



UNIVERSITY of
BRADFORD

Access and Participation Plan

2019/2020



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Introduction

The University of Bradford is a technology university with a focus on the generation and application of knowledge. The University's mission is: to create knowledge through fundamental and applied research; to disseminate knowledge by teaching students from all backgrounds; and to apply knowledge for the prosperity and wellbeing of people. Four objectives guide our activities: excellence, internationalisation, sustainability, and equality and diversity.

The University Strategy (2015-2025) confirms our mission to be a high-quality, research-intensive, international, technology university with a primary objective to improve people's lives. The University is committed to providing opportunities for all individuals with the potential to engage successfully in higher education to achieve a university degree. We have an outstanding track record in social inclusion and mobility which is clearly demonstrated by our continuing excellent record related to access performance, academic outcomes and employment prospects for specific student groups.

Bradford is located in a conurbation of relative social deprivation, and our students come from low-income backgrounds: 52%¹ of our full-time UK-domiciled undergraduate students are in receipt of full state support; just over 9% receive Disabled Students' Allowance²; and 72.6% are BME³. Our overall strategy for inclusivity and diversity promotes student involvement within our entire learning community, in a culturally responsive curriculum. The Quality Assurance Agency Higher Education Review (QAA HER) Report (2014) cites the institutional approach and commitment to diversity and inclusivity in the curriculum and the wider student experience as a feature of good practice⁴.

Our values

Our vision is realised in accordance with the following values:

- we encourage participation and openness
- we encourage creativity and innovation
- we support academic freedom and respect the right to express diverse points of view
- we provide equal opportunities for all staff and students to achieve their full potential
- we apply the best ethical standards in everything we do

Inclusion, access and opportunity

Our approach of integrating equality and diversity within the University's Strategy and supporting strategies complies with our statutory responsibilities under the Quality Act 2010, has served in defining a clear agenda to promote an inclusive and supportive working and learning environment. There is significant alignment of objectives for ensuring and developing equality and diversity within our Access and Participation plan including:

- To move beyond a culture of special adjustments to meet diverse needs, toward a more universal educational design that is sufficiently flexible to meet the needs of all learners
- To ensure that our assessment practices are inclusive, varied and flexible enough to meet diverse needs
- To provide an educational experience that addresses attainment gaps within our student body, particularly that between BME and white students

We continue to advance our work to embed equality impact assessment and analysis within academic developments, and to ensure that information gathered at all stages of the student life-cycle is monitored for a broad range of equality-protected characteristics including those prioritised by the Office for Students and their intersectionality. This ensures an inclusive curriculum and learning experience that minimises the need for individual interventions.

Importantly, the University continues to develop and implement interventions to enhance equality and diversity including:

- Equality networks involving both staff and students, that are successfully working in collaboration to promote mutual understanding of equality issues to influence and to support the development of the University's policies and practices
- The development of a staff e-learning training package around asylum
- Opening up the Sports Centre/ Library/ Language Centre to local asylum seekers and refugees
- Inviting local asylum seekers and refugees to come in and talk to students

Therefore, treating all students with equal dignity and worth is achieved at the University of Bradford through an inclusive learning environment founded on close partnership arrangements between staff and students, the local community and external partners. The approaches we use to facilitate learning, teaching and assessment are drawn from an appropriately broad range of sources, cultures and viewpoints that reflect the diversity of our staff and student body.

Our overall strategy, with the inclusion of Equality and Diversity as a key strategic objective, together with the Student Charter and Dignity and Respect Policy, provides staff and students with clear guidance regarding their roles and responsibilities in promoting equality and creating a positive learning environment free from discriminatory practices and behaviours. Inclusivity is one of our three graduate attributes, and our curriculum framework ensures that all students develop intercultural and international awareness, awareness of social and civic responsibilities, and literacy in sustainability as part of their studies.

¹ 2014 65.14% ; 2015 68.56%; 2016/17 54% and 2017/18 52%

² 2015/16 9.7% and 2016/17 9.2% HESA Data

³ 2015/16 70.85 and 2016/17 72.06% HESA Data

⁴ Quality Assurance Agency Higher Education Review Report, University of Bradford (2014) Paragraph 4.29.

Our priorities for access align to the Government's stretching targets for social mobility for 2020. Whilst we have a long-established reputation within the sector of promoting and achieving widening access to higher education and of supporting a diverse student body to succeed in their studies, the 2019/20 Access and Participation Plan provides an opportunity to undertake a further review of our performance and to ensure continuous improvement.

Our Access and Participation Plan is student-focused and predicated on a risk-based approach, and as such will:

- Ambitious and strategic
- Evidence-led
- Credible and sufficiently resourced
- Aimed at securing continuous improvement
- Able to demonstrate a commitment to equality and diversity

Student engagement: Students from a wide range of backgrounds, including representation from all Faculties, have had the opportunity to influence the development of the Access and Participation Plan. Their input has led to an enhanced focus on the following:

- Peer-Assisted Learning (PAL) scheme initiatives
- Transition arrangements
- Provision of information and guidance
- Progression into employment
- Staff training

The student body has been represented at meetings of Senate where this plan has been discussed, and the Academic Affairs Sabbatical Officer is a member of the Access and Participation Plan Working Group.

Section 1: Assessment of current performance

1.1 Access

- We are working strategically with a number of agencies including Bradford Metropolitan District Council across a range of initiatives, including on improving educational outcomes for all age groups in the local region.
- The following sections provide a summary of the assessment of our current performance across access, success and participation.
- In relation to **access** please find the following analysis of our performance:

Year of entry	2014/15	2015/16	2016/17	Trend
Access Agreement Year	2017/18	2018/19	2019/20	
Disability	9.2%	9.7%	9.2%	↔
Mature	26.1%	24.6%	22%	↓
Low socio-economic background	58.3%	57.4%	61.3%	↑
Low-participation neighbourhood	12.8%	13.9%	14.2%	↑
First in family to attend HE	73.4%	74%	71.9%	↔
Care leavers	15 new entrants	12 new entrants	10 new entrants	↓
White working-class boys	4.9%	3.2%	2.5%	↓
BME	68.6%	70.1%	72.5%	↑
Females in STEM	56.8%	58.2%	55.4%	↔
Refugees, asylum seekers	9	9	22	↑
BTEC Entrants	39.2%	46.8%	47.3%	↑

- The table above provides a summary of the University of Bradford's recent performance in relation to access and participation across a range of specific student groups.
- Commitment to continuous improvement:**
The University of Bradford continues to support a higher number of first degree students in receipt of DSA than benchmark, with 9.2% versus a benchmark figure of 6.8% (HESA PI). Access has also improved for those students from low socio-economic backgrounds, BME students and students with refugee status.

1.2 Success

- In relation to **success** please find the following analysis of our performance which includes a focus on both continuation and Good Honours:

Continuation

Entry Year (full-time)	2013/14	2014/15	2015/16	Trend
Entry Year (part-time)	2012/3	2013/14	2014/15	
Access agreement / Access and Participation Plan year	2017/18	2018/19	2019/20	
Disability	87.1%	89.8%	84.8%	↔
Mature	85.3%	89%	87.9%	↔
Low socio-economic background	88.6%	88.8%	84.9%	↓
Low-participation neighbourhood	87.6%	85.6%	80.4%	↓
First in family to attend HE	86.7%	88.0%	85%	↔
Care leavers		100%	83.3%	↔
White working-class boys	90.5%	88.3%	89.8%	↔
BME	88.9%	88.3%	85.1%	↓
Females in STEM	89.5%	88.5%	87.3%	↓
Refugees, asylum seekers				
BTEC entrants	86.7%	85.7%	81.6%	↓

Good Honours

Entry Year (full-time)	2014/15	2015/16	2016/17	Trend
Access agreement / Access and Participation Plan year	2017/18	2018/19	2019/20	
Disability	74.3%	78.4%	72%	↓
Mature	72.3%	76.9%	76.2%	↑
Low socio-economic background	71.2%	73.4%	75.8%	↑
Low participation neighbourhood	70.7%	76.3%	74.9%	↔
First in family to attend HE	71.8%	71.0%	75.3%	↑
Care leavers			40%	
White working class boys	86.2%	86.5%	82.4%	↓
BME	67.4%	67.2%	71.6%	↑
Females in STEM	77.2%	78.1%	81.1%	↑
Refugees, Asylum seekers				
BTEC Entrants	66%	63%	68%	↑

7. The tables above provide a summary of the University of Bradford's recent performance in relation to the success of specific student groups, based on continuation and good honours measures.

