University of Bedfordshire

Access and Participation Plan 2020-21 to 2024-25

Assessment of performance

The University has analysed its performance in relation to gaps between underrepresented groups and their peers and our progress over time in closing those gaps. We have used the OfS access and participation data set as the basis of its analysis of the current position, supplemented by TEF Data, HESA Performance Indicators (PIs), the OfS data dashboard, and internal data used in the annual monitoring cycle at institutional and faculty levels.

The University's student profile is one of disadvantage. In year 5, 65.7% of our student population fell into IMD quintiles 1 and 2 compared to 40.8% for the sector which presents a significant challenge. In 2017-18, 77.8% of our students were first generation into higher education with 85.1% of students being 'commuter students' bringing known issues on engagement and level of preparedness.[1] 52% of our students are over 21 and 60% of students are from Black and Minority Ethnic (BAME) communities. The University is proud of its widening participation profile and is clear about the challenge that this presents in terms of ensuring success and progression.

The University is further expanding its reach into the widening participation cohort with the establishment of local Study Centres. In 2017-18, we recruited over 750 students to our Study Centres. 96% of those students are mature, 89% are from IMD deciles 1 to 5 and 86% are BAME. We continue to increase recruitment to our Study Centres in line with our widening participation ethos but we acknowledge that the profile of these students, many of whom are returning to study after a long break, represents a significant challenge in terms of success and progression performance.

1.1 Higher education participation, household income, socioeconomic status

Access
Comparing the University' s performance on access to HE for the lowest IMD quintiles over a period of five years, the University performs very strongly for the most deprived quintiles (Q1 and Q2) and shows a 7.2 percentage point increase from year 1 to year 5. 29.7% of entrants to the University came from POLAR quintiles 1 and 2 in year 5. There is a consistent performance above 25% across year's 1 to 5. The University is confident that it will maintain this strong performance without specific target-setting within this plan, as we continue to extend our reach with the aim of offering high-quality higher education to populations under-presented in higher education.

Using the HESA PIs the University has a positive recruitment proportion of students from state schools and colleges with 98.4% of our entrants joining us from state schools and colleges. This exceeds the sector average of 89.4%.

There is a gap of 5.5% in access for students from POLAR quintile 1 (9.8%) compared to quintile 5 (15.3%). The University aspires to remove the gap by 2024-25.

Our assessment of part-time data shows a gap in access between quintiles 1 and 5 for both IMD and POLAR. We believe the target above will directly influence the gap for part-time students in a positive way and we will monitor the performance over the duration of this plan.

Success
Non-continuation
Over the five-year period, the University has seen a drop in continuation among students from IMD quintiles 1 and 2, greater than the drop in continuation across other IMD quintiles. This change is particularly apparent between years 4 and 5, with continuation rates dropping from 81% and 85% among quintiles 1 and 2 respectively, to 69% and 72% in the most recent year. Continuation rates have reduced across the five-year period in all POLAR quintiles. This change correlates with a step-change in the University's widening participation activity, reflected in its positive access performance (see above), through its new delivery of Study Centres in London and Birmingham, at which it has been

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[1] https://www.hepi.ac.uk/2018/12/13/6933

able to reach a new, if challenging, aspiring population. The profile of this cohort is specified above and we recognise that the profile represents a significant challenge. Also during this period, the University has expanded its provision of Foundation Year access programmes, and this too has succeeded in engaging a new group of students in HE. Over 500 students were on Foundation Year programmes in 2017-18. The University recognises that it needs to make significant progress in respect of all IMD and POLAR quintiles to achieve and maintain current sector continuation performance. This is reflected in the HESA PIs T3a, where the University's non-continuation rate in the 2016-17 dataset (latest year available) is 22.4%, for young and mature full-time, first degree entrants against the 2014-15 rate of 13.2%.

Our assessment of the access and participation dataset has shown there is a gap of 15.6% in continuation between IMD quintile 1 (69.4) and quintile 5 (85.0%). IMD quintile 2 students have a continuation rate of 72.0% and, therefore, the University has concluded that it must particularly improve continuation particularly among IMD quintiles 1 and 2 with 70.4%, compared to 82.7% for IMD quintiles 3-5. The University will reduce the gap in continuation between IMD 1-2 and IMD 3-5 with a target of eradicating the gap by 2024-25.

We have analysed the access and participation dataset and have not identified any gaps for POLAR in this lifecycle stage.

Attainment
The attainment of retained students shows a positive performance when analysed by IMD quintile, and the University is mindful of the OfS's priorities both to improve attainment and to tackle perceived grade inflation. Attainment among all IMD quintiles shows improvement over a five-year period but there is a significant gap when comparing IMD quintile 1 (58.0%) to IMD quintile 5 (81.0%). The University will reduce the gap in attainment for IMD Q1 students compared to IMD Q5 students by 2024-25, based on our assumptions around overall student attainment levels to be sustained at that point. The gap will be removed by 2025-26.

Analysis of our part-time student population shows there is 30% gap in attainment for IMD quintile 1 students (19%) when compared to IMD quintile 5 students (50%). The University's target is to remove the gap in attainment to be achieved by 2024-25.

We have analysed the access and participation dataset and have not identified any gaps for POLAR in this lifecycle stage.

Progression to employment or further study
At the progression lifecycle point, the University has made sustained progress in supporting its students within all IMD quintiles and POLAR4 quintiles into highly skilled employment and/or higher-level further study. Our overall DLHE performance of the proportion of students going into work or further study has risen from 87.2% in 2012-13 to 91.4% in 2016-17. We have also seen a significant improvement in students moving into graduate level employment from 61.8% in 2014-15 to 70.2% in 2016-17.

Our part-time student analysis shows there is a progression gap, for part-time students, of 25% between IMD quintile 1 (50%) students compared to IMD quintile 5 (75%) students and over 19% when comparing IMD quintile 1 students to the sector (69.4%). The University will remove the gap in progression rate for IMQ quintile 1 students, setting a target to be achieved by 2024-25. There is a gap for full time students for the same quintiles and we believe the target above will address this gap.

Analysis of POLAR shows a gap, for part time students, but we believe this will be addressed by the target above. We will monitor the performance over the duration of this plan and target actions where appropriate.

1.2 Black, Asian and minority ethnic students

Access
The University has been highly successful in providing access to higher education for BAME students. The numbers of Black and Asian students within our population are significantly higher than the sector average and have grown over the past five years, from a proportion of 58.9% in year 1 to 66.4% in year 5. This is significantly higher than sector performance of 26.6% in year 1 and 31% in year 5. The

University's outreach strategy, including its extension of widening participation through an increased number of delivery sites, will allow us to maintain this strong performance.

Success
Non-continuation
We recognise that our success in recruiting BAME students needs to be matched by a stronger performance in securing their continuation in higher education, which has dropped over the past five years in all ethnicity groups. While sector average continuation rates have also declined over the same period, we recognise that our performance in year 5 (Black 74.4%, Asian 65.0%, Mixed 75.0% and White 84.2%) is below the year 1 performance (Black 92.3%, Asian 92.0%, Mixed 89.0% and White 89.5%). The data shows that there is a 13.2% gap in continuation rates between White students (84.2%) and Black, Asian, Mixed and Other ethnicity students (71.0%). The University will remove the gap in continuation between Black, Asian, Mixed and Other ethnicity students (ABMO) and White students with a target to be achieved by 2024-25.

Our part time analysis shows there is also a gap in continuation for Black students when compared to their White counterparts. We believe this gap will be addressed with the target above.

Attainment
While the attainment of BAME students has improved at UoB over the past five years, we recognise that the performance of Black students remains below that of their white counterparts (55.0% compared to 81.0% in year 5). There is also a gap in the performance of Asian students when compared to their white counterparts (63.0% compared to 81.0%% in year 5). The University will reduce the attainment gap between Ethnic (ABMO – 60.%) and White students (81.0%), setting a gap target of 3% for BAME students in 2024-25, in line with our expectation of overall attainment at that point. The aspiration is for this gap to be eradicated by 2025-26.

While the University takes as its starting point a general recognition that continuation and completion are its first order priorities as prerequisites for attainment, in this case, there is substantial evidence that sector average attainment levels reflect an underperformance among BAME students.

The University has identified a gap in attainment for part-time black students (11%) compared to white students 67%. The significant dimension of this gap suggests we should set a target to reduce the gap to be achieved by 2024-25, and eradicating the gap by 2026-27. The analysis shows a gap for Asian students compared to their white counterparts. The University will monitor this performance for the duration of this plan and target actions where appropriate.

Progression to employment or further study
Although UoB's progression performance for its BAME students is below sector averages there has been significant improvement in progression. Black students have improved by 20 percentage points from year 1 (44%) to year 5 (64%) and by 19 percentage points for Asian students from year 1 (42%) to year 5 (61%). White students perform better than Black, Asian and Mixed ethnicity students with a progression rate of 75%. The University will look to reduce the gap by improving progression for Ethnic (ABMO) students with a target of 75% to be achieved by 2024-25. See paragraph 1.6 on progression for further analysis of BAME progression into employment or further study.

Our analysis of part time students shows there is a gap for Black and Asian students compared to their White counterparts but we believe the target above will address this gap.

1.3 Mature students

Access
The University has seen a significant improvement in its recruitment of mature students over the past five years with an increase in 27.8 percentage points to a performance of 59.2%, in year 5, of mature entrants compared to 31.4% in year 1. This significantly outperforms sector averages of 23.5% in this area.

Success
Non-continuation
The continuation of mature students at UoB has declined over the past five years; in year 5 it was 67.5%

and in year 1 it was 90.0%. This compares with a young student continuation rate of 84.9% (in year 5). The University will remove the gap in continuation between mature and young students with the target to be achieved by 2024-25.

Attainment
Mature student attainment has improved significantly over the past five years from 61% in year 1 to 73% in year 5. This is above the young attainment rate of 65% in year 5.

Progression to employment or further study
Over the past five years the University's progression performance for mature students has improved from 67% in year 1 to 76% in year 5. This is above the young student progression rate of 65%.

1.4 Disabled students

Access
The University's student population includes a proportion of disabled students of 8.9% that remains below the sector average of 14.8%. The University has seen a fall in the number of students with a cognitive or learning disability from 2.8% in year 1 to 1.8% in year 5 which is now significantly lower than the All English HE provider profile of 5.5%. We have seen an increase in students declaring a mental health issue, up from 1.2% in year 1 to 2.1% in year 5, but again this is lower than the English HE average of 3.5%. The multiple impairment category and social and communication impairment categories have fairly stable populations over the five-year period, but in both categories the University is below the sector averages. The University will set a target to achieve 14% for the proportion of disabled student entrants by 2024-25.

Success
Continuation
The continuation of disabled students has declined from year 1 (90%) to year 5 (87%). However, disabled students have a higher rate of continuation compared to non-disabled students who have a continuation rate of 74.2%.

Attainment
The attainment of disabled students has improved by 10 percentage points over the past five years, 61% in year 1 to 71% in year 5. This is above the non-disabled students attainment rate of 68.2%. The University will seek to maintain this whilst increasing the proportion of disabled students in the population and strengthen their continuation rates. This applies to part-time disabled students where there is a small gap, the University will monitor this performance for the duration of this plan and take action where appropriate.

Progression to employment or further study
Over the past five years, the University's progression performance for disabled students has improved significantly by 13 percent,51% in year 1 to 64% in year 5. This is below the non-disabled students progression rate of 70.3% and the University will remove the gap by 2024-25 (including the increased disabled population assumed in target PTA_2).

1.5 Care leavers

Access
The University has seen a drop in the number of care leavers in its population over the past five years; with the number of starters on all undergraduate provision falling from 36 in 2013-14 to 11 in 2017-18. The care leaver status is self-declared and we have tried to ensure students provide this information on registration to ensure support mechanisms are in place. The University will increase the number of students joining from care with a target of 35 entrants by 2024-25.

Success
Continuation
The number of care leavers are small and therefore the percentage of students continuing within the University is subject to fluctuation. The data analysed shows the continuation rate fluctuates between 50% and 73%. The University will monitor this performance for the duration of this plan and target

actions where appropriate.

