



Access Agreement 2018/19

1. Background and context

- 1.1 The Bath Spa University vision is to be a leading University in creativity, culture and enterprise. Through inspirational teaching and research, we transform students' lives. Based in a World Heritage city and connected to a network of international partners, we will ensure that our graduates are socially engaged global citizens. Three principles underpin our vision: we are ethical, academically led and focused on all our students acquiring the distinctive set of Bath Spa Attributes.
- 1.2 Outward mobility is integral to our Internationalisation Strategy and ambition of developing our students as socially engaged global citizens. By 2020 we aim to increase the proportion of our students who spend part of their studies abroad to 10%. As well as leading to well-rounded graduates who are better educated and more employable as global citizens, students who undertake a period of study or work experience abroad are more likely to attain a good honours degree outcome, be in employment or further study six months after qualifying, and where in employment, earning a higher than average salary.^{1 2}
- 1.3 In pursuit of transforming students' lives, we work to encourage as broad a range of students as possible to participate in a university experience and support them in achieving their academic potential and career ambitions. We are committed to engaging with students from disadvantaged groups, where participation in higher education is low, to facilitate social mobility. We will continue to build upon a history of successful development of widening participation which extends throughout the student life-cycle from outreach programmes with primary schools to graduation, postgraduate study and employment, and to the development and embedding of activities that have been shown by our own evaluation work and that across the sector to have a positive impact on student access, success and progression. This Access Agreement will also describe how we plan to address OFFA and national strategic priorities for 2018/19 in our institution.^{3 4}

2. Fees, fee rises, student numbers and fee income

- 2.1 The tuition fees set out in this Access Agreement for full-time undergraduate first degree courses are set at a rate equal to the variable fee ceiling set annually by the Government and will be subject to inflationary increases for each year of study. In 2018/19 the tuition fee for a new full-time Home or EU entrant, who is not on a sandwich or placement year, will be £9,250 per year. For students who will undertake a sandwich placement as part of their course, the tuition fee will be up to £1,850 for that year (set at a rate equal to the variable fee ceiling set annually by the Government and will be subject to inflationary increases). For students undertaking an Erasmus+ or overseas study year as part of their course, the tuition fee will be £1,385 for that year (set at a rate equal to the variable fee ceiling set annually by the Government and will be subject to inflationary increases).

¹ *Attainment in Higher education, Erasmus and placement students.* HEFCE, November 2009

² Sutton, R.C and Rubin, D.L (2014). *The GLOSSARI Project: Initial Findings from a System-Wide Research Initiative on Study Abroad Learning Outcomes.* *Frontiers: The interdisciplinary Journal of Study Abroad.* 10:65-82

³ *Strategic guidance: developing your 2018-19 access agreement* OFFA 2017/01

⁴ *Working in partnership: Enabling Social Mobility in Higher Education: The final report of the Social Mobility Advisory Group.* Universities UK, October 2016

- 2.2 In 2018/19 tuition fees for franchised full-time undergraduate foundation and first degree courses delivered through our partnerships with further education colleges and a private provider will range from £7,500 to £9,250 per year for all Home and EU entrants.
- 2.3 We intend to set annual tuition fees for full-time National College for Teaching and Leadership (NCTL)-funded Postgraduate Certificate in Education (PGCE) initial teacher training (ITT) courses at a rate equal to the variable fee ceiling set annually by the Government and will be subject to inflationary increases. For new Home and EU entrants to NCTL-funded full-time PGCE ITT courses in 2018/19 the tuition fee will be £9,250 per year.
- 2.4 It is our intention that part-time designated fees will be set at a level proportionate to the full-time fee for the course, for example, a student studying 50% of a full-time course attracting a tuition fee of £9,250 (set at a rate equal to the variable fee ceiling set annually by the Government and will be subject to inflationary increases) will be charged £4,625. Under our undergraduate modular scheme full-time students study modules totalling 120 credits, while part-time students normally study modules totalling 40 to 80 credits each year. In 2018/19, where the full-time equivalent fee is £9,250, this will cost part-time Home and EU students between £3,000 and £6,935, depending on the number of credits their modules attract.⁵
- 2.5 Fee levels for full-time undergraduate first degree, PGCE ITT, sandwich courses, Erasmus+ and overseas study years and foundation degree courses and an estimate of the number of entrants on each for the academic years 2016/17 to 2021/22 are listed in Tables 1a and 1b, and part-time courses in Table 2 of the 2018/19 Resource Plan submitted with this document. Based on these recruitment assumptions, higher fee income in 2018/19 is projected at £20,670,185.

3. Access, success and progression measures

- 3.1 Based on projected student numbers, it is estimated that in 2018/19, the University will invest over £3.2m from additional fee income in access, success and progression measures (Table 3.0).

Table 3.0 Estimated expenditure on financial support, access, success and progression measures 2018/19*

<i>Year</i>	<i>Financial Support</i>	<i>Access</i>	<i>Student success</i>	<i>Student progression</i>	<i>Total</i>
2018/19	£1,576,500	£1,106,179	£1,202,638	£891,280	£4,767,597

* Estimate based on projected student numbers, which may be subject to adjustment on confirmation of actual additional fee income.

- 3.2 It is estimated that the total spend on access, success and progression measures as a proportion of tuition fee income over £6,165 for full-time and £4,625 for part-time Home and EU students will be 23% in 2018/19 (Table 6 in the Resource Plan submitted with this document).
- 3.3 The access activity that was previously funded through the HEFCE Student Opportunity allocation has been protected in this Access Agreement through additional investment. Access Agreement expenditure sits alongside the HEFCE targeted allocation that is used at Bath Spa University to provide specific support for students who disclose disabilities, and academic provision and enrichment initiatives that support success and progression. The level of expenditure and scope of the access measures in this agreement are based on the assumption that as an institution with a relatively high proportion of at-risk students from disadvantaged backgrounds and disabled students, we will continue to receive an appropriate level of HEFCE targeted allocation in 2018/19 through the disabled premium and new student premium that will be introduced from 2017/18.⁶
- 3.4 The assessment of the University's expenditure on additional access and success measures was based on the analysis of internal data and absolute and relative performance in HESA widening participation performance indicators for undergraduate students and the ITT trainee number census for groups currently

⁵ www.bathspa.ac.uk/study-with-us/undergraduate/fees-and-finance (Accessed March 2017)

⁶ *Funding for universities and colleges for 2017-18: Board decisions.* HEFCE circular letter 06/2017

under-represented in the teaching profession.^{7 8} Assessment of expenditure on additional student progression measures was based on an analysis of HESA Destinations of Leavers from Higher Education Survey (DLHE) data and ITT destination data.

- 3.5 The 2015/16 HESA performance indicators relating to the recruitment of young undergraduate entrants from state schools or colleges, specified socio-economic classes and POLAR3 low participation neighbourhoods, and mature entrants with no previous higher education experience and from a POLAR3 low participation neighbourhood were used to assess the University's access performance. Longitudinal data were also assessed. For all HESA widening participation indicators for full-time first degree and undergraduate entrants, the relative access performance of the University was similar to that of the sector average, allowing for subject and entry qualifications. However, for young full-time other graduate entrants from POLAR3 low participation neighbourhoods it was below that of the sector average (Tables 1 and 2, Appendix 1). We acknowledge that the University is making slower than expected progress in the recruitment of young and mature entrants from POLAR3 low participation neighbourhoods. We will continue to refocus our efforts to make further improvement in this area.
- 3.6 For PGCE ITT provision, performance profiles relating to the recruitment of men into Primary and Early Years PGCE ITT and trainees from a black, and minority ethnic (BME) background or with a disclosed disability into PGCE ITT (all phases) were analysed to assess the University's access performance. Over this period, our relative performance in widening access for men into Primary and Early Years ITT and trainees with a disclosed disability was better than the sector average. For BME entrants into all phases of ITT our relative performance was below sector average, but the same as the South West average (Table 3, Appendix 1).
- 3.7 The HESA performance indicators relating to non-continuation following year of entry and projected learning outcomes for 2014/15 were analysed to assess the University's undergraduate student retention performance. The relative performance of the University for student retention was similar to that of the sector average for full-time first degree and undergraduate entrants, and better than the sector average for full-time other undergraduate entrants (Tables 4 and 5, Appendix 1).
- 3.8 For most full-time young and mature degree, undergraduate and other undergraduate groups, including those from POLAR3 low participation neighbourhoods, the University exceeds HESA performance indicator benchmark for non-continuation following the year of entry (Table 4). The University's Teaching Excellence Framework (TEF) 2016 core metrics for non-continuation showed that BME and male students were above benchmark at the 1.96 standard deviation and 2 percentage point level, while for mature students it was above benchmark at the 3 standard deviation and 3 percentage point level.
- 3.9 The HESA performance indicators relating to employment indicators for Bath Spa University leavers from full-time courses obtaining first degrees and other graduate qualifications were similar to sector average and either exceeded or were close to all benchmarks (Table 6, Appendix 1). The HESA DLHE 2015 data relating to graduate-level employment and Graduate Prospects 2016 data were analysed to assess the University's student success performance (Table 6, Appendix 1). The University's performance in these areas was slightly below the average of what we consider to be our peer group institutions.⁹ While graduate level employment in itself is not a direct measure of success related to students from under-represented backgrounds, the DLHE data are an indicator of where the University needs to make a significant improvement in performance and outcomes for all students.
- 3.10 In assessing additional expenditure on student success and progression, we also analysed our relative performance in retention for men into Primary and Early Years ITT, BME students and students with a disclosed disability (all phases) as measured by attainment of Qualified Teacher Status (QTS) and student progression data relating to the PGCE ITT course leavers from these groups who were in employment in a teaching post. Our relative performance in retention for men into Primary and Early Years ITT, students with a disclosed disability (all phases) and trainees from a BME background (all phases) was similar to sector

⁷ HESA Performance Indicators: Widening participation of under-represented groups 2015/16

⁸ Official Statistics. Initial teacher training: trainee number census – 2016 to 2017. Department for Education and National College for Teaching and Leadership. November 2016.

⁹ In addition to monitoring our progress in widening participation through HESA performance indicators, we also monitor our progress in relation to what we consider to be our peer institutions in the sector.

average. For these groups, progression to employment in a teaching post for which a QTS was necessary was also similar to sector average.

4. Access, success and progression measures

4.1 Overview

4.1.1 Bath Spa University has established a firm foundation and high reputation for widening participation and access. Our widening participation activity is closely linked to the HEFCE student life-cycle model.¹⁰ To ensure a strategic, whole-institutional approach, in 2018/19 we will balance access agreement funding to support our core priorities of:

- increasing the higher education applicant pool by raising aspirations and attainment and supporting progression among potential applicants from under-represented groups by providing a well-targeted and progressive programme of effective outreach activities
- increasing the participation of those from under-represented groups by safeguarding and sustaining fair access across the University's provision from foundation degree to postgraduate programmes
- continuing to improve retention and success with a strong strategic focus on enhancing the student learning experience by encouraging those from groups with relatively low retention rates or differential outcomes to access the relevant elements of the University's student support package, and encouraging all students to access the full range of educational and cultural opportunities that are available to them, with an emphasis on participation in the University's outward mobility programmes
- improving student progression by actively targeting and encouraging students from non-professional backgrounds to participate in a range of interventions and opportunities designed to support graduate level employment, progression to postgraduate training and study, access to the professions and an enterprise culture
- continuing to develop and support our strategic partnerships with institutions that deliver Bath Spa University foundation degrees
- contributing to national and regional widening participation and access agendas and supporting the vision of the *National strategy for access and student success in higher education*¹¹ and new national access ambitions through collaborative working
- contributing to the sector's understanding of effective practice by delivering and sharing research
- evaluating the effectiveness of our planned activity.