8. Commitment to continuous improvement:

Students with disabilities, those in the white working-class boys category and females in STEM are more likely to continue in their studies at the University of Bradford than the equivalent average population (HESA data). The percentage of students achieving Good Honours has improved for mature, low socio-economic background, first in family to attend higher education, BME and females in STEM groups. White working-class boys and females in STEM continue to achieve better outcomes at the University than their counterparts (HESA data).

11. Commitment to continuous improvement: Mature students and females in STEM continue to achieve more positive outcomes in terms of graduate-level employment and further study after leaving the University of Bradford, according to the most recent DLHE data. Most notable is the performance for those from low-participation neighbourhoods which has improved very positively recently, moving above those from higher participation neighbourhoods.

1.3 Progression

9. In relation to **progression** please find the following analysis of our performance:

Entry Year (full-time)	2013/14	2014/15	2015/16	Trend
Access agreement / Access and Participation Plan year	2017/18	2018/19	2019/20	
Disability	80.3%	75.7%	78.8%	↔
Mature	85.9%	84.8%	85%	↔
Low socio-economic background	74.2%	75.3%	75.3%	↑
Low-participation neighbourhood	75.5%	75.1%	82.1%	↑
First in family to attend HE	77.3%	77.2%	78.1%	↑
Care leavers				
White working-class boys	65.4%	65.2%	73.7%	↑
BME	74.6%	75.3%	77.8%	↑
Females in STEM	85.9%	87.1%	87.4%	↑
Refugees, asylum seekers				
BTEC entrants	57.6%	62.2%	66.4%	↑

10. The table above provides a summary of the University of Bradford's recent performance in relation to the progression of specific student groups, using the progression to further study and employment as published in the Destination of Leavers from Higher Education survey outputs.

Section 2:

Ambition and strategy

12. Following the analysis of our position, the areas below have been identified as priorities for the 2019/20 Access and Participation Plan:

2.1 Access

Proposed areas of focus for improvement: The University recognises the need to improve participation amongst the following groups:

- **Mature:** there are falling numbers of mature students and, although this remains above the sector average of 21.1%, the gap is closing
- **Low participation neighbourhood:** although participation levels have improved for this group, the University remains behind our location-adjusted benchmark of 19.4%
- **White working-class boys:** participation is low and continues to fall in this area
- **Refugees and asylum seekers:** As one of the first Universities to be awarded University of Sanctuary status, the University fosters a culture of welcome and inclusion for asylum seekers and refugees and is wholeheartedly committed to supporting refugees and asylum seekers. The City of Bradford is a City of Sanctuary, and the University is seeking to support the local community through initiatives to encourage and support refugees and asylum seekers to access higher education
- **Care leavers:** whilst the University admits a higher percentage of care leavers than is the case nationally, we have chosen to continue to place an emphasis on this group of students given the significant aspirational and financial barriers that remain for young people from a care background who may be considering higher education

2.2 Success

Proposed areas of focus for improvement: The University recognises the need to improve successful continuation and attainment amongst the following groups:

- **Low socio-economic background:** continuation for those from low socio-economic backgrounds has dropped below those from higher socio-economic backgrounds and, although improving, Good Honours attainment is still behind those from higher socio-economic backgrounds
- **Low-participation neighbourhoods:** continuation for those from low-participation neighbourhoods is falling and has dropped below our sector benchmark; Good Honours performance for this group is improving but remains below those from higher participation neighbourhoods
- **Disability:** continuation figures for students with disabilities have fallen following a previous improvement however, this remains above those with no disability. Good honours performance for this group has fallen and is now below those with no disability. The need to improve attainment is recognised given the reduction in the percentage of students with a disability gaining Good Honours
- **First in family:** continuation for those who are first in their family to engage in higher education has dropped, and although our analysis suggests we are improving, Good Honours attainment for this group is still behind those whose parents had an HE qualification

- **BME:** our previous strong performance for continuation for BME students has dropped in the latest figures; however, this remains in line with non-BME students. Although improving and performing better than the sector average, BME students are still behind non-BME students in the attainment of Good Honours. Black students make up 8% of the total population of qualifiers in 2016-17, and 12% of the BME population. Our analysis shows that despite broad improvements to good honours performance amongst BME students, black students specifically have experienced a drop in performance. We will therefore be reviewing our support and interventions for these students to ensure they have the same opportunities and capabilities to achieve good degree outcomes as their peers
- **BTEC:** continuation for those with BTEC qualifications is falling and, although improving Good Honours attainment for this group is still also behind those with other qualifications such as A Levels
- **Refugees and asylum seekers:** The overall number of refugees and asylum seekers at the University is too low to make meaningful comparison of success with other groups. However, as a University of Sanctuary, the University recognises the significantly increased obstacles faced by students who are refugees and asylum seekers. Therefore, as part of our overall and ongoing commitment, we have selected to include this group within our focus for improvement

2.3 Progression

Areas of focus for improvement: The University recognises the need to improve progression amongst the following groups:

- **Low socio-economic background:** progression for those from low socio-economic backgrounds remains lower than for those from higher socio-economic backgrounds
- **First in family:** progression for those who are first in their family to engage in Higher Education remains lower than those whose parents had an HE qualification
- **White working-class boys:** despite recent improvements, progression for white working-class boys remains lower than for other students
- **BME:** despite some improvement, progression for BME students remains lower than for non-BME students
- **BTEC:** progression for those with BTEC qualifications is still also behind those with other qualifications such as A Levels, despite improvements in performance
- **Refugees and asylum seekers:** in the absence of data we will take proactive measures to purposively engage with this group of students to ensure their specific needs are met

Intersectionality

13. The University of Bradford has a very diverse student population such that the characteristics included in the previous sections cannot be considered in isolation. For example, two-thirds of our UK undergraduate entrants share at least three of the characteristics mentioned above, implying that access efforts should be focused

mainly on applicants with particularly severe obstacles to entering higher education and that aspiration-raising is suited to outreach more generally.

14. We find that almost all combinations of the characteristics considered above, where there are sufficient numbers for there to be a statistically meaningful result, do not result in significantly depressed proportions of Good Honours outcomes below that of any one of the characteristics under consideration, with one exception. This is where Mature students enter with BTEC qualifications, when the Good Honours rate drops to 62%; having stated which, only 2% of our graduates belong to this combination, due to the fact that mature students tend not to enter the University with BTEC qualifications. Thus, the approach taken which aims to support all students with issues relating to academic progress and achievement is generally borne out by the evidence.

National Indicators

15. **Teaching Excellence Framework:** Analysis of the University's TEF metrics shows that mature students perform as well or slightly better on all 6 measures, with noticeably better performance on the supplementary Longitudinal Education Outcomes measures. There is very little variance between any of the measures based on neighbourhood, socio-economic background or ethnicity. The outlier to this is the supplementary "above median earnings or in further study" category, where those from POLAR quintiles 1 and 2 have better outcomes, and particularly Asian students have somewhat worse outcomes. Disability status makes no difference to the measures compared to benchmark; however, gender does present a small difference with females performing slightly better in 4 out of 6 categories.

16. **UCAS offer rate data:** A review of the UCAS data demonstrating differentials in offer rates between different categories of students shows the offer rate by gender, Male to Female, has decreased from 16.4% in 2011 to 3.0% in 2015, while the sector difference has remained steady at around 8%. The differential offer rate by ethnic group, White to BME difference, has fallen from 18.0% in 2011 to 12.6% in 2015, while the sector has remained steady at around 22%. The differential offer rate from POLAR Quintile 5 to POLAR Quintile 1 has moved from 6.9% in 2011 to 4.0% in 2015, with a peak of 12.4% in 2013 before falling again. The sector differential has remained steady at around 8%.