Attainment
Because of the small cohort the attainment rates fluctuate from 44.4% to 76.9%. Comparing this to the non-care leaver population would not be appropriate given the small cohort size. The University will monitor this performance for the duration of this plan and target actions where appropriate.

Progression
The employment and further study rates fluctuate between 69.2% and 94.1% but the cohort sizes are small and comparisons with the non-care leaver cohort would not be appropriate. The University will monitor this performance for the duration of this plan and target actions where appropriate.

1.6 Intersections of disadvantage
The University has analysed the dataset, provided by the OfS, on IMD and POLAR by gender and ethnicity. In addition, the University has analysed its Destinations of Leavers of Higher Education (DLHE) data over five years by gender and ethnicity.

Access
The University has a large proportion, 39.1% in year 5, of female students recruited from the lowest IMD quintiles (1 and 2) compared to 21.5% for females from IMD quintiles 3-5. When reviewing the ethnicity split for Asian, Black, Mixed and Other (ABMO) ethnic background students, by IMD quintile, the University has 50.4% of its entrants coming from this category in the lowest two quintiles (1 and 2), in year 5, compared to 16.1% for the same category in IMD quintiles 3-5.

Success
Continuation
The IMD and POLAR data, split by gender and ethnicity, shows a drop in continuation for all quintiles over the five-year period. Our analysis shows the ethnicity and IMD/POLAR students have performed relatively in line with their counterparts. There is a gap (10.4%) between continuation rates for female IMD quintile 1-2 students, 75.6%, compared to female IMD quintiles 3-5 rate of 86%. The University will seek to remove the gap by 2023-24.

The University has also identified a gap (14.0%) for male students with IMD quintile 1-2 students having a continuation rate of 64% compared to IMD quintile 3-5 male students rate of 78%. The University will look to remove the gap in continuation by 2024-25.

Attainment
There is an improving trajectory for both gender and ethnicity across all IMD quintiles for attainment and this is repeated when measured using the POLAR quintiles. There is a gap (17.0%) in attainment between female IMD quintile 1-2 students, 62%, and female IMD quintile 3-5 students, 79%. The University will look to reduce the gap in attainment by 2024-25 and remove the gap by 2025-26.

Progression
There has been a large improvement in progression of students over a five-year period for IMD and POLAR quintiles when reviewed by gender and ethnicity. The University has identified a gap (12.0%) in progression performance for IMD quintile 1-2 female students (66%) compared to female IMD quintile 3-5 students (78%). We will remove the gap in progression by 2024-25.

Using internal DLHE data we have been able to identify that female students from Asian ethnic backgrounds (specifically Bangladeshi 50.0% and Pakistani 67.7%) are less likely to be in graduate level employment than their White counterparts (79.5%). This is also the case for male, Black ethnic origin students when seeking graduate level employment (50.0% compared to 67.6% for white students). The University has developed targets specifically for these groups of students based on this analysis with the aspiration to improve graduate level employment by 2024-25.

1.7 Other groups

The OfS identify the following as other groups who experience barriers to higher education:
- Carers
- People estranged from their families

- People from Gypsy, Roma and Traveller communities
- Refugees
- Children from military families

The University will seek to develop mechanisms to capture this information to enable reporting for the future. At the time of writing this plan, there was insufficient evidence and data to report on the above categories.

The University is aware that there is a prevalence of estranged young people in Luton and we are committed to identifying and working with these students. Before setting a specific access and participation target, we will, through internal action planning:
- Set a preliminary objective to scope and formalise appropriately governed relationships with our main local application institutions, to encourage students progressing to UoB to opt to allow their estranged student status to be informed to the University prior to entry (2019-20, for 2020 entrants)
- Identify a named contact point for these (and any other) estranged students
- Set appropriate targets for future years, according to the volume of students identified as estranged and an analysis of available contextual data.

We anticipate that from 2021-22 we will have data on which to set targets for access for this group, with continuation targets set in 2022-23, and attainment and progression in 2024-25.

1.8 Summary evaluation

The University's success in widening participation in higher education is consistently strong, and we make a very significant contribution to the OfS target of eliminating gaps in entry rates between the most represented and least represented groups in HE by 2038-39. Based on this, we take the view that if, with this strong performance on access, we were able to achieve sector averages on measures of success and progression within that diverse student population, we would also, over the period of this plan, have contributed significantly to OfS targets for achievement and progression, and have laid a basis for further institutional development on these measures. The majority of our students fall into multiple groups of disadvantage, and our interventions are informed by the need to ensure that we do not indirectly disadvantage some groups through our efforts to support others.

The University's strategic drive to widen participation in new areas and among new populations through new delivery sites generates a requirement for a similarly strategic drive to improve continuation and completion, with attainment and progression levels that will improve on the basis of those prerequisite improvements.

In keeping with our mission, we believe we must set targets for all stages of the student lifecycle that reflect our commitment to social justice through widening participation. Our targets reflect the priority we place on continuation and completion as prerequisites for successful outcomes when a theory of change is applied to the student lifecycle in the context of the University's mission and objectives, and the social, policy and economic context in which that mission operates.

2. Strategic aims and objectives

The University of Bedfordshire's mission is to provide access to higher education for learners from all backgrounds including those under-represented in higher education. We are an opportunity university promoting access for learners from the local area, lower socio-economic groups, neighbourhoods with low rates of participation in higher education, minority ethnic groups under-represented in higher education, and vulnerable groups such as young people leaving care and from learners with disabilities. As such, our Access and Participation Plan reflects our mainstream core business – it is not a distinct and separable area of activity. We aim to provide *all* our students with an excellent educational experience, giving them the best chance of achieving the success they themselves seek, and helping them make the best possible contribution to society and the economy. We do this based on our students' individual starting points and ambitions taking into account their individual characteristics, ambitions and backgrounds. We also recognize that higher education represents a significant investment for our students, and often their families, and we take very seriously our mission to drive

social justice through access to the opportunities that higher education offers – a challenge in which broadening horizons and growing confidence play a significant role alongside continuation and achievement.

We have set KPIs to reflect the greatest areas of disadvantage, but we are committed to monitoring and evaluating the performance of all students through their student lifecycles, as we believe this approach to reflect our commitment to inclusivity.

2.1 Target groups

Our monitoring and evaluation of progress against current targets, conducted in 2018-19, identified the following target groups for priority action over the five years of this plan.

The University's performance in providing access to higher education for under-represented groups is strong overall, and our analysis of our current position (see above) reflects this. In order to contribute further to the OfS target of eliminating gaps in entry rates between the most represented and least represented groups in HE by 2038-39, the University's primary target groups for improving access are care leavers and disabled students. We are also setting a supplementary target around access for students estranged from their families - a group we recognize through our collaborative work on access to be significant, if challenging to identify precisely, within the communities we serve.

Our student success measures comprise continuation measures leading to the achievement of intended outcomes, and the level of academic outcome achievement. The University recognises that it needs to make more progress in supporting the continuation of under-represented groups, in order to contribute more strongly to the OfS target to eliminate absolute continuation gaps by 2030-31. Our analysis of disadvantage within the communities we serve indicates IMD and ethnicity as the most significant differentiators in continuation, and we have therefore identified IMD quintiles 1 and 2 as significant target groups for continuation.

The University's priorities for progression reflect its recognition of the value of higher education as a driver of social mobility through the direct and indirect benefits of a graduate career. At the same time, the University recognises that the legitimate motivations for higher education study are broad and varied, and reflective in part of the cultural and aspirational diversity of its student population. The University also recognises that progression outcomes are, to a significant extent dependent on attainment, and that its record in respect of progression is one of recent improvement and more variable in respect of disadvantage than that around success.

Our target groups are identified in the table below, with current target areas.

Aspect of disadvantage	Target		
	Access	Success	Progression
Socioeconomic	X	X	X
Disability	X		X
Left care	X		
Ethnicity		X	X
Maturity		X	
Estrangement	X		
Multiple		X	X

2.2 Aims and objectives

In keeping with our mission and strategy, we have set ambitious targets in those areas in which there is most need for further work and where we expect to be able to have the greatest positive impact, while recognising that as a University with a mission and strategic plan focused on widening participation, we must pay consistent attention to the continuous improvement of our provision overall.

Our success in attracting a diverse student population including a strong performance in attracting underrepresented groups in higher education means that our achievement in success and progression contributes significantly to overall sector levels of progress in these areas. To ensure that we continue and further that significant contribution to OfS objectives, we are setting our targets in two stages. Over the period of this plan we are setting targets in relation to our current position in respect of sector averages, recognizing that sector performance will itself change and can be expected to improve over the plan period, creating a consistent challenge for the University. In the next plan, we will be able to specify targets focused on closing the gap at that average (or above) overall level. We believe this to constitute a challenging approach and one that will deliver our contribution to national priorities most effectively.

Stage	Target group	Description	Target 2024-25
Access	LPN	To remove the gap in access for POLAR quintile 1 when compared to quintile 5	0.0%
	Disabled	To increase the proportion of disabled student entrants	14.0%
	Care leavers	To increase the number of care leaver entrants	35
Success	Socio-economic	To remove the gap in continuation for IMD quintiles 1-2 when compared to quintiles 3-5	0.0%
	Ethnicity	To remove the gap in continuation for Black, Asian, Mixed and Other (ABMO) ethnicity students compared to their White counterparts	0.0%
	Socio-economic	To remove the gap in attainment for part-time IMD quintile 1 students compared to quintile 5	0.0%
	Ethnicity	To reduce the gap in attainment for part-time Black students compared to their White counterparts	17.0%
	Ethnicity	To reduce the gap in attainment for Ethnic (ABMO) students compared to their White counterparts	3.0%
	Mature	To remove the gap in continuation rate for mature students compared to their "young" counterparts	0.0%
	Socio-economic	To reduce the gap in attainment for IMD quintile 1 students compared to quintile 5	3.0%
	Multiple	To reduce the gap in attainment for female, IMD quintile 1-2 students compared to quintiles 3-5	1.0%
	Multiple	To remove the gap in continuation for female, IMD quintile 1-2 students compared quintiles 3-5	0.0%
	Multiple	To remove the gap continuation for male, IMD quintile 1-2 students compared to quintiles 3-5	0.0%
Progression	Disabled	The remove the gap in progression for disabled students in graduate level employment and/or further study compared to "non-disabled" students	0.0%

	Multiple	To improve the progression rate of female, Asian - Bangladeshi students in graduate level employment and/or further study	80.0%
	Multiple	To improve the progression rate of female, Asian - Pakistani students in graduate level employment and/or further study	80.0%
	Multiple	To improve the progression rate of male, Black - Caribbean students in graduate level employment and/or further study	68.0%
	Socio-economic	To remove the gap in progression for part-time IMD quintile 1 students in, graduate level employment and/or further study, compared to quintile 5	0.0%
	Ethnicity	To remove the gap in progression for Ethnic (ABMO) students compared to their White counterparts	0.0%
	Multiple	To remove the gap in progression for Female IMD quintile 1-2 students compared to quintiles 3-5	0.0%

3. Strategic measures

3.1 Whole provider strategic approach
Overview

On the basis of its assessment of both the progress against the key performance measures associated with strategic plan objectives, it is a strategic aim of the University to improve the progression outcomes for all students on the basis of a theory of change that recognises our success in extending participation in higher education and prioritises improvement in continuation and completion as first-order/intermediate targets, through raising ambition and perceived agency, and developing confidence through the experience of success and progress, leading to the improvement of attainment and progression as longer term outcomes. Our strategic framework for achieving these objectives, has the following key elements

- An overall framework of action and evaluation that supports all students through a single journey shaped by their progression objectives;
- Recognition that students' progress through higher education is influenced at each stage by their proactive understanding of their own agency within it, and of the pathways through which they can achieve their objectives;
- Specific attention to, and intervention to support, those groups of students whose progress through this journey is currently less than expected;
- Recognition that progression, for our graduates, will often comprise multiple stages in which our support may still be required.

