress |
| T16b_20 (Student success) | Support for students with disabilities and mental health problems will be strengthened | 2013-14 | 700 | 780 | 780 | Headcount | 2019-20 | 1311 | Expected progress |

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|------------------------------|---|---------|-----|-----|-----|------------|---------|------|-------------------|
| T16b_21 (Student success) | Deliver academic and study skills development to enhance support for students particularly those from our WP target groups | 2014-15 | 20% | 24% | 25% | Percentage | 2019-20 | 53 | Expected progress |
| T16b_23 (Access) | Co-ordinate collaboration to support IAG Websites Careerpilot and Lifepilot through the Western Vocational Progression Consortium (WVPC). | 2013-14 | 12 | 12 | 12 | Other | 2019-20 | 20 | Expected progress |
| T16b_24 (Access) | in order to support STEM awareness and raise student attainment by contextualising subject knowledge the University will organise STEM engagement events for KS2 and KS3 students. Target expressed as number of events. | 2015-16 | 0 | 40 | 40 | Other | 2019-20 | 0 | No progress |
| T16b_25 (Access) | Collaborate with INTOUniversity & Bristol and Exeter to increase the attainment and understanding of HE among young people in South Bristol. Target expressed as number of young people | 2015-16 | 0 | 900 | 900 | Headcount | 2019-20 | 1174 | Expected progress |
| T16b_26 (Access) | Collaborate with INTO University to develop and sponsor a new INTO Centre in Weston-Super-Mare. | 2017-18 | 0 | 0 | 0 | Headcount | 2019-20 | 810 | Expected progress |
| T16b_27 (Access) | The University will work collaboratively with Generating Genius to run a sustained contact STEM programme for BME students with a minimum of 50 students in each Year 10 intake cohort. Further targets around progression to HE will be developed in conjunction with Generating Genius for future Access Agreements. | 2016-17 | 0 | 50 | 50 | Headcount | 2019-20 | 0 | No progress |
| T16b_28 (Access) | To support progression to HE the University will collaborate with the Nuffield Foundation to recruit 48 year 12 students into Nuffield subject enhancement placements each year from the south west region and meet the target of bursary students set for us by Nuffield. Target expressed as number of students placed. | 2015-16 | 48 | 48 | 48 | Headcount | 2019-20 | 57 | Expected progress |

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|---------------------|--|---------|-----|-----|-----|------------|---------|-----|-------------------|
| T16b_29 (Access) | Extend activity with the Welsh Government's Seren Network. In addition to ongoing work supporting the hubs with IAG and academic workshops the University will recruit a cohort of Welsh ambassadors from amongst the Bath student body who will form mentors allowing the University to work with students from at least 8 of the 11 Seren hubs. Also extend existing opportunities Bath doctoral students to support the work of the Brilliant club in providing academic enhancement opportunities to Seren participants. Target = number of Seren hubs engaged with. | 2016-17 | 0 | 8 | 8 | Other | 2019-20 | 11 | Expected progress |
| T16b_30 (Access) | To support attainment raising the University will offer a programme of free residential summer schools focussed on academic disciplines available at the University of Bath which develop academic confidence and capacity to navigate HE. Target expressed as number of students attending summer schools. | 2015-16 | 130 | 165 | 165 | Headcount | 2019-20 | 418 | Expected progress |
| T16b_31 (Access) | To support teachers in raising attainment the University will run a free annual teachers conference focussing on attainment raising strategies e.g. revision techniques and academic writing to develop study skills and capacity for academic attainment. At least 40% will be from schools / colleges where attainment is below national average. Target expressed as percentage of participants from low performing schools. | 2016-17 | 0 | 40 | 40 | Percentage | 2019-20 | 0 | No progress |
| T16b_32 (Access) | To support attainment raising the University will run an annual programme of support and a residential summer school for BTEC students to develop their mathematical studies. Target expressed as % progressing into HE. | 2014-15 | 50 | 70 | 70 | Percentage | 2019-20 | 67 | Limited progress |