17. **Longitudinal Education Outcomes:** The national LEO data shows that our University graduate earnings reflect the average income levels for Yorkshire and Humber.

18. In November 2015 the University of Bradford Council agreed to the establishment of a strategic development programme called the Bradford Excellence Programme. The Bradford Excellence Programme (BEP) is our plan

of action to reposition the University and achieve our ambitious 10-year vision to become a world-leading technology university - "making knowledge work" for both business and society. The Programme is centred on delivering our strategy, doing things more efficiently and effectively, and supporting the successful implementation of existing Access Agreements. The Programme's workstreams are focused on four main areas to make our academic shape fit for the future, professionalising our support services; improving our infrastructure; and income generation.

19. To date, two key components of the programme which have relevance to our 2019/20 Access and Participation Plan are the Marketing and Admissions Review and the Student Administration Review. Enhancements have and continue to be made that will improve access to the University and ensure students are properly supported through and beyond their time at the University. A third component, the Retention and Progression Work Stream, is now in its second phase and will include the detailed monitoring of the University's performance in attracting, retaining and supporting the progress of under-represented student groups, particularly those identified above. The intention is to introduce both pre-emptive and responsive interventions to ensure students remain at the University and progress to fulfil their potential. Detail of its impact and future focus will be addressed in the success section. The University's Planning and Performance Team are leading this work. The Bradford Excellence Programme reports to the Executive Board, Senate and Council.

Section 3:

Access, student success and progression measures

3.1 Access

Bradford Metropolitan District is a large authority with a diverse mix of educational provision from primary through to secondary and further education. Despite high levels of deprivation, Bradford has seen improvements in educational achievements for children and young people over the last ten years. However the percentage of pupils attending good or outstanding secondary schools remains significantly below the national average.

We have defined our key target groups for Access, based on the University's performance over the last three years and against national benchmark data.

Mature students:

Whilst the percentage of mature students studying at the University of Bradford remains above the national average of 21.1%, it has decreased over the past three admissions cycles, and the gap in participation levels is closing. This is against the national context of a reduction in access, influenced by the removal of NHS bursaries, increased participation at age 18, and a more buoyant employment market. These key factors have had a negative impact on application numbers from those over 20 years of age, and most significantly amongst those aged 30-39.

The University has academic strengths in programme areas which attract large numbers of mature students, particularly health-related courses, has a strong reputation for supporting this applicant group, and is committed to improving entry rates for mature students.

Actions, targets and milestones for 2019/20

The UK Recruitment Team has developed close working relationships with Access to Higher Education course providers throughout the North East and North West regions and provides support for mature students. The team have two dedicated Adult Learner Advisers who deliver subject-relevant workshops to Access groups, organise on-campus events including Open Days and Taster events, as well as offering one-to-one support and advice. The University also delivers an adult learner-specific 'Trans: It' programme to support the transition to learning in higher education.

Our Adult Learner Advisers collect feedback from outreach activities and focus groups undertaken with mature students, which is used to provide evidence-based rationale for future activities. Quarterly evaluation meetings take place to inform delivery of outreach events and targeted marketing collateral to address the needs of mature students.

Whilst the evaluation of existing activities (through qualitative feedback, and enquiry and application data) has demonstrated their effectiveness, the University has identified a need to sustain and further develop strategic relationships with key stakeholders working with mature students, and to make further improvements to targeted marketing activities in order to increase participation levels.

As peer support is a key influencing factor for mature students who are considering returning to education, the UK Recruitment Team will formally establish a mentoring scheme for mature students in 2019/20. This will build on existing best practice where student ambassadors and alumni return to their former colleges to deliver workshops to those considering higher education.

The University's target is to raise access levels for this group from 22% to 24% by 2019/20, increasing to 27% over a five-year period. Participation rates will be monitored annually to review progress against these targets.

Low-participation neighbourhood:

Understanding and addressing the socio-economic aspects of the district is a key priority for all partners in Bradford, especially in addressing the educational challenges of its young, deprived population. Improving life chances and facilitating social mobility is not just about minimising barriers; it requires local economic growth to support new sectors, industries and jobs, and collaborative action to raise aspiration, attainment and access to these opportunities.

The University continues to build on its association with the Bradford Partnership, a membership organisation of the 33 secondary schools in and around the District, committed to delivering a high-quality offer for young people, many of whom live in some of the neighbourhoods with the lowest participation rates in the UK. The University is also a key partner of 'Bradford Pathways', an aspiration-raising model led by the Bradford Metropolitan District Council to embed the education, skills and employment infrastructure in the Bradford District, enabling individuals to be prepared for changing business and economic needs.

The University of Bradford is committed to the 'Go Higher West Yorkshire' partnership, an established consortium of twelve higher education (HE) providers in West Yorkshire (comprising FE colleges with HE provision, and universities). The partner members represent a diverse range of institutions offering a vast array of different courses, subjects, qualifications and modes of study.

Go Higher West Yorkshire's mission is to work in partnership to act as a single point of contact for information on our higher education provider partners, improving access to, and achievement in, higher education to enhance individual and economic development. This is achieved through the consortium's internal structures: each of the twelve partners has representation on our Governing Board and in our two operational groups (the Business Engagement Planning Group, and the Widening Participation Planning Group).

The University is also part of the Go Higher West Yorkshire NCOP consortium, employing a dedicated staff member to undertake targeted interventions with applicants from low-participation neighbourhoods, and to develop community links with key stakeholders and influencers from target wards.

Actions, targets and milestones for 2019/20

The UK Recruitment Team delivers a diverse range of activities and higher education workshops in schools and colleges in low-participation neighbourhoods, many of which include student ambassadors and inspirational academics as positive role models. These activities also include sessions for students and their parents and carers, which are designed to reduce barriers to access, including first in family and financial considerations. The UK Recruitment Team is also responsible for leading the Bradford branch of Children's University, a national scheme designed to raise the aspirations of younger students, many of whom live in low-participation neighbourhoods.

Our dedicated NCOP staff member works with local community groups to deliver innovative activities to increase confidence and aspirations, a recent example being a photography project delivered in a neighbourhood with one of the lowest higher education participation rates in Bradford.

In addition to continuing to deliver, evaluate and review existing activities in 2019/20, the UK Recruitment Team will introduce a targeted programme of interventions for those students from low-participation neighbourhoods who are the first in their family to access university. This programme will include dedicated online and offline information resources, on-campus activities, employer, school and University collaborations to support attainment and aspiration in STEM subjects, a Lego League and STEM club, a peer mentoring scheme for enquirers and applicants, and a contextual admissions strategy to support entry to University for students from low-participation neighbourhoods.

During 2019/20, the University aims to increase entry levels from low-participation neighbourhoods from 14.2% to 16%, increasing to 20% over a five-year period.

Through its participation in the Go Higher West Yorkshire NCOP collaborative partnership, the University will also increase entrants from low-participation neighbourhoods into higher education from a baseline of 47 in 2015/16 to 120 in 2019/20 and 140 in 2022/23, through the delivery of a collaborative Year 10 summer school.

Participation rates will be monitored annually to review progress against these targets.

White working-class boys:

In 2018, young women in the least advantaged areas are 66% more likely to apply to higher education than young men, leaving a significant participation gap both nationally and at the University of Bradford for white working class boys.

Actions, targets and milestones for 2019/20

Many students in this group have multiple measures of disadvantage, for example also living in neighbourhoods with low participation rates. The partnerships, collaborative working and strategies outlined in the previous section will

also therefore contribute to the delivery of access targets to engage white working-class boys.

The influence of positive role models is crucial for this target group. This will be addressed through the introduction of a targeted mentoring scheme involving current students and alumni from this background, who can showcase the impact that studying at University has had on their life and that of their family members. This scheme will regularly be evaluated and reviewed, based on participant feedback.

Access levels for white working-class boys have decreased by almost 50% at the University over the past three cycles, from 4.9% to 2.5%. Our target for 2019/20 is to increase these levels to 3.5%, rising to 5.5% over a five-year period. Participation rates will be monitored annually to review progress against these targets.

