Transcript for Clip 1 of Student Response to the 2019/20 Access and Participation Plan Monitoring Return.

Associated audio file at <https://www.bath.ac.uk/announcements/student-response-to-the-2019-20-access-and-participation-plan-monitoring-return/>

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00:00:06,390 --> 00:00:10,980

Hello, I'm Francesco. The Student Union president of the University of Bath. This year,

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00:00:10,980 --> 00:00:18,030

we have decided to record this podcast as part of our student submission for the university's 19/20 Access and participation plan.

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If you're a student or past student, have no idea what I'm talking about.

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00:00:22,030 --> 00:00:30,840

Don't worry. Just sit tight and try to enjoy. OK, so what is an Access and Participation Plan?

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Or at the APP is a document that the university must create in order to be a

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registered university and be able to charge higher tuition fees in essence.

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And Access and Participation Plan is a framework created by a university setting out activities and targets on how it will improve

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quality of opportunity for students that are traditionally underrepresented in the higher education sector by underrepresented groups.

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The Office for Students, which is the regulator of the sector intends students from low income households or areas of low participation,

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achieving higher education, Black, Asian and minority ethnic students, mature students, disabled students or care leavers.

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The definition also includes carers, estranged students, students from traveller communities or refugees.

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00:01:16,770 --> 00:01:24,210

The these groups historically have lower equality of opportunity to enter and participate in higher education, and the sector needs to address this.

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00:01:24,210 --> 00:01:29,130

And the access and participation plan is one of the main ways through which this is done.

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This leads us to the question why do we and why should we care?

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And, well, there are multiple reasons why.

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First, as a university community and indeed as a sector, we need to ensure equality of opportunity to do students that need it the most.

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00:01:42,660 --> 00:01:48,390

There is so much talent and brightness is completely locked due to socioeconomic inequalities and constraints,

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and universities need to be at the forefront of breaking those barriers down.

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Secondly, universities need to strategically start thinking about how they promote equality of opportunity.

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Incoming generation of students care about these issues far more than past applicants.

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Social justice is deeply rooted in the minds of young people,

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and universities that overlook diversity and inclusion in the student lifecycle are making a gross mistake in the future,

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00:02:11,730 --> 00:02:19,560

which could lead to a decrease in the university's reputation as well. And third, the Access and Participation Plan funding is significant.

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Around nine point five million pounds at the University of Bath were earmarked for investment in these activities in the 19/20 APP.

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And remember, this is money.

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00:02:29,790 --> 00:02:36,840

That partly comes from your tuition fees in a marketplace model of higher education, where value for money is as contested as ever.

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You have a right to know where your money is going and how it is spent.

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What we're going to be talking about through this submission is the results of the 19/20 access and participation plan.

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So last academic year's, as that is the latest one that we have a full data set and analysis from.

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As we look into this dataset, there are some caveats that may render this research more limited in scope due due to some

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significant sectoral level changes that have fully taken into effect for the 2020/21 APP.

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So the current one, whereby now we are analysing last years to fully understand the breadth of these changes.

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I have spoken to Mike Nicholson, who is the Director of Undergraduate Admissions and Outreach at the University of Bath.

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The plan for 19/20 was actually written back in 2017/18 and was part of a change in the governance of university access activities.

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So the Higher Education Funding Council for England transitioned into the Office of Students,

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the Office for Students as part of their remit at responsibility for creating access and participation plans.

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And this plan evolved during the first year of their operation.

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So they were just really finding their feet.

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So we wrote it with a fairly clear instruction that major changes on how access and participation would be organised were on their way.

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We were encouraged to more or less stick with the plan that we historically had with the Office for Fair Access.

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There was a very, very strong push from the Office of Fair Access,

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who were the predecessors to the OFS to look at sustained programmes of contact with more localised student groups, as Andrews has identified.

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00:04:21,110 --> 00:04:28,280

But also they recognised that a lot of the conditions that determine a student's

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00:04:28,280 --> 00:04:34,250

long term progression and their opportunity are set at a very early age,

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00:04:34,250 --> 00:04:41,060

often at primary school. So a lot of the activity that we historically did and again mentioned in many of

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00:04:41,060 --> 00:04:47,390

the targets for 2019/20 reflected work that we were doing with younger age groups,

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00:04:47,390 --> 00:04:53,780

people before the age of secondary school and early age secondary students,

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the move to the office for students and a five year plan which came about in 2019/20 for,

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2020 onwards, has influenced, therefore, what we are doing, because effectively we've got a five year period to deliver on a range of targets,

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which if we were working with students who were aged seven or eight, which from a pedagogical standpoint would make quite a lot of sense.

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00:05:20,660 --> 00:05:25,100

If we're going to deal with deep seated inequalities in society,

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00:05:25,100 --> 00:05:33,330

those students will not even be at the point they're applying to university five years from now when we hit our access target kind of end point.

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00:05:33,330 --> 00:05:39,340

And let's also hear from Andrew Ross, who is the Head of Widening Participation at the University of Bath.

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Within the plan, there were a lot of activity targets listed,

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which obviously the office of students has now moved away from with the new style plans.

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Those access and activity targets were obviously set for a previous version of the access and participation plan.

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So actually probably set in 2015 2016 for the app that was originally delivered in 18/19, and then rolled over into 19/20.

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So it's clear that this was a transition year and things have changed a lot since then,

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and it appears that alongside other factors that we're going to explore, not least the pandemic that hit in March 2020,

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there is some discrepancy in terms of what was promised and what was delivered in the 19/20 access and participation plan.

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So let's talk about the data that we're dealing with here in terms of access,

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meaning the demographic of students entering the University of Bath in 19/20.

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00:06:42,280 --> 00:06:48,310

The figures are, well, shocking, but not necessarily surprising for those of us who are or have been at bath.

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Forty eight point five percent of 19/20 entrants came from areas of high participation.

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That's the highest quintile in the participation of local areas or polar index,

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00:06:59,560 --> 00:07:07,630

and forty two point seven percent came from the least deprived socioeconomic backgrounds, according to the index of multiple deprivation or IMD.

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In short, this means that around half of our 19/20 intake comes from the most privileged socioeconomic areas in British society.

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00:07:16,420 --> 00:07:22,890

This compares, respectively, to thirty point one percent and twenty point two percent nationally.

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00:07:22,890 --> 00:07:27,810

Only four point eight percent of our intake came in from what the IMD would term

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00:07:27,810 --> 00:07:34,330

most deprived areas compared to twenty one point seven percent nationally.

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Unsurprisingly, our university is also overwhelmingly white.