To secure deliver of its 2020-2024 plan (phased in during 2019-20) the University will formalise an APP Steering Group comprising the DVC (Academic) as Chair, and with Faculty Executive Deans, the Director of Strategic Planning, the Director of Marketing, Recruitment and Communication, the Beds SU President and the Beds SU Vice President Equality. This Group will report on a quarterly basis to the VCEG and the Board of Governors. This Steering Group will be supported by an APP Implementation Group, with a remit to monitor implementation of the strategic measures within this Access and Participation plan, to ensure timely of completion of monitoring cycles 1 to 5, presenting a preliminary evaluation (see below). The APP Implementation Group will meet monthly. Additionally, a Financial Support Evaluation group (FSEG) will meet quarterly and be responsible for the evaluation of the University's investment in their plan and its provision of financial support to students, using the OfS toolkit. This group will be led by the Director of Strategic Planning, and will include the Beds SU VP Equality, and representatives from Finance, Student Support, and Registry.

Alignment with other strategies

The University's 2017 strategic plan reconfirmed its vision to be 'inspire our diverse student body to achieve ambitious goals'. In 2018-19 the University has conducted a thorough review of its progress against the targets of that strategic plan and concluded the following in relation to each theme relevant to this plan:

The curriculum

We have made strong progress in teaching quality, with the high quality of teaching and assessment increasingly recognised by our students in external and internal feedback surveys, and through our silver TEF award.

Student engagement

We have made good progress on the use of diagnostic testing; some progress on securing student engagement in employability-focused activities but with significant differences in the engagement of population sub-groups; variable progress across different subjects in the use of portfolios to build student profile.

Student wellbeing and inclusivity

We have developed our Personal Academic Tutoring (PAT) system to provide increased critical information to PATs; we have maintained the high-quality of our student support and extended it to an increased number of Study Centres, although further work is required to provide students at our new study sites with a support offer that meets fully their specific requirements

Student outcomes

We have made progress against our graduate-level employment target, but recognize that there is further work required to reach our targets in this area; we have identified an institutional approach to learning gain specifically designed to support this further work.

Expanding higher education opportunities

We have grown BME participation while the participation of White working class males is fluctuating; we have successfully diversified our offer through the introduction of Foundation years, and higher and degree apprenticeships; and we have maintained and grown student participation in our Go Global overseas experience programme.

On the basis of this review, the University is currently revising its strategic plan and expects to retain the same key objectives for the next strategic planning cycle (2020 -21 onwards). The revised strategic plan (2020 onwards) will include KPIs for student success and widening participation. All of the key areas within the strategic plan are supported by action plans and allocated to a University-wide committee for oversight. This Access and Participation Plan has been developed in alignment with those plans (currently in development within the strategic review), and progress towards the targets and objectives in this plan continues to be overseen through the deliberative structure headed and led by Academic Board. The University's strategic approach to access and participation is embedded in its governance structures. The Board of Governors, and the Vice Chancellor's Executive Group, the equality and Diversity Committee, the Student learning and Success Committee and the Academic Board have all reviewed and confirmed the priorities and actions in this plan. Students are represented through Beds SU on all of the above, and the APP governance structure outlined below as operating from 2020 will ensure that staff and students across the University are engaged in the design, implementation, monitoring and evaluation of access and participation at operational and strategic levels.

The University's mission is based on its commitment to the principles of equality, diversity and inclusion reflected in the Equality Act (2010) and the Public Sector Equality Duty (2011). The University's Equality and Diversity Strategy expresses the University's commitment to the proactive promotion of inclusion among staff and students. We are currently revising and updating its Equality and Diversity Strategy, and will include aspects of this 2020/21 plan within that revised strategy, through the work of a cross-institutional task group comprising staff and student members, led by the University Registrar.

Through the monitoring and evaluation of our current Access and Participation plan, conducted in line with the framework presented in the 2019-20 Access and Participation Plan with the final evaluation confirmed by Academic Board in June 2019, the University has concluded that:

- Our financial support provides a broad basis on which students from identifiably disadvantaged backgrounds perform as well as their peers, although there is a continuation differential.
- Our recruitment of care leavers is not growing as we would, ideally, like, and in line with general patterns of their occurrence in the local population.
- Our targets for continuation and achievement should be staged to correspond to a theory of change that recognises continuation and completion as prerequisites for attainment and progression.
- In addition to gaps in performance between student groups, the University should also, and initially, address an overall shortfall in areas of student success, against current sector averages performance levels, after which the elimination of gaps can be securely achieved at a satisfactory overall performance level.
- The target group of estranged students is believed to be a category of interest institutionally and we should work towards identifying actions to support this group on the basis of a robust approach to identification.

Students who are multiply disadvantaged face particular challenges, and the University focuses strategically on providing a curriculum that makes achievement accessible to all students, through four strategic objectives:

- Supporting our students' ambitions through an active and inclusive approach to teaching and learning;
- Rooting learning in real-world research, professional practice and community engagement;
- Engaging students fully in their own personal journey of learning and development;
- Working in partnership with our student body to create the conditions for each student, whatever their background, to succeed.

The University's Cre8 framework constitutes our curriculum strategy reflects this commitment to inclusion, by identifying criteria for the effective design and implementation of the learner experience, focused on personalised learning through:

- A curriculum that prepares students for a complex and changing world
- Personalised learning that recognizes and values diversity, and enables the individual student
- Realistic learning that is meaningful in terms of current activity and purpose
- Employability within the curriculum, as knowledge and skill development and the development of long-term ambition and plans
- Effective assessment that shapes future learning and reflects all other aspects of the strategic framework above.

The University's specified objective in relation to contact time is to support the learner journey with a range of interactions of clearly defined purpose and impact. A significant proportion of our full-time students work to support their studies and/or have caring responsibilities which make demands on their time. High levels of additional commitments impact on students' outcomes and the extent to which they can engage with the full range of opportunities. The University takes account of this in planning the delivery of the curriculum, and provides as much flexibility as possible for students with external commitments to engage in a full range of developmental opportunities. The nature and timing of interactions is as important as the total hours. Learning contact is categorised as scheduled (timetabled contact), guided (structured and outside scheduled hours), independent (tutor-advised) and autonomous (learner-defined). Scheduled contact hours stay relatively constant across levels, while the nature of the student-staff interaction changes. The volume of independent and autonomous learning in student workload increases as that of guided learning decreases. Additional support with academic skills and English is available online and through the Study Hub which also provides workshops and supports course teams with localised skills development.

The University's employability strategy focuses on the provision of co-curricular and extra-curricular opportunities to support the development of employability capital in addition to formal qualification. A suite of employability units, and a graduate development programme, as well as a range of employment and volunteering opportunities are available, as well as industry-specific career fairs, opportunities to undertake placements in-course and through the University's regional business development projects. All of these initiatives were designed and are monitored and evaluated annually by the Student Learning and Success Committee and its Employability Action Group, chaired by the Vice Chancellor. Learning from these evaluations informs changes to and between initiatives on a regular basis.

This curriculum strategy is monitored through course design in the formal approval process, and thereafter through the institutional periodic review of courses and subjects, within both of which CRe8 is a formal documented component. In both processes, equality impact evaluations are created and considered at course and at unit levels, and direct student feedback included within the process, with students also full members of periodic review panels. Learning from these evaluations is progressed through the Teaching Quality and Standards Committee, and Academic Board, each of which collates and reviews the outcomes of key processes, for the further development of the curriculum.

Strategic measures

This section provides a high-level overview of the strategic measures we will undertake across the student lifecycle relevant to the identified objectives for target groups. We recognise that where we have set targets to increase access (e.g. care leavers) and in the case of estranged students as a new potential target group, we will need to maintain close monitoring of the whole student lifecycle for these groups as their presence within the UoB population grows.

Access
The University is fully committed to a range of informal and formal partnerships to support access and participation. As a University with a long-established reputation for access, we work closely with a range of organisations including the Forum for Access and Continuing Education (FACE), and the National Education Opportunities Network (NEON) and we participate in national groups. We aim to help build networks within our region and beyond which can promote collaboration between universities, cultivate reflective practice among access practitioners and contribute to research and policy analysis in this field. The University is part of the National Collaborative Outreach Programme (NCOP) which brings together universities, colleges and other local partners to deliver outreach programmes to young people

in years 9 to 13, in areas where higher education participation is low. We have worked in partnership with the University of Hertfordshire to deliver Aspire Higher 2017-2018 and 2018-2019 targeting five wards across Hertfordshire and Bedfordshire with a range of joint activities to increase progression to HE. Following the success of Aspire Higher it is moving into phase 2, which sees the University continuing to work with Hertfordshire and expanding the consortium to also work with the University of Northampton from 2019-2021. Phase 2 will build upon the strong relationships developed in phase 1 across all three counties to continue to embed and share good practice across the consortium. HEAT and Local Authority data will be used to target schools and wards with high percentages of NCOP students to enable us to continue to work collaboratively with teachers to deliver meaningful activity, identifying gaps, providing advice on proposed interventions and enhancing resources. Phase 2 will create and maintain an effective Outreach Hub that schools and partners can access to identify outreach opportunities and resources across the consortium. It will also extend the Youth Advisory Panel to ensure the voice of students is heard, acted upon and used to co-construct new opportunities. Strong relationships have been built through Phase 1 with the NCOP target schools and the University. Opportunities within these schools have emerged which have enabled the University to support students in addition to the NCOP gap students, and this will continue into Phase 2 and beyond. Activities and learning from NCOP informed by shared practices across three universities (for example, in relation to engagement of students, parents, schools and colleges, mentoring and evaluation) will be applied to our mainstream access and outreach activity. The development of the Outreach Hubs will enable schools and colleges to access a website of resources to complement other sources of information.

We work closely with *Luton Borough Council* on a number of initiatives. The access team attends the Luton Curriculum Network which is also attended by careers leads from all the Luton schools and colleges. We sit on the Progression and Transition Board that aligns with the Luton Investment Framework. This enables us to work closely with schools and learners from areas of low HE participation, low household income and or low socioeconomic status to raise their aspirations and support their transition into higher education and employment.

We are part of the *National Network for the Education of Care Leavers* which supports the progression of care leavers into higher education to overcome some of the obstacles faced by looked after children and young people. The University works with the network to deliver outreach events, taster days, summer schools and practitioner training sessions, as well as providing regular opportunities to share best practice among institutions. The University is a member of the Eastern Region Care Leavers Network (ERCLN), which meets termly and reports to the NNECL (National Network for the Education of Care Leavers). We also work very closely with the Central Bedfordshire Virtual School and its Luton counterpart, to support pre-entry at primary and secondary education stages, including operating regular aspiration-raising events, including awards ceremonies, on both the Luton and Bedford campuses. The University offers a Care Leaver Bursary to all students under the age of 25 who are supported by a local authority leaving care service, fulfil the criteria of the Children (leaving care) Act 2000, are studying between levels 4 and 6 on a degree programme, and paying the full fee, to enable them to resource a successful entry into higher education at a critical transition point, where our evidence indicates that care leaver students may be at particular risk of withdrawal.

In collaboration with the Level Trust, we run a 2-week SMASH Summer School for Luton Primary students. We also support the Level Trust Poverty Conference which is hosted at the Luton Campus. We work with the Nuffield Foundation to enable students from local schools to undertake research placements with our academic or PhD students to develop research and employability skills and experience university life. We are in the third year of collaborating with the Advanced Maths Study Programme: We run a year 10 Maths Enrichment Event at the Bedford Campus attended by 140 local students from target schools. Our ambition is to hold this in Luton in addition to Bedford in 2020. And Testbeds is a UoB based project which formed part of the Arts Council England funded Luton Investment Programme that includes the development of arts and culture activity through targeted outreach activity with young people within Luton communities.

We are a member of the *Higher Education Access Tracker (HEAT)* service which assists Higher Education Institutions in England to target, monitor and evaluate their outreach activity. Being part of the HEAT service allows us to share the costs of a monitoring and evaluation system and it also underpins the collaborative delivery of evidence based evaluation. Our national community of HEAT members work together in the research and development of effective, fit for purpose evaluation practice

to inform outreach planning and assess impact.