Refugees and asylum seekers:

In September 2017, the University of Bradford was the second University in England to be officially recognised as a 'University of Sanctuary' for our work. The University works closely with the City of Bradford, itself a City of Sanctuary, to build on the shared proud history of welcoming and including newcomers from all parts of the world. The City of Sanctuary is a national charity with the aim of ensuring asylum seekers and refugees are welcomed into different contexts in the UK. The University of Sanctuary is one stream of this. In addition to specific measures to support the access of refugees and asylum seekers to higher education, described below, the University has also developed a bespoke e-learning module for staff to understand the Sanctuary work and its importance to the University.

The University provides advice and guidance for refugees and asylum seekers at on- and off-campus recruitment events, including promotion of the University's Sanctuary Scholarships for asylum seekers and refugees who have no access to student finance due to their immigration status - www.bradford.ac.uk/scholarships/info/sanctuary-2018-19

A 'pennies in the salary' scheme is also promoted by the University which supports a hardship fund and allotment space for refugee and asylum-seeking students.

The University provides facilities and support to refugees and asylum seekers to apply for higher education. This includes access to language support; IT facilities and library access so that refugees and asylum seekers are able to research and submit applications for higher education; advice and guidance for refugees and asylum seekers at on- and off-campus recruitment events, including promotion of the University's Sanctuary Scholarships - www.bradford.ac.uk/scholarships/info/sanctuary-2018-19

We have also applied for Erasmus funding to develop novel interventions (including the use of digital technology) to optimise the experiences of asylum-seeking and refugee

students at the University. The aim is that they achieve their full potential, and those that can work after completing their qualification have more potential for employability.

Actions, targets and milestones for 2019/20

The UK Recruitment Team regularly engages with refugees and asylum seekers through outreach events delivered in local schools and colleges.

During 2019/20, the Team will introduce a series of tailored interventions to support refugees including focus groups to provide evidence-based feedback to inform future activities, which may include dedicated on-campus events, drop-in sessions, mentoring, and the development of strategic partnerships with local organisations who work with refugee groups.

Over the past three years, the University has increased numbers of refugee students by more than 100%, from 9 to 22 new entrants. Our target for 2019/20 is to further increase this to 30, achieving a target of 50 within five years.

For 2019/20 our target is to offer a further 10 scholarships to students.

Participation rates will be monitored annually to review progress against these targets.

Care leavers:

Nationally, 6% of care leavers (aged 19-21) enter higher education; within Bradford, 7% of care leavers progress to university. However, significant aspirational and financial barriers remain for young people from a care background who may be considering higher education.

The University's UK Recruitment Team has a dedicated Officer who provides support for care leavers, working in partnership with local authority teams across the West Yorkshire area to promote online information and outreach activities, and to provide a single point of contact for young people leaving care. The University offers financial support to care leavers to help with the transition into higher education, as well as year-round accommodation.

Increasing engagement and participation rates amongst young people in care (aged 5-25) is also a key strategic delivery aim for the Go Higher West Yorkshire NCOP consortium.

Additionally, the University has a full package of support for care leavers to help them access higher education.

This includes:

- Help with UCAS application to the University
- A named member of staff to provide support and help with all aspects of University life
- All-year-round accommodation including important vacation times
- Support with child care

- Assistance with applying for financial support, ensuring students receive all their bursary entitlement

Actions, targets and milestones for 2019/20

In addition to existing activities, in 2019/20, the UK Recruitment Team plans to introduce a wider range of dedicated activities for young people leaving care, informed by student feedback from this group, including dedicated events for young people and their carers delivered in partnership with the NCOP collaborative consortium and mentoring activity.

Over the past three years, care leaver numbers at the University have declined by 33% from 15 to 10 new entrants. In 2019/20, our target is to increase the number of new entrants to 12, increasing to 18 over a five-year period.

Through membership of the NCOP consortium, the University will also increase confidence levels of young people in public care and care leavers through sustained engagement in aspiration raising activities, from a baseline of 83% in 2013/14, to 90% in 2019/20 increasing to 92% in 2022/23; and participation rates from a baseline of 116 in 2015/16, to 136 in 2019/20, increasing to 148 in 2022/23.

Participation rates will be monitored annually to review progress against these targets.

3.2 Raising attainment in Schools

STEM Society students contribute to schools and the local community. The scheme focuses on communicating scientific knowledge and ideas in accessible ways including mentoring, laboratory demonstrations and presentations. These activities take place in a number of environments including the STEM Centre, schools, museums, STEM clubs and public events. A sense of belonging is created as students benefit from a programme of social activities as well as recording their volunteer hours as HEAR activity, and new networking events are proposed to support progression to further study and STEM careers.

In addition to the activities described above to support raising attainment in local schools, the University continues to be the lead sponsor of University Academy Keighley (UAK), which has a large number of students from disadvantaged and under-represented groups.

The University has significantly increased and enhanced its internal resource commitment in 2017/18 to the Academy to address concerns raised in the Ofsted inspection (April 2016) that judged UAK to have serious weaknesses. During October 2017 Ofsted undertook a full inspection and this resulted in the school moving into Requires Improvement. The new Chair has developed a comprehensive action plan with the Principal which is now being implemented. The Ofsted inspection (October 2017) reported:

- Leaders ensure that pupils receive appropriate social, moral, spiritual and cultural education. Opportunities to

debate and talk openly about topical issues are, however, lacking.

- Governors have the skills and abilities to challenge school leaders, to ensure rapid improvement.
- The principal and governing body work collaboratively and swiftly, having taken urgent and decisive action to add capacity to senior and middle leadership by commissioning experienced external leaders.
- Overall, pupils are making better progress than they were at the time of the previous inspection.
- Since her appointment, the principal has effectively decreased the previously high levels of staff absence. Staff are now attending regularly, which is helping to improve consistency in the implementation of the improved policies for managing behaviour.
- Pupils attend very well. Attendance is above the national average and the proportion of pupils who are persistently absent is below the national average. Pastoral leaders make attendance a priority and work well with parents to address any attendance concerns swiftly.

UAK has made significant improvements during the last 18 months and welcomes the new measure of Progress 8 in the performance tables and they continue to be the top school for progress in the Keighley area. This is a fairer measure of students' achievements at secondary school, recognising all students' starting points and tracking progress. It reinforces the message that every child's achievement and progress matter.

The academic aspirations for the school are to build on the firm foundations set this year by ensuring that it is ahead of the national average and achieving a positive Progress 8 score, with this the University will continue to work with UAK to ensure that the proportion of the students who are achieving the Basics (English and Math's at grade 5+) is also increasing, the School is on target to achieve this.

The school doubled its GCSE results (grade A-C) in 2016 and 2017 there was further improvement of 16% taking the headline measure to 48% the best in the school's history. Current forecasting on progress outcomes shows that the school will continue to improve.

Evaluation

An Access and participation plan working group has been established to oversee the monitoring and evaluation of all actions and associated targets. This Group is chaired by the PVC Learning, Teaching and Quality and draws on all Faculties and Directorates for its membership thus ensuring an inclusive and comprehensive approach. Meetings are scheduled on a regular basis to ensure timely reporting through to the University Executive Board and Senate. Importantly the Group is supported by the university planning office.

Progress in relation to the implementation of the 'access' element of the 2019/20 Access and Participation Plan will be overseen by the Executive Board and Senate and reported to

the University Council. Actions, targets and milestones will be incorporated within the University planning cycle, with the Planning Office providing regular reports and updates.

3.3 Success

The University defines student 'success' in terms of continuation and Good Honours for measurement purposes, but more broadly seeks to ensure that every student is supported to achieve their full potential. The specific student groups being targeted in the Access and Participation Plan include the following: Disability; Low socio-economic background; Low-participation neighbourhood; First in family to attend higher education; BME; BTEC entrants; White working-class boys; and Care leavers.