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00:07:39,010 --> 00:07:44,230

Eighty point one percent of our entrance in 19/20 came from a white background compared to

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00:07:44,230 --> 00:07:49,420

sixty eight point nine percent nationally and only 2.5 of entrants were of black heritage,

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00:07:49,420 --> 00:07:52,570

compared to seven point one percent nationally.

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This clearly shows that the national picture is a rather low bar and bath is sinking lower than that from the Office for Students or Access Data.

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It's clear that these numbers have remained rather stable over the past five years and this

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means the bath as a structural problem when it comes to access for less advantaged students.

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However, it's important to note that the university offers some offers some rather generous bursary schemes for students from lower income households.

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The evaluation of which has shown that they have proven successful in supporting students financially

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during the time the university further activities embedded within the scholarship support,

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00:08:25,330 --> 00:08:31,090

such as volunteering through the bursary, are also proving as contributing factors in securing placements,

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00:08:31,090 --> 00:08:38,890

which are both are hugely linked to graduate employability amongst four point five million pounds are earmarked for bursaries every year.

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The biggest proportion of access money given out.

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And there are also new bursaries that have been created through the lobbying of the app team and the students

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union from four students from households that earn between 25 K and 42 K a year to support accommodation costs.

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And those are those are students that will not necessarily get a bursary otherwise.

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One area where the university seems to have made some progress in terms of access is access

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00:09:05,140 --> 00:09:10,360

for students with disabilities who make up seventeen point five percent of 19/20 entrants,

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00:09:10,360 --> 00:09:15,610

compared to sixteen point six percent nationally. This must be taken with a note of caution, however,

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00:09:15,610 --> 00:09:23,200

as there is significant difference between disabilities and the OFS does not provide a direct breakdown for different types of disabilities.

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Nevertheless, there is a signal that progress is really being made on that front.

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It's no surprise, therefore, that a large majority of the universities access and participation plan focuses specifically on access.

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Given the significant underperformance of our university in this area,

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21 of the official targets of the university's app are focussed around access compared to three targets aimed at student

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00:09:47,230 --> 00:09:56,350

success and to on progression to further study or graduate employment over three million pounds of being ring-fence on access activities.

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And yet the historical data shows that there has been made very little progress on increasing the diversity of our intake,

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as I've mentioned before, with other targets and activities. Instead, the university seems to have achieved good progress.

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Actually, the submission has been developed by looking at bath and sector level data gathering,

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feedback from students and interviews with some of the key staff members involved in the access and participation plan.

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00:10:19,810 --> 00:10:31,890

So without further ado, let's start talking about the targets and activities for the University of Bath 19/20 Access and Participation Plan.

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The first target mentioned in the app relates to increasing the proportion of students from ACORN quintiles four and five to eleven point six percent.

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So again, this is an index of socioeconomic disadvantage and this has actually been achieved by the university.

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However, with the changes that we mentioned before,

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ACORN is not a data set on socioeconomic disadvantage that is going to be used anymore from this academic year.

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The index of multiple deprivation or IMD that we talked about earlier is going to be used.

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And as I mentioned, we really do have a long way to go on that metric.

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Secondly, there is a target on improving the rate of admission for students eligible for Disabled Students Allowance.

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Again,

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this has been achieved and this appears to be overwhelmingly due to the level of support that student services and particularly the disability team,

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provide to applicants who disclose disability.

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00:11:21,480 --> 00:11:28,800

And there is also tailored applicant support for students with specific characteristics such as students on the autism spectrum.

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This is Mike Nicholson, Director of Undergraduate Admissions and Outreach. The disability target is a really interesting one.

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It has been consistently the one target that Bath has hit for the last seven years and often exceeded.

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And I think in part that's to do with the very good support that we provide through our student services team so that

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applicants do and are able to understand from quite an early phase in their research the level of support that can offer.

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I think it's also because within the admissions process,

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00:12:06,690 --> 00:12:11,880

we've built an admissions progression team who sit in the undergraduate admissions office and their

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00:12:11,880 --> 00:12:20,910

job is to identify and then support students with disabilities through the application cycle,

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00:12:20,910 --> 00:12:24,240

link them up to appropriate support elsewhere in the university,

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00:12:24,240 --> 00:12:30,510

particularly student services and the Wellbeing and Mental Health Teams and Joel Staley's disability team

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but also with areas like accommodations if students, for instance, need access to wheelchair accessible accommodation.

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00:12:36,510 --> 00:12:42,090

That's flagged up very early in the cycle of admissions and introductions made with the accommodation

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00:12:42,090 --> 00:12:47,490

team who can then ensure that the student is prioritised for that type of accommodation.

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So we've got a lot of join ups in the way that we operate around disability that

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I haven't seen many of the universities embed within their admissions process.

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OK, then it starts to get really, really interesting when we look at the University's POLAR target.

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So participation in local areas,

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00:13:05,760 --> 00:13:12,120

which is to increase the proportion of students from the most disadvantaged areas to sixteen point eight percent in 2019,

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00:13:12,120 --> 00:13:18,820

the actual proportion was 15 percent, with a benchmark of fifteen point three percent in 2015/16.

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So four years ago. So no progress at all and are surely multiple reasons why this may be the case.

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Even though outreach activity has been considerable from the university,

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there are certainly factors there that relate to the way the data was set up and required by the Office for Students predecessor,

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the Office for Fair Access. Andrew Ross, the University's Head of Widening Participation, and Mike Nicholson have explained this for us.

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I think we should look at what the university was trying to achieve in 2015 to 2019 when we were being guided by OFFA.

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And they very much were encouraging us to do work in our local communities to raise ambition for higher education.

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00:14:02,910 --> 00:14:07,770

The challenge that we have in Bath is that our local community is generally quite privileged.

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00:14:07,770 --> 00:14:17,490

There are small pockets of deprivation, but relative to large urban populations.

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00:14:17,490 --> 00:14:24,570

But this is very privileged. So the work that we were doing in the local area to raise aspirations for higher

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00:14:24,570 --> 00:14:30,720

education was quite concentrated and targeted and with a group of students who,

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00:14:30,720 --> 00:14:39,870

if they had the capacity and ability to aspire to a university, which had the admissions criteria that Bath has,

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00:14:39,870 --> 00:14:47,160

they were also capable of going to pretty much any other university in the UK. And precisely because they lived their entire life in Bath,

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00:14:47,160 --> 00:14:55,350

they were probably likely to get on the first bus or train out of Dodge and go somewhere else.

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00:14:55,350 --> 00:15:03,870

We don't have a huge range of subject disciplines that generally tend to appeal to mature students who might be more locally focussed.

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So again, that's another group that we have done a little bit of work with.

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00:15:07,590 --> 00:15:13,890

But actually for Bath we're never going to see the real fruits of that, with the exception of one or two areas like social work,

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00:15:13,890 --> 00:15:20,610

for instance, where mature students might make up a bit of a proportion of the cohort.