The University will maintain its strong access performance over the period of this Access and Participation Plan as well as progressing our collaboration with NCOP and other organisations with which we have built strong and effective collaboration. In addition, we have identified care leavers, disabled students, and estranged students as specific target areas for further work. Our additional strategic measures for the period of this cycle are as follows:

a. We will appoint (in post for 2020-21) a dedicated Hub Officer at the University working with NCOP Outreach Hubs, within our geographical area, to support the promotion and access to higher education and outreach opportunities, as well as wider collaboration.
  o Priority APP beneficiaries: LPN (POLAR4) Young, full-time, first degree entrants
  o Intermediate outcomes: Increased participation in HE
  o Long-term goals: Reduced gap in participation in HE for students from underrepresented groups
  o Evaluation: Narrative (Research-based) and empirical (statistical)
  o Additional input to evaluation process: Equality and Diversity Committee.

b. From 2020-21, we will extend our work carried out with NCOP to cover all target LPN postcode wards within our location and the associated schools and colleges. A priority list will be developed to prioritise outreach engagement for those postcodes. We will prioritise learners from POLAR 4, quintiles 1 and 2 and eligible students will be invited to participate in one or more of the below interventions:
  o Mentoring: Focusing on Year 9 students, this will be delivered by trained Student Associates supporting peer-to-peer learning, skills development, raising aspirations and academic achievement.
  o Curriculum-linked Events for Year 7 to 13 learners: these will be developed in conjunction with the target school to deliver workshops at the school on or campus to support specific cohorts of learners or support subject areas.
  o Summer School: Delivered on campus (residential or non-residential) to provide the student with a taste of university life. Participants will experience subject specific lectures and workshops, talk to current students and receive information to be prepared for higher education.
    a. Priority APP beneficiaries: PTA_1 Young, full-time, first degree entrants
    b. Intermediate outcomes: Increased participation in HE
    c. Long-term goals: Reduced gap in participation in HE for students from underrepresented groups
    d. Evaluation: Narrative (Research-based) and empirical (statistical)
    e. Additional input to evaluation process: Equality and Diversity Committee.

c. We will target groups with specific disabilities (for example, those with Autism/ASD, Mental Health and learning disabilities) and will work closely with the local authority, local schools and colleges and provisions. Engagement will be supported through the use of experienced staff, supported where possible by a trained Student Associate who has had a similar journey and experience. Practical workshop events will cover subject specific areas and provide the student with an interactive session held at the University. This may include, where appropriate, shadowing an undergraduate student for a taster of university life in a subject specific area, and will operate from 2020-21.
  o Priority APP beneficiaries: PTA_2
  o Intermediate outcomes: Increased participation in HE
  o Long-term goals: Reduced gap in participation in HE disabled students
  o Evaluation: Narrative (Research-based, case-based) and empirical (statistical)
  o Enrolment data and focus group consultation with disabled students (reviewed by
  o Additional input to evaluation process: Equality and Diversity Committee.

d. From 2020-21 we will conduct regular transition events for students with Autism/ASD and their parent/carers will be held on the University to support socialisation, familiarisation and awareness of support services available.

- o Priority APP beneficiaries: PTA_2
- o Intermediate outcomes: Increased parent/carer engagement and knowledge
- o Long-term goals: Reduced gap in participation in HE disabled students
- o Evaluation: Narrative (Research-based, case-based) and empirical (statistical)
- o Additional input to evaluation process: Equality and Diversity Committee.

e. We will provide an increased level of early and continued intervention for young people in care from Year's 4-13, supporting the local authorities of Luton, Central Beds, Bedford and Milton Keynes. This will include, from 2020-21 providing an annual Looked After Children residential for young people in care from Years 5 & 6, focusing on multi-skills through multi-sports. Participants will be supported through a continued working model of intervention and support particularly at key transition points from primary to secondary.
- o Priority APP beneficiaries: PTA_3
- o Intermediate outcomes: Increased care leaver applications
- o Long-term goals: Reduced gap in participation in HE for care leavers
- o Evaluation: Narrative (research-based) and empirical (statistical)
- o Additional input to evaluation process: Equality and Diversity Committee.

f. We will identify, from 2020-21 a named contact for care leaver applicants within the Access and Outreach Team, who will support care leaver applicants through a contextually sensitive offer and admissions process
- o Priority APP beneficiaries: PTA_3
- o Intermediate outcomes: Increased care leaver applications
- o Long-term goals: Reduced gap in participation in HE for care leavers
- o Evaluation: Narrative (Research-based, case-based) and empirical (statistical)
- o Additional input to evaluation process: Equality and Diversity Committee.

g. We will scope and formalise appropriately governed relationships with our main local application institutions, to encourage students progressing to UoB to opt to allow their estranged student status to be informed to the University prior to entry (scoping in 2019-20, for 2020 entrants). We will identify and publicise to those local institutions named contact points in the Access and Outreach team, for these (and any other) estranged students
- o Priority APP beneficiaries: Estranged students
- o Intermediate outcomes: Increased care leaver applications
- o Long-term goals: Reduced gap in participation in HE for care leavers
- o Evaluation: Narrative (Research-based) and empirical (statistical)
- o Additional input to evaluation process: Equality and Diversity Committee.

Success

The University's overall strategic aim for this Access and Participation Plan is to improve student success through
- An overarching theory of change based on a student journey shaped by students' own long term goals and their developing understanding of the pathways to achieving them;
- Identification of progression, and academic success as intermediate outcomes within student progress towards those long term goals;
- Recognition of the enabling importance of students' understanding of their own agency within that journey, and of the pathways through which they can achieve their objectives;
- Specific activities to support students whose progress through this journey is currently less than expected;

In 2013 the University commissioned a significant research project to provide an evidential basis for its targeted action in respect of student success through participation and attainment, and recommissioned this study in 2016-17 based on the then most recent three years of student data. In each research study, a wide range of candidate factors were evaluated to produce a student success model specification that allowed the University to locate students in three categories at entry – safe, at risk, and high risk – recognizing that their individual risk was a function of a range of complex pre-entry characteristics.

In partnership with its students, through Beds SU, the University has designed and further developed its personal academic tutoring system to provide a framework in which activities can be targeted to address specific points in the student journey that may represent barriers to success. Each student is allocated a Personal Academic Tutor (PAT), and A Personal Academic Tutor, meeting their tutee, will identify specific support requirements, and through a customised online PAT support system (PATAdmin) refer individual students directly to the expert services best placed to provide proactive support.

In 2018-19 the University undertook stage 1 of a review of its Foundation Year provision, noting that continuation and progression from this study stage required immediate attention. On this basis, the University is implementing a revised teaching, learning and assessment strategy (approved by the Teaching Quality and Standards Committee [TQSC] in May 2019), for Foundation Year provision in 2019-20, and undertaking a further stage of review involving a review of sector practice and impact.

In 2016-17 and 2017-18, the University implemented a two-stage pilot of structured diagnostic testing to enable those students with particular learning needs or who may be at higher risk of withdrawal or early failure to be identified at an early stage. A research-based diagnostic test developed by the University's world-leading Centre for English Language Learning and Assessment (CRELLA) was used alongside commercially available tests. Diagnostic outcomes were made available to Personal Academic Tutors, with specific guidance to PATs on the type of support required by each tutee. While the pilot suggested that for a small group of students who both undertook the testing (which was voluntary) and continued with the support identified through testing, this process was successful, the University's Retention and Performance Action Group concluded that the level of student engagement and the impact of the project did not indicate institution-wide roll-out as advisable. This project is therefore being taken forward on a different basis with a focus on progression (see below).

The importance of effective assessment in supporting transitions is recognised and supported both through assessment design and in mechanisms that enable students to recover any early failure or to direct students to appropriate supporting resources. As part of course approval, the developmental aspect of assessment tasks is carefully considered and course teams are required to submit an 'Assessment Map' which indicates the timing of assessments across the year to support engagement and achievement through an even and appropriate workload pace. All assessments have detailed assessment briefs that include the assessment criteria which indicate to students what they need to do to achieve the threshold standards and to achieve beyond that. The University's 2Q assessment feedback process was developed in conjunction with its students, and introduced through the strategic curriculum review (2012). It requires staff to provide focused feedback around two areas: how well the students did against the provided assessment criteria (feedback) and how they might improve in similar tasks in the future (feedforward). Noting the finding of the Disparities in student attainment report (2012) that there is a clear link between the quality of assignment briefs, the rates of students who pass the module and the numbers of students attaining A and B grades[2]. In 2018-19 the University piloted University-wide assignment briefs, based on a template developed in partnership with Beds SUs, that will support a tutor-tutee dialogue based on students' own evaluation of the quality of their assessed work, their progress, and their potential. This template will be rolled out in full in 2019-20, on the basis of a successful 2018-19 pilot.

The University's evaluation of the correlation between its pre-entry retention ratings, and engagement measured through campus presence and assignment submission has consistently confirmed over time that the two latter in-study measures are more significant than pre-entry characteristics in determining continuation and completion as aspects of student success, and that the importance of these aspects of student engagement obtain regardless of specific characteristics associated with differential advantage. This mirrors the findings of the Understanding and overcoming the challenges of targeting students from under-represented and

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[2] (https://www.heacademy.ac.uk/system/files/hub/download/worlverhampton_2010_disa_final__report_copy_1.pdf)

disadvantaged ethnic backgrounds (2019, p.62)[3], and supports the University's continued adoption of an overarching framework that focuses on generically applicable priorities and a personalised approach to their implementation that recognises the particular combinations of disadvantage that may affect individual students.

Evaluation of student engagement and performance data between 2014 and 2017 has provided consistent evidence across the undergraduate population that:

- The correlation between assessment participation and academic completion at a stage of study is significantly stronger than that between attendance and academic completion;
- Failure to submit a single assessment is more closely correlated with non-continuation than is academic failure in a single assessment;
- Failure to submit multiple final assessments at a stage of study is only weakly correlated with academic failure/non-participation in early assessments;
- Non-continuation is strongly correlated with non-progression on the basis of academic failure;
- Students undertaking a Foundation Year programme, and students retaking all/part of a study stage prior to progression are more likely than other groups to disengage during a study stage.

In parallel with this evidence, research conducted over several years by the Retention and Performance Action Group through the joint University-Beds SU annual staff-student conference has indicated that that student support for the following activities as particularly strong:

- Proactive contact from personal academic tutors
- Early intervention where non-engagement is indicated
- Activities that support the early recovery of academic standing prior to final assessments
- Assessment feedback that enables students to evaluate their overall strengths and weaknesses across tasks.

On the basis of this evidence, and working in partnership with Beds SU, the University has developed its PATAdmin system near-real-time information on assignment non-submission for the information of PATs, along with information on levels of, and changes in, student engagement on-campus.