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|---------------------|---|---------|-----|------|------|------------|---------|-----|-------------------|
| T16b_33 (Access) | To support access to HE the University will aim to increase proportions accepting offers from high tariff universities from the On Track to Bath programme. Target expressed as proportion of participants accepting offers from high tariff universities. | 2015-16 | 29 | 40 | 40 | Percentage | 2019-20 | 45 | Expected progress |
| T16b_34 (Access) | To develop student's understanding by contextualising subject knowledge the University will run year 10 and year 12 subject enrichment days. Target expressed as number of students participating. | 2015-16 | 392 | 350 | 350 | Headcount | 2019-20 | 527 | Expected progress |
| T16b_35 (Access) | To support progression to HE the University will aim to have at least 40% of the students participating in the University residential summer schools progressing to the University of Bath. Target expressed as number of students progressing to the University of Bath. | 2015-16 | 10 | 20 | 30 | Percentage | 2019-20 | 7 | No progress |
| T16b_36 (Access) | In collaboration with Bath Spa University and to support attainment raising the University will recruit, train and support students to provide academic tutoring. Target expressed as number of contact hours. | 2015-16 | 417 | 1200 | 1200 | Headcount | 2019-20 | 0 | No progress |

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

| Financial year | 2019-20 | | |
|-------------------|---------------------|------------------|------------------|
| | Predicted spend (£) | Actual spend (£) | Difference (ppt) |
| Access investment | £3,158,623.00 | £2,585,000.00 | -18% |
| Financial Support | £3,824,000.00 | £4,294,000.00 | 12% |

4. Action plan

Where progress was less than expected The University of Bath has made the following commitments to increase the rate of progress against their targets.

| Reference Number | Steps that will be taken in the future to make expected progress against target |
|------------------|---|
| T16a_07 | We have retained our focus on POLAR in our new 2020-25 Plan and we will continue to focus on encouraging more applications from students from Q1 and Q2. |
| T16a_08 | We are no longer using schools performance in our admissions system. |
| T16a_09 | We are no longer using schools performance in our admissions system. |
| T16b_09 | This event is not a specified commitment within our 2020-25 Plan but we will continue to work with this age group - mostly through our partnership work (IntoUniversity). |
| T16b_19 | We will continue to employ large placement teams within each Faculty (c. two thirds of our undergraduates take up a placement) and commit to continuing our work to raise awareness of APP objectives within those placement teams. |
| T16b_24 | This is not a target in our 2020-25 Plan, but we will continue working with younger age groups mostly through our partnership work. |
| T16b_27 | We will continue to deliver this new Target Bath programme with our new partner Rare. |

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| T16b_31 | Working with teachers remains a key element of our strategy. We will continue to work with teachers as we understand their significant influence on students and also the difficulties they face keeping up to date with the changing Admissions landscape. |
| T16b_32 | Our work with BTEC students will continue - we will review the best way to support these students entering our University. |
| T16b_35 | We will continue to work hard to increase entry to our University from our outreach activity. We will continue with our steps already taken to scale up our more intensive outreach activity, to ensure selection procedures are aligned with our objectives, and to provide alternative offers. |
| T16b_36 | This workstream is no longer part of our strategy. |

5. Confirmation

The University of Bath confirms that:

| Student engagement | |
|--|---------------------------------|
| Have you worked with your students to help them complete the access and participation plan monitoring student submission? | |
| Yes | |
| Have you engaged with your student body in the design, evaluation, and monitoring of the plan? | |
| Yes | |
| Verification and sign off | |
| The University of Bath has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider. | |
| Yes | |
| Accountable officer sign off | |
| Name | Prof Ian White |
| Position | Vice Chancellor and President1. |

Annex A: Commentary on progress against targets

The University of Bath's commentary where progress against targets was less than expected.

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| Target reference number: T16a_07 |
| How have you met the commitments in your plan related to this target? |
| Yes we scaled up our intensive outreach considerably during 2019/20 and targeted this group of students. |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| We now assess every applicant to Bath on a WP scoring index which includes this metric in order to ensure we focus on this element of our indicators. |

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| Target reference number: T16a_08 |
| How have you met the commitments in your plan related to this target? |
| Yes we did focus on this metric but within a large basket of indicators and this diluted the effect. We also realised that many of the schools/colleges were bunched around the national average performance and small changes from year to year had a big impact on the figures, so in retrospect this metric was not calibrated well. |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| In our new 2020-25 Plan we have matched our targets to OfS KPIs so we are no longer using schools performance as a targeting strategy. |

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| Target reference number: T16a_09 |
| How have you met the commitments in your plan related to this target? |
| As above |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| In our new 2020-25 Plan we have matched our targets to OfS KPIs so we are no longer using schools performance as a targeting strategy. |

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| Target reference number: T16b_09 |
| How have you met the commitments in your plan related to this target? |
| We organised a scaled down version of this event to focus just on the science fair and associated workshops for primary school students, with public activity considered as part our |

of civic responsibilities but not funded by the APP. The events planned had sign up that would have exceeded the target but these had to be cancelled due to COVID.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No, our priority has been working with older age groups.