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00:15:20,610 --> 00:15:30,120

And as you will also be aware, the ethnic diversity of the immediate population in the Bath area is predominantly very mono.

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It's very white. Socially, economically, it's fairly middle class,

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00:15:34,270 --> 00:15:45,070

so that kind of explains to some extent why the efforts that we had prior to about 2019 were very much focussed on

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local students who the evidence that we have suggests that we were beginning to really make quite an impact on.

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And they did what we expected them to do, which is to go everywhere but Bath.

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00:15:56,650 --> 00:16:03,370

And if you look at our applicant profile within about a 30 mile range of Bath, we get very few students.

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00:16:03,370 --> 00:16:09,760

And then when you get beyond that range, actually that's where we start drawing our student population from.

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00:16:09,760 --> 00:16:13,210

So that explains kind of why we were doing what we were doing.

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00:16:13,210 --> 00:16:19,810

We've since pivoted to activity, to encouraging students from further afield to think about coming to Bath.

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But there are therefore lead in times for the activity to have any impact.

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00:16:23,560 --> 00:16:29,950

So the summer schools, for instance, that Andrew run at the start of 2019/20,

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those students would only be coming to Bath in this current admissions cycle for 2021 entry.

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And we do have evidence from our application figures that there are students who have

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00:16:42,340 --> 00:16:48,190

engaged with Andrew's activities who have put down as one of their five choices.

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And we're seeing quite a lot of those students that engaging with us through applicant visit days.

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And we'll know probably by mid-June whether the activity that Andrew initiated has now resulted in more students putting buffers their first choice.

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So there is definitely something interesting there in terms of how our activity from the university

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00:17:08,110 --> 00:17:14,950

was pivoted towards local areas near Bath when our applicants are actually from way further afield.

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And it's understandable how this may have impacted admission rates.

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However, it's also clear that there are some structural factors within Bath that make it

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00:17:23,950 --> 00:17:32,980

accessible and not not pleasing at all from for from applicants of diverse backgrounds.

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00:17:32,980 --> 00:17:38,740

I think there is a challenge that if you are a student who comes from a more multicultural

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00:17:38,740 --> 00:17:49,120

environment where maybe your ethnicity is either a dominant minority or even a majority ethnicity,

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00:17:49,120 --> 00:17:54,760

coming to Bath can be a very eye opening experience.

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00:17:54,760 --> 00:17:59,590

And we've run research projects and we've had engagement with student groups

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00:17:59,590 --> 00:18:04,090

where they are from ethnicities that are underrepresented in the Bath community.

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00:18:04,090 --> 00:18:11,320

And they very much make us aware of the particular challenges that they face in integrating into a very,

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00:18:11,320 --> 00:18:15,590

very different community to the one that they've maybe grown up in.

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00:18:15,590 --> 00:18:22,250

So this is actually fundamental to point out, a 2018 internal report from a student engagement ambassador,

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00:18:22,250 --> 00:18:31,100

ambassador for inclusive reports of strong structural white British middle class culture that is deeply exclusionary of diverse identities,

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00:18:31,100 --> 00:18:34,400

particularly around the lines of race and socioeconomic background,

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00:18:34,400 --> 00:18:42,740

stating that students from these backgrounds succeed despite an institutional discrimination and marginalisation that they face.

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00:18:42,740 --> 00:18:48,110

A key recommendation shared by SU Officers and staff across the years is to significantly

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00:18:48,110 --> 00:18:52,970

alter our taught curriculum for it to be decolonise and become more inclusive.

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Now, this is an activity that is underpinned in a university wide curriculum transformation project,

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00:18:57,980 --> 00:19:04,850

something that is mentioned in the 19/20, but also in the 2020 to 2025 five year plan.

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00:19:04,850 --> 00:19:10,130

I understand that work on curriculum transformation has been impacted due due to covid-19,

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but there are early flags that show that we still really have a long way to go and report from an APP funded post.

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00:19:16,490 --> 00:19:22,460

The Curriculum Development Officer for Inclusion mentions that due to a senior management decision,

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academic departments will not be will not be going to be required to provide information on how

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00:19:28,580 --> 00:19:33,140

they will support the needs of all learners and engage with students on curriculum development,

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something I believe is actually quite significant fallacy, the reports.

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The report also states that,

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and I'm quoting a comprehensive institutional commitment to inclusion will not be available through curriculum transformation outputs,

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changes to learning and teaching and appropriately embedding inclusivity in them is fundamental to challenge the hegemonic culture at Bath

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And it will require academic departments to take the lead and for the institution to effectively coordinate these efforts.

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Oversight instead of the curriculum transformation work is clearly an area of work

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00:20:05,240 --> 00:20:10,450

that the excellent participation team definitely will need to keep an eye on.

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00:20:10,450 --> 00:20:16,720

There are also two targets to recruit students from non-independent schools performing below the national average.

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00:20:16,720 --> 00:20:21,490

Now, school performance is a target that the Office for students has asked us to leave for the future.

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So it's not going to be part of targets in future access and participation plans.

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00:20:25,900 --> 00:20:30,790

And the university will instead focus on IMD and POLAR instead.

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00:20:30,790 --> 00:20:37,900

The admissions team has also identified issues with a binary statement on whether schools are above or below the national average,

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00:20:37,900 --> 00:20:43,900

as schools could jump between the two year on year. Furthermore, with some schools becoming academies,

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00:20:43,900 --> 00:20:50,110

the line between state and independent schools got more blurred, rending the rhetoric quite difficult to stick to.

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00:20:50,110 --> 00:20:58,240

Focussing on a smaller basket of indicators is hopefully going to lead the university in the right direction when it comes to access.

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00:20:58,240 --> 00:21:01,720

There are also two key institutional targets on progression,

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00:21:01,720 --> 00:21:06,970

which is specifically students movement to highly skilled graduate employment or further study.

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00:21:06,970 --> 00:21:14,170

The university has set out to maintain the progress rate of black and minority ethnic and disabled students above 80 percent.

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00:21:14,170 --> 00:21:21,250

The university has achieved both of these targets with graduate employment for both groups standing at 90 percent.

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00:21:21,250 --> 00:21:25,960

The University of Bath prides itself in educating a very employable graduates,

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00:21:25,960 --> 00:21:32,320

and our overall data shows that an overwhelming amount of our graduates are in highly skilled employment soon after completing

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00:21:32,320 --> 00:21:40,000

their degree or moving to further study whilst the data broken down into demographic demographic characteristics is patchy.

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00:21:40,000 --> 00:21:46,720

It's clear that Bath is doing better than the national average and not just from from students or with hegemonic identities,

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00:21:46,720 --> 00:21:50,800

which we already discussed are an overwhelming majority of the university.