An additional feature of the undergraduate experience is Peer-Assisted Learning (PAL), recognising the importance of student-student interactions in support of the learning experience. All first-year curricula are supported through PAL which typically involves second year students assisting first years through structured learning activities across the year. Each year over 200 PAL leaders are recruited, trained and supported in their roles. Student feedback has been very positive. The most recent PAL annual report indicates that around 80% of students rate the PAL experience as excellent or very good and all PAL leaders report on the transformational impact this has had on them personally. Being a PAL and engaging in PAL activities makes a material difference to students' confidence, underpinning agency within our theory of change, which can be a barrier to student success for students from underrepresented backgrounds

a. For operation in 2020-21, and in line with our theory of change's approach to personalisation and targeting within frameworks that support all our students, we will reconfigure our student success model to base our risk categories on the characteristics identified as significant in respect of the outcomes of under-represented students within this plan, to enable personal academic tutors to target their support for particular students more effectively, and to enable the University to evaluate the effectiveness of each of its activities within its theory of change.
    o Priority APP beneficiaries: All under-represented groups (PTS targets), because this system will identify which groups) are relevant to each student and PATs will have the information from the review of factors (below) for advice purposes, and specified contacts (below) relevant to each student
    o Intermediate outcomes: higher-levels of sustained PAT-student contact among target groups
    o Long-term goals: Improved continuation and attainment
    o Evaluation: PATadmin data against continuation and attainment data (Retention

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[3] https://www.officeforstudents.org.uk/media/d21cb263-526d-401c-bc74-299c748e9ecd/ethnicity-targeting-research-report.pdf

and Performance Action Group)
- o Evaluation: Narrative (case-based) and empirical (statistical)
- o Additional input to evaluation process: Retention and Performance Action Group.

b. We will conduct (2020-21), in partnership with Beds SU through the operation of focus groups, review of factors impacting on the continuation and attainment of each under-represented group for which we have set targets within this plan, and evaluate and enhance our support based on student recommendations emerging from those reviews, for 2021-22 implementation:
- o Priority APP beneficiaries: All under-represented groups (PTS targets), with specific targeted advice relevant to each group available to PATs (above) and named contacts (below)
- o Intermediate outcomes: higher student engagement with support activities
- o Long-term goals: Improved continuation and attainment
- o Evaluation: Narrative (Research-based, case-based) and empirical (statistical)
- o Additional input to evaluation process: Equality and Diversity Committee.

c. We will identify a named contact for key target groups (based on ethnicity, maturity, disability, and care-leaver/estranged student status) within our Student Support Team, with a remit to monitor the engagement of, and support provided to, each group through PATAdmin (2020-21), supporting and monitoring our provision of proactive contact from personal academic tutors and early intervention where non-engagement is indicated.
- o Priority APP beneficiaries: PTS_2, PTS_4,PTS_5, PTS_6, and care-leaver and estranged students, and groups with multiple disadvantage in which these factors are included
- o Intermediate outcomes: higher-levels of sustained PAT-student contact among target groups
- o Long-term goals: Improved continuation and attainment
- o Evaluation: Narrative (Research-based, case-based) and empirical (statistical)
- o Additional input to evaluation process: Retention and Performance Action group.

d. Because our theory of change indicates that the correlation between assessment participation and academic completion at a stage of study, as an intermediate outcome, is significantly stronger than that between attendance and academic completion, we will implement in 2020-21 the assessment recovery scheme now enabled through PATAdmin, designing the scheme in partnership with students, through the existing Student Partnership Committee, on the basis of their earlier recommendation of this project and drawing on our evaluation of the two-year pilot of early referral opportunities for level 4 students already conducted.
- o Priority APP beneficiaries: PTS_2; PTS_5 (identified through our research as particularly unlikely to recover from early setback)
- o Intermediate outcomes: increased academic success at first examination board
- o Long-term goals: Improved continuation and attainment
- o Evaluation: Narrative (Research-based) and empirical (statistical)
- o Additional input to evaluation process: Student Partnership Committee.

e. For 2021-22 implementation, we will develop a process for collating online assignment feedback so that PATs are able to provide comprehensive guidance on generic themes for improvement, as indicated by our evaluation of student performance, and direct student feedback.
- o Priority APP beneficiaries: All under-represented groups (PTS targets), through the provision of individually tailored feedback and advice
- o Intermediate outcomes: Improved unit grades
- o Evaluation: Narrative (Research-based,) and empirical (statistical)
- o Additional input to evaluation process: Teaching Quality and Standards Committee.

f. We will implement from 2020-21 an action plan arising from the University's (currently ongoing) evaluation of its position against the Addressing the BAME attainment gap checklist in the Closing the Gap report (2019)[4], and aspects of the toolkits provided in The

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[4] https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf#search=Closing%20the%20gap

Ethnicity Attainment Gap: A Literature Review (2016).[5]
- o Priority APP beneficiaries: BAME students (PTS_2; PTS_5) and PTS groups with multiple disadvantage where ethnicity is a factor
- o Intermediate outcomes: Identification of barriers to success
- o Long-term goals: Improved continuation and attainment
- o Evaluation: Narrative (Research-based, case-based) and empirical (statistical)
- o Additional input to evaluation process: Equality and Diversity Committee.

g. We will establish, for operation throughout the period of this plan from 2020, a mental ill- health task group (reporting to the Equality and Diversity Committee) that will review our current status and guide action planning in respect of mental ill-health among students, using the UUK Stepchange toolkit.[6]
- o Priority APP beneficiaries: Disabled students (PTS_4) and all target groups in which mental ill-health is a risk
- o Intermediate outcomes: Identification of barriers to success
- o Long-term goals: Improved continuation and attainment
- o Evaluation: Narrative (Research-based, case-based) and empirical (statistical)
- o Additional input to evaluation process: Equality and Diversity Committee.

h. In 2021-22, we will undertake in partnership with Beds SU a review of the advantages and disadvantages to our students of making individual performance dashboards available to them through the student portal, as part of our recognition of the importance of agency as an enabler within our theory of change.
- o Priority APP beneficiaries: All under-represented groups (PTS targets), through the provision of individually relevant information on progress.
- o Intermediate outcomes: Increased student agency within PAT system and support uptake
- o Long-term goals: Student attainment
- o Evaluation: Narrative (Research-based, case-based) and empirical (statistical)
- o Additional input to evaluation process: Student Partnership Committee.

Progression

On the basis of its analysis of student progression data, the University adopts a long-term approach to the development of knowledge, skills and aptitudes that will support student progress beyond an initial post-graduation destination that may, for a combination of well-researched subject-based reasons as well as financial and personal considerations, not match precisely their individual progression targets. Our work on progression therefore aims not only to secure immediate employment for our graduates, but also to provide them with the skills and drive to take the next critical step in their career, after a period of experience and consolidation.

Many, but not all, students enter with clear educational and professional goals. Thus the University's curriculum is designed both to enhance academic attainment and to allow students to explore alternative personal and professional goals. This is reflected in the Employability strand of CRe8 which provides the basis for curriculum design and a range of curriculum, co-curricular and extra-curricular offerings. Knowledge skills and attributes are defined at the course level through Graduate Impact Statements which are designed to articulate to employers what a graduate from that course will be able to do for them in broad terms. Employers are involved in approval events to ensure that the Graduate Impact Statements are relevant to employment in the area. Each department has mapped its curriculum in detail to identify the key elements that contribute to employability and to ensure that there is a full curricular and co-curricular offering. The resultant Employability Maps cover four dimensions: practitioner and transferable skills; personal and professional development; professional recognition and endorsement; and portfolio experience. They are explored with students so that they understand how their curriculum and activities relate to future employment.

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[5] https://www.sheffield.ac.uk/polopoly_fs/1.661523!/file/BME_Attainment_Gap_Literature_Review_EXTERNAL_-_Miriam_Miller.pdf
[6] https://www.universitiesuk.ac.uk/policy-and-analysis/stepchange/Pages/checklist.aspx

Specialist careers advice is available through the Careers and Employability Service which works closely with both individual students and course teams. Throughout the 2018-19 academic year, 51% of students who engaged with the service for IAG were of a BME background. This figure has risen significantly since 2016-17. In respect of the optional careers questions in the NSS, the University is consistently placed above the sector average in terms of responses across the sector on the career-specific questions.

We commit significant curriculum space and resource to broadening our students' horizons and aspirations. Extra-curricular offerings include a suite of credit bearing employability units, skills awards and the Go Global scheme (which is heavily subsidised by the University and was shortlisted for the THE Outstanding International Strategy award) which supports students to experience short periods abroad. Over the past four years more than 1000 UK/EU students have had the opportunity of a 'Go Global' experience in various locations including China, Vietnam, Malaysia, and New York. Some students have aspirations to start their own companies and this is facilitated by specialist short-courses as well as by the inclusion of 'enterprise skills' introduced in 2012 as one of the generic skills developed within each course curriculum.

The number of undergraduate courses with a year-long placement is now 147. Recognising the importance of the placement year, and the potential financial barriers, no fee is charged. This provision is relatively new but expanding. We also recognise, however, that for many of our students, there is, for reasons of personal or family circumstance, no realistic opportunity to take up a work placement, or to extend their engagement through scheduled contact. The University's general approach is to embed employability-related initiatives within the curriculum to ensure that these are available to all, and through a range of additional activities to enable students to explore and develop through opportunities offered flexibly, to be taken up at a point in their studies convenient to them.

We recognize that the graduate employment of BAME students is a particular challenge. Employment rates for BME graduates lag behind those of their White counterparts nationally and a recent DfE report found that "region of domicile, social disadvantage (as measured by POLAR), disability, and type of degree obtained were statistically significant factors". Disabled students, and students whose disadvantage is particularly complex are also groups targeted in our plans. The University is aware of the attainment and employability gap for certain sections of its student population and has a range of targeted actions specifically designed to address this including supporting the Ethnic Minority Undergraduate Scheme via the National Mentoring Consortium, where we encourage a range of BME mentors to support and actively targeting BME students for some of the additional opportunities available (for example, PAL leaders, where the White:BME ratio has moved from 70:30 in 2013-14to 57:43). The annual Graduate Development Programme (GDP) provides work experience and structured post-graduation careers advice. 83% of the 2016 cohort and 84% of the 2017 cohort on this programme were BME with 71% females within the 2017 BME cohort. While we recognise that more work is required to address inequalities, the University clearly provides significantly improved outcomes and learning gain for its diverse student body, through a strategy that focuses on the meaningful accessibility of high-value development opportunities offered as flexibly as possible, personalised support for individual ambition and circumstances, and a focus on raising learner aspiration and confidence.

In 2018-19, the University conducted its first comprehensive implementation of its learning gain framework. Within this, the University engaged with the findings of HEFCE's careers registration project[7] and surveyed all students at registration to establish their degree of career readiness. Analysis of the findings of this survey (provisional findings based on parallel cohorts rather than longitudinal) identified that a significant proportion of our students, and particularly those in IMD quintiles 1 and 2, do not appear to progress during their studies from the decision-making stage of preparedness to a point at which they were decided and ready to compete. These findings have been a significant driver in the University's design of its learning gain framework, in which career readiness, combined with proactivity, establishes a starting point for each individual undergraduate at entry, in relation to both their development and their support, with continuation, completion and attainment identified as stages in those pathways.

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[7] (https://www.thecareersgroup.co.uk/research/research-projects/careers-registration-learning-gain-project/)

In parallel with this development, the University has developed its diagnostic testing project to focus on employment-related skills tests. In 2017-18, the University piloted the operation of recruitment assessment centre days (online tests, interviews and group assessments). Feedback from attendees indicated that participation had been enlightening but had occurred too late to be very useful for initial graduate recruitment. In 2018-19, the University offered verbal and numerical reasoning tests to a number of level 4 student cohorts (as well as an open call to all level 6 students) and is now planning a programme of developmental activities for level 4 and level 5 students that will build capability before level 6 re-testing. This project remains at a pilot stage in which approaches are being designed, monitored and evaluated on the basis of stakeholder feedback and statistical evidence, by the Student Learning and Success Committee.

a. On the basis of Beds SU survey of its members (2018-19) the University has redesigned its PAT system (for 2019-20 implementation) to include a specific employability focus. At 2019-20 registration, students will identify their priority area of exploration/action for the forthcoming year. This information will be transmitted to PATs through the online PATAdmin system. Tutors will receive training and guidance on the range of options appropriate to each identified priority area, and will discuss and support each student's priorities at PAT meetings, alongside discussion of academic progress. From 2020-21 this information will be combined with the target information described earlier in this plan, and this will enable improved and tailored careers advice for students in target groups.
    o Priority APP beneficiaries: All under-represented groups (PTS targets) through the provision of personalised advice
    o Intermediate outcomes: Increased student agency and uptake within PAL system
    o Long-term goals: Continuation and attainment
    o Evaluation: Narrative (Research-based, case-based) and empirical (statistical)
    o Additional input to evaluation process: Employability Action Group.

b. In 2020-21 we will introduce a bursary scheme for PAL leaders within target groups, to support student engagement with the PAL scheme within those groups.
    o Priority APP beneficiaries: PTP_1; PTP_6; PTP_4; PTP_3; PTP_2; PTP_7.
    o Intermediate outcomes: Increased student agency and uptake within PAL system as an employability activity
    o Long-term goals: Improved graduate employment
    o Evaluation: Narrative (Research-based, case-based) and empirical (statistical)
    o Additional input to evaluation process: Employability Action Group.

a. From 2021-22, we will revise our bursary scheme to support students from target groups to undertake the in-course placements available to students, based on the evidence supplied by Beds SU to the Student Learning and Success Committee, indicating that students from certain target groups are not able to support this additional aspect of their studies.
    ○ Priority APP beneficiaries: PTP_1; PTP_6; PTP_4; PTP_3; PTP_2; PTP_7.
    ○ Intermediate outcomes: Increased placement uptake (professional practice year and other placement units on specific courses)
    ○ Long-term goals: Improved graduate employment
    o Evaluation: Narrative (Research-based) and empirical (statistical)
    o Additional input to evaluation process: Employability Action Group.

d. From 2020-21, we will target our Graduate Advancement Programme (GAP) towards students in target groups in this plan, using appropriately formulate criteria and the determination of a selection panel including students as full members.
    ○ Priority APP beneficiaries: PTP_1; PTP_6; PTP_4; PTP_3; PTP_2; PTP_7.
    ○ Intermediate outcomes: Improved immediate employment outcomes
    ○ Long-term goals: Improved graduate employment
    o Evaluation: Narrative (Research-based) and empirical (statistical)
    o Additional input to evaluation process: Employability Action Group.

e. From 2020-21 we will offer a customised version of our Graduate Advancement Programme

(GAP) to part-time students represented in the targets within this plan, operating alongside their part-time study and with a programme and schedule designed in full consultation with target student groups.