4.2 Investment in Outreach

4.2.1 **Strategic approach:** Based on projected student numbers, in 2018/19 we plan to invest £1,106,179 from additional fee income in the infrastructure and resources to deliver, refine and expand our outreach programme that is designed to raise awareness, aspirations and attainment, provide learners with accurate information to enable them to make informed choices about their higher education options and to support their progression. We will build on our previous success to provide an appropriately targeted, evidence-based outreach programme. Our outreach strategy has two distinct strands: widening access for those from groups that are currently under-represented in higher education and could benefit from a Bath Spa University education, and collaborative activity to increase the higher education applicant pool by raising aspiration to higher education, improving educational attainment and encouraging and supporting people from under-represented groups to progress to higher education. The Widening Participation Office will continue to work collaboratively with academic staff throughout the institution in the further development of subject specific activities that will enhance the University's core outreach programme. The Widening Participation Office and the University's Institute for Education (IfE) will work together on Bath Spa Partner Schools, a new initiative to raise attainment

¹⁰ HEFCE Strategic Plan 2003-08. HEFCE, July 2003/35

¹¹ *National strategy for access and student success in higher education*. BIS, April 2014

and progression in coastal and other geographically isolated schools, and to expand the scope of the University's *Future Teachers* outreach programme that provides information and support for those considering the teaching profession as a future career. We are particularly keen to work in partnership with agencies that support young people in care, especially those from BME backgrounds, to raise aspirations towards the teaching profession. In response to our recent performance against our access targets, from 2017/18 we will be refocusing some of the core outreach programme with post-16 pupils on activity to encourage access to our own institution, reviewing our mature student recruitment strategy, and scale up our institutional recruitment activity in areas of disadvantage and POLAR3 low participation.

- 4.2.2 **Targeting:** The University uses a range of data and information to target areas and regions with low participation rates, including HEFCE's analysis of gaps in participation and interactive maps that identify areas with lower than expected participation rates.^{12 13} Our approach to identifying under-represented groups of learners and targeting outreach activity follows the guidance set out in HEFCE's recommendations on targeting under-represented groups, the Government's social mobility goals and other key developments such as the focus on improving participation of particular groups, including white British males from socio-economically disadvantaged backgrounds, BME students and mature and part-time learners.^{14 15} It also supports the commitments set out in the University's Equality and Diversity Policy to advance equality of opportunity between those who share a protected characteristic and those who do not. A further three key groups that are considered under-represented at Bath Spa University are learners from BME backgrounds on PGCE ITT courses (all phases), male undergraduate, Primary and Early Years PGCE ITT entrants, and learners who have applied, vocational or work-based level 3 qualifications.
- 4.2.3 **Overview of outreach programme:** Bath Spa University has developed an extensive and successful outreach programme for young people and adults to raise aspiration, support attainment and encourage progression to higher education and the professions. The range of the University's pre-entry outreach activity for young and adult learners is summarised in Table 7 (Appendix 1). We work with young people from KS2 upwards and their parents and supporters from a wide range of partnership, local and regional schools and colleges, mature and Access to Higher Education Diploma learners, people with disabilities and specific learning needs and a range of community groups, including those that support BME learners, young people in care or from a care background, young carers, young mothers and those from families serving in the Armed Forces. Throughout 2016/17 we have continued to evaluate and review the activities, resources and delivery methods that we use in our outreach programmes to make them more engaging, especially for male participants from disadvantaged socio-economic backgrounds. We encourage school and college coordinators to plan activities for targeted cohorts of disadvantaged learners within a learner progression framework,¹⁶ our version of which was reviewed and updated in 2016/17, and are currently working with them to raise awareness of the focus on participation of BME learners, students who have disclosed a disability or specific learning difficulty (SPLD) and white British boys from socio-economically disadvantaged backgrounds. In 2018/19 we will continue to work with coordinators in schools and colleges to provide activities that are tailored to their specific needs and have showed positive outcomes through evaluation to maximise opportunities for their engagement with our outreach programme.
- 4.2.4 **Emerging evidence:** We have long recognised that teachers are key influencers on the young people that we work with. New research has suggested that the impact of teacher encouragement on progression to Level 3 study and higher education is greatest on those in the middle third of academic achievement, especially for those with lower levels of parental education¹⁷ and this will inform our future cohort targeting discussions with school and college coordinators. In 2016/17 we intend to investigate whether white British boys from socio-economically disadvantaged backgrounds are under-represented in our core widening participation outreach programmes. We will analyse the Higher Education Access Tracker (HEAT) data generated during our 2016/17 outreach programme to first

¹² www.hefce.ac.uk/analysis/yp/trendsvp/ (Accessed March 2017)

¹³ www.hefce.ac.uk/analysis/yp/gaps/ (Accessed March 2017)

¹⁴ *Higher education outreach: targeting disadvantaged learners*. HEFCE, May 2007/12

¹⁵ *Strategic guidance: developing your 2018-19 access agreement* OFFA 2017/01

¹⁶ *Higher Education Progression Framework Guide*. Action on Access, June 2008

¹⁷ Alcott, B. *Does Teacher Encouragement Influence Students' Educational Progress? A Propensity-Score Matching Analysis*. Res High Educ (2017). doi:10.1007/s11162-017-9446-2

define suitable parameters to identify this group, and then establish whether they are under-represented in our programmes. If we find that the group is under-represented then in addition to addressing this through targeting and reviewing our programmes, we will set an outcome-based target around increasing the proportion that participate. In 2016/17 our pre-entry activity and application support for mature learners is also undergoing review.

4.2.5 Inclusion and access: The University has a vigorous inclusion and access policy and endeavours to make all pre-entry activities accessible to people with disabilities and those from care backgrounds. As part of our duty under the Equality Act 2010 we work to promote equality for those belonging to groups with recognised protected characteristics and school and college coordinators are strongly encouraged to include young people from these groups in all outreach activity undertaken with the University. All outreach activity is supported by a team of trained student ambassadors and tutors. Students from widening participation backgrounds are particularly encouraged to participate in this work.

4.2.6 Raising attainment in schools and colleges

4.2.6.1 Strategic approach: As an institution with significant teacher education provision, Bath Spa University already makes a significant contribution to the school system. We currently have a relationship and/or partnership with over 1,470 schools in the region, including schools in coastal communities and others facing challenging circumstances, and have established many strong relationships with these schools, which take our PGCE ITT students and our undergraduate students for placement opportunities. We also have relationships which offer Masters level accreditation, through Service Level Agreements, for school teaching staff who are supporting research that is happening across education. In 2016/17 academic staff from the University's Institute for Education volunteered their time and expertise as Governors of over 100 schools, trusts and academies. While we support the strategic objective of the higher education sector and schools working more closely together with the aim of raising attainment in schools so that more pupils are qualified to progress to higher education, and will continue to do so through our school partnerships and outreach programmes, we do not see our role as focussing on the narrow sponsorship of one school, but rather as a strategic local presence seeking, particularly through our outstanding teacher education programmes, to play a leading role across the region with all schools, colleges and other education providers. Our full response to the 2016 Government consultation on *Schools that work for everyone*, including our response to other ways in which universities could be asked to contribute to raising school-level attainment, will be submitted with this Access Agreement as a supporting document.

4.2.6.2 Attainment-raising outreach activity: In 2016/17 we increased the focus on raising attainment in our core widening participation outreach programme and began to develop the range and reach of attainment-raising activities that we deliver, including our Primary Readers scheme, schools-based study skills sessions, sessions for parents/carers on study skills to help them support the attainment of their children and subject-based curriculum enhancement sessions. We also piloted a new GCSE Study Skills Conference for our target schools, prioritising those schools that because of their distance from the University are not able to be included in the joint GCSE Tutoring Scheme that we deliver in partnership with the University of Bath. The Conference, which was over-subscribed, included workshop sessions for pupils on improving exam techniques, developing an effective revision timetable and essential stress management techniques based on mindfulness. Working with school and college coordinators to target the most disadvantaged pupils in their intuitions and evaluate the impact of interventions, we will continue to develop and expand this strand of activity in our 2017/18 and 2018/19 programmes.

4.2.6.3 GCSE Tutoring programme: Our targeted programme of aspiration and attainment-raising activity through academic tutoring for pre-16 students in selected Bath and North East Somerset (B&NES) schools will continue in collaboration with the University of Bath. This initiative focuses on supporting schools in raising attainment at GCSE in the core subjects of Mathematics, Science, English, Modern Foreign Languages, History and Geography, drawing on the complementary subject specialisms of the two universities. Based on the 2016/17 review of the joint GCSE Tutoring Scheme, we plan to expand our attainment-raising activity from 2017/18 by developing a 'nurture group' style tutoring programme in key subjects, such as numeracy and literacy for lower years, that will run alongside the main GCSE Tutoring Scheme in a number of the schools. We will also work closely with school

coordinators to identify current, or develop additional, attainment-raising activity that our student tutors can support whilst they are in school. Understandably, schools are reluctant to share pupil data and we have not been able to obtain the relevant pupil data that we first thought we might from schools in the programme to assess the impact of the GCSE Tutoring programme on GCSE attainment, however it is also arguable whether it is even possible to infer a direct causal relationship between the intervention and GCSE attainment. The evaluation of the GCSE Tutoring programme that we have developed is based on capturing the impact of the programme on attainment, primarily through qualitative research with pupils and teachers, and tracking progression through the HEAT service. While we already have targets relating to sustaining the GCSE Tutoring programme in Table 7b, we recognise that these are not outcomes-based. To supplement these, in 2017/18 we will be working to develop data from our evaluation strategy to construct a meaningful outcomes-based target for the 2019/20 agreement.

4.2.6.4 Extending attainment-raising activity: At 33%, the South West region along with the North East had the lowest estimated percentage of pupils from state-funded schools who entered higher education in 2012/13 at aged 18, or 2013/14 at aged 19. The estimated percentage for England was 37%. All local authorities in the South West region were in the bottom 50% when ranked on participation rate, with five from the South coast or South West being ranked in the bottom ten.¹⁸ Research has identified a number of challenges facing coastal schools that have an impact on attainment and progression to higher education, including factors such as parental attitudes to education, educational isolation where there is no local university to act as a natural destination after school, difficulties with staff recruitment and lack of accessible continual professional development (CPD).¹⁹ Our analysis has shown that over 3,000 schools in the South West are over an hour away from a higher education institution and so might not benefit from access to a local university. The Bath Spa University IfE has strong relationships with schools in the South West, including those where our PGCE with QTS (or other routes) are placed, but also a national reach through its Network for Learning (NfL). As part of our strategy to increase investment in raising attainment and widening access, by 2018/19 we plan to have in place a major new intervention: Bath Spa Partner Schools.

4.2.6.5 Bath Spa Partner Schools: The Bath Spa Partner Schools initiative will build on three strands of ongoing work in the IfE: Coastal Communities, Research Active Schools and Engaging Schools, and that of the Widening Participation Office to develop a Bath Spa School Partner package that will support schools in raising attainment and progression. The initiative will specifically target schools that are over an hour away from a higher education provider or are in coastal communities, and with high proportions of pupils from POLAR3 Quintiles 1/2 or gaps areas, or disadvantaged backgrounds. It is planned that the Bath Spa Partner Schools benefits will include: additional support from an Education undergraduate placement, access to world-leading educational research through BERTiE, our IfE online web search engine, discounts on Education-specific postgraduate courses, outstanding student teachers placed in their school as part of the trainees' PGCE with QTS programme, access to network for learning, an IfE CPD programme specifically for practicing classroom teachers, and access to resources to raise pupil aspiration and progression to higher education. An evaluation strategy will be built into the project and the first evaluation will be carried out in 2018/19. This will enable an outcomes-based target to be developed for our 2019/20 access agreement.

4.2.7 Collaborative working: In 2018/19 we will continue to maintain strong links with our local education partners that deliver Bath Spa University Foundation degrees, our Institute for Education partnership schools and the schools, colleges and community groups that we support through our long-standing outreach programme. We intend to continue to work in partnership with the Widening Participation Office at the University of Bath, with whom we deliver a targeted programme of aspiration and attainment-raising activity for primary and pre-16 secondary students in selected B&NES schools to support progression to higher education, including the successful joint GCSE Tutoring Scheme.²⁰ We will also continue to participate in and develop a number of local and regional collaborations, including the Bath Education Trust²¹, the Children's University, our work with the B&NES Virtual School and In

¹⁸ *Statistics: Widening participation in higher education.* Department for Education. 3 August 2016.