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00:21:50,800 --> 00:21:56,020

So on the surface, all good. But what's important is what is hiding underneath the data.

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00:21:56,020 --> 00:21:59,680

And it becomes clear that the aggregation of data hides a lot of differences.

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00:21:59,680 --> 00:22:07,780

At the SU we have known and fought for disaggregating BAME at all levels of data handling, but it still survives in some areas.

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00:22:07,780 --> 00:22:11,500

The situation is hugely comparable actually with students with disabilities.

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00:22:11,500 --> 00:22:20,120

And for this, I have spoken I've spoken about this with Melanie Wortham, who works with access and participation in the career service.

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00:22:20,120 --> 00:22:29,960

Just wondering, given this clear, extensive research that you've done and the difficulties in terms of what is the data not telling us,

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00:22:29,960 --> 00:22:42,690

which were the main demographics that were flagged to you or that you flagged as a potential concern in terms of outcomes?

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00:22:42,690 --> 00:22:50,130

So so if we're talking if we're talking nineteen twenty obviously I've got to everything from memory now,

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00:22:50,130 --> 00:22:59,550

I'm definitely for me it would be the autistic students saw the neuro diverse students would be.

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00:22:59,550 --> 00:23:10,500

So if we're talking nineteen twenty, other flags for me would be students with mental health conditions as well.

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00:23:10,500 --> 00:23:15,650

And because of the pandemic, you know, so for me that was a priority.

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00:23:15,650 --> 00:23:21,290

Great. Mature students as well.

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00:23:21,290 --> 00:23:22,710

And again,

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00:23:22,710 --> 00:23:35,010

we have smallish numbers on the undergrads and but nationally they'll tend to go back to the jobs that they were in before they before they started.

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00:23:35,010 --> 00:23:40,620

And so, yeah, 19/20 priority, I would say mature.

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00:23:40,620 --> 00:23:48,130

The care leavers, refugees, carers are another priority group and students are black heritage.

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00:23:48,130 --> 00:23:55,930

And I would say the autistic students and for me were priority groups.

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00:23:55,930 --> 00:24:01,740

So there are clear areas within those aggregated groups that are especially areas of concern,

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00:24:01,740 --> 00:24:05,820

as well as other groups that are not necessarily included within the app. However,

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00:24:05,820 --> 00:24:10,590

because of such small numbers of students belonging to those groups and professional services struggled to

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00:24:10,590 --> 00:24:17,340

put clear terms and targets when talking about access and participation in terms of these targeted groups.

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00:24:17,340 --> 00:24:18,930

However, despite these challenges,

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00:24:18,930 --> 00:24:24,990

there are several activities that have been funded by the app to support increases in graduate outcomes for those key groups.

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00:24:24,990 --> 00:24:29,010

In 19 20 out of so many, I have chosen three to focus on.

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00:24:29,010 --> 00:24:30,930

Following the conversation with Melanie.

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00:24:30,930 --> 00:24:37,080

Of particular importance is the work undertaken to support neurodiverse students, particularly students with autism.

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00:24:37,080 --> 00:24:41,460

The university's work with different organisations, including the Next Steps Foundation,

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00:24:41,460 --> 00:24:45,360

to support autistic students in placements and in graduate employment.

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00:24:45,360 --> 00:24:50,520

The impact report for this activity shows it has been successful for those who have participated,

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00:24:50,520 --> 00:24:54,720

but notes that there were hopes for higher uptake in terms of participants. This backs

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00:24:54,720 --> 00:24:58,320

the evidence that shows that students from more disadvantaged backgrounds are less

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00:24:58,320 --> 00:25:04,110

likely to seek those forms of official support. With regards to black students,

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00:25:04,110 --> 00:25:13,380

the careers services ran a panel with Rare Recruitment. So we had in nineteen twenty I would say.

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00:25:13,380 --> 00:25:20,220

Yes, in that was the one that the VC attended

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00:25:20,220 --> 00:25:29,610

You know, it was, it was an excellent event and I think events like that really have their uses and that you get role models,

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00:25:29,610 --> 00:25:37,920

you're inspiring, enthusing those students that they can they can follow whether where they are.

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00:25:37,920 --> 00:25:44,820

The graduates have gone. I think it has much more impact than you would think.

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00:25:44,820 --> 00:25:50,490

Again, here, feedback shows that students who went to the event were highly satisfied with it.

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00:25:50,490 --> 00:25:54,750

But once again, we are talking about small numbers and not with a direct link to employability.

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00:25:54,750 --> 00:25:59,700

As the other activity mentioned before, the partnership with Bright Network, however,

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00:25:59,700 --> 00:26:05,040

which I can read from an impact report, was taken up by a significant number of BAME,

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00:26:05,040 --> 00:26:08,730

Unfortunately, the measure is aggregate here in the report,

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00:26:08,730 --> 00:26:12,390

and he provided with a three day internship for students to improve confidence

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00:26:12,390 --> 00:26:15,960

skills and getting them directly in touch with professional role models.

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00:26:15,960 --> 00:26:22,770

The only struggle here is with not knowing how this has impacted, if at all, the graduate outcomes for the students,

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00:26:22,770 --> 00:26:28,470

and it would be great if this could be built in the evaluation process in the future.

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00:26:28,470 --> 00:26:32,820

What was interesting to talk about as well was the link between employability and placements.

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00:26:32,820 --> 00:26:36,900

A majority of University of Bath students undertake placement opportunities,

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00:26:36,900 --> 00:26:44,820

and we have mentioned earlier that there is a clear link between that so they can have a placement and graduate employability.

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00:26:44,820 --> 00:26:52,740

Yet there are differentials in take ups of placements. Students from economically disadvantaged backgrounds are five percent less likely to take

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00:26:52,740 --> 00:26:57,630

up placements and data on key target groups is unknown to places like the career service.

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00:26:57,630 --> 00:27:06,930

And the link between placement teams and the career service is rather informal and from my analysis, lacks an institutionalised, centralised approach.

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00:27:06,930 --> 00:27:14,610

Let's hear from Melanie here. What you want to do is give them that experience of the workplace and maybe a short project or something like that.

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00:27:14,610 --> 00:27:21,540

I'm so. So for me, that's where we need to build up.

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00:27:21,540 --> 00:27:30,420

The focus at Bath is very much placements and we do that very successfully, you know, but not everyone goes on a placement.

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00:27:30,420 --> 00:27:41,870

You've got thirty odd percent that do not do a placement. And and and we still don't know whether it's the.

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00:27:41,870 --> 00:27:53,900

the APP cohorts that are in there always when we've done surveys, it's we still don't get a definite answer on that.