- ○ Priority APP beneficiaries: Part-time students in the following groups: PTP_1: PTP_5; PTP_6; PTP_4; PTP_3; PTP_2; PTP_7.
- ○ Intermediate outcomes: Improved post-study employment outcomes
- ○ Long-term goals: Improved graduate employment
- ○ Evaluation: Narrative (Research-based) and empirical (statistical)
- o Additional input to evaluation process: Employability Action Group.

f. In 2020-21 we will introduce a bursary scheme for PAL leaders within target groups, to support student engagement with the PAL scheme within those groups, based on our annual evaluation of PAL activity, which has indicated that students in certain target groups are not able to commit time to this activity.

- ○ Priority APP beneficiaries: Priority APP beneficiaries: Disabled students (PTS target_1); BAME students (PTP_6); male black Caribbean students (PTP_4); Female, Pakistani students (PTP_3); female Bangladeshi students (PTP_2); female IMD 1 students (PTP_7).
- ○ Intermediate outcomes: Increased student agency and uptake within PAL system
- ○ Long-term goals: Continuation and attainment
- ○ Evaluation: Narrative (Research-based, case-based) and empirical (statistical)
- ○ Additional input to evaluation process: Student Learning and Success Committee.

3.2 Student Consultation

The University engages students in all aspects of the evaluation and development of its work, at every level from full membership of the Board of Governors and VCEG, to course-level representation and regular individual survey response. The University operates a Student Partnership Committee, chaired by the Vice-Chancellor, and an annual Beds SU –UoB conference at which the agenda and leadership are shared between senior UoB staff, and student representatives. Our programmes are designed on the basis of this collaborative work, which is of many years' standing, and are monitored and evaluated regularly by these committees.

Students are represented on all key committees within the deliberative structure of the University, and on decision-making panels and working groups as agreed with Beds SU. All initiatives and actions within this plan are therefore fully informed directly by our students.

Students are also fully represented within the APP governance structure described above.

Our consultation with Beds SU in the preparation of this plan and the specific strategic priorities and measures within it has identified the engagement of students at our study centre campuses as an additional challenge in securing full student engagement with this plan. BEDS SU has, on this basis, redesigned its representation policy and strategy for 2019-20 to support the representation of target groups at all levels of partnership working, and the Student Partnership Committee will conduct annual reviews, from 2019-20, to evaluate the engagement of students in APP target groups, within its collaborative activity, and action plan additional support and intervention where necessary.

3.3 Evaluation Strategy

Strategic context
In its 2019-20 Access and Participation plan, the University specified implementation of a new monitoring and evaluation framework (including the OfS financial support evaluation toolkit) which was designed to provide Academic Board and the VCEG[8] with monitoring information on progression

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[8] The University will also undertake a longitudinal evaluation in 2020-21, including analysis of pooled cohorts where these become robust on the basis of multi-year review.

against this plan through:

- Comprehensive review of progress to inform target review and review of financial support;
- The allocation of initial reviews to the formal committees with the most relevance to this remit;
- An integrated overarching evaluation based on those initial reviews and informing the revised Access and Participation Plan;
- A clear feed through from strategic monitoring and evaluation to programme review and redesign, operational enhancement and continuous improvement;
- A tracked evidential link between operational support and continuous improvement, and the University's strategic priorities identified within this plan.

The University commenced this monitoring approach in 2018-19 and will deploy it fully as specified in the 2019-20 action plan. The outcomes of this monitoring have informed our specification of strategic initiatives, alongside the University's regular and standard use of a range of evidence types including student feedback (internal and external), the outcomes of specific initiatives over time, and qualitative feedback obtained from participants and beneficiaries in each case.

Through its regular and long-standing institution-wide framework for monitoring and evaluating impact and progress, including consultation at all stages with students, the University has identified the following over-arching themes for its work within this plan:

- The importance of a personalised approach to the advice and support of our diverse student population;
- The value of combining academic and career support, advice and initiative within a strategic approach to the development of our learners;
- Our role in supporting all students to engage with the opportunities we offer.

The Deputy Vice-Chancellor (Academic), as Chair of SLSC, is responsible for monitoring and evaluating the University's Access and Participation Plan and will continue this responsibility as Chair of the APP Steering Group (see above). In 2018-19, the University applied aspects of this monitoring strategy to its current and proposed strategic measures, to inform the specification of this plan. In addition,the APP Steering group has conducted an assessment of our evaluation readiness, using the OfS self-assessment tool, and concluded our current status to be emergent in all areas.

We use a range of metrics to assure and enhance the quality of our students' learning experience at both strategic and operational levels. Institutional, Faculty and course-level NSS action plans, as well as data compiled from our own institutional student feedback mechanisms, inform our annual operational planning for both Faculties and professional service teams. Course and subjects teams develop and review annual Course Enhancement Plans and Unit Enhancement Plans to implement the findings of evaluation, conducted in institutional fora in which our students are full participants.

The APP Steering Group will meet bi-monthly and report quarterly to VCEG and the Board of Governors. The APP Implementation group will meet monthly, to monitor implementation of strategic measures periodically and to conduct evaluation of those measures. It will be chaired by the University Registrar and its membership will comprise representation (tbc) from the areas of Planning, Finance, Student Services (including teams supporting wellbeing), the Centre for Learning Excellence, and a nominated representative of the Equality and Diversity Committee, as well as BEDS SU VP Diversity and Beds SU Education. The Financial Support Evaluation Group will meet quarterly, and will be responsible for the use of the OfS financial support evaluation toolkit, reporting its findings to the APP Steering Group.

Each of our strategic measures will have a nominated executive lead with responsibility for annual evaluation of the impact of a specific strategic measure through monitoring and analysis of a) implementation, b) contribution to the immediate outcome, and c) projected contribution to the long-term goal(s) indicated in this plan. Progress on each measure will be reported to the APP implementation group on a bi-monthly basis, and from there to the APP Steering group and the Vice Chancellor's Executive group twice a year (unless monitoring by the Implementation group indicates escalation – see below), according to a pre-designed framework that will identify each strategic measure as effective in current and projected impact; effective in operation but with impact on long- term goal at risk; or requiring review/redesign. Details of the evaluation strategy are provided below.

Each strategic measure will be reviewed and revised where necessary, on that basis, by the committee with oversight of its design and implementation.

Where a strategic measure is indicated through this review as not making sufficient progress and/or requiring action other than redesign, it may be subject to more regular review and/or recommended by the APP Implementation Group for replacement and the reinvestment of associated resource.

The University is committed to continuously reviewing financial support to ensure it is always targeted to the students who need it most. We will use multiple methods to measure the impact of our financial support (student surveys, interviews and analysis of performance and success).

Design and evaluation

The University is committed to a theory of change in which the long-term impact of immediate interventions is recognised, and the context of student's long-term goals is critical to the framing of short-term activities. Its focus, through the strategic measures, on personalisation, reflects this. In light of the complexity of this overall goal, in creating its theory of change the University has developed preliminary outcomes chains for specific outcomes and measures within this plan. This will be refined and fianlised during 2019-2020. Each outcome chain specifies intermediate as well as long-term goals.

Each strategic measure within this plan will be underpinned by an outcome chain (finalised in 2019-20), showing its contribution to intermediate and final targets, and an action plan detailing aims, objectives, scope, benefits, evaluation approach/timeline, risks and dependencies, resource requirements and milestones. Progress monitoring through the APP Implementation Group will be regular and any strategic measures identified as at significant risk (RAG-rated red) will be escalated to the APP Steering Group. The APP Steering Group will identify additional/replacement strategic measures as indicated by an overall evaluation informed by APP Implementation Group review.

At a preliminary meeting of the APP Steering Group, the completed evaluation assessment tool was reviewed and the group confirmed the University's status in all sections as 'emerging'. Particular strengths were identified in the University's strategic and institution-wide engagement with access and participation, with the joining-up of initiatives constituting a particular area for further work, along with single-point provision of data for monitoring and evaluation.

Each strategic measure has an identified evidence set that has informed the design of the measure and will be the basis of its evaluation and continuous improvement:
   Type 1: Narrative
      a. Case-based: Comparing individuals and/or groups within measures, recognising that there may not be a single cause to any outcome, and that within our theory of change, which may involve survey or narrative data.
      b. Research-based: providing a holistic perspective on the impact of a strategic measure through relevant theoretical/practitioner literature
   Type 2: Empirical:
      c. Statistical: Before and after comparisons, correlation, regression analysis, and other statistical models, which may be causal or empirical.
      d. Experimental: Comparing differences in outcomes between people who receive a service (the intervention group) and those who do not (the control group outwith the target group in this plan), which may be causal or empirical
   Type 3: Causal
      e. Data evidence of pre- and post-treatment
      f. Qualitative evidence supporting data evidence

These methods will be used to design and evaluate all strategic measures, with each proposed strategic measure identifying its design evidence base and its evaluation evidence base prior to approval and implementation. Mixed method evaluation is encouraged, as providing a high-quality, robust and appropriate evidence base for continuation, change and development, or the reallocation of resource. Strategic measures will be required to identify their approach to each of the evidence types above.

To make improvements to the strategic measures within this APP, and where necessary to redesign them/replace them with higher impact measures, we will critically reflect on the data collected through evaluation and in particular on two key questions in relation to each strategic measure:

- Do the evaluation results indicate that a strategic measure is achieving the intended outcome at the required pace?
- What does the data say about what we need to improve? (whether the answer to the question above is positive or negative).

Subsidiary questions will include the following:

- Are we focused on the right strategic measure to achieve the planned impact?•
- Are we targeting the strategic measure at the right people?
- Are there any implementation gaps/problems impeding impact?
- Are there any unintended consequences?
- Which measures are more effective than others?•and would it make sense to allocate resources differently?
- Is our data sufficient for confidence in our answers to the above questions?

Learning and continuous improvement

The University has a culture of continuous learning and improvement. UoB has robust mechanisms in place that ensure evaluation leads to continuous improvement. In addition to the review and the development or replacement of strategic measures described above, learning is shared through committees, staff development, our annual conferences (staff conference; UoB-Beds SU conference) and through the scholarship and research of our community.

3.4 Monitoring progress against delivery of the plan

The Board of Governors is responsible for the final approval of the APP an receives quarterly updates on progress as part of the regular cycle of academic governance reporting. To inform this, the University conducts regular monitoring of its performance in the retention, achievement and employment outcomes of its student population, through an established framework of annual monitoring that reports through to the Board of Governors. The University's Access and participation priorities are also reflected in key performance measures regularly reviewed by the Board of Governors.

The APP and its monitoring are securely integrated into the main delivery and monitoring processes at the University/ The APP Steering Group (see above) has the remit to develop, monitor and evaluate the APP. The APP Implementation Group has a remit to monitor the design, implementation, and continuous improvement of the strategic measures within this Access and Participation plan.

The APP Steering Group will also receive six-monthly reports from the Financial Support Evaluation Group on the narrative and empirical evidence relating to the impact of the Care Leaver bursary, the placement bursary, and the financial support shown in this plan, as well as the University's overall investment in access and participation. The evidence will be evaluated through the use of the OfS financial toolkit, to assess impact of financial support provision on continuation, degree completion, and attainment, using the OfS monitoring tool. It will also evaluate the balance between planned and supplementary support (hardship funds). It will combine interview, survey and statistical evidence, including both current year and historical data. The University conducted an evaluation in 2018-19, using empirical and narrative data, on which its current financial support and overall investment are based. However, the University recognises the need to evaluate this aspect of its APP regularly to ensure that its financial investment and support achieve the maximum possible impact in access and participation.