¹⁹ *Combatting Isolation: Why coastal schools are failing and how head teachers are turning them around.* The Future Leaders Trust. 2015

²⁰ See Bath Spa University Access Agreement 2016/17

²¹ The Bath Education Trust which was formed with the University of Bath, City of Bath College and Rotork plc, an industrial partner, to offer learners from partner schools access to a wide range of courses and enrichment activities.

Care Council, and the South West Looked After Children Education Support Group (SW LACES), the collaboration between universities in the region that support young people from care backgrounds and the B&NES Black Families Education Support Group and Voice Minority Supplementary School.

- 4.2.8 **The Western Vocational Progression Consortium:** In 2018/19 Bath Spa University will continue to collaborate with eleven universities in the South West region to fund, maintain, develop and promote the Lifepilot²² and Careerpilot²³ Matrix Award-accredited careers support websites managed by the Western Vocational Progression Consortium (WVPC). In 2016/17 Careerpilot was being used by over 60,000 young people per month. Partners will support the development of the websites and further strategies to embed the websites into outreach and information, advice and guidance (IAG) activities, the maintenance of the Parents' Zone that was developed as part of the four National Network for Collaborative Outreach (NNCO) partnerships in the South West, and work with universities and partnerships in the region to support plans for sustaining their integration of the Careerpilot site in their offer to all South West schools. Through the WVPC we will sustain and manage the work of the Western Access Progression Agreement Steering Group (WAPA) to deliver collaborative outreach provision for Access learners with partner higher and further education institutions.
- 4.2.9 **The Western Opportunities Network:** As part of a consortium of regional universities and colleges, Bath Spa University received funding in 2014/15 and 2015/16 to establish a local single point of contact for schools and colleges and to work collaboratively on providing web-based resources and a programme of outreach activities through the Western Opportunities Network (WON). Most universities involved in this consortium decided to sustain the network beyond the HEFCE funding period through subscription. Its continuation beyond 2017/18 will be subject to evaluation. A coordinator post has been retained on a part-time basis to maintain communications with schools and organise collaborative outreach activities for pre-16 students in the WON area, which extends across the region's former National Collaborative Outreach Programme (NCOP) project areas. The WON will be managed through the WVPC Board along with Careerpilot and the WAPA.
- 4.2.10 **The National Collaborative Outreach Programme and Opportunity Areas:** Bath Spa University was part of the successful Wessex Inspiration Network (WIN) bid and will be playing an active role in the delivery and evaluation of the programme. The WIN programme intends to offer activity at both the school and target gaps²⁴ cohort level; however, a number of the schools that have been identified by WIN as having high numbers of gaps pupils are also part of our institutional outreach programme. In these schools we will look to complement WIN activity and avoid duplication of resources where the planned WIN activities have similar aims and objectives to the activities in our institutional programme. Where duplication of an activity is identified, we intend to redeploy our institutional resource to either encompass young people from under-represented groups who may not be included in the WIN gaps cohort in Years 9-13 in the school, provide additional activity for pupils who are further down the school or in feeder primary schools to increase our support for the younger age groups, or to increase the geographical reach of our institutional outreach programme. As more information about Opportunity Areas becomes available, we will explore opportunities for further engagement with the communities in the West Somerset Opportunity Area through our existing networks and partnerships. The University's Institute for Education's schools partnerships already extends into West Somerset, as do our long-standing regional widening participation networks such as the WVPC and WON. Discussions are already taking place between WIN and our neighbouring NCOPs, including Next Steps South West, whose partnership covers the West Somerset area, to explore how we can work together, especially along the geographical boundaries of our shared partnerships.
- 4.2.11 **Young people and adults from Armed Forces backgrounds:** In 2018/19 we will continue to work with school and local authority coordinators in our region to play an active role in providing support for young people and adults from Armed Forces families, including them in our targeting criteria for schools outreach and in our adult and community outreach programmes. We will also develop partnerships

²² www.life-pilot.co.uk Lifepilot helps adult learners to recognise their skills and experience that are relevant to progression to higher level study and plan their route into higher education

²³ www.careerpilot.org.uk Careerpilot provides inspirational pathway and progression information to the full range of 13-19 year olds in the South West region and in 2016 was being used by 50,000+ young people a month

²⁴ In the NCOP context, a gap ward is a ward where there is an unexplained gap in the levels of young participation in higher education, especially in relation to attainment. See <http://www.hefce.ac.uk/analysis/yp/gaps/>. Accessed March 2017

with other universities through continuing to work with the University of Winchester and take an active part in the Service Children's Progression (SCiP) Alliance that they lead,²⁵ to share good practice and deliver collaborative outreach. Although many young people from Armed Forces families achieve high levels of attainment, many who are geographically mobile do not achieve as well as they are capable of achieving, and as a group do not perform academically as well as their non-mobile peers.^{26 27}

Furthermore, as in wider society, the Armed Forces are socio-economically stratified and there will be young people and adults in local Armed Forces communities who meet a number of outreach targeting criteria. Research such as that carried out by the University of Winchester indicated that young people from Armed Forces backgrounds are under-represented in higher education.²⁸ In 2016/17 we began to implement the recommendations for higher education institutions that were set out in *Understanding the journey to and through 'Access to Higher Education Diplomas' for adults with a Service background* to address the barriers and issues that Armed Forces personnel, their partners and adult children face in accessing and navigating higher education.²⁹ In 2018/19 we will continue to play an active role in providing support for adults from Armed Forces families who aspire to higher education through all stages of the student life-cycle.

4.2.12 Postgraduate Certificate in Education Initial Teacher Training: Recruitment to our PGCE ITT programmes is predominantly regional. Typically, over 70% of entrants are domiciled in the South West of England, with over 50% from Bath, Bristol and the surrounding areas. Our research with trainees has shown that this trend can be attributed to a number of factors, including our local reputation as a provider of high-quality ITT, increasing numbers of trainees returning to the parental home for their PGCE year to reduce costs and debts and the number of our trainees with care responsibilities. These trend data, along with those relating to our record in widening access for trainees from BME groups, men into Primary and Early Years and trainees disclosing a disability, will continue to inform all aspects of our ITT outreach, recruitment and selection strategies (Tables 3 and 7, Appendix 1).

4.3 Fair admissions and contextual data

4.3.1 Bath Spa University adopts a robust policy of equality of opportunity in the admissions process in order to achieve a diverse student population. This process is informed and guided by the range of legal obligations that is central to the HEFCE Equality and Diversity Statement and Objectives 2016-17.³⁰ We provide a professional admissions service to all applicants by ensuring clear, fair and consistently applied policies and procedures and a high level of applicant care, including the provision of clear and accurate information that will support students in making an informed decision about their course of study. Our current selection process and admissions policy documents are available on the Bath Spa University website.³¹

4.4 Courses and modes of study

4.4.1 The University will continue to provide a wide range of educational opportunities for learners in 2018/19 through our foundation degree, modular undergraduate degree and PGCE ITT provision, most of which can be studied on a full- or part-time basis. We consider our foundation degree programme delivered by our education partners to be an important vehicle for social mobility in terms of entry into the professions. For example, through working in partnership, it is possible for successful graduates from the Foundation Degree Early Years and Education Studies for Teaching Assistants programmes to

²⁵ The Bath Spa University Widening Participation Manager was Chair of the SCiP Alliance Practice Group and sat on the SCiP Alliance Board 2016/17-2017/18

²⁶ *Children in Service Families*. Ofsted, May 2011

²⁷ *The Educational Performance of Children of Service Personnel*. Research Report DFE-RR011, July 2012

²⁸ McCullough, J., Hall, M. (2016) *Further and Higher Progression for Service Children* University of Winchester for MoD [www.winchester.ac.uk/aboutus/wideningparticipation/Documents/UoW%20research%20paper Further%20and%20Higher%20Progression%20for%20Service%20Children.pdf](http://www.winchester.ac.uk/aboutus/wideningparticipation/Documents/UoW%20research%20paper%20Further%20and%20Higher%20Progression%20for%20Service%20Children.pdf) Accessed March 2017

²⁹ Macer, M. (2016) *Understanding the journey to and through 'Access to Higher Education Diplomas' for adults with a Service background*. Bath: Institute for Education, Bath Spa University. <http://researchspace.bathspa.ac.uk/8454/1/8454.pdf> Accessed March 2017

³⁰ <http://www.hefce.ac.uk/pubs/year/2016/201605/> (Accessed March 2017)

³¹ <https://www.bathspa.ac.uk/applicants/our-selection-processes/> (Accessed March 2017)

progress to Year 3 of an Education honours degree and then gain QTS through a PGCE ITT programme, enabling entry into the teaching profession. We are considering a number of emerging models of higher education, including degree apprenticeships in a range of subject areas, two-year degrees and a portfolio of new PGCE ITT specialisms, and are actively exploring a range of alternative and flexible modes of study to increase our offer and support different groups of learners, including those from socio-economically disadvantaged groups, mature and part-time learners and Armed Forces backgrounds to access higher education at our institution.

- 4.4.2 We are currently looking to develop an innovative new work-based Teaching Apprenticeship route to qualified teacher status, aimed at graduates living in areas of isolation, and including coastal and rural schools for whom access to more traditional university-led routes into teaching is more challenging. This will be through a bespoke, work-based PGCE (Level 7) with that combines practical training inputs, intensive study periods and access to innovative online training content to support their development. This provision will initially focus on schools subject to the Apprenticeship Levy that are situated in areas of coastal and rural isolation and with identified recruitment challenges, thereby supporting supply and demand of great teachers in these regions and contributing towards the positive progress and outcomes of pupils attending these schools. We also hope to use the new provision to widen access into university-led teacher training within these areas by allowing them to participate in postgraduate level study through a distance-learning model of training.

4.5 Student success and progression

- 4.5.1 **Strategic approach:** Based on projected student numbers, in 2018/19 we plan to invest £2,093,918 from additional fee income to support success and progression in the context of our vision to transform students' lives (Table 3.0). As set out in our 2020 Strategy, we will work to ensure our graduates acquire a diverse range of experience and skills, the Bath Spa 'Graduate Attributes'. Our ambition for Bath Spa graduates is that they will be creative, digitally literate, globally connected, able to work in teams and entrepreneurial. They will also be well equipped to thrive intellectually and in the world of work, and will be active members of our connected, creative community. Students will acquire these attributes through a curriculum that encourages flexible and cross-disciplinary learning with both an international dimension and relevance to the world of work.³² Our strategic approach, which is managed through the University's Learning and Teaching Committee, is to enable all students, including those from diverse and disadvantaged groups, to take full advantage of the educational and cultural opportunities that we offer, and to provide them with practical support and opportunities to achieve their academic and career aspirations. A key feature of our Learning and Teaching Strategy is the central importance that is attached to maintaining and enhancing the quality of students' learning experiences. It provides a framework through which all academic departments and allied professional services across the institution can contribute to the advancement of students' learning.
- 4.5.2 **Success and retention overview:** Undergraduate retention, as measured by HESA performance indicators for non-continuation following year of entry has increased year-on-year for most groups since 2001/02 (Table 5, Appendix 1). Overall postgraduate ITT retention, as measured by those gaining the award of QTS in all phases has increased year-on-year over the same period.³³ The current support packages for undergraduate and postgraduate ITT students have evolved over time and have been informed by experience, student evaluation and research and good practice in the sector.³⁴ In 2016/17 a learning analytics tool was introduced to help identify students at risk of withdrawal, inform support, learning, retention and success interventions and evaluate their effectiveness. Indicators of a student facing difficulties can include attendance problems, failure to submit assessments or consistently poor academic achievement. Initial evaluation indicated that the learning analytics tool has enhanced the identification of these behaviours and outcomes that has enabled the University to extend an early, proactive offer of support to more students who may be at risk of withdrawal. We are also expanding our evidence base using student data to identify ethnic or socio-economic factors in our own student body that may be associated with academic underperformance and increased risk of withdrawal. Through the Learning and Teaching Committee we will continue to monitor attendance and academic

³² Bath Spa University 2020 Strategy

³³ Bath Spa University Self Evaluation document

³⁴ See previous Bath Spa University Access Agreements

performance and work across academic and professional services and with the Students' Union to develop and coordinate our use of leaning analytics to enhance our referral system that will proactively, but sensitively, direct students who are considered to be most at risk to the appropriate learning and support professionals.