The University of Bradford has a strong track record in supporting the academic and general welfare needs of students to ensure that they 'succeed'. The University offers a range of student support services and activities, aimed to ensure that all students are able to succeed to their fullest potential. The University's Academic and Learning and Teaching Strategies promote individualised and personalised approaches to learning, teaching and student support, and in the context of this, the University views each student as an individual with their own strengths and support needs. Student support is therefore designed to respond to the individual, with approaches then being tailored to meet the specific requirements of each student. Recognising the importance of the concept of belonging in student retention and success, the University seeks to provide a vibrant academic environment in which each individual student can engage, feel accepted and feel valued. The University's specific professional support services work closely together to provide holistic, joined-up support across a range of specialisms. The overall University student support strategy seeks to develop a more holistic approach to student wellbeing, with greater emphasis on preventative, developmental and proactive initiatives, and the development of self and peer support initiatives to develop resilience, self-care and community.

The University's student support mechanisms provide student-centred, individual support tailored to the individual and the specific situation. The first line of support is provided through a student's programme, through Personal Academic Tutors, and other designated academic roles which take oversight of specific aspects of the student's academic journey. Each programme has dedicated administrative support, designed to ensure administrative oversight of every student from enrolment through to graduation. Specialist University student support services operate at three levels - firstly, embedded within the curriculum to deliver specialist support and input to students within their programme of study; secondly, as a referral point to provide specialist professional support to individual students who are experiencing difficulties or who need additional support; and, thirdly, at an institutional level undertaking preventative and environmental initiatives to student support.

Our success activities are largely designed to support broad student engagement, retention and transition for all students, and also instil a sense of belonging pre-entry, over the first year and beyond.

Our approach is also underpinned by involving students - in the development, delivery and evaluation of the activity. For example, our peer support activity champions the active role students can take in their own learning and how they can be empowered through supporting and developing each other. Similarly, student involvement is integral to the design and delivery of our Trans:it Summer School, and student consultation has been essential in establishing other projects such as the HEAR and the BTEC Student Success project.

Our initiatives in this area will focus on the maintenance and expansion of existing activity that we know from our own (and sector) evidence to be beneficial. These include the following:

Peer Learning and Support:

Our Peer-Assisted Learning (PAL) strengthens each year, with schemes running in all our Faculties. Over 1,750 new students had the opportunity to engage in this peer support in 2017/18, led by over 100 trained student PAL Leaders from a range of groups - including mature students, students with a disability, international students, low-participation neighbourhood and BME students.

PAL forms part of the student curriculum for adopter programmes and aims to be an inclusive, student-determined space for all student groups, to help collaboration between peers. Evaluation is integral to the scheme design and uses a mixed method approach of engagement levels (numbers of schemes and student participation), obtaining feedback (qualitative and quantitative) and, in the case of PAL, in the design of the scheme itself whereby a range of specific learning activity is undertaken with PAL Leaders to build and assess their understanding, progress and development.

Ongoing evaluation of the scheme demonstrates that PAL is delivering the two key aims it sets out to offer - support for new student transition, and also the employability (and success) of the PAL Leaders who are noticeably developing key university capabilities and graduate attributes. For both groups though, important themes regarding employability and future goals, course/skills development or engagement with study are all developing. In addition, both first years and PAL Leaders feel that PAL can support a sense of belonging for those involved and community development in the department, thus aligning to sector evidence that stresses the role of belonging in supporting student retention and success. A number of PAL schemes now run at Foundation Year level, supporting students from low socio-economic background or low-participation neighbourhoods in particular.

Bradford continues to engage in sector best practice in this area, with the scheme manager a member of the national Academic Peer Learning Leadership Group which aims to further establish impact for students and best practice, and

to develop collaborative projects to support and develop peer learning in the sector.

In addition to PAL, we are also expanding our Peer Mentoring scheme, which runs in a number of programmes at both UG and PGT levels. Peer mentoring enables students in higher levels to mentor new students one-to-one in their transition into and through first year, with a focus on empowering new learners to be proactive and independent for ongoing success.

Actions, targets and milestones for 2019/20

Student engagement with all current PAL schemes will be analysed in 2018/19 and targets set for 2019/20.

A new peer support project currently targeted at postgraduate research (PGR) students will be extended to students in the categories identified above. This is an externally funded project focusing on developing support mechanisms in relation to mental health. It will include a series of psychoeducational workshops throughout the year delivered by members of the Counselling Service. The primary function is to develop a supportive network across the student community to reduce isolation, create a more stimulating learning environment and validate the need for effective self-care.

A Student Peer Guide scheme, where students design and lead skills-based workshops for other students to attend, will also continue into 2019/20.

All of the above aim to enable peer support and community, and thus benefit both recipients and student leaders in their ongoing success.

Trans-it Summer School:

Our pre-arrival transition support programme is designed to support academic transition into the University. To achieve this, it aims to establish the early development of good study skills and to enable students to familiarise themselves with the campus, meet other students, make connections before the course starts and develop a sense of belonging to the University. It runs for specific cohorts of students:

- Mature students
- Those entering through clearing and BTEC routes (may include low socio-economic groups and low-participation neighbourhood students)
- White males from low socio-economic groups (from 2017)

Evaluation is a key part of each summer school, using a mixed methods approach to ascertaining its value. This includes student engagement levels in each programme, participant feedback (both quantitative and qualitative) and, from 2017, tracking the progression of the participants. Evaluation to date continues to demonstrate how participants value the programme - in terms of all the key aims of the programme above, and particularly with regards to their confidence and preparedness for higher education.

In addition to the face-to-face event, target groups are sent further communications regarding key academic advice workshops and resources once the term starts to further build and develop their academic study skills.

Actions, targets and milestones for 2019/20

From 2019/20 an online trans:it module will be developed as part of the enrolment and induction process. Target groups will be prioritised for receiving this, and their completion tracked. The module will include elements of identifying development needs which can then be used to establish individual learner support needs. These can then be monitored, and support offered to target cohorts over their first year.

Further analysis of the trans:it summer school initiative for the BTEC group will be undertaken to determine if the initiative has a positive impact upon our support for low socio-economic background (including white males) and/or low-participation neighbourhood students. These groups will also be a focus in 2019/20 if the outcome of the analysis supports this.

Student Partnerships:

The University recognises that part of building student success through engagement and belonging involves ensuring students have a valued voice and an active role in developing and enhancing their own learning. Our successful student representative system and student survey season are both testament to this. These are complemented by a range of other mechanisms intended to establish and foster partnership approaches and relationships with students and staff. Examples of these include:

- My Bradford Stories (where small groups of students and staff - including senior staff - meet regularly to discuss experiences and ideas for change)
- Peer learning and support work (as outlined above) - but also our partnership working approach and enabling of students to be active and empowered in learning
- Student Ambassadors (in the delivery of our trans:it and the Applicant Progression summer schools) and access/outreach activity

Actions, targets and milestones for 2019/20

Key developmental activity here will include analysing our main student experience surveys (NSS, The Bradford Student Survey and the International Student Barometer Survey) by student demographics to determine particular issues and/or needs for our priority groups.

For example, in the 2017 NSS data, students with a specific learning difficulty have a noticeably lower score for thinking that assessment and marking criteria is fair compared to students overall; and students in socio-economic classification 4 have less favourable views on assessment and feedback. Similarly, utilising survey data will help to identify particular BME student experiences and issues.

Further quantitative and qualitative activity can be undertaken to explore these issues and student-led suggestions in more depth. This will not only aid the evaluation of our existing initiatives, but will help identify focus for new areas of support and/or bespoke activity for student success with our priority groups.

Higher Education Achievement Report (HEAR):

Introducing a Bradford HEAR in 2017 also forms part of our approach to building student success, and illustrates our commitment that students will have a range of opportunities beyond their programme of study that offer professional and personal development and workplace skills. Our HEAR is designed to acknowledge and encourage a broad range of achievements that reflect a more holistic picture of student success. Currently there are over 60 different achievements endorsed for the HEAR, from across Faculties, Directorates and the Students' Union, that collectively aim to be inclusive to different students - for example, many are held during standard university hours/are compatible with timetables and so don't require students to commit to evenings or weekends (and therefore can appeal to mature students or those with caring responsibilities). All achievements have to map to our employability capabilities to ensure they demonstrate success in this area.

Actions, targets and milestones for 2019/20

Next steps in our HEAR development will be monitoring how many and which students are engaging in extracurricular activity and, where applicable, encouraging students from our target groups to take up activities and/or create specific opportunities tailored to them.