Where the APP Steering Group identifies a failure to progress against KPIs, and/or an evaluation by the FSEG that indicates its financial investment and support requires reconsideration, this will be notified to the Board of Governors, so that the University can review its action plan and/or its financial investment in access and participation.

4. Provision of Information to Students

4.1 Information Statement
The University provides clear guidance on fees and finance with a dedicated 'Fees, Funding and Scholarship' section on our website. Additionally, every course page identifies the fee charged, links to our scholarships and bursaries section, identifies any additional costs and provides a link to the Student Finance England advice pages.

The University ensures that our information provided on fees, finance and financial support are CMA compliant. In addition to the core information provided on the University website, course fees, scholarship and bursary details are also imbedded in admissions offer letters. Full terms and conditions are included on the website and incorporated into our admissions offer letter.

4.2 Financial Commitment
This Access and Participation Plan sets out the commitment the University makes to access and participation. It describes an investment totalling £5.7m in 2020-21 in three areas: financial support for students, access (activities to reach out to and engage learners who are under-represented in higher education), and measures to support the research and evaluation of our access strategy.

For 2020-21 the University will provide £3.6m for student financial support, spend £1.9m on access measures and for each year that this plan covers the University will spend approximately £0.2m on measures to enhance student success.

The University will revise these figures upwards or downwards, in the light of significant variation from the projected student numbers, to maintain the expected proportional expenditure.

4.3 Financial Support
In the academic year 2019-20, the University of Bedfordshire enhanced its financial support package for new FTUG applicants offering all those who register a minimum of £1500 as a bursary over 3 academic years. This is a universal bursary offer to all FTUG students registering at level 4 which the University believes is one of the most transparent in the sector, giving students and their families the confidence of knowing that there is a minimum level of financial support provided by the University.

The University of Bedfordshire recognises that students work hard to achieve their level 3 qualifications and in recognition of this has recently replaced the £1500 bursary with a merit scholarship of £2400 over 3 academic years to all applicants achieving 112 or higher UCAS tariff points or equivalent. This strategy is aimed to encourage applicants to push to achieve their best outcome possible at level 3 and is universally available for any applicant achieving it. This has been positively received by the University's feeder school network, especially for those that may have received an unconditional offer. Applicants applying for a 4 year course with Foundation Year also benefit from a universal bursary of £2000 over 4 academic years.

The University is keen that the financial support package is an enabler for success and retention. On this basis, payments are spread equally across the duration of a student's course to support their studies, ensuring students have additional financial support when they need it. In addition, The University's Access to Learning Fund provides discretionary financial assistance for registered students to help them access and remain in higher education – particularly those students who need financial help to meet extra costs that cannot be met from other sources of support.

The University has commenced the use of the OfS financial support evaluation toolkit and has reviewed the resource and expertise requirements for complete usage, including the use of specialist expertise. Our evidence to-date, through this evaluation, indicates that our current financial support package levels the playing field for the multiple and varied aspects of disadvantage that the University's students represent. On that basis, we are retaining the current financial support framework pending further and regular evaluation. In 2019-20, and thereafter annually, the Financial Support Evaluation Group will use this tool in full to ensure their financial support is informed by robust evidence. The survey and interview tools, and the statistical tool will be used to evaluate how and how well our current investment in financial support improves access, student success and progression of under-represented and disadvantaged groups identified in this and earlier APP plans.

This evaluation will include general and specific bursary support provided, including targeted bursaries for care leavers. Our current bursary scheme, including strategic measures in this plan, is informed through consultation with students and other stakeholders, and through available research evidence. In determining whether and how our financial support for students is having the impact intended, we will determine whether any changes are required, and may then wish to request the Director for Fair Access and Participation to permit formal changes to this plan, to finalise the financial profile once the strategic bursary measures in this plan our finalised, and to make any further changes arising from our 2019-20 monitoring activity (see APP 2019-20).

University of Bedfordshire Financial Support – Academic Years 2020-21 to 2022-23

Financial support package	Amount	Payment per Semester	Eligibility
Foundation Year Bursary (4 year course)	£2000	£250	-FTUG Home/EU Student -Not previously a UoB Student -Registration/attendance required for payment each semester -Not in receipt of a higher value UoB bursary or scholarship*
FTUG Bursary (3 Year Course)	£1500	£250	-FTUG Home/EU Student -Not previously a UoB Student -Registration/attendance required for payment each semester -Not in receipt of a higher value UoB bursary or scholarship*
Merit Scholarship (3 Year Course)	£2400	£400	-FTUG Home/EU Student -Not previously a UoB Student -Achieve 112 UCAS Tariff points or equivalent -Registration/attendance required for payment each semester -Not in receipt of a higher value UoB bursary or scholarship*
Care Leavers Bursary (2019 entry)	£5700	Year 1 £3000 Year 2 £1350 Year 3 £1350	-Local Authority Confirmation of care leaver status -Yearly payments will be subject to registration and attendance

* The exception is if a student is awarded a sports scholarship. Those awarded sports scholarships can will also receive one of the scholarships or bursaries above, as sports scholarships are intended to ensure the student is still able to compete in high level sport and is provided pay for this.

Academic Year 2023-24

Our financial support package has been revised based on student feedback gathered through implementation of the OfS Financial Toolkit, for students entering the University in September 2023. We have increased the range of bursaries available to students as well as increasing hardship financial support available as needed to enable students to continue and engage with their studies and to maximise their chances of success. A dedicated APP Support Fund has been created to specifically help students within our priority target areas, to promote equality of opportunity and ensure students are not disadvantaged because of their background.

University of Bedfordshire Financial Support – Academic Year 2023-24

Financial Support Package	Amount	Eligibility
Course related costs bursary	£1000 (3 year course) £1300 (4 year course)	-FTUG Home Student -Not previously a UoB Student -Registration/attendance required for payment each semester -Not in receipt of a higher value UoB bursary or scholarship

Merit Scholarship	£2400	-FTUG Home Student -Not previously a UoB Student -Achieve 120 UCAS Tariff points or equivalent -Registration/attendance required for payment each semester -Not in receipt of a higher value UoB bursary or scholarship
Care Leavers Bursary	£5700 (3 year course) £7600 (4 year course)	-Local Authority confirmation of care leaver status -Aged under 25 at the start of the course -Yearly payments will be subject to registration and attendance
Independent from Family Bursary	£5700 (3 year course) £7600 (4 year course)	-Student Finance England confirmation of care leaver status -Aged under 25 at the start of the course -Yearly payments will be subject to registration and attendance

5.   Appendix

The following documents are appended to this access and participation plan:
- Targets
- Investment summary
- Fee summary

Access and participation plan
Fee information 2020-21

Provider name: University of Bedfordshire

Provider UKPRN: 10007152

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£6,165
Foundation year/Year 0		£9,250
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT		£9,250
Accelerated degree	*	*
Sandwich year		£0
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

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

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree		£4,624
Foundation degree		£4,624
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	Aylesbury College 10000473	£4,624
Foundation degree	Barnfield College 10000534	£4,624
Foundation degree	Bedford College 10000610	£4,624
Foundation degree	Central Bedfordshire College 10002061	£4,624
Foundation degree	Pen Green Centre 10034200	£4,624
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan
2020-21 to 2024-25

Provider name: University of Bedfordshire

Provider UKPRN: 10007152

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£1,900,977.00	£2,038,340.00	£2,140,805.00	£2,176,332.00	£2,239,414.00
Access (pre-16)	£1,064,547.00	£1,141,470.00	£1,198,851.00	£1,218,746.00	£1,254,072.00
Access (post-16)	£456,235.00	£489,202.00	£513,793.00	£522,320.00	£537,459.00
Access (adults and the community)	£380,195.00	£407,668.00	£428,161.00	£435,266.00	£447,883.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£3,609,708.00	£4,869,971.00	£5,942,274.00	£5,942,274.00	£5,942,274.00
Research and evaluation (£)	£146,229.00	£154,419.68	£157,412.13	£157,705.20	£157,705.20

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£29,245,800.00	£30,883,935.00	£31,482,425.00	£31,541,040.00	£31,541,040.00
Access investment	6.5%	6.6%	6.8%	6.9%	7.1%
Financial support	12.3%	15.8%	18.9%	18.8%	18.8%
Research and evaluation	0.5%	0.5%	0.5%	0.5%	0.5%
Total investment (as %HFI)	19.3%	22.9%	26.2%	26.2%	26.4%

Targets and investment plan
2020-21 to 2024-25

Provider name: University of Bedfordshire

Provider UKPRN: 10007152

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To remove the gap in access participation	PTA_1	Low Participation Neighbourhood (LPN)	To remove the gap in access for POLAR quintile 1 when compared to quintile 5	No	The access and participation dataset	2017-18	Gap: 5.5% Rate: 9.8%	5.5%	5.0%	4.0%	2.5%	0.0%	
To achieve a higher proportion of disabled students entrants	PTA_2	Disabled	To increase the proportion of disabled student entrants	No	The access and participation dataset	2017-18	8.9%	10.0%	11.0%	12.0%	13.0%	14.0%	
To increase the number of care leavers joining the University	PTA_3	Care-leavers	To increase the number of care leaver entrants	No	Other data source	2017-18	11	15	20	25	30	35	Internal data
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												
	PTA_9												
	PTA_10												
	PTA_11												
	PTA_12												
	PTA_13												
	PTA_14												
	PTA_15												
	PTA_16												
	PTA_17												
	PTA_18												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To remove the gap in continuation in HE for students from underrepresented groups	PTS_1	Socio-economic	To remove the gap in continuation for IMD quintiles 1-2 when compared to quintiles 3-5	No	The access and participation dataset	2016-17	Gap: 12.3% Rate: 70.4%	11.0%	8.0%	5.0%	2.0%	0.0%	
To remove the gap in continuation in HE for students from underrepresented groups	PTS_2	Ethnicity	To remove the gap in continuation for for Black, Asian, Mixed and Other (ABMO) ethnicity students compared to their White counterparts	No	The access and participation dataset	2016-17	Gap: 13.2% Rate: 71.0%	10.0%	7.0%	4.0%	2.0%	0.0%	
To remove the attainment gap for students from underrepresented groups	PTS_3	Socio-economic	To remove the gap in attainment for part-time IMD quintile 1 students compared to quintile 5	No	The access and participation dataset	2017-18	Gap: 31.0% Rate: 19.0%	28.0%	21.0%	14.0%	7.0%	0.0%	
To reduce the attainment gap for students from underrepresented groups	PTS_4	Ethnicity	To reduce the gap in attainment for part-time Black students compared to their White counterparts	No	The access and participation dataset	2017-18	Gap: 56.0% Rate: 11.0%	50.0%	42.0%	35.0%	25.0%	17.0%	The aim is for the gap to be removed by 2026-27
To reduce the attainment gap for students from underrepresented groups	PTS_5	Ethnicity	To reduce the gap in attainment for Ethnic (ABMO) students compared to their White counterparts	No	The access and participation dataset	2017-18	Gap: 21.0% Rate: 60.0%	18.0%	14.0%	10.0%	6.0%	3.0%	The aim is for the gap to be removed by 2025-26
To remove the gap in continuation in HE for students from underrepresented groups	PTS_6	Mature	To remove the gap in continuation rate for mature students compared to their "young" counterparts	No	The access and participation dataset	2016-17	Gap: 17.5% Rate: 67.5%	14.0%	10.0%	6.0%	3.0%	0.0%	
To reduce the attainment gap for students from underrepresented groups	PTS_7	Socio-economic	To reduce the gap in attainment for IMD quintile 1 students comapred to quintile 5	No	The access and participation dataset	2017-18	Gap: 23.0% Rate: 58.0%	20.0%	15.0%	10.0%	6.0%	3.0%	The aim is for the gap to be removed by 2025-26
To reduce the attainment gap for students from underrepresented groups	PTS_8	Multiple	To reduce the gap in attainment for female, IMD quintile 1-2 students compared to quintiles 3-5	No	The access and participation dataset	2017-18	Gap: 17.0% Rate: 62.0%	13.0%	9.0%	5.0%	3.0%	1.0%	The aim is for the gap to be removed by 2025-26
To remove the gap in continuation in HE for students from underrepresented groups	PTS_9	Multiple	To remove the gap in continuation for female, IMD quintile 1-2 students compared quintiles 3-5	No	The access and participation dataset	2016-17	Gap: 10.4% Rate: 75.6%	8.0%	4.5%	2.0%	0.0%	0.0%	
To remove the gap in continuation in HE for students from underrepresented groups	PTS_10	Multiple	To remove the gap continuation for male, IMD quintile 1-2 students compared to quintiles 3-5	No	The access and participation dataset	2016-17	Gap: 14.0% Rate: 64.0%	11.0%	8.0%	5.0%	2.0%	0.0%	
	PTS_11												
	PTS_12												
	PTS_13												
	PTS_14												