- 4.5.3 **Emerging evidence:** In 2016/17 preliminary research identified differential outcomes in terms of attainment for some groups against the outcomes for all Bath Spa University undergraduate students. Good honours degree attainment for BME, male and mature student groups was lower than that for the all students group, although the mature student group did attain a higher percentage of first class degrees than any other group. The research also showed that for some groups, including students who had disclosed a SPLD or mental health issue and those who enter our undergraduate programmes with an Access to Higher Education Diploma, the percentage who attained a good honours degree was greater than that for the all students group. Further analysis is under way to identify any multiple dimensions of disadvantage that might have an impact on student outcomes, although the small population size at this level of analysis may preclude meaningful statistical analysis. This will help us to gain a better understanding of the challenges faced by different groups of students at our institution, and to further develop and effectively target success and progression activities at the students with the most need. We seek to maintain the current proportion of disabled students attaining good degree outcomes and plan to evaluate the effectiveness of our support strategy in order to inform and share good practice.
- 4.5.4 **Student success and retention activity:** Enhancing retention and success starts with ensuring that as far as possible, students are registered on courses suited to their abilities and career aspirations. Our transitional support includes a named contact for pre-entry contact for care leavers and a named contact within Student Support Services team for the duration of their time at the University, a pre-entry study skills programme for mature students, an early induction programme for students who have disclosed a disability, Welcome Week, an extended induction period for all entrants and universal access to a peer mentoring scheme. We offer a range of targeted financial support for students based on financial need. In 2015/16 our support provision for students who disclose disabilities, including mental health issues, SpLD and/or autism spectrum disorder (ASD) was reviewed and reformed based on the social model of disability. This informed the work of the University's Learning and Teaching Committee to ensure that the curriculum, assessment and learning and teaching styles are inclusive and take into full consideration the diversity of our student body and their experiences. As a result of the review additional investment was made available and the team who support disabled students includes Disability Advisors (ASD and SpLD), a Mental Health Advisor, Student Mental Health Coordinator, Wellbeing Advisors and Solution-focussed Practitioners and Counsellors. We implement a range of policies including reasonable adjustments, assistance animals, mental health and wellbeing, fitness to study to provide an effective, tailored support programme and fund a range of reasonable adjustments such as physical and environmental adjustments, note-takers and transition buddies. On-course academic and pastoral support includes the University's personal tutor system, additional learning and writing development support through a dedicated Writing and Learning Centre service and the students' administration, welfare, finance, disability and careers advice and guidance services. Student Support professionals work with students throughout the student life-cycle and University staff to raise awareness of the services that are available and how to access them.
- 4.5.5 **Student progression overview:** In line with national objectives, the University works to improve progression to postgraduate study and graduate-level professions and to reduce inequalities in employment outcomes between graduates from advantaged and disadvantaged groups. We also provide a learning environment that promotes enterprise and entrepreneurship and fosters creativity and innovation. We recognise that students and graduates from less-privileged backgrounds, especially those with no parental experience of higher education, may sometimes lack professional and social networks and knowledge about graduate employability, progression to postgraduate education, entry routes to the professions and entrepreneurship. They may also lack confidence and aspiration. Others may face barriers related to disability or learning difficulty. Through the Learning and Teaching Committee, the University's Careers and Enterprise Service is working to embed an updated view of both employability and enterprise in the curriculum. New Institutional Learning Objectives for these themes and ideas for new curricular content and module formats, including delivery through online and multimedia resources, are being developed to help enhance the curriculum and maximise the impact of

careers and enterprise initiatives. Outside of the curriculum, the Careers and Enterprise Team also provide evidence-based and inclusive employability programmes through an aspirational model of delivery.

- 4.5.6 **Student progression activity:** Work experience is becoming increasingly important and integral to many of our subject areas. From 2016/17 we increased opportunities for work placements and worked to formalise and expand sandwich year provision. In 2018/19 we will continue with our approach of working with students earlier to build career aspiration and confidence to ensure our employability programmes have more impact in the longer term on graduate destinations. Our *Spa Treatment* programme of events for year 1 students will start the conversations about motivations, values, career paths, and enterprising behaviour early in the degree experience and evidence suggests that making an early positive connection with the Careers Service makes the service feel more accessible. We also intend to continue our targeted Access Agreement-funded Internship Programme.
- 4.5.7 **Entrepreneurship:** The University strongly encourages entrepreneurship and an increasing number of students complete projects in their final year that are inherently enterprising. In 2017/18 we plan to increase our support of this activity by working closely with final year professional practice and creative enterprise students to encourage them to think more ambitiously and strategically about these kinds of projects as potential future businesses, and we will make an investment in supporting just-graduating students with start-up support packages of funding, advice, and space.
- 4.5.8 **Careers Service:** In 2018/19 the University's Careers Service will continue to play an active role in supporting students in making informed choices about their future throughout their university experience and we are currently in the process of evaluating and reviewing our 'triage' process in terms of how we respond to student enquiries. Students will also continue to be supported in finding part-time and out of term-time employment through the University's student *JobShop*. As well as providing financial support, undertaking paid work whilst in higher education has been shown to increase the chances of successful outcomes for students compared with those who do not undertake paid work.³⁵
- 4.5.9 **Volunteering:** Each year, over 600 students take up voluntary roles through the Students' Union, which develop a range transferable skills and experience that supports their future employability. The Bath Spa University Students' Union has held Investors in Diversity accreditation since 2014, underpinning its commitment to an equality of opportunity for all students to undertake such roles.
- 4.5.10 **Outward student mobility:** By 2020 we aim to increase the proportion of students who spend part of their studies abroad to 10%. However, work with our own students and external research has confirmed that financial constraint can be a major barrier to outward student mobility.³⁶ Bath Spa University offers a range of supported opportunities, including financial support drawn from a variety of sources, to enable students to undertake an international experience abroad. Through a programme of awareness and aspiration-raising activity, we will work to ensure these opportunities are extended to social groups that might otherwise be unlikely to participate. We intend to offer particular encouragement to our students who live at home to access these opportunities. In 2016/17 a pilot assessment of the impact of international mobility on the success and progression of Bath Spa University students showed that as was found in national studies,^{37 38} students who undertook an international placement graduated with a higher overall mean grade, achieved more first class and upper second honours, were more likely to be engaged in work or postgraduate study six months after graduation and be earning a higher salary than those who did not undertake a placement. Although the sample size was small, a matched-pairs methodology based on widening participation markers was developed and trialled in this pilot that will enable us to evaluate our future outward mobility schemes.

³⁵ *Learning from Futuretrack: the impact of work experience on higher education student outcomes.* BIS Research Paper No 143. October 2013

³⁶ International Student mobility Report. Sussex Centre for Migration Research, University of Sussex and The Centre for Applied Population Research, University of Dundee. HEFCE, July 2004

³⁷ *Attainment in Higher education, Erasmus and placement students.* HEFCE, November 2009

³⁸ Sutton, R.C and Rubin, D.L (2014). *The GLOSSARI Project: Initial Findings from a System-Wide Research Initiative on Study Abroad Learning Outcomes.* *Frontiers: The interdisciplinary Journal of Study Abroad.* 10:65-82

5. Financial support for students

5.1 Bath Spa University Bursary Scheme

- 5.1.1 **Arrangements for new students:** For 2018/19 entrants the University will make Bath Spa University Bursary Scheme awards to undergraduate entrants who meet our eligibility criteria, including household income as evidenced by their student support application. An estimate of how much the University will allocate to financial support for new and continuing students is supplied in Table 5a of the 2018/19 Resource Plan submitted with this document.
- 5.1.2 **Bath Spa University Bursary Scheme 2018/19:** Bath Spa University will provide a number of individual bursary awards worth a total of £3,500 each for eligible Year 1 undergraduate entrants in 2018/19. Each £3,500 award will be paid over three years as a cash award of £1,000 in Year 1, and providing students still meet the eligibility criteria, £1,000 in Year 2 and £1,500 in Year 3 of the undergraduate programme. If requested, students may arrange to take their award as a fee waiver.
- 5.1.3 **Eligibility:** Home EU students and within the UK, students domiciled in England only will be eligible for a Bath Spa University Bursary Scheme award. Graduates who already hold a first degree or higher qualification will not be eligible for a Bath Spa University Bursary Scheme award. Students who receive sponsorship to pay fees will not be eligible for a Bath Spa Bursary Scheme award. Eligible students will be able to be considered for a Bath Spa Bursary Scheme award if their declared household residual income is below £25,000 per annum, however the bursary awards will be in limited supply so it is our intention to use additional eligibility criteria to target these awards to particularly encourage and support students with the lowest household income who are also from disadvantaged socio-economic backgrounds. We will prioritise entrants who fall in one or more of the following categories:
- declared care-leavers³⁹
 - currently living at an accredited Foyer⁴⁰ or who have moved out of an accredited Foyer in the past 12 months
 - in receipt of the increased loan for living costs⁴¹
 - from low-income households in low participation neighbourhoods based on POLAR3 data for young participation rates and HEFCE data on higher education-qualified adults in an area, or where a postcode does not have a classification in either POLAR3 files, an assessment based on the Office for National Statistics Neighbourhood Statistics data.
- 5.1.4 **Individually assessed bursary awards:** In response to consultations with students and evaluation of the scheme in 2015/16 and 2016/17, in 2018/19 Bath Spa University will also provide a number of individual bursary awards to students where their declared household residual income is below £25,000 per annum and they face multiple dimensions of disadvantage but their home postcode is not within the POLAR3 low participation neighbourhoods. These bursaries will be individually assessed and will be limited. The bursary will be worth a total of £3,500 each for eligible Year 1 undergraduate entrants in 2018/19. Each £3,500 award will be paid over three years as a cash award of £1,000 in Year 1, and providing students still meet the eligibility criteria, £1,000 in Year 2 and £1,500 in Year 3 of the undergraduate programme. If requested, students may arrange to take their award as a fee waiver.
- 5.1.5 **Impact of Bath Spa University bursaries:** In 2018/19 we plan to continue to balance access agreement investment between activities and targeted economic support. The internal data and evidence from qualitative research that indicated investment in highly-targeted financial support had a positive impact on the retention of successive cohorts of our most disadvantaged students was presented in detail in previous access agreements.⁴² Preliminary analysis of withdrawal data for 2014/15, 2015/16 and 2016/17 entry cohorts indicated a continuation of this trend. The emerging findings of internal research also indicate that students from POLAR3 low participation neighbourhoods, a key priority group for bursary support, are performing well academically. We welcome the release of the OFFA tool-kit to inform the future evaluation of our financial support programme and in 2016/17 carried out some

³⁹ A person under the age of 25 on entry who has been in local authority care for three months or more from the age of 14

⁴⁰ The Foyer Federation provides affordable and safe accommodation for disadvantaged young people linked to employment and training opportunities, support and a range of other services

⁴¹ For students entitled to state benefits, introduced in 2016/17 to replace the Special Support Grant (SSG)

⁴² Bath Spa University Access Agreement 2015/16 to 2017/18

initial scoping work to assess the methodology. We also intend to attend the OFFA training days as we are keen to understand how or whether the evaluative statistical data model can be effectively applied to relatively small data sets.