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00:27:53,900 --> 00:27:56,600

So that's it's hard to say.

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00:27:56,600 --> 00:28:06,650

But I think what we need to do as a university is, is have other opportunities available for those cohorts and to help them.

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00:28:06,650 --> 00:28:15,410

You know, I work with, you know, the autistic students that come to university have often had very, very little work experience.

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00:28:15,410 --> 00:28:20,180

And to apply for them, hardly anything to a placement year.

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00:28:20,180 --> 00:28:30,980

You know, when they come to say it's just huge, just huge, you know, and incredibly stressful and to do that.

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00:28:30,980 --> 00:28:43,240

So, you know, I think we should be doing stuff from the first year and gradually doing some sort of unpaid, short, unpaid taster sessions.

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00:28:43,240 --> 00:28:57,830

We ran BESA here. So so one of the projects I work on is with psychology and JP Morgan, you know, but that's just two days and it is great.

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00:28:57,830 --> 00:29:08,570

And one day we have them down at Bournemouth. But but we need to give more opportunities in that area so that that is a gap for me.

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00:29:08,570 --> 00:29:16,190

This was confirmed by Marian Mackintosh, who is the Access and Participation Plan Evaluation Manager at the university as well.

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00:29:16,190 --> 00:29:19,640

We have very large placement teams now, university,

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00:29:19,640 --> 00:29:25,730

because a very large number of students go on to do placements and that they're very well supported.

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00:29:25,730 --> 00:29:33,200

But that's not a sort of overall coordination and there's not a strong alignment with our objectives.

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00:29:33,200 --> 00:29:41,720

So we need to work more on that. Now, we know that students who are underrepresented at the university have lower levels of confidence,

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00:29:41,720 --> 00:29:44,240

whether issues with imposter syndrome, et cetera.

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00:29:44,240 --> 00:29:51,830

So it's not a wild guess to think that stress levels applying for placements for those students must be absolutely through the roof on these targets.

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00:29:51,830 --> 00:29:54,140

Again, there are significant hopes for the future.

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00:29:54,140 --> 00:29:59,690

It is obvious that data for BAME and disabled students needs to be disaggregated as a matter of urgency,

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00:29:59,690 --> 00:30:03,110

given the huge ingroup differentials that we're dealing with here.

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00:30:03,110 --> 00:30:08,870

And that would allow services like the career service to provide more tailored and effective support for those groups.

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00:30:08,870 --> 00:30:10,880

Data once again is fundamental,

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00:30:10,880 --> 00:30:17,150

and the university really needs to step up its work on data collection and effective sharing amongst different departments,

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00:30:17,150 --> 00:30:19,370

which at the moment are working in silos,

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00:30:19,370 --> 00:30:26,060

potentially duplicating efforts and most importantly, not having the ability for effectively evaluating their activities,

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00:30:26,060 --> 00:30:29,210

which is something that we face at the school as well.

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00:30:29,210 --> 00:30:34,070

Last, the university needs to coordinate the approach from various placement teams in the career service.

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00:30:34,070 --> 00:30:39,080

Given the common link with employability, it is clear the staff members are doing the best that they can,

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00:30:39,080 --> 00:30:49,430

but the work needs to be linked and joined up. A strategic stare like this one can only come from senior management within the university.

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00:30:49,430 --> 00:30:56,090

A further target set up was tailored to supporting academic skills development

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00:30:56,090 --> 00:31:00,650

within the skills centre of the university for widening participation students.

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00:31:00,650 --> 00:31:02,600

And this target has been achieved.

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00:31:02,600 --> 00:31:10,520

However, it was pointed out through research that this may be a misleading metric as it uses a very broad definition of widening participation,

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00:31:10,520 --> 00:31:19,250

which includes school performance as well. And we mentioned before how school performance is actually quite a bit can be very misleading metric.

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00:31:19,250 --> 00:31:24,770

However, there are also significant parts of the skills centre which are access and participation funded

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00:31:24,770 --> 00:31:29,330

and therefore whose work is more targeted towards access and participation outcomes.

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00:31:29,330 --> 00:31:34,550

I have talked to Eleanor Parker, who works with the access and participation plan in the skills centre.

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00:31:34,550 --> 00:31:38,180

So the three areas that contribute the most are.

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00:31:38,180 --> 00:31:47,330

And where we have kind of the staff time and funding allocated to that and would be in the Mathematics Resource Centre.

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00:31:47,330 --> 00:31:54,230

And they've got probably the longest history in terms of our team of engaging with and the access and participation plan.

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00:31:54,230 --> 00:32:00,770

So their work comprises both support that's available to all students.

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00:32:00,770 --> 00:32:08,330

So be that at a drop in or one to one or group sessions and but also more targeted work.

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00:32:08,330 --> 00:32:14,540

So they work a lot with student services to have students referred to have a DAP, for example.

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00:32:14,540 --> 00:32:20,390

So students with disabilities to make sure that they can progress successfully

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00:32:20,390 --> 00:32:24,650

in terms of the maths and statistics skills that are needed on their course.

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00:32:24,650 --> 00:32:32,360

And we work with students in the maths department, but also students who need maths and statistics skills for other parts of their course,

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00:32:32,360 --> 00:32:36,380

because obviously it back quite a lot of different courses need that.

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00:32:36,380 --> 00:32:40,490

And we also work in that area with students at.

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00:32:40,490 --> 00:32:49,430

Who are at risk of not progressing to the next stage of their studies and and what we're really looking for there is to try and identify and

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00:32:49,430 --> 00:32:58,760

support students with the maths and statistics skills that will help them feel more confident in progressing with the next part of their degree.

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00:32:58,760 --> 00:33:06,140

And that classic kind of target area. Franci really have students who might drop out for different reasons.

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00:33:06,140 --> 00:33:13,220

So we do a lot of work, therefore, with disabled students and with students at risk of not progressing in the academic skills team.

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00:33:13,220 --> 00:33:17,970

And again, the areas that we support are probably three different areas.

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00:33:17,970 --> 00:33:22,910

So we teach on a number of courses.

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00:33:22,910 --> 00:33:27,030

We deliver sessions inside academic courses.

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00:33:27,030 --> 00:33:35,630

And I think if we're honest, that's probably one of the most challenging areas to evaluate and to talk about our particular impact.

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00:33:35,630 --> 00:33:47,270

We'll find, for example, Franci, the online unit evaluations may not mention our session because and and also the challenge of not necessarily

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00:33:47,270 --> 00:33:53,330

knowing what the impacts of our individual session or support has been until a student does an assessment.