BTEC Student Success project:

In 2017/18 a project looking at the continuation and success of students entering the University from a BTEC student route was undertaken. This led to a number of recommendations for 2018/19 onwards to support the success of these students, including enhancements to the Trans:it Summer School to include support for maths skills, as well as the longer term introduction of discipline-specific elements to the programme, and mechanisms for identifying the support needs of BTEC students when they enter to develop bespoke opportunities for them.

In 2019/20 all BTEC students will be supported through the use of an electronic Learner Support Profile, a method currently being successfully implemented for all students with a disability.

Actions, targets and milestones for 2019/20

In 2019/20 new Year 12-13 school-based activity to support BTEC curriculum delivery, enhancing attainment and supporting progression to STEM-based HE courses, is planned.

The BTEC transition summer school which focuses on the development of academic skills in preparation for HE study will continue to be delivered.

HEFCE Catalyst project - scale-up of TBL:

In recent years we have developed considerable expertise in innovative, student-centred pedagogies which resulted in a successful bid to the HEFCE Catalyst Fund in 2017 (£1,291,338 total project funding). The *Scaling-Up Active Collaborative Learning for Student Success* project aims to reduce disparities between student groups at Bradford and our two partner institutions through the adoption of student-centred inclusive-practice teaching interventions such as Team-Based Learning (TBL).

The first year of the project supported the introduction of TBL in each Faculty, with approximately 930 students experiencing this approach for the first time. Phase 2 is expected to recruit a similar number of modules across a broader range of activities, including supporting the transition of international students, distance learning programmes, and our Higher Education Academy Continuing Professional Development scheme. We are currently tackling some of the institutional barriers that colleagues have identified as key limiting factors to widespread adoption, and are conducting detailed qualitative and quantitative analysis of impact.

Initial project evaluation indicates that, whilst all students have benefited from the move to a curriculum delivered using Team-Based Learning, there has been a significant, positive impact on progression and attainment for groups who experience differential outcomes with more traditional forms of teaching.

Actions, targets and milestones for 2019/20

We plan to make the intervention sustainable by building organisational capacity for the approach, contributing to the evidence base and, most importantly, enabling students in the above categories to achieve their full potential.

BME Attainment:

While the attainment gap between BME students and white students remains of significant concern to the University, we have seen overall improvement in this area, with 71.6% of UK-domiciled BME first degree graduates obtaining First or Second-Class degrees, an improvement from 67.2% in 2015/16. This remains an area of focus for the University, to ensure continued improvement and narrowing of the gap between the performance of UK-domiciled BME first degree graduates and white UK graduates.

The Student Progression and Retention Work Stream of the Bradford Excellence Programme introduced a personalised approach to supporting student continuation, characterised by the phrase 'Every Student Counts'.

The Work Stream ran a series of projects aimed at improving student continuation, including:

- A detailed data analysis exercise using relevant sources of information to understand trends, patterns and correlations between those students who stay with the University and complete their courses on time, those that take longer, or those that leave the University early without completing their programme of study

- A detailed investigation of student communications, aimed at identifying ways to improve communications to students, particularly in relation to available support from University services
- A thorough review and re-launching of the Personal Academic Tutoring scheme, with the revised scheme launching for the 2017/18 academic session

The University continues to undertake specific initiatives and projects that are now being implemented to target significant improvements in BME student attainment. These include:

- providing targeted support to BME students to take up placements
- extending the transition offering to support BME students
- an iterative assessment feedback project
- the introduction of a BME graduate role model scheme
- the 'BME Attainment Gap' conversation project, run in conjunction with the Students' Union

Actions, targets and milestones for 2019/20

The university will continue to implement all current initiatives in addition to the implementation of the recommendations from the 'BME Attainment Gap' conversation project listed above.

Counselling Service:

The University's BACP-accredited Counselling Service provides a range of counselling and psychological therapies. The service is accessible to all students, and registration with the service includes outcome measures and screening tool (CCAPS) which identifies indicators of risk at the point of registration. Intake interviews are then provided, conducted by experienced counsellors, enabling the service to further assess for risk, triage and determine allocation, depending on the complexity of the presentation. Where it is determined that the student will benefit from counselling, they will then be referred for a series of four sessions, which can be extended where need is significant. The service is extending its services to provide online, as well as face-to-face, counselling.

The University counselling service aims to support students to enable them to overcome or manage the emotional or psychological barriers which might be getting in the way of achieving their full potential. This can be of particular value to students struggling with issues around family, identity, low self-esteem, and lack of confidence, sexuality and identity, as well as those who might be experiencing mental health problems.

The University is working to embed a more holistic approach to student wellbeing, based on pilot work with the PGR community being undertaken in 2018/19. This work will be extended to those student groups identified above for 2019/20 and beyond. This approach places greater emphasis on preventative, developmental and proactive initiatives, and the development of self and peer support initiatives to develop resilience, self-care and community, qualities that are required for medical students on graduation as well as

during their studies. Based on existing successful peer-assisted learning approaches, this approach creates peer-led support groups focused on wellbeing and mental resilience, with professional support from staff based in the University's Counselling Service. This approach not only seeks to embed a preventative approach to mental health support, but also seeks to promote discussion and wider acceptance of mental health issues as part of everyday life.

One-to-one counselling is provided for those students who are at risk of failing or not progressing. Counselling helps students to identify and overcome the problems leading to their inability to progress, and to enhance their resources and strengths. Evidence from feedback and evaluation using the Clinical Impact on Academic Outcomes (CIAO) tool demonstrates its effectiveness in this area: delivering targeted brief interventions designed to increase self-understanding, coping mechanisms, developing effective life skills, and providing support during times of difficulty.

Actions, targets and milestones for 2019/20

All of the following actions will be targeted at the specific group of students identified at the beginning of this section.

- Promote the provision of one-to-one counselling, psycho-educational workshops and weekly Mindfulness sessions. Monitor the 2018/19 uptake amongst students identified in this section and set targets for 2019/20
- Daily drop-ins (no appointment needed) during term times for quick access. Monitor the 2018/19 uptake amongst students identified in this section and take appropriate action to promote the service to relevant student groups in 2019/20
- Use of technology (online counselling and video-conferencing) for students unable to access the service in person. Monitor the 2018/19 uptake amongst students identified in this section and take appropriate action to promote the service to relevant student groups in 2019/20
- Develop a comprehensive website with a wide range of resources and self-help material, including a series of UoB leaflets covering the most commonly presenting problems. www.bradford.ac.uk/counselling/self-help/
- Enhance the support available for staff in their role of supporting students, particularly from the identified groups, who they might have concerns about

Disabled Students:

The Disability Service provides a range of initiatives to remove barriers to success for disabled students:

- All students with a disability are provided with a Learner Support Profile (agreed between the student and the Disability Service) which sets out the measures that both the University and the student will take to ensure that the student has the best possible opportunity to succeed academically. This includes any reasonable adjustments the University will make
- The University recognises that many students arrive in higher education having not previously been diagnosed with Specific Learning Difficulties, and that this can present

a significant barrier to success. The University therefore offers all new students the opportunity to be screened for Specific Learning Difficulties through the enrolment process. Students complete a learning styles questionnaire as part of their enrolment; where this identifies specific indicators, students are invited to complete a Quick Scan screening assessment. Students whose Quick Scan score indicates that they may have Specific Learning Difficulties are then referred to an Educational Psychologist for an in-depth assessment, funded by the University. This process, for which the University won the Times Higher Education Leadership and Management Award for Best Student Services Team 2016, enables the University to ensure that support is in place for students with previously undiagnosed Specific Learning Difficulties right from the start of their studies, thereby maximising their chances of success