5.2 Bath Spa University PGCE Minimum Standard Bursary

5.2.1 **Bath Spa University PGCE Minimum Standard Bursary:** Bath Spa University will provide a number of individual bursary awards worth a total of £500 each for eligible PGCE students in 2018/19. The award will be paid as a cash award providing students meet the eligibility criteria. If requested, students may arrange to take their award as a fee waiver.

5.2.2 **Eligibility:** Home EU students and within the UK, students domiciled in England only will be eligible for a Bath Spa University PGCE Minimum Standard Bursary award. Students who receive sponsorship to pay fees will not be eligible for a Bath Spa PGCE Minimum Standard Bursary award. Eligible students will be able to be considered for a Bath Spa Bursary PGCE Minimum Standard award if their declared household residual income is below £25,000 per annum. When assessing eligibility, all income, including any NCTL bursary received will be considered. However, the Bath Spa University PGCE Minimum Standard Bursary awards will be in limited supply so it is our intention to use additional eligibility criteria to target these awards to particularly encourage and support students with the lowest household income who are also from disadvantaged socio-economic backgrounds. We will prioritise entrants who fall in one or more of the following categories:

- declared care-leavers
- currently living at, or who have moved out of an accredited Foyer in the past 12 months
- in receipt of the increased loan for living costs
- home address in a low participation neighbourhoods based on POLAR3 data for young participation rates and HEFCE data on higher education-qualified adults in an area, or where a postcode does not have a classification in either POLAR3 files, an assessment based on the Office for National Statistics Neighbourhood Statistics data.

5.2.3 **Individually assessed bursary awards:** Bath Spa University will also provide a number of individual Bursary awards to students where their declared household residual income is below £25,000 per annum and they face multiple dimensions of disadvantage but their home postcode is not within the POLAR3 low participation neighbourhoods. These bursaries will be individually assessed and will be limited. The bursary will be worth a total of £500 each for eligible entrants in 2018/19. If requested, students may arrange to take their award as a fee waiver.

5.3 Bath Spa University Access Fund

5.3.1 **Scope:** Financial support will also be available to students through the Bath Spa University Access Fund (BSU AF). This is a discretionary fund for students experiencing financial hardship that will be resourced jointly from higher fee income and Student Opportunity Funding. In 2018/19 £160,000 will be made available for the BSU AF. There will be two types of award:

- Standard: where there is a calculated shortfall between income and expenditure
- Non-standard: for exceptional and unexpected costs.

5.3.2 **Administration and priorities:** The BSU Access Fund will be administered by Student Funding (Finance), monitored and reviewed on a monthly basis by the University's Access Fund Panel. The BSU AF will be administered flexibly for Undergraduate and Postgraduate Taught students, with a proportion of the fund allocated specifically for students enrolled on NCTL-funded PGCE programmes. The priority groups for the BSU AF are:

- students from low income backgrounds
- students from areas of relative deprivation and low participation neighbourhoods
- students with children (especially lone parents)
- student parents who incur additional costs associated with childcare when partner in the Armed Forces, including the Reserve Forces, is sent on temporary deployment
- mature students

- students with a disability or specific learning difficulty
- care leavers
- estranged students
- students from Foyers or who are homeless.

5.4 Bath Spa University Trainee Teacher Fund

5.4.1 **Scope:** In 2018/19 we plan to continue to allocate a proportion of the £160,000 BSU AF to the Bath Spa University Trainee Teacher Fund (BSU TTF). The evaluation of the demand on this fund in 2018/19, ITT numbers and level of Government ITT financial support will be taken into consideration when finalising this allocation at the start of the academic year. The BSU TTF will be used on a case-by-case basis to support new full- and part-time entrants to PGCE ITT courses who are experiencing financial hardship. Any residual funding not awarded through the TTF will be redirected and awarded through the BSU AF. There will be two types of award:

- Standard: where there is a calculated shortfall between income and expenditure
- Non-standard: for exceptional and unexpected costs.

5.4.2 **Eligibility and assessment:** To be eligible for a TTF award a student must be in receipt of statutory funding entitlement and have Home or EU status. When assessing an application for support through the TTF, all income, including any NCTL bursary received will be considered and weighed against individual circumstances and need. The receipt of a TTF award will not necessarily disqualify a student from consideration for a further award from the BSU AF. Given the geographical location of many schools where school experience is undertaken, PGCE ITT trainees and undergraduate Education students may also be eligible for financial assistance with some transport and accommodation costs associated with school placements. The same calculations used in assessing applications to the Access fund will be used for the assessment of TTF applications, as the composite living costs amounts used to assess BSU AF awards will be based on Government and benefit figures.

6. Targets and milestones

6.1 The University's targets and milestones that will be addressed by the measures described in this Access Agreement are set across the three strands of widening participation activity: access, student success and progression. They reflect our ambition to deliver on our key priorities set out in paragraph 4.1.1, and indicate how we intend to meet our commitment to the proposals for the growth, development and delivery of activity set out in this agreement that support them. Our assessment of our performance against these targets and milestones and the range of indicators and benchmarks set out in paragraphs 3.4 to 3.10 identify where we need to sustain activity, refocus our efforts, or change our approach to improve our performance. Our recent performance against a number of targets and milestones, for example, has prompted an up-scaling of activity to encourage access to our own institution. By 2019/20 we intend to have developed new targets and milestones for our GCSE Tutoring and Bath Spa School Partners projects that will reflect our increased focus and investment in attainment-raising activity, and a target and milestone to measure the participation of white males from disadvantaged backgrounds in our outreach programme. The statistical targets and milestones for the three strands of activity described in this section are set out in Table 7a of the 2018/19 Resource Plan submitted with this document. These are based on HESA and internal data. Our targets and milestones are usually based on a rolling five-year aggregate of our past performance. Other targets and milestones for the three strands of activity are set out in Table 7b of the 2018/19 Resource Plan submitted with this document. These are based on level of activity, number of participants and outcomes. We intend to continue to monitor and review the targets and milestones in Table 7a relating to PGCE ITT students in response to developments in Government policy on initial teacher training in England, including that on teacher training pathways.

7. Monitoring and evaluation arrangements

- 7.1 We will continue to monitor milestones and targets and review our evaluation strategy on an annual basis. The University has closely monitored application and recruitment data from 2012/13, especially those relating to under-represented groups. This will continue in 2018/19 and we plan to retain a degree of flexibility in the delivery of our outreach programmes to respond to future trends. In addition to monitoring the University's progress in widening access, student success and progression through HESA performance indicators, we will continue to monitor our progress in undergraduate degree classification and progression to employment or postgraduate study by student characteristics through internal data. As part of the work of the University's Equality and Diversity Steering Group (EDSG), monitoring arrangements are also in place for access, success and progression for the sections of our student body that belong to groups with protected characteristics identified under the Equality Act 2010.
- 7.2 We will continue to monitor household income data and the uptake of our bursary schemes and hardship awards to assess their impact on recipients. We will continue to work with the Students' Union, students and trainees to raise awareness of the awards and maximise uptake in those with an entitlement. The targeting of information about the Bath Spa University Bursary Scheme, Bath Spa University PGCE Minimum Standard Bursary, Access Fund and TTF and the administration of the schemes will also be monitored and reviewed. This process will establish baseline data that will allow future targets and milestones to be formulated around the schemes.
- 7.3 Progress against the delivery of the measures set out in this Access Agreement will be reported to the Board of Governors and the Access Agreement Steering Group. External monitoring and reporting associated with this Access Agreement will be carried out as required by OFFA and HEFCE. As the responsibility for progress towards the targets and milestones set out in this Access Agreement is shared across the University, a working group oversees delivery and monitoring arrangements. Membership consists of key staff from academic and professional departments and the Students' Union. Annual reports on the uptake of Bath Spa University Bursary Scheme, Bath Spa University PGCE Minimum Standard Bursary, Access Fund and TTF and progress in the three main strands of additional Access Agreement activity: outreach, student success and student progression, will be brought to this group.
- 7.4 We will continue to develop and refine our evidence-based approach to evaluation⁴³ which will be used to critically review the targeting, uptake, impact and cost effectiveness of outreach programmes, and the impact of financial support, student retention, success and progression measures described in this Access Agreement. Evidence from the evaluation of the joint GCSE Tutoring Project, for example, has not only shaped, refined and improved the project, but through teacher evaluation has identified additional attainment-raising activity that has extended the range and scope of the support that we have been able to offer our schools through the work of our student tutors. In 2016/17 the fixed-term research and evaluation post established in 2014/15 was upgraded to a permanent post. The Evaluation Strategy for our outreach programme is based on the Network for Evaluation and Research of University Participation Interventions (NERUPI) framework and from 2017/18 all outreach activity will be mapped onto the framework. By 2018/19 we plan to have extended the use of the NERUPI framework to underpin the evaluation of student success and progression activity. The University also subscribes to the HEAT service which provides the opportunity for a more comprehensive long-term evaluation of our institutional and wider collaborative activity. The University's Institute for Education prepares an annual self-evaluation document (SED) that analyses the recruitment, retention, success and employment of ITT students in teaching posts. Future SEDs will continue to inform the monitoring and evaluation of the University's Access Agreement.
- 7.5 Bath Spa University is a member of the NERUPI consortium which employs a common evaluation framework to assess the impact of widening participation interventions across the student life-cycle. The NERUPI Framework, based on aims informed by academic research and best practice in the field, provides a common set of criteria for assessing impact while allowing use of flexible methods reflecting context. The NERUPI consortium's collaborative approach and focus on innovation and dissemination strengthens local evaluation and contributes to the sector's understanding of effective practice.

⁴³ See previous Access Agreements for the sector-level research and practice that has influenced and informed our own practices

7.6 In 2018/19 we will continue to encourage and support collaborative research amongst our academic staff, support professionals and widening participation practitioners to further our understanding of effective practice and impact and to provide opportunities for further reflection on widening participation practice and programmes. We will also continue with our cross-discipline approach to collaboration with colleagues in the region to maintain and develop the Western Widening Participation Research Cluster, which works to develop meaningful opportunities to bring widening participation practice and research together and contributes to the wider sector's understanding of effective practice.

8. Equality and diversity

8.1 The measures set out in this Access Agreement have undergone an equality analysis informed by the University's Equality and Diversity Policy. The Policy, based on the Public Sector Equality Duty within the Equality Act 2010, was developed by the Bath Spa University EDSG and representatives from our recognised Trade Unions. The Access Agreement targets are aligned with and contribute to the EDSG equality objectives for the student body. The University's Widening Participation and Access Manager and representatives from the Students' Union are members of the EDSG. The Widening Participation and Access Manager also provides regular updates to the EDSG to link access agreement activity and institutional equality and diversity work.

8.2 Bath Spa University works to avoid unlawful discrimination in all aspects of the student experience from pre-admission to employment. Our financial support packages are based on household income and awards are targeted at addressing socio-economic disadvantage. We encourage our partner schools and colleges to include those from groups with protected characteristics in our widening participation outreach programme. We provide a range of pre-entry and transitional programmes for those from groups with protected characteristics, a comprehensive support package for all students on our courses and work to specifically encourage those with widening participation markers in their profile or from protected characteristics to engage with our careers and employability support programmes. We monitor the access, success and progression of students from groups with protected characteristics through the work of the Learning and Teaching Committee and the EDGS.

8.3 Promoting and maintaining equality is the responsibility of everyone in our academic community. Through our training programme for the students who support our outreach programme and peer mentoring scheme, we work to develop positive attitudes to equality and diversity and an understanding of how their roles contribute to the University's commitments under the Equality Act 2010.

9. Provision of information to students

9.1 We will publish clear, accurate and accessible financial information, including fees, additional costs and the financial support available, and details of entry requirements, course information and modes of study for existing and prospective students. The most up-to-date information will be published on the University's website. A variety of communications, including social media and printed media will refer students to the relevant web pages. We also provide information through the Key Information Sets (KIS).