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00:33:53,330 --> 00:33:56,210

The skills centre also worked on an access to bath module,

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00:33:56,210 --> 00:34:03,260

which provides students from widening participation backgrounds with an alternative offer to bath on completion of the module,

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00:34:03,260 --> 00:34:10,970

equipping them with necessary skills to succeed in the degree, which is actually a really, really good initiative.

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00:34:10,970 --> 00:34:17,090

And I really do hope that it brings results in the future. We've been talking about the skills centre and the work that it does.

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00:34:17,090 --> 00:34:27,170

We also focussed on the issue of collaboration and working in silos that we mentioned earlier as cooperation is absolutely crucial to achieve results.

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00:34:27,170 --> 00:34:34,700

I think the on course student success area is one where the university needs

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00:34:34,700 --> 00:34:39,180

a more coordinated strategic approach and not just at the strategic level,

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00:34:39,180 --> 00:34:40,820

at the operational level.

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00:34:40,820 --> 00:34:49,160

So, for example, in my time in skills and through the work that we're doing to monitor our own access and participation activity,

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00:34:49,160 --> 00:34:54,210

we've talked a lot about the need to bring in and careers in student services.

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00:34:54,210 --> 00:35:00,230

And but we're having to facilitate those connexions for ourselves as individual services.

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00:35:00,230 --> 00:35:08,210

There isn't actually an overarching push to I mean, there is from Widening Participation Office, to be clear.

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00:35:08,210 --> 00:35:12,050

But there isn't we're not seeing that from, say,

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00:35:12,050 --> 00:35:19,880

the learning and teaching leadership or that's not. It's quite hard to see sometimes where degree outcomes,

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00:35:19,880 --> 00:35:24,320

for example, or this broader on course student success and experience fits.

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00:35:24,320 --> 00:35:29,060

It fits everywhere and therefore it has the potential to fit nowhere.

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00:35:29,060 --> 00:35:35,600

So I think what what what is important to us is to be able to learn from other

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00:35:35,600 --> 00:35:40,280

services that have a kind of similar interest in supporting student success,

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00:35:40,280 --> 00:35:48,170

like careers, like placements, actually, like the library, like student services.

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00:35:48,170 --> 00:36:01,220

So we yeah, I would say that it is it is still hugely siloed and and we often duplicate a lot of effort and we've got the ability to raise

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00:36:01,220 --> 00:36:09,770

issues up to app monitoring group because we've got a number of people in our community who also sit on monitoring group.

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00:36:09,770 --> 00:36:22,500

But it has exposed issues around access to data, the way in which our systems do or don't help us actually do the monitoring activity.

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00:36:22,500 --> 00:36:30,230

And everyone's level of permission on different kind of databases is different.

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00:36:30,230 --> 00:36:38,450

I think if you were to say biggest area of silo working, it would be around data systems and evaluation.

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00:36:38,450 --> 00:36:45,950

And in fact, that's one of the areas that our academic skills team in particular want to improve.

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00:36:45,950 --> 00:36:48,500

This also exposed the fundamental issue,

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00:36:48,500 --> 00:36:54,620

which is institutional and the institutional approach to access and participation and how the lack potentially

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00:36:54,620 --> 00:37:02,150

of a senior institutional push is allowing some areas to not understand the importance of this area of work.

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00:37:02,150 --> 00:37:10,310

So, again, we've got to ensure all we'd like to ensure that there was an acknowledgement of that kind of joined up.

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00:37:10,310 --> 00:37:16,280

And I think if I may add, Franci, I think that's another challenge of looking at the degree outcomes data.

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00:37:16,280 --> 00:37:19,910

For example, people will say, well, the gaps aren't that bad,

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00:37:19,910 --> 00:37:30,590

so we'll just we'll just do what we're doing or we do or it's not our problem that the access and participation is a widening participation problem.

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00:37:30,590 --> 00:37:38,510

It's not a problem for individuals teaching on a course or individuals delivering a support session.

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00:37:38,510 --> 00:37:43,510

That wouldn't be the case in in. The student success providers that I'm talking about, including our department,

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00:37:43,510 --> 00:37:48,250

but I think and the other area that's really challenging for skills is that actually

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00:37:48,250 --> 00:37:54,010

our support can't be delivered without a real synergy with academic departments

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00:37:54,010 --> 00:38:00,040

because academic skills development has to be and should be aware of and related

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00:38:00,040 --> 00:38:06,070

to developments in curricular developments in assessment design and delivery.

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00:38:06,070 --> 00:38:16,930

We can't we shouldn't carry on delivering the same type of writing or maths supports without those and for those academic connexions to departments.

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00:38:16,930 --> 00:38:21,460

I think that's probably the thing that is more challenging for us compared to,

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00:38:21,460 --> 00:38:26,950

say, careers and student services but in the access and participation plan.

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00:38:26,950 --> 00:38:31,060

Well, frankly, the problem there is that for whatever reason,

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00:38:31,060 --> 00:38:40,120

academic departments will not own this problem or have not yet owned this problem, despite some considerable efforts.

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00:38:40,120 --> 00:38:47,680

And so I think for us that that that is a challenge because we need to be related to and we need to be

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00:38:47,680 --> 00:38:53,050

having these discussions with academic departments as well to make sure our support is fit for those needs.

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00:38:53,050 --> 00:38:54,970

And this was very interesting, actually,

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00:38:54,970 --> 00:39:00,910

and once again fits into a narrative that we're being able to build during this research on the fact that the approach

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00:39:00,910 --> 00:39:07,210

to access and participation needs to be joined up and senior managers need to live and breathe that for it to succeed.

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00:39:07,210 --> 00:39:15,610

It also exposes issues in cross department collaboration and particularly getting buy in by and from academic departments as a different target.

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00:39:15,610 --> 00:39:20,920

The university has also worked on a significant number of outreach activities led by Andrew Ross.

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00:39:20,920 --> 00:39:26,470

So many of these activities are focussed on schools and younger children and third sector organisations.

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00:39:26,470 --> 00:39:32,230

Some activities are to be cancelled because of covid-19. Others would run an altogether different ways.

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00:39:32,230 --> 00:39:37,540

But a commitment to strengthen and broaden the outreach work of the university was clearly

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00:39:37,540 --> 00:39:43,060

that the next targets on the list are more around working with third sector organisations.

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00:39:43,060 --> 00:39:54,090

So we've got two targets listed there are working with IntoUniversity and so we sole well almost sole fund the Western Super Mare Centre,

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00:39:54,090 --> 00:40:01,690

part fund the Hammersmith Centre and jointly with Exeter and Bristol fund the South Bristol Centre.

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00:40:01,690 --> 00:40:12,340

And we're working well with those centres supporting students from primary school all the way through that primary and secondary education,

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00:40:12,340 --> 00:40:19,720

both delivering things in the centres and at the university as and when restrictions allow it.