- The Disability Service is a DSA-QAG (Disabled Students' Allowance Quality Assurance Group) registered Non-Medical Helper (NMH) provider, and employs a team of skilled and experienced quality-assured specialist mentors, very familiar with the context in which students live and study, to provide SFE-funded (Student Finance England) study coach support for students entitled to DSA (Disabled Students' Allowance) (and funded through the University where DSA funding has been withdrawn and where a significant need has been demonstrated). This takes place in the University, ensuring convenient and accessible support for students. Where a student is on placement, this is taken into account, and support can be provided on placement as well as in the University
- Each disabled student who registers with the Disability Service is allocated a Disability Adviser to support them throughout their time at University, providing continuity and security
- We have an agreement with a local agency, Fairweather House, to provide bespoke mental health support for those students with moderate to severe mental health conditions. We offer a support package for students with a mental health difficulty, including working closely with the Fairweather project to provide residential support (long-term and short-term) to those students experiencing particularly severe mental health difficulties or who are especially vulnerable if they lack family or other support
- The Disability Service, Centre for Educational Development and IT are collaborating to develop a range of inclusive learning and teaching practices (for example, Multimedia Lecture Capture and other technological solutions, inclusive curriculum design, recording devices in lectures, lecture notes in advance for all students) to be introduced from 2018/19
- We plan to embed consideration of disability and accessibility in all curriculum design, delivery and evaluation including assessment activities as well as estates planning in order to provide a fairer and more equitable approach to learning, teaching and the student experience but with the flexibility and capacity to provide specialist support when it is needed. This includes practices such as Team-Based Learning and Problem-Based Learning, all

lecture notes provided in advance and permission to record lectures. Lecture capture is being rolled out, and in 2019/20 the technology will be more widely available to students

Evaluation

An Access and participation plan working group has been established to oversee the monitoring and evaluation of all actions and associated targets. This Group is chaired by the PVC Learning, Teaching and Quality and draws on all Faculties and Directorates for its membership thus ensuring an inclusive and comprehensive approach. Meetings are scheduled on a regular basis to ensure timely reporting through to the University Executive Board and Senate. Importantly the Group is supported by the university planning office.

Progress in relation to the implementation of the 'success' element of the 2019/20 Access and Participation Plan will be overseen by the Executive Board and Senate and reported to the University Council. Actions, targets and milestones will be incorporated within quality assurance and enhancement processes at both programme and faculty level. The Planning Office will make data readily available, providing regular reports and updates.

3.4 Progression

To support the student groups identified in section 2 above, the University this year will be embedding a number of the new initiatives introduced in 2018/19 in support of student progression into employment. These include: the increased use of work placements within academic programmes of study; an expanding summer placement programme; the employability engagement programme specifically aimed at disabled students; rolling out the new Placement PALs scheme to other faculties; further integration of the Career & Employability Services/Faculty Work Plan process, continuing to offer the University Graduate Internship Programme for up to six graduates. Each Disabled Student Learner Support Profile has a link to Careers and Employability, which triggers an email inviting students to attend an appointment with Careers right from the start of their studies.

Furthermore, Career & Employability Services' new student CRM system will be fully operational in 2019/20 and will enable greater understanding of student engagement and participation, with general and targeted employability programmes and each element of the service offer. This enhanced quantitative data of student participation together with qualitative data of the student experience - gathered through a range of methods including meetings with the sabbatical officers, student focus groups, IAG student surveys, workshop/fair event evaluations, programme module evaluations, placement evaluations, and international exchange programme evaluations - will inform the monitoring and evaluation of performance against the student progression outcomes noted below. In addition, engagement meetings with key stakeholders including regional, national and international employers, the Leeds City Region LEP and West Yorkshire Combined Authority, Bradford Metropolitan

District Council and the Job Centre will also inform the delivery and focus of our services to students and graduates. This focus on gathering qualitative feedback will enable the views of students and key stakeholders from a broad range of backgrounds to inform Career & Employability Services' planning and delivery of services.

Additional new activities for 2019/20 will include:

- Communication and engagement programmes targeting first in family, low socio-economic background, white working-class boys and BME students, in order to generate increased participation in international study abroad and work placement opportunities
- Communication and engagement programme targeting first in family, white working class boys, low-socio economic and BME students, in order to generate increased participation in the Bradford Mentoring Programme
- Individual Faculty-focused activities to raise the profile and engagement of successful role model alumni with a focus on engaging alumni with a first in family, low socio-economic, white working-class boy, BTEC and/or BME profile. Engagement activities will include class-based activities, case study profiles, alumni networking events, and industry/business visits
- Providing career and employability activities as part of the BTEC Student Success project led by the Student Success Team/STEM at Bradford
- Implementing an introductory email inviting all refugee and asylum seeker students to attend a bespoke workshop and/or an appointment with Career & Employability Services. The workshop and 1:1 appointments will introduce students to the range of services and employability opportunities available, raise awareness of eligibility criteria, e.g. part-time working, and consider the needs of individual students. In addition, individual students' engagement with career and employability opportunities will be tracked across the year
- Reconfigured Bradford Graduate Programme open to all graduates, but targeted at those at risk or who are experiencing challenges in making a timely transition into graduate-level employment or further study

Targets and Milestones

- To increase in the number of first in family, low socio-economic background, white working-class and BME students undertaking an international study abroad or work placement opportunity. Please note, however, that the Brexit Agreement may potentially impact on our ability to achieve these increased participation rates
- To increase in the number of first in family, white working-class boys and low socio-economic students participating in the Bradford Mentoring Programme.
- Alumni engagement programme agreed and delivered within each Faculty.
- Career & Employability programme delivered to all students participating in the BTEC Student Success project.
- The Bradford Graduate Programme designed and implemented to deliver a proactive annual rolling programme of support for graduates.

The overall aim is for these measures to enable a 96% (or more) graduate success rate and 4% (or less) still seeking rate to be reported for UK UG full-time and part-time students in the Graduate Outcomes Survey 2021.

Evaluation

An Access and participation plan working group has been established to oversee the monitoring and evaluation of all actions and associated targets. This Group is chaired by the PVC Learning, Teaching and Quality and draws on all Faculties and Directorates for its membership thus ensuring an inclusive and comprehensive approach. Meetings are scheduled on a regular basis to ensure timely reporting through to the University Executive Board and Senate. Importantly the Group is supported by the university planning office.

Progress in relation to the implementation of the 'progression' element of the 2019/20 Access and Participation Plan will be overseen by the Executive Board and Senate and reported to the University Council. Actions, targets and milestones will be incorporated within quality assurance and enhancement processes at both programme and faculty level. The Planning Office, together with the Career & Employability Services, will make data readily available, providing regular reports and updates.

Section 4: Investment

The University recognises that, for many students from disadvantaged backgrounds, finance can be the key barrier to success. The University therefore provides a range of financial support to support both access and success.

Due to a reduction in student numbers, the level of anticipated income and therefore associated expenditure has reduced. We have reviewed our financial support offer to ensure this is more targeted however we are maintaining the level of activity and expenditure associated with supporting access, success and progression.

The table below provides a summary of the University of Bradford's planned Access and Participation Plan investments in 2019-20:

Access and Participation Plan Investment Summary	2013/14	2014/15
Access investment	460,826	2.5
Success investment	556,789	3
Progression investment	369,121	2
Investment in financial support	2,710,302	14.7
Total investment	4,097,038	22.2

The University of Bradford's investment beyond the APP-countable is detailed in the table below. The funding will be used to support the initiatives that are outlined in the document for access, success and evaluation:

Additional non-APP-countable spend	2019-20 (£)
Access investment	826,485
Success investment	1,660,486
Progression investment	771,409
Total investment	3,258,380

Access

The University seeks to support access through a range of bursaries and scholarships. Our bursaries and scholarship offering is designed to support our ambition to focus our efforts to improve participation for students from the following groups: mature, low-participation neighbourhoods, white working-class boys, and refugees and asylum seekers.

Bursaries and scholarships

The University will continue to offer a bursary to students from low-income backgrounds with a household income below £30,000 a year as assessed by the Student Loans Company. The bursary will be paid annually and will be subject to students demonstrating appropriate engagement with their programme of study. Engagement will be defined by meeting University attendance criteria, submitting all required coursework, attending exams and other compulsory elements of the programme such as laboratory and practical sessions. The Bursary will be £500 in the first year, £600 in the second year and £700 a year in the third and subsequent years for Home and EU students. A cash payment is made in every year

of the programme that the student is paying a full tuition fee (excluding placements years).