9.2 Along with fee and student finance, broader IAG around areas such as student life, routes into higher education and careers, the UCAS process, accessing support, suitable resources for further information and specific IAG relating to Bath Spa University will be delivered as part of our core widening participation pre-entry outreach programme. A summary of provision of financial information and IAG for applicants, students and supporters is provided in Table 8 (Appendix 1).

9.3 The University will continue to work closely with UCAS, the Student Loans Company (SLC) and Graduate Teacher Training Registry (GTTR) and provide robust data and the information needed to meet their requirements. We will supply course information to these agencies, meet attendance confirmation deadlines with the SLC in order to activate loans for students and will meet the moratorium date to release

fee payment to the University. We will also fulfil our obligation to confirm changes in student circumstances.

10. Consulting with students

- 10.1 The Students' Union is represented throughout the governance structures of the University, including the Board of Governors, Bursary Award Group, the BSU AF/TTF Awards Panel, the EDSG, Access Agreement Steering Group and the Academic Board and its sub-committees. As a matter of principle the University ensures student involvement in all aspects of learning and teaching developments either through membership of formal committees, working groups, or other appropriate fora.
- 10.2 The financial support arrangements set out in this Access Agreement were designed in full consultation with the Students' Union at Bath Spa University.⁴⁴ The Students' Union works with the student body to raise awareness of financial support and assist in gathering evidence to evaluate the impact of the arrangements to enable us to take an evidence-based approach in deciding future financial support packages. The Students' Union also provides independent advice, advocacy and signposting support for students that are complementary to the services provided by the University. The Bath Spa University Students' Union's new Strategic Plan places student engagement and consultation at the heart of its approach, which, in turn, will also help evaluate the impact of wider measures to support success and progression described in this Access Agreement.
- 10.3 The Students' Union works with the Widening Participation Office to enhance opportunities for student engagement with schools and colleges and the reach of our outreach programme. Outreach events and activities that are delivered through the University's core outreach programme are evaluated by student ambassadors and tutors and inform the annual review of the materials that we use and IAG resources.
- 10.4 We are proud of the commitment that the Bath Spa University Students' Union has to diversity and equality and congratulate them on being named *UK Student Union of the Year 2017* by the National Centre for Diversity.

⁴⁴ Bath Spa University Access Agreement 2015/16 to 2017/18

Appendix 1

Supporting data

Table 1. Assessment of access record using HESA performance indicator data 2015/16

<i>HESA Performance Indicator</i>	<i>Bath Spa University proportion (%)</i>	<i>Benchmark (%)</i>	<i>Location adjusted Bench mark (%)</i>	<i>Relative performance against sector average</i>
Table T1a. Young full-time first degree entrants				
• State schools	93.4	93.7	93.1	Similar to sector average
• Low participation neighbourhoods (POLAR3)	11.5	12.7	13.4	Similar to sector average
Table T1b. Young full-time undergraduate entrants				
• State schools	93.7	93.9	93.2	Similar to sector average
• Low participation neighbourhoods (POLAR3)	11.2	12.9	13.6	Similar to sector average
Table T1c. Young full-time other undergraduate entrants				
• State schools	98.0	96.6	97.0	Similar to sector average
• Low participation neighbourhoods (POLAR3)	5.9	16.7	12.2	Below sector average
Table T2a. Mature full-time undergraduate entrants				
<i>a. First degree entrants</i>				
• Percentage who are mature	15.4	--	--	No benchmark
• No previous HE and low participation neighbourhoods (POLAR3)	9.6	9.0	10.1	Similar to sector average
<i>b. All undergraduate entrants</i>				
• Percentage who are mature	17.6	--	--	No benchmark
• No previous HE and low participation neighbourhoods (POLAR3)	11.9	10.4	12.0	Similar to sector average
Table T2b. Part-time undergraduate entrants				
<i>a. Young</i>				
• Percentage of part-time undergraduate entrants	--	--	--	No benchmark (n < 20)
• No previous HE and low participation neighbourhoods (POLAR3)	--	--	--	
<i>b. Mature</i>				
• Percentage of part-time undergraduate entrants	--	--	--	No benchmark (n < 20)
• No previous HE and low participation neighbourhoods (POLAR3)	--	--	--	
Table T2c. Mature full-time other undergraduate entrants				
• Percentage who are mature	43.0	--	--	No benchmark
• No previous HE and low participation neighbourhoods (POLAR3)	21.3	17.2	20.2	Similar to sector average
Table T7. Participation of students in receipt of a DSA				
• Full-time first degree	12.2	8.3	--	Total UK 6.9
• Full-time undergraduates	12.4	8.4	--	6.8
• Part-time undergraduates	27.0	11.4		3.5

Table 2. HESA performance indicators and benchmarks for undergraduate entrants 2009/10 to 2015/16

<i>HESA Performance Indicator</i>	2009/10 Number Percentage <i>Location</i> <i>Adjusted</i> <i>B/M</i>	2010/11 Number Percentage <i>Location</i> <i>Adjusted</i> <i>B/M</i>	2011/12 Number Percentage <i>Location</i> <i>Adjusted</i> <i>B/M</i>	2012/13 Number Percentage <i>Location</i> <i>Adjusted</i> <i>B/M</i>	2013/14 Number Percentage <i>Location</i> <i>Adjusted</i> <i>B/M</i>	2014/15 Number Percentage <i>Location</i> <i>Adjusted</i> <i>B/M</i>	2015/16 Number Percentage <i>Location</i> <i>Adjusted</i> <i>B/M</i>
Total full-time undergraduate entrants	2,155	2,175	2,180	1,845	1,860	1,970	2,235
Total full-time young undergraduate entrants	1,510	1,595	1,680	1,450	1,470	1,580	1,840
Total full-time mature undergraduate entrants	645	580	500	395	390	391	395
Young full-time undergraduate entrants from state schools and colleges	1,400 94.7% 92.8%	1,490 94.9% 93.0%	1,550 93.9% 92.6%	1,325 94.7% 93.4%	1,345 93.5% 93.3%	1,390 94.4% 93.1%	1,815 93.7% 93.2%
Young full-time undergraduate entrants from NS SEC 4, 5, 6 & 7	505 36.9% 31.7%	635 42.7% 32.5%	635 38.9% 32.1%	535 39.9% 33.9%	420 34.8% 33.3%	505 33.0% 33.5%	No data category discontinued
Young full-time undergraduate entrants from low participation neighbourhoods (POLAR3)	150 10.1% 11.4%	115 8.9% 11.1%	185 11.0% 12.0%	180 12.4% 13.4%	170 11.5% 12.7%	185 11.6% 13.4%	205 11.2% 13.6%
Mature full-time undergraduate entrants with no previous higher education and low participation neighbourhoods (POLAR3)	70 10.6% 10.5%	70 12.0% 11.6%	50 10.4% 12.0%	40 9.9% 10.4%	40 10.9% 11.6%	45 11.6% 12.6%	45 11.9% 12.0%
Full-time undergraduate students in receipt of Disabled Students' Allowance	410 8.4% 6.0%	460 9.0% 6.6%	565 10.8% 7.4%	585 11.8% 8.3%	575 11.8% 8.7%	610 12.7% 8.9%	650 12.4% 8.4%

Table 3. Assessment of postgraduate ITT access record using performance profiles data 2016/17

<i>TA Indicator</i>	Bath Spa University proportion (%)	TA Sector Average (%)	Relative performance against sector
BME into postgraduate ITT(all phases)	3.3	14.6	Worse than sector average
BME into postgraduate ITT in South West (all phases)	3.3	3.3	Same as regional average
Men into Primary and Early Years postgraduate ITT	21.7	20.0	Better than sector average
Students with disclosed disability into postgraduate ITT (all phases)	11.4	9.0	Better than sector average

Data comparisons were constructed using ITT census publication data⁴⁵

⁴⁵ Official Statistics. Initial teacher training: trainee number census 2016 to 2017. Department for Education and National College for Teaching and Leadership. November 2016

Table 4. Assessment of student retention record using HESA performance indicator data 2015/16 for 2014/15 entrants

<i>HESA Performance Indicator</i>	<i>Bath Spa University Proportion (%)</i>	<i>Benchmark (%)</i>	<i>Relative performance against sector average</i>
Table T3a. Non-continuation following year of entry: full-time first degree entrants			
<i>a. Young entrants</i>			
• Qualify or continue at same university	93.0	--	No benchmark
• Not in HE	5.2	6.4	Similar to sector average
<i>b. Mature entrants</i>			
• Qualify or continue at same university	88.5	--	No benchmark
• Not in HE	10.5	11.0	Similar to sector average
<i>c. All Entrants</i>			
• Qualify or continue at same university	92.2	--	No Benchmark
• Not in HE	6.1	7.2	Similar to sector average
Table T3b. Non-continuation following year of entry: young first degree entrants			
<i>a. From low participation neighbourhoods (POLAR3)</i>			
• Qualify or continue at same university	90.6	--	No benchmark
• Not in HE	5.9	7.7	Similar to sector average
<i>b. From other neighbourhoods (POLAR3)</i>			
• Qualify or continue at same university	93.3	--	No benchmark
• Not in HE	5.1	6.1	Similar to sector average
Table T3c. Non-continuation following year of entry: mature first degree entrants			
<i>a. Mature entrants with previous HE qualification</i>			
• Qualify or continue at same university	92.5	--	No benchmark
• Not in HE	7.2	10.1	Similar to sector average
<i>b. Mature entrants with no previous HE qualification</i>			
• Qualify or continue at same university	85.1	--	No benchmark
• Not in HE	13.1	11.6	Similar to sector average
Table T3d. Non-continuation following year of entry: full-time other undergraduate entrants			
<i>a. Young entrants</i>			
• Qualify or continue at same university	93.1	--	No benchmark
• Not in HE	5.0	15.6	Better than sector average
<i>b. Mature entrants</i>			
• Qualify or continue at same university	96.0	--	No benchmark
• Not in HE	4.0	9.6	Similar to sector average
<i>c. All Entrants</i>			
• Qualify or continue at same university	94.3	--	No benchmark
• Not in HE	4.5	13.0	Better than sector average
Table T3e. Non-continuation two years following year of entry: part-time first degree entrants			
<i>a. Entrants aged 30 and under</i>			
• Qualify or continue at same university	--	--	No benchmark (n < 20)
• Not in HE	--	--	
<i>b. Entrants aged over 30</i>			
• Qualify or continue at same university	--	--	No benchmark (n < 20)
• Not in HE	--	--	
Table T5. Projected learning outcomes: full-time students starting first degree courses			
• Projected	80.2	82.1	Similar to sector average
• Neither award nor transfer	8.7	9.7	Similar to sector average

Table 5. Retention: percentage of those who continue or qualify at Bath Spa University following year of entry 2001/02 to 2015/16 (2014/15 entrants)

<i>HESA Performance Indicator</i>	<i>Category</i>	<i>2000/01 (%)</i>	<i>2014/15 (%)</i>
T3a Non-continuation following year of entry: full-time first degree entrants (continue or qualify at BSU)	Young entrants	88.3	93.0
	Mature entrants	84.7	88.5
	All entrants	87.2	92.2
T3b Non-continuation following year of entry: young first degree entrants (continue or qualify at BSU)	LPN neighbourhoods	89.9 ¹	90.6 ²
	Other neighbourhoods	87.7 ¹	93.3 ²
T3c Non-continuation following year of entry: mature first degree entrants (continue or qualify at BSU)	With previous HE	92.6	92.8
	No previous HE	83.8	85.1
T3d Non-continuation following year of entry: full-time other undergraduate entrants (continue or qualify at same institution)	Young entrants	83.2	93.1
	Mature entrants	74.5	96.0
	All entrants	80.7	94.3

¹Super profiles data⁴⁶

²POLAR3 data

Table 6. Assessment of student success and progression records using HESA performance indicator and Destination of Leavers from Higher Education data 2014/15