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00:40:19,720 --> 00:40:21,850

Could I just jump in at that point?

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00:40:21,850 --> 00:40:28,270

I think one of the things it's probably worth seeing about into and it applies to some of the other educational charities we now work with,

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00:40:28,270 --> 00:40:32,920

which has been quite a significant expansion in the last couple of years.

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00:40:32,920 --> 00:40:36,640

We are starting to see a kind of virtuous cycle where students who come from Into

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00:40:36,640 --> 00:40:43,120

centres then end up at Bath become Gold Scholars as part of their volunteering activity.

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00:40:43,120 --> 00:40:49,240

They then give back to the centres as mentors and then after they graduate,

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00:40:49,240 --> 00:40:55,180

we will probably see some of them at least probably won't work for Into or similar organisations.

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00:40:55,180 --> 00:40:57,190

And that kind of virtuous cycle,

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00:40:57,190 --> 00:41:06,370

I think is going to become increasingly important because one of the key challenges we face is having for want of a better word to describe it,

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00:41:06,370 --> 00:41:10,600

role models. You know, if you can't see people who are like you,

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00:41:10,600 --> 00:41:16,630

who come from backgrounds like you within the student body of the university, you are not likely to want to go there.

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00:41:16,630 --> 00:41:23,290

You won't see it as a place where you will fit, where you will be comfortable, where you will be accepted, where you'll belong.

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00:41:23,290 --> 00:41:30,700

And I think that probably is another key area where the work that we've been doing with student groups is

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00:41:30,700 --> 00:41:38,230

going to be increasingly important because we need advocacy and advocacy from people like me only go so far.

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00:41:38,230 --> 00:41:45,430

I'm the director of admissions. Of course, I want people to come to the University of Bath, but our students are probably our strongest advocates.

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00:41:45,430 --> 00:41:53,080

And a lot of the opportunities now that we can provide for students through the volunteering that we do, whether it is a good school,

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00:41:53,080 --> 00:41:59,020

it whether it be through the student union, whether it be the peer opportunities that we provide for students to work as ambassadors,

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00:41:59,020 --> 00:42:07,150

the idea that to get more students who are from more diverse backgrounds to be in those groups and therefore representative of the university,

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00:42:07,150 --> 00:42:11,080

I think it's going to be quite crucial to our success in a further era of

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00:42:11,080 --> 00:42:15,010

outreach work that is really worth specifically mentioning is the summer schools.

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00:42:15,010 --> 00:42:19,210

Andrew Ross, Head of WP at the university, is the lead on this.

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00:42:19,210 --> 00:42:29,800

So we've run summer schools for many years and we ran a small number of quite small residential for specifically WP students.

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00:42:29,800 --> 00:42:38,500

And we decided to change the way in which we did that to make it more nationally appealing and to reach more students.

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00:42:38,500 --> 00:42:47,080

And and in the process, we built the ability for students to get an alternative offer at the university.

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00:42:47,080 --> 00:42:55,930

So students undertake work that is going to support their learning at A-level, undertake work that prepares them for university level study.

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00:42:55,930 --> 00:43:04,860

And for that they get an alternative offer, iIf they get suitable grades. In 19/20, we planned to run that in person.

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00:43:04,860 --> 00:43:11,650

Obviously, the pandemic hit, we transitioned that online, ran it online and we reached more students than we ever have done before.

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00:43:11,650 --> 00:43:18,580

by doing it online. We're going to take those learnings and we're applying them to the current year.

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00:43:18,580 --> 00:43:23,800

So we're actually going to run both physical and virtual summer school side by side,

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00:43:23,800 --> 00:43:32,110

reaching significantly more students than we ever have done before and being able to support disadvantaged students wherever they are.

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00:43:32,110 --> 00:43:35,740

So if they want to try and travel to the university, then there's that option.

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00:43:35,740 --> 00:43:40,690

Or they can engage from home and still have all the benefits of building relationships

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00:43:40,690 --> 00:43:45,430

within the cohort and also building relationships with current students.

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00:43:45,430 --> 00:43:48,700

There was also a target which was described as too ambitious,

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00:43:48,700 --> 00:43:56,080

and it was for 40 percent of students attending summer schools to get into Bath, then actual number was seven percent.

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00:43:56,080 --> 00:44:02,230

This has been put down to the students that were coming to the schools and the likelihood to put Bath as an insurance against Oxford,

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00:44:02,230 --> 00:44:04,780

Cambridge or Imperial, for instance,

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00:44:04,780 --> 00:44:12,430

with a process of changing the way that we approach this and the link between the running of the summer schools and the admissions team tightening,

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00:44:12,430 --> 00:44:15,700

there is optimism that the number will rise in the future.

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00:44:15,700 --> 00:44:21,610

However, we are going to see the results of that further down the line and potentially next year.

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00:44:21,610 --> 00:44:24,790

So whilst many, not all of the targets,

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00:44:24,790 --> 00:44:31,900

indexes and participation plan relate to access with some targets for students that are already here at our university,

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00:44:31,900 --> 00:44:38,080

I have talked to Joel Staley, the Deputy Director of Student Services for Disability and Operations.

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00:44:38,080 --> 00:44:44,890

So one of the access and participation plan targets relating to student success specifically is for the

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00:44:44,890 --> 00:44:49,570

universities to strengthen support given for students with disabilities and mental health issues.

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00:44:49,570 --> 00:44:54,820

So that's something that directly relates to the work that you do there.

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00:44:54,820 --> 00:45:02,890

At the moment, the university is mentioning that is on track to to reach the expected progress for that target.

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00:45:02,890 --> 00:45:10,210

However, the metric used is the number of people that access the disability or mental health service.

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00:45:10,210 --> 00:45:15,930

Do you think that this is not a metric to measure success on such an important issue?

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00:45:15,930 --> 00:45:30,390

No, if in short, it's a metric and it's a it's a useful indicator, I guess, of what perhaps the visibility of disability service,

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00:45:30,390 --> 00:45:42,150

the ease of access into the service, and certainly what I would like to see is us going, beyond what our target is.

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00:45:42,150 --> 00:45:54,810

I mean, every year I give the numbers to Marian that shows that we've kind of exceeded the depth target for students engaging with our service.

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00:45:54,810 --> 00:46:02,970

But what does that actually mean in reality? How does that show that we've hit any kind of target?

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00:46:02,970 --> 00:46:13,380

You know, it still masks, I think, some of the challenges that we face because it's not just about contact with our service.

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00:46:13,380 --> 00:46:21,030

It's about the meaningful engagement with our service, how that links up with the department.