	PTS_15												
	PTS_16												
	PTS_17												
	PTS_18												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To remove the gap in the progression rate	PTP_1	Disabled	The remove the gap in progression for disabled students in graduate level employment and/or further study compared to "non-disabled" students	No	The access and participation dataset	2016-17	Gap: 7.0% Rate: 64.0%	5.0%	3.0%	2.0%	1.0%	0.0%	
To improve the progression rate	PTP_2	Multiple	To improve the progression rate of female, Asian - Bangladeshi students in graduate level employment and/or further study	No	Other data source	2016-17	50.0%	60.0%	65.0%	70.0%	75.0%	80.0%	Asian - Bangladeshi, Female students - Internal DLHE data
To improve the progression rate	PTP_3	Multiple	To improve the progression rate of female, Asian - Pakistani students in graduate level employment and/or further study	No	Other data source	2016-17	67.8%	70.0%	72.0%	75.0%	77.0%	80.0%	Asian - Pakistani, Female students - Internal DLHE data
To improve the progression rate	PTP_4	Multiple	To improve the progression rate of male, Black - Caribbean students in graduate level employment and/or further study	No	Other data source	2016-17	50.0%	56.0%	62.0%	64.0%	66.0%	68.0%	Black - Caribbean, Male students - Internal DLHE data
To remove the gap in the progression rate	PTP_5	Socio-economic	To remove the gap in progression for part-time IMD quintile 1 students in, graduate level employment and/or further study, compared to quintile 5	No	The access and participation dataset	2016-17	Gap: 25.0% Rate: 50.0%	20.0%	15.0%	10.0%	5.0%	0.0%	
To remove the gap in the progression rate	PTP_6	Ethnicity	To remove the gap in progression for Ethnic (ABMO) students compared to their White counterparts	No	The access and participation dataset	2016-17	Gap: 12.0% Rate: 63.0%	11.0%	8.0%	5.0%	2.0%	0.0%	
To remove the gap in the progression rate	PTP_7	Multiple	To remove the gap in progression for Female IMD quintile 1-2 students compared to quintiles 3-5	No	The access and participation dataset	2016-17	Gap: 12.0% Rate: 66.0%	10.0%	7.0%	4.0%	2.0%	0.0%	
	PTP_8												
	PTP_9												
	PTP_10												
	PTP_11												
	PTP_12												
	PTP_13												
	PTP_14												
	PTP_15												
	PTP_16												
	PTP_17												
	PTP_18												

Access and participation plan
Fee information 2020-21

Provider name: University of Bedfordshire

Provider UKPRN: 10007152

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£6,165
Foundation year/Year 0		£9,250
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT		£9,250
Accelerated degree	*	*
Sandwich year		£0
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

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

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree		£4,624
Foundation degree		£4,624
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	Aylesbury College 10000473	£4,624
Foundation degree	Barnfield College 10000534	£4,624
Foundation degree	Bedford College 10000610	£4,624
Foundation degree	Central Bedfordshire College 10002061	£4,624
Foundation degree	Pen Green Centre 10034200	£4,624
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan
2020-21 to 2024-25

Provider name: University of Bedfordshire

Provider UKPRN: 10007152

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£1,900,977.00	£2,038,340.00	£2,140,805.00	£2,176,332.00	£2,239,414.00
Access (pre-16)	£1,064,547.00	£1,141,470.00	£1,198,851.00	£1,218,746.00	£1,254,072.00
Access (post-16)	£456,235.00	£489,202.00	£513,793.00	£522,320.00	£537,459.00
Access (adults and the community)	£380,195.00	£407,668.00	£428,161.00	£435,266.00	£447,883.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£3,609,708.00	£4,869,971.00	£5,942,274.00	£5,942,274.00	£5,942,274.00
Research and evaluation (£)	£146,229.00	£154,419.68	£157,412.13	£157,705.20	£157,705.20

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£29,245,800.00	£30,883,935.00	£31,482,425.00	£31,541,040.00	£31,541,040.00
Access investment	6.5%	6.6%	6.8%	6.9%	7.1%
Financial support	12.3%	15.8%	18.9%	18.8%	18.8%
Research and evaluation	0.5%	0.5%	0.5%	0.5%	0.5%
Total investment (as %HFI)	19.3%	22.9%	26.2%	26.2%	26.4%

Targets and investment plan
2020-21 to 2024-25

Provider name: University of Bedfordshire

Provider UKPRN: 10007152

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To remove the gap in access participation	PTA_1	Low Participation Neighbourhood (LPN)	To remove the gap in access for POLAR quintile 1 when compared to quintile 5	No	The access and participation dataset	2017-18	Gap: 5.5% Rate: 9.8%	5.5%	5.0%	4.0%	2.5%	0.0%	
To achieve a higher proportion of disabled students entrants	PTA_2	Disabled	To increase the proportion of disabled student entrants	No	The access and participation dataset	2017-18	8.9%	10.0%	11.0%	12.0%	13.0%	14.0%	
To increase the number of care leavers joining the University	PTA_3	Care-leavers	To increase the number of care leaver entrants	No	Other data source	2017-18	11	15	20	25	30	35	Internal data
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												
	PTA_9												
	PTA_10												
	PTA_11												
	PTA_12												
	PTA_13												
	PTA_14												
	PTA_15												
	PTA_16												
	PTA_17												
	PTA_18												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To remove the gap in continuation in HE for students from underrepresented groups	PTS_1	Socio-economic	To remove the gap in continuation for IMD quintiles 1-2 when compared to quintiles 3-5	No	The access and participation dataset	2016-17	Gap: 12.3% Rate: 70.4%	11.0%	8.0%	5.0%	2.0%	0.0%	
To remove the gap in continuation in HE for students from underrepresented groups	PTS_2	Ethnicity	To remove the gap in continuation for for Black, Asian, Mixed and Other (ABMO) ethnicity students compared to their White counterparts	No	The access and participation dataset	2016-17	Gap: 13.2% Rate: 71.0%	10.0%	7.0%	4.0%	2.0%	0.0%	
To remove the attainment gap for students from underrepresented groups	PTS_3	Socio-economic	To remove the gap in attainment for part-time IMD quintile 1 students compared to quintile 5	No	The access and participation dataset	2017-18	Gap: 31.0% Rate: 19.0%	28.0%	21.0%	14.0%	7.0%	0.0%	
To reduce the attainment gap for students from underrepresented groups	PTS_4	Ethnicity	To reduce the gap in attainment for part-time Black students compared to their White counterparts	No	The access and participation dataset	2017-18	Gap: 56.0% Rate: 11.0%	50.0%	42.0%	35.0%	25.0%	17.0%	The aim is for the gap to be removed by 2026-27
To reduce the attainment gap for students from underrepresented groups	PTS_5	Ethnicity	To reduce the gap in attainment for Ethnic (ABMO) students compared to their White counterparts	No	The access and participation dataset	2017-18	Gap: 21.0% Rate: 60.0%	18.0%	14.0%	10.0%	6.0%	3.0%	The aim is for the gap to be removed by 2025-26
To remove the gap in continuation in HE for students from underrepresented groups	PTS_6	Mature	To remove the gap in continuation rate for mature students compared to their "young" counterparts	No	The access and participation dataset	2016-17	Gap: 17.5% Rate: 67.5%	14.0%	10.0%	6.0%	3.0%	0.0%	
To reduce the attainment gap for students from underrepresented groups	PTS_7	Socio-economic	To reduce the gap in attainment for IMD quintile 1 students comapred to quintile 5	No	The access and participation dataset	2017-18	Gap: 23.0% Rate: 58.0%	20.0%	15.0%	10.0%	6.0%	3.0%	The aim is for the gap to be removed by 2025-26
To reduce the attainment gap for students from underrepresented groups	PTS_8	Multiple	To reduce the gap in attainment for female, IMD quintile 1-2 students compared to quintiles 3-5	No	The access and participation dataset	2017-18	Gap: 17.0% Rate: 62.0%	13.0%	9.0%	5.0%	3.0%	1.0%	The aim is for the gap to be removed by 2025-26
To remove the gap in continuation in HE for students from underrepresented groups	PTS_9	Multiple	To remove the gap in continuation for female, IMD quintile 1-2 students compared quintiles 3-5	No	The access and participation dataset	2016-17	Gap: 10.4% Rate: 75.6%	8.0%	4.5%	2.0%	0.0%	0.0%	
To remove the gap in continuation in HE for students from underrepresented groups	PTS_10	Multiple	To remove the gap continuation for male, IMD quintile 1-2 students compared to quintiles 3-5	No	The access and participation dataset	2016-17	Gap: 14.0% Rate: 64.0%	11.0%	8.0%	5.0%	2.0%	0.0%	
	PTS_11												
	PTS_12												
	PTS_13												
	PTS_14												

	PTS_15												
	PTS_16												
	PTS_17												
	PTS_18												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To remove the gap in the progression rate	PTP_1	Disabled	The remove the gap in progression for disabled students in graduate level employment and/or further study compared to "non-disabled" students	No	The access and participation dataset	2016-17	Gap: 7.0% Rate: 64.0%	5.0%	3.0%	2.0%	1.0%	0.0%	
To improve the progression rate	PTP_2	Multiple	To improve the progression rate of female, Asian - Bangladeshi students in graduate level employment and/or further study	No	Other data source	2016-17	50.0%	60.0%	65.0%	70.0%	75.0%	80.0%	Asian - Bangladeshi, Female students - Internal DLHE data
To improve the progression rate	PTP_3	Multiple	To improve the progression rate of female, Asian - Pakistani students in graduate level employment and/or further study	No	Other data source	2016-17	67.8%	70.0%	72.0%	75.0%	77.0%	80.0%	Asian - Pakistani, Female students - Internal DLHE data
To improve the progression rate	PTP_4	Multiple	To improve the progression rate of male, Black - Caribbean students in graduate level employment and/or further study	No	Other data source	2016-17	50.0%	56.0%	62.0%	64.0%	66.0%	68.0%	Black - Caribbean, Male students - Internal DLHE data
To remove the gap in the progression rate	PTP_5	Socio-economic	To remove the gap in progression for part-time IMD quintile 1 students in, graduate level employment and/or further study, compared to quintile 5	No	The access and participation dataset	2016-17	Gap: 25.0% Rate: 50.0%	20.0%	15.0%	10.0%	5.0%	0.0%	
To remove the gap in the progression rate	PTP_6	Ethnicity	To remove the gap in progression for Ethnic (ABMO) students compared to their White counterparts	No	The access and participation dataset	2016-17	Gap: 12.0% Rate: 63.0%	11.0%	8.0%	5.0%	2.0%	0.0%	
To remove the gap in the progression rate	PTP_7	Multiple	To remove the gap in progression for Female IMD quintile 1-2 students compared to quintiles 3-5	No	The access and participation dataset	2016-17	Gap: 12.0% Rate: 66.0%	10.0%	7.0%	4.0%	2.0%	0.0%	
	PTP_8												
	PTP_9												
	PTP_10												
	PTP_11												
	PTP_12												
	PTP_13												
	PTP_14												
	PTP_15												
	PTP_16												
	PTP_17												
	PTP_18												