<i>HESA Performance Indicator</i>	<i>Bath Spa University Proportion (%)</i>	<i>Benchmark (%)</i>	<i>Relative performance</i>
Table E1a Employment Indicators: Leavers obtaining first degrees from full-time courses • Working or studying	93.7	93.8	Similar to sector average
Table E1b Employment Indicators: Leavers obtaining first degrees from part-time courses • Working or studying	--	--	No benchmark (n <= 20)
Table E1c Employment Indicators: Leavers obtaining other undergraduate qualifications from full-time courses • Working or studying	96.2	95.2	Similar to sector average
Table E1d Employment Indicators: Leavers obtaining other undergraduate qualifications from part-time courses • Working or studying	--	--	No benchmark (n < 20)
HESA Destination of leavers from higher education (DLHE) • Percentage total of BSU UK domiciled respondents in professional and managerial graduate level FT/PT employment based on DLHE professional and management employment (2015 leavers)	70.5	--	Worse than comparator group average for all leavers
CUG Graduate Prospects 2016 • Percentage of UK full-time students gaining first degrees in professional and managerial graduate level employment or further study (based on 2015 leavers)	55.4	--	Worse than comparator group average 58.8

⁴⁶ HESA super profiles low participation data <https://www.hesa.ac.uk/pis/09/10/noncon> (Accessed April 2016)

Table 7. Summary of pre-entry outreach activity	
Target group	Activity
Pre-16 <i>School learners</i> <i>Parents</i> <i>Community learners</i> <i>Parents</i>	<ul style="list-style-type: none"> • Primary school programme including Primary Readers Scheme • Generic aspiration-raising campus-based days • Subject-specific campus based days, either tied into 14-19 curriculum or to raise awareness of how subjects are taught at university • Campus-based higher education awareness-raising roadshows • School-based activity including higher education roadshows, Year 9 option and career-based events • School-based revision and study skills sessions • School-based subject enrichment sessions • School-based mentoring programme • Joint school-based GCSE Tutoring Scheme in collaboration with the University of Bath • Outreach programme with young people from Armed Forces families in collaboration with Local Authorities and the University of Winchester, including <i>Creative Forces Days</i> • <i>Future Teachers</i> Programme including a roadshow and non-residential summer school for young people interested in becoming teachers • Children's University • Campus-based parent information evening • School-based parent information evenings • Generic campus-based days for BME groups • Collaborative regional children in care outreach programme • Outreach programme with young carers • Community-based parent IAG events
Post-16 <i>School and college-based learners.</i> <i>Targeted outreach work is aimed primarily at those on applied and vocational level 3 courses</i> <i>Parents</i>	<ul style="list-style-type: none"> • Generic campus-based visit days • Subject-specific campus days or school/college based sessions, either supporting curriculum or awareness of how subjects are taught at university • Subject-based VI form conferences • Shadowing undergraduate students • Finance/UCAS IAG sessions • Revision and study skills sessions • Joint events with HE/FE students delivering subject-based events for pre-16 learners • School/college-based career fairs and UCAS fairs • Post-16 <i>Future Teachers</i> Programme • Performing Arts Audition Roadshow and support • School staff development • Collaborative regional children in care outreach programme • Outreach programme with young carers and young mothers • Campus-based parent information sessions • School-based parent IAG evenings
Adult learners	<ul style="list-style-type: none"> • Dedicated first point of contact for pre-entry enquiries • Drop-in sessions at open days • Provision of accessible IAG for Access to Higher Education Diploma learners • Outreach IAG visits to Access courses • Annual Access Student Conference • Bespoke campus visits for mature and Access Diploma learners • Subject-based and study skills support for Access Diploma coursework • Evening sessions to encourage adults to consider ITT • Males into primary ITT taster course
Transitional support	<ul style="list-style-type: none"> • Pre-entry study skills programme for adult learners • Pre-entry PGCE ITT introductory programme • Early induction programme for students disclosing a disability • All undergraduate students offered a peer mentor • Extended induction programme for all students • Peer-assisted learning • Programme for Foundation degree students entering Year 3 Honours programme

Table 8.0 Summary of provision of financial information and IAG for applicants, students and supporters

Activity	Audience	When	Information included	Monitoring and evaluation
Printed prospectus Online prospectus University student finance web-pages	Prospective full- and part-time applicants, schools, colleges and advisors	Spring of year prior to admission	Fees, aggregate cost of tuition, BSU Bursary Schemes, BSU AF, grants, loans and SLC, other sources of funding, living costs, accommodation, Student Support Services, money tips	Feedback from HEI colleagues, BSU and external students on clarity of information
Printed student finance booklet and quick guides	Prospective full-and part-time applicants, schools, colleges, parents, supporters and advisors	Updated annually, used at all Open Days, campus visit days and outreach events with post-16 learners and adults	Fees, BSU Bursary Schemes, BSU AF, grants, loans and SLC, other sources of funding, living costs, accommodation, Student Support Services, money tips	Evaluated as part of on-going Student Support Services evaluation programme – including feedback from student union
Website Prospectus Student Support Services pages	Prospective full- and part-time applicants, schools, colleges and advisors New and continuing students	Newest prospectus updated when available Most recent information for all year cohorts uploaded when available	Key facts, costs, sources of funding, sample budgets, contact info and links to advisors, support available, well-being, medical services, peer support network, links to external sites	Number of visits, monitoring of follow-up enquiries, feedback from HEI colleagues and student focus groups
Updating UCAS website and entry profiles	Prospective full- and part-time applicants, schools, colleges, parents, supporters and advisors	Information updated ready for each UCAS cycle	Detailed information including contact details, links back to BSU website and finance pages, entry profiles and course information	Reviewed each year
Open days and follow-up campus visit days	Prospective full-and part-time applicants, schools, colleges, parents and supporters	Subject-based follow-up campus visits in March/April for those considering our offer	Student Support Services finance and welfare staff sessions and 1to1 consultations	Feedback questionnaire from attendees and debriefing sessions with staff
ITT General recruitment events	Prospective full- and part-time PGCE ITT applicants	Morning/evening events on campus and off-campus venues around region	Entry criteria, fees, Bursary Scheme, TTF, BSU AF, SLC, other sources of funding, living costs, accommodation, support and career prospects	Feedback from HEI colleagues, BSU and external students on clarity of information
Subject enhancement Open evening (Maths, Physics, MFL)	Prospective applicants to ITT who need to boost subject knowledge in key shortage areas	Evening on campus	Entry criteria, fees, Bursary Scheme, TTF, BSU AF, SLC, other sources of funding, living costs, accommodation, support and career prospects	Feedback from consortium colleagues, BSU and external students on clarity of information
Applicant enquiry service, direct admissions enquiry lines – telephone and e-mail. Dedicated mature and Access first point of contact	Prospective full-and part-time applicants, mature applicants, schools, colleges, parents, supporters and advisors	All year	Response to full range of individual enquiries, including fee issues, student finance, support and sources of IAG. Can include referral to relevant service professionals, direction to useful websites	Feedback from prospective staff, students, parents and supporters Feedback from prospective students and college tutors
Schools liaison Careers fairs Campus visits	Years 11, 12 and 13 students	Throughout school and college academic year	Tailored programme of events around student finance, general IAG and UCAS applications	Evaluation from young people and teachers
PS Bath in collaboration with the University of Bath	Year 13	Open access evening sessions in the city during lead-up to UCAS deadline	One-to-one support in completing UCAS personal statement	Evaluation from young people and teachers

Table 8.0 Continued (1)

Activity	Audience	When	Information included	Monitoring and evaluation
Student ambassador and mentor training	Student ambassadors and mentors receive finance training to facilitate sessions around costs and benefits of higher education	Autumn and Spring each year as part of structured training programme	Most current student finance information including fees, BSU Bursary, grants, loans etc. Familiarisation with finance and general IAG resources and activities	Evaluation from student ambassadors and mentors, plus evaluation of finance activities by teachers and young people participating in outreach events
Widening participation outreach Schools and campus-based programmes	Young people from aged 10 – 19 years	Throughout school and college academic year	Finance-based and general HE IAG activities ranging from short Q&A sessions, quizzes, budgeting activities, board games, talks and workshops - tailored to age group and event	Evaluation from young people and teachers
School-based parent events	Parents, carers, teachers and young people from local widening participation target schools and colleges	Throughout school and college academic year	Bespoke sessions – can include student ambassadors talk, workshops, presentation or sessions with Student Support Service staff	Evaluation from young people and teachers
On-site parent event	Parents, carers, teachers and young people from local WP target schools and colleges	Semester 2	UCAS, welfare and student finance delivered by Student Support Services	Evaluation from young people and teachers
Access outreach including annual Access to Higher Education Student Conference	Access to Higher Education students and tutors	Outreach visits as requested Annual conference in September	Entry requirements, UCAS and finance. Handouts including BSU service addresses and useful finance websites Session on finance and welfare from Student Support Services staff	Tutor evaluation Delegate evaluation
Workshop days	All Age Careers Service advisors, teachers, tutors and other supporters	Semester 2	Student finance, UCAS applications, BSU-specific information	Event delegate evaluation
Follow-up contact	Those from identified vulnerable groups or who disclosed disability	On making an offer	Specialised support services and transitional support available	Evaluation from students
Pre-registration and welcome information	New students Returning students	Early August and reminder in mid-August Several e-mails sent from mid-August to start of Welcome Week	e-mail directing students to Registration web pages and Student Portal. Links to all required information including finance	Evaluation from staff and student survey
Student Support Services Drop-in and virtual single point of entry – students assessed and directed to relevant advisor Casework Money doctor clinics Financial health checks	Pre-entry and current students Pre-entry and current students Current students Current students	Throughout the year Throughout year Key points during semesters Key points during semesters	Finance, welfare and disability support and advice Finance and welfare support and advice Finance IAG Finance IAG	University-wide evaluation programme in place – qualitatively evaluate student experience to inform future service delivery developments
Finance Services Telephone, e-mail and counter service	Current students, parents	All year service	Financial help and guidance relating to fees, payments and NSP	Evaluation included in student survey

Table 8.0 Continued (2)

Activity	Audience	When	Information included	Monitoring and evaluation
Student Administration Services Telephone, e-mail and counter service	Prospective and current students, alumni, academic staff and parents	All year service	IAG on all aspects of student and course administration	Evaluation included in student survey
Bath Spa plus Jobshop student employment service	Current students	Open during teaching year	Offers advice on employment. Works with local employers to provide students with opportunities to access financial support through casual work or placement opportunities	Student and employer satisfaction surveys
Bath Spa Award Careers service IAG Supporting work placements Supporting transition into workplace	Current students Early graduate students Graduate students	Open during teaching year Up to six months after graduation Up to three years after graduation	Sandwich year placements, curriculum-based work placements, accreditation for work experience outside of term time, internships	Student and employment satisfaction surveys

Appendix 2

Glossary of abbreviations

AVA	Access Validating Agency
ASD	Autism Spectrum Disorder
B&NES	Bath and North East Somerset
BERTIE	Bath Spa University Institute for Education's British Education Research Tool in Education
BME	Black and Minority Ethnic
BSU	Bath Spa University
BSU AF	Bath Spa University Access Fund (for students experiencing financial hardship)
BSU TTF	Bath Spa University Trainee Teacher Fund (for ITT students experiencing financial hardship)
DFE	Department for Education
DLHE	Destination of Leavers from Higher Education
EDSG	Bath Spa University Equality and Diversity Steering Group
GTTR	Graduate Teacher Training Registry
HEA	Higher Education Academy
HEAT	Higher Education Access Tracker
HESA	Higher Education Statistical Agency
IAG	Information, advice and guidance
IfE	Bath Spa University Institute for Education
ITT	Initial Teacher Training
KIS	Key Information Sets
LPN	Low participation neighbourhood as defined by super profiles, POLAR2 or POLAR3 data
MoD	Ministry of Defence
NCOP	National Collaborative Outreach Programme
NCTL	National College for Teaching and Leadership
NERUPI	Network for Evaluation and Research of University Participation Interventions
NNCO	National Networks for Collaborative Outreach
NSP	National Scholarship Programme
OFSTED	The Office for Standards in Education, Children's Services and Skills
PGCE	Postgraduate Certificate in Education
QTS	Qualified Teacher Status
SCiP Alliance	Service Children's Progression Alliance
SED	Self-Evaluation Document
SLC	Student Loans Company
SpLD	Specific Learning Difficulty
SW LACES	South West Looked After Children Education Support Group
TEF	Teaching Excellence Framework
WAPA	Western Access Progression Agreement
WIN	Wessex Inspiration Network
WON	Western Opportunities Network
WVPC	Western Vocational Progression Consortium