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00:46:21,030 --> 00:46:29,130

However, it's important to note that areas like the disability service have upped support activity for students with a registered disability,

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00:46:29,130 --> 00:46:33,720

even if that work does not neatly fall into target within the access and participation plan.

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00:46:33,720 --> 00:46:38,700

And actually, the work of Student Services team has been instrumental in improving the proportion

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00:46:38,700 --> 00:46:44,820

of successful applicants who are eligible for the Disabled Students Allowance.

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00:46:44,820 --> 00:46:53,190

We have become much more proactive in reaching out to students at key points in their in their academic year.

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00:46:53,190 --> 00:47:04,680

So, for example, with exams and really looking to make sure that students are well supported through their exam period,

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00:47:04,680 --> 00:47:06,210

reaching out to those students,

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00:47:06,210 --> 00:47:13,360

making them aware of the support that's available and making sure that their support with relevant support is in place is really important.

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00:47:13,360 --> 00:47:22,680

And I think also from from from a DSA point of view, the disabled students allowance process,

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00:47:22,680 --> 00:47:29,520

the funding is is needs a bit of reform at a sector level.

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00:47:29,520 --> 00:47:35,370

And I think that's acknowledged by DFA and SFE and by OFS

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00:47:35,370 --> 00:47:46,680

But we're really aware that students who access disabled student allowance support are more likely to succeed than students that don't.

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00:47:46,680 --> 00:47:59,340

And what we've done is it's made a big, big push to make sure that as many students as possible are aware and be accessing the DSA support,

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00:47:59,340 --> 00:48:03,960

because it really does show that that that that support works.

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00:48:03,960 --> 00:48:13,350

An area that is not particularly looked at by the Bath Access and Participation Plan in 19/20, although it's a huge issue in the sector, is obtainment.

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00:48:13,350 --> 00:48:20,730

Dr Marian Mackintosh from the APP team has mentioned that attainment targets are in the current access and participation plan.

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00:48:20,730 --> 00:48:26,940

But it was not in the one that we are talking about as the issue only became salient in the sector later.

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00:48:26,940 --> 00:48:33,120

There are structural differences in the demographic backgrounds of students obtaining a first or a two one year on year.

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00:48:33,120 --> 00:48:39,800

Historically, BAME particularly black students are less likely to achieve a first or two one than white students.

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00:48:39,800 --> 00:48:46,530

Mature students are also less likely. Students from socially, economically disadvantaged backgrounds are less likely and so on.

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00:48:46,530 --> 00:48:51,750

These gaps are quite significant. Looking at the sector as a whole, but not particularly in maths,

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00:48:51,750 --> 00:48:56,640

there's more size of underrepresented cohorts is partially a reason that could explain this.

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00:48:56,640 --> 00:49:03,570

And unfortunately, this is being used as a way to call the data, quote unquote, non significant, which is really unfortunate.

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00:49:03,570 --> 00:49:09,480

But again, it's important to look it's important to look at what the data is not telling us.

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00:49:09,480 --> 00:49:18,010

For instance, let's look at the disabled students attainment gap. In nineteen twenty, I had a chat with Joel Staley, who works in Student Services.

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00:49:18,010 --> 00:49:25,630

The gap that's recently been released for 1920 is one percent for the University of Bath.

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00:49:25,630 --> 00:49:35,440

And again, that's to put it into context, about 93 percent of students overall or who don't have a disability or don't declare a disability,

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00:49:35,440 --> 00:49:40,880

achieve a first or two one, and that drops to 92 percent for for disabled students.

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00:49:40,880 --> 00:49:43,150

So there is still a gap.

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00:49:43,150 --> 00:49:53,170

And when you look at the figures in a bit more detail, particularly for attainment, there is variance there within disability types.

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00:49:53,170 --> 00:50:02,870

So where you find that some disability types kind of are performing very well when compared to their nondisabled peers.

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00:50:02,870 --> 00:50:07,610

And the most noticeable one notable one really is still mental health.

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00:50:07,610 --> 00:50:18,610

So students with mental health conditions, there's there's a four percent gap there from 19/20, which has improved from the last three years.

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00:50:18,610 --> 00:50:23,530

So in 17/18, that was 12 percent.

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00:50:23,530 --> 00:50:27,580

In 18/19, it was six percent. And in 19/20, it's four percent.

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00:50:27,580 --> 00:50:33,500

So we're heading in the right direction, but it's still a significant gap.

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00:50:33,500 --> 00:50:37,070

This, again, shows the importance of disaggregating data,

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00:50:37,070 --> 00:50:43,070

particularly when we look at groups of people whose characteristics are so vastly different that if we aggregate them,

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00:50:43,070 --> 00:50:51,590

we actually are going to lose so much insight. Do you think that we should be looking at disability attainment gap more broken down

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00:50:51,590 --> 00:50:57,200

in terms of the types of disabilities that our student populations are showing? Absolutely.

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00:50:57,200 --> 00:51:01,520

I agree wholeheartedly. I mean, a one percent gap sounds good.

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00:51:01,520 --> 00:51:08,560

But then when you look at that in more detail, a four percent gap for students with mental health conditions is not good.

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00:51:08,560 --> 00:51:19,010

And it means that we can focus on particular initiatives in that area and supporting that particular cohort of students in slightly different ways,

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00:51:19,010 --> 00:51:27,340

perhaps, and kind of make sure that the support is relevant and kind of helps them to succeed more.

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00:51:27,340 --> 00:51:32,570

But also, when you're thinking about intersectionality as well, not just around disability,

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00:51:32,570 --> 00:51:39,770

but know is there in terms of crossover between disabled black students, for example,

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00:51:39,770 --> 00:51:45,350

what what what's that kind of gap look like and really drilling down and being a little

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00:51:45,350 --> 00:51:52,880

bit more nuanced about how students and some of the particular challenges they face.

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00:51:52,880 --> 00:51:57,800

Also, it's fundamental to point out, as has been done by team members during the research,

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00:51:57,800 --> 00:52:02,480

that the current attainment data base is way more worrying when we look at attainment of first

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00:52:02,480 --> 00:52:07,070

class degrees alone rather than first and two ones to gather data from the universities,

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00:52:07,070 --> 00:52:17,390

the outcomes group shows that the attainment gap for first class degrees only is 14 percent for many students and 30 percent for black students.

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00:52:17,390 --> 00:52:22,970

This is actually really significant and must be closely monitored because that is that is the problem.

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00:52:22,970 --> 00:52:30,900

That is the problem that we are facing. This gap is also four percent for students with disabilities and 11 percent for students who have a bursary.

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00:52:30,900 --> 00:52:33,440

So it's a lot wider than originally thought.

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00:52:33,440 --> 00:52:49,584

These gaps need to be closed if the university is to truly fulfil its commitment to widening access and participation.