Target reference number: T16b_19

How have you met the commitments in your plan related to this target?

The placement teams' support has been maintained in size and there has been some increase in awareness of APP objectives but we have not closed the gap between the proportion of WP students to others taking up placements which this metric focuses on.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We included a representative from placements teams within our APP Monitoring Group work to improve awareness of APP objectives, and undertook a research project on the issues.

Target reference number: T16b_24

How have you met the commitments in your plan related to this target?

Workshops associated with our science festival were cancelled due to COVID. We did not organise further events to these age groups as our outreach was re-focused to work with more students at older ages on our more intensive outreach programmes.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No.

Target reference number: T16b_27

How have you met the commitments in your plan related to this target?

No, we were unable to develop this programme with this provider.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Yes, instead we have now developed a Year 12 cohort programme for 50 black students with Rare Recruitment (who run the highly successful Target Oxbridge programme) called Target Bath.

Target reference number: T16b_31

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| How have you met the commitments in your plan related to this target? |
| No - this was a casualty of COVID. |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| Yes we have delivered many events to various groups of teachers including our Director speaking at a national teachers' conference, he and staff speaking at various UCAS events to disseminate information about university admissions in this difficult year. We also supported the national Mathematics in Education and Industry (MEI) conference for maths teachers. Our Teachers Award ceremony did go ahead with a record number of submissions. |

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| Target reference number: T16b_32 |
| How have you met the commitments in your plan related to this target? |
| This programme did not run in 2019/20 as there were fundamental changes within the BTEC curriculum, which resulted in a time lag to understand the support that students would now require. However our most recent progression data from HEAT shows a 67% HE progression rate. |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| in 2019/20 we provided new support to a large Multi-Academy Trust on their BTEC cohort programme. |

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| Target reference number: T16b_35 |
| How have you met the commitments in your plan related to this target? |
| Yes - we did deliver our planned four summer schools this year but failed to secure a higher progression rate from the summer schools held the previous year. |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| We refined our selection procedure to do as much as possible to ensure that students had the academic ability to get the grades for our University and were interested in our course offer. We have now scaled-up this component of our outreach programme to run 22 subject Summer Schools, and to significantly increase the number of students attending. We have also introduced an alternative offer to all students achieving the required standard in their project work. |

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| Target reference number: T16b_36 |
| How have you met the commitments in your plan related to this target? |
| No we ended this programme at the end of the 2017-18 academic year based on a thorough evaluation and informed OfS of this. |

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No we are no longer working with our most local schools as OfS has asked us to focus on schools which we are more likely to recruit WP students from.

Annex B: Optional commentary on targets

The University of Bath's commentary on any of the targets listed in [Section 2](#).

| Reference Number | Optional commentary |
|------------------|---|
| T16a_05 | |
| T16a_06 | |
| T16a_07 | |
| T16a_08 | |
| T16a_09 | |
| T16a_10 | |
| T16a_11 | |
| T16b_09 | |
| T16b_14 | |
| T16b_17 | |
| T16b_19 | The University attempted to recruit a new Director of Employability but there were no suitable candidates. This area of activity involves many elements (four Faculty placement teams, international exchanges organised in the International Relations Office, Careers Service, Skills Centre) and the University is looking at ways to improve coordination of activity in lieu of the appointment of the Employability Director. |
| T16b_20 | |
| T16b_21 | |
| T16b_23 | |
| T16b_24 | |
| T16b_25 | |
| T16b_26 | |
| T16b_27 | |
| T16b_28 | |
| T16b_29 | |
| T16b_30 | |
| T16b_31 | |
| T16b_32 | |

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| T16b_33 | |
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