Table 7 - Targets and milestones

Institution name: Bath Spa University

Institution UKPRN: 10000571

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Young full-time degree entrants. Target and milestones were calculated on rolling average of data from 2012/13 to 2013/14.	No	Other (please give details in Description column)	11.8%	13.0%	13.5%	14.0%	14.2%	Lifting of student number control from 2015/16 and potentially the fee cap makes it difficult to predict any impact this and the drive to widen access across the sector might have on future recruitment.	
T16a_02	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	All undergraduate BME entrants. Target and milestones were calculated on rolling average of internal data from 2012/13 to 2013/14.	No	Other (please give details in Description column)	7.9%	9.0%	9.5%	10.0%	10.2%	Lifting of student number control from 2015/16 and potentially the fee cap makes it difficult to predict any impact this and the drive to widen access across the sector might have on future recruitment.	
T16a_03	Access	Mature	HESA T2a - (Mature, full-time, first degree entrants)	Mature full-time degree entrants. Target and milestones were calculated on rolling average of data from 2012/13 to 2013/14.	No	Other (please give details in Description column)	19.0%	20.4%	20.7%	21.0%	21.2%	Lifting of student number control from 2015/16 and potentially the fee cap makes it difficult to predict any impact this and the drive to widen access across the sector might have on future recruitment.	
T16a_04	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	PGCE ITT (All Phases) BME entrants. Target and milestones were calculated on rolling average of internal data from 2012/13 to 2013/14.	No	Other (please give details in Description column)	4.6%	5.5%	5.8%	6.0%	6.2%	This target and the milestones were calculated on the previous 2 year pattern of recruitment since the introduction of higher tuition fees and the assumption that there will be no overall increase or decrease in trainee numbers. While considerably below the sector average, at 4.6% the percentage of trainees from BME backgrounds on NCTL -funded PGCE courses at the University is marginally above that of the south west region at 2.8%. At this stage it is difficult to predict any impact the future implementation of Government ITT policy might have on our allocated trainee numbers or recruitment.	
T16a_05	Access	Gender	Other statistic - Gender (please give details in the next column)	PGCE ITT (Primary) male entrants. Target and milestones were calculated on rolling average of internal data from 2012/13 to 2013/14.	No	Other (please give details in Description column)	21.0%	22.2%	22.6%	23.0%	23.4%	This target and the milestones were calculated on the previous 2 year pattern of recruitment since the introduction of higher tuition fees and the assumption that there will be no overall increase or decrease in trainee numbers. At this stage it is difficult to predict any impact the future implementation of Government ITT policy might have on our allocated trainee numbers or recruitment.	
T16a_06	Student success	Multiple	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	Qualify or continue at same university. Target and milestones were calculated on rolling average of data from 2010/11 to 2012/13.	No	Other (please give details in Description column)	93.2%	94.0%	94.3%	94.5%	94.7%		
T16a_07	Student success	Low participation neighbourhoods (LPN)	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Qualify or continue at same university. Target and milestones were calculated on rolling average of data from 2010/11 to 2012/13.	No	Other (please give details in Description column)	92.4%	93.0%	93.2%	93.4%	93.5%		
T16a_08	Student success	Multiple	HESA T3c - No longer in HE after 1 year & no previous HE qualification (Mature, full-time, first degree entrants)	Qualify or continue at same university. Target and milestones were calculated on rolling average of data from 2010/11 to 2012/13.	No	Other (please give details in Description column)	89.3%	91.5%	92.0%	92.5%	92.7%		
T16a_09	Student success	Multiple	Other statistic - Completion/Non continuation (please give details in the next column)	Student retention and success as measured by gaining QTS. Target and milestones were calculated on rolling average of internal data from 2012/13 to 2013/14.	No	Other (please give details in Description column)	88.5%	88.8%	88.9%	90.0%	90.2%		
T16a_10	Progression	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	HESA E1a Employment Indicators: Leavers obtaining first degree from full-time courses. Employment including further study.	No	2012-13	93.8%	95.5%	95.8%	96.0%	96.2%		
T16a_11	Progression	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	HESA Destination of Leavers from Higher Education: percentage of UK domiciled full-time respondents in graduate level employment.	No	2012-13	55.4%	57.0%	58.0%	59.0%	60.0%		
T16a_12	Student success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Achievement of a 1st or 2(i) for UK-domiciled BME students as compared with BSU average	No	2015-16	9 percentage points gap	8 percentage points gap	7 percentage points gap	6 percentage points gap	5 percentage points gap		

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16b_01	Other/Multiple stages	Other (please give details in Description column)	Management targets	University-wide strategic steering group monitors and evaluates progress towards the delivery of the measures, targets and milestones set out in this and future Access Agreements. Target expressed as meetings per year	No	2015-16	4	4	4	4	4		The Steering Group sets terms of reference and reporting pathway in University governance structure. The Group meets at least once per term to monitor progress towards delivery against milestones, receive annual monitoring and evaluation reports and review the Access Agreements as required by OFFA in the subsequent years. Sub-groups are formed from membership to collaborate on specific tasks or projects such as evaluation. Target and milestones added.
T16b_04	Access	School sponsorship	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Build outreach programmes based on learner progression framework model for partner academy and trust schools. Target expressed as number of events per institution per year.	Yes	2012-13	0	0	0	0	0		This target has become obsolete. Strategic priorities have changed and at the time of compiling this Access Agreement have no formal partner academy or trust schools.
T16b_05	Access	Mature	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Sustaining the work of the Western Access Progression Agreement Steering Group in the south west region. Target expressed as number of meetings.	Yes	2015-16	3	3	3	3	3		The Western Access Progression Agreement is a partnership of regional HEIs that work together to bring greater clarity, coherence and certainty to progression opportunities for Access to Higher Education learners in the region
T16b_06	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Deliver GCSE tutoring in target schools in collaboration with the University of Bath. Target expressed as number of pupils.	Yes	2015-16	1,500	1,500	1,500	1,500	1,500		Collaborate with University of Bath to provide university student tutors to provide classroom support in complementary GCSE subject areas in B&NES Schools. As part of this programme we provide student tutors in English, History and Geography. We work together with the University of Bath to evaluate the programme.
T16b_07	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Deliver GCSE tutoring in target schools in collaboration with the University of Bath. Target expressed as number of tutors.	Yes	2015-16	60	60	60	60	60		Collaborate with University of Bath to provide university student tutors to provide classroom support in complementary GCSE subject areas in B&NES Schools. As part of this programme we provide student tutors in English, History and Geography. We work together with the University of Bath to provide joint staff development and tutor training sessions.
T16b_08	Access	Care-leavers	Outreach / WP activity (collaborative - please give details in the next column)	Provide a programme of activities to support children in care and care-leavers working with local and regional HEIs and colleges to support young people and local authority care teams in the region. Target expressed as number of meetings.	Yes	2013-14	8	10	10	10	10		We work collaboratively with local and regional HEIs to jointly expand the reach and volume of this work. We work with young people, their carers and professional support workers. The University currently works with three local authority teams in the region. The total number of participants per event is variable.
T16b_09	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Primary programme. Consists of three sessions, two school-based and one on campus, although we offer schools flexibility. Collaborative programme with the University of Bath. Target expressed as number of programmes.	Yes	2014-15	9	10	10	10	10		We will collaborate with regional HEIs to prevent duplication of events in same schools. There are usually between 20 to 30 pupils in each programme.
T16b_10	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Programme of targeted aspiration-raising generic campus visit days based around student life and finance IAG. Target expressed as number of events.	No	2015-16	24	25	25	25	25		The average number of participants per event is approximately 40.
T16b_11	Access	School sponsorship	Outreach / WP activity (other - please give details in the next column)	Subject-based events. Curriculum-based and university subject taster sessions. Target expressed as number of events.	No	2015-16	14	20	20	20	20		The average number of participants per event is approximately 25-30, depending on the subject and nature of the event.
T16b_12	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	School and college based aspiration and attainment-raising events with young people. Target expressed as number of events.	No	2015-16	23	25	25	25	25		The number of participants per event is variable depending on the nature of the event, can range from HE roadshows for targeted groups of 50, to career-fairs for whole year groups or a number of different year groups in the area.
T16b_13	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Promoting access to the professions to young people from WP backgrounds. Target expressed as number of events.	No	2015-16	5	10	10	10	10		Increasingly partner schools and colleges are requesting us as leading ITT providers in the region to support careers events by offering IAG about pathways into the teaching profession for both pre-and post-16 students. This target is in addition to the outreach work we already carry out around pathways into the teaching profession with learners on Access to Higher Education Diploma courses. We also run a number of programmes and a summer school around accessing the professions associated with our particular portfolio of academic provision.
T16b_14	Access	Gender	Outreach / WP activity (other - please give details in the next column)	Promoting men into Primary and Early Years 2-day taster course. Target expressed as number of participants.	No	2015-16	18	21	22	23	25		The taster course is an opportunity for men to consider whether teaching in a Primary or Early Years setting is the right career for them. The taster course is delivered over two days by ITT tutors and includes one day in school and practical IAG on pathways into the teaching profession.
T16b_15	Access	Mature	Outreach / WP activity (other - please give details in the next column)	Outreach work with Access to Higher Education Diploma and mature students. Target expressed as number of events.	No	2015-16	10	13	14	15	15		This is an indication of minimum activity and includes planned activity such as the Annual Access Student Conference, demand-led activity such as outreach visits to colleges and community organisations and our transitional summer school. It is difficult to predict the number of events as requests for outreach visits vary year on year. The number of participants per event is also difficult to predict, although typically the Annual Access Student Conference and transitional summer school attracts 50-60 participants.

T16b_16	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Parent evening events based around HE and finance IAG. Target expressed as number of events.	No	2015-16	18	20	20	20	20		The number of participants per event is variable depending on the nature of the event and can range from 30 to 150+.
T16b_17	Student success	Multiple	Student support services	Proactive targeting of support services for students with behaviours and characteristics associated with greater risk of withdrawal.	No	2014-15	Reviewed annually		We work to identify and proactively direct at-risk students, including those with WP markers in their profile, to the appropriate support professionals. We evaluate and review our systems annually. Milestones added.				
T16b_18	Progression	Multiple	Student support services	Student engagement with careers and employability services. Target expressed as proportion of total student population.	No	2015-16	50%	55%	58%	60%	62%		We work to encourage all students to engage with these services.
T16b_19	Progression	Multiple	Student support services	Work placements and work-related learning. Target expressed as number of placements.	No	2015-16	450	520	550	600	600		We will work to ensure parity of opportunity for work placement and work-related learning across our undergraduate provision.
T16b_20	Progression	Multiple	Student support services	Uptake of University-sponsored paid internships. Target expressed as number of internships.	No	2015-16	50	50	50	50	50		We work to identify and proactively encourage students with a WP marker in their profile to apply for the internships.
T16b_21	Other/Multiple stages	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Participate in the NERUPI Consortium to develop innovative approaches to assess the impact of widening participation interventions across the student lifecycle and contribute to the the sector's understanding of effective practice. Target expressed as attendance at meetings per year.	Yes	2015-16	4	4	4	4	4		The NERUPI Framework, based on aims informed by academic research and best practice in the field, provides a common set of criteria for assessing impact while allowing use of flexible methods reflecting context. NERUPI's collaborative approach and focus on innovation and dissemination strengthens local evaluation and contributes to the sector's understanding of effective practice.

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.