The University has reviewed and redesigned its 'high achiever scholarships' in line with its strategy around access to ensure that it is targeted to support students from low-participation neighbourhoods, and that high-quality mature students are also supported. This scholarship will now be available to students achieving AAA at A Level or equivalent, who are also from a low-participation area background. The AAA or equivalent tariff ensures that students achieving well in access qualifications will be eligible for the scholarship. Eligible new entrants for 2019/20 will receive an automatic academic scholarship guaranteed upon entry. The scholarship will be worth £1,000, and will be paid to students at two points in the academic year.

The University continues to offer its Sanctuary Scholarship Scheme for forced migrants (defined as students who are an asylum seeker or the partner of an asylum seeker, an asylum seeker/refugee/partner/dependant who has been granted Discretionary Leave to Remain (DLR) or some other form of temporary status, or refugee who is unable to access student finance due to previous study). The scholarship comprises waived tuition fees and £500 per year contribution to equipment for students who are forced migrants.

Supporting Care Leavers continues to be a priority for the University. The £1,000 Care Leavers Grant will continue into 2019/20 alongside a package of support that includes year-round accommodation, targeted open days and help with University applications.

Success

The University recognises the importance and impact that financial support has in enabling students who experience financial hardship to continue with their studies. Again, our support package for 2019/20 is targeted towards those groups for which we are targeting improvement in continuation, though any student in crisis will receive support. Given the high proportion of students from low socio-economic backgrounds, the University recognises that financial difficulties can be a barrier to continue and has well-established mechanisms to support students in financial crisis.

The University provides financial support to continuing students who experience financial hardship or crisis through its Student Life Service. Support is provided through the award of grants and interest-free loans. Financial support is provided through the provision of hardship support funding. Our commitment to continue to support cases of hardship will continue for 2019/20. Survey data from our students about their preferences for financial support identified that the students considered that the hardship and crisis funding had a positive impact in terms of supporting them to stay on their programme of study. The University also commits to continuing to provide an emergency food store for students in

extreme hardship in 2018/19. This has provided an invaluable emergency source of food for students and their families in hardship.

The Student Life Service takes a holistic approach to support students in financial crisis, so that emergency financial support is accompanied by longer-term interventions and initiatives, including support to find paid work, assistance with applying for and receiving benefits, interventions with landlords, assistance and support with budgeting and travel planning. The Service also works proactively to engage with the broader student body with financial awareness and wellbeing.

The University also provides financial support for the purchase of IT equipment for students with disabilities on a means-tested basis. The University ensures that all students have access to screening for Specific Learning Difficulties at enrolment, and provides financial support to ensure that the cost of the Educational Psychologist assessment is not a barrier to any student.

To ensure that the full range of University opportunities is available to all students, there are also scholarships available for students who wish to undertake study abroad (excluding Erasmus). Grants are also available to help support students undertaking summer placements abroad.

Evaluation and Impact

The University has participated in the work previously led by OFFA in examining ways to effectively evaluate financial support, and is using the guidance from this work to assess our local provision in line with the broader sector. This work has informed developments in the overall support offering.

The University operates a Fees and Scholarship Group to evaluate the effectiveness of our financial support offering in attracting and retaining students, through annual review of take-up, spend, retention and student outcomes. This evaluation informs future practice. This Group reports to the University's Executive Board. The Fees and Scholarships Group has undertaken a complete review of the University's Scholarships and Bursaries offering to ensure more effective targeting towards the University's areas of focus, ensuring that we are providing the best offer possible to support access from these groups.

The University also surveys students in receipt of financial support annually to assess the impact effectiveness, and their preferences in relation to the support packages offered. This feedback is used directly to improve the financial support available for future cohorts and to ensure we are providing the best offer possible to support our students' needs.

The University has also implemented improved tracking around hardship support in 2017/18. The results of this work will be evaluated in summer 2018, and used to continue to develop the work of the Student Life Service and enable

rigorous monitoring of the impact of financial support on student retention.

Section 5:

Provision of information to students

We provide prospective and current students with information on the financial support available to them (from any source) in the following ways:

- Through our website
- In our mini-guide
- At Open Days and Applicant Visit Days
- Through our Student Handbook
- Through our Student Life Service
- Through our Students' Union

We give prospective students information on the fees for the duration of their course:

- Through our website
- In the offer letter
- At Open Days and Applicant Visit Days
- Through our online pre-enrolment portal
- Through our Student Contract and associated Important Information (Composite Fees Liability Policy). The Student Contract is available to prospective students from the point of researching higher education opportunities, and is formally provided to all applicants when an offer of a place is made. Students formally accept the terms and conditions of the contract when they accept the offer of a place, and re-confirm their acceptance at enrolment in each academic year of their studies

We will publicise our Access and Participation Plan to both current and prospective students by:

- Including the Access and Participation Plan within the Important Information associated with our Student Contract. This is available to prospective students from the point of researching higher education opportunities, and is formally provided to all applicants when an offer of a place is made. Students formally accept the terms and conditions of the contract when they accept the offer of a place, and re-confirm their acceptance at enrolment in each academic year of their studies
- Through our website
- Through our Students' Union
- In our Student Handbook

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

Fees for 2019/20 entrants will be subject to annual inflationary increases for continuing students. This will be within the limits dictated by Government policy on the maximum fee cap.

Full-time course type:	Additional information:	Course fee:
First degree	students who started from 2017/8 onwards	£9,250
Foundation degree		£7,500
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year	students who started from 2017/8 onwards	£925
Sandwich year	incorporating optional University Diploma for students starting from 2019/20 onwards	£1,825
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree	- students who started from 2017/8 onwards	£6,935
First degree	- BSc Healthcare Science (Life Sciences)	£4,800
Foundation degree		*
Foundation year / Year 0		£6,935
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other	- students who started from 2017/8 onwards registered for accredited modules rather than a named award (excluding Faculty of Health Studies)	£2,695
Other	- Faculty of Health Studies students who started from 2017/8 onwards registered for accredited modules rather than a named award	£6,935

Table 8a - 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)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Socio-economic	HESA T1b - NS-SEC classes 4-7 (Young, full-time, undergraduate entrants)	To incrementally increase the % of young, full-time, first degree entrants from low social classes, from the 2015 HESA PI baseline level	No	2014-15	56%	57%	58%				Following changes to the HESA PI, internal data will be used to measure and monitor this until a more fundamental review of all targets
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	To incrementally increase the % of young, full-time, first degree entrants from low participation neighbourhoods, from the 2015 HESA PI baseline level	No	2014-15	13%	14%	16%	17%	18%	20%	This target may change if the HESA PI definition changes to POLAR 4
T16a_03	Student success	Disabled	HESA T7 - Students in receipt of DSA (full-time, first degree entrants)	To incrementally increase the level of full-time undergraduates in receipt of DSA support, from the 2015 HESA PI baseline level	No	2014-15	8%	9%	10%				Following changes to DSA, this target description will change in line with the HESA PI definition
T16a_04	Student success	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	To increase the number of care-leavers in receipt of the care-leavers scholarship to 40 annually	No	2013-14	25	40	40				
T16a_05	Student success	Multiple	Other statistic - Completion/Non continuation (please give details in the next column)	To incrementally increase the % of full-time undergraduates who pass and proceed from Year 1 to Year 2	No	2013-14	82%	86%	87%				
T16a_06	Progression	Multiple	Other statistic - Other (please give details in the next column)	To incrementally increase the % of full-time undergraduates who progress into employment or further study, from the 2014 HESA PI baseline level in table E1a	No	2013-14	87%	89%	90%				

T16a_07	Student success	Multiple	Other statistic - Other (please give details in the next column)	To incrementally increase the % of undergraduates who achieve good honours degrees	No	2013-14	74%	78%	79%				
T16a_08	Access	Mature	HESA T2a - (Mature, full-time, first degree entrants)	To increase the percentage of mature full-time first degree entrants from the 2018 HESA PI baseline level in table t2a	No	2016-17	22%	23%	24%	25%	26%	27%	
T16a_09	Access	Care-leavers	Other statistic - Other (please give details in the next column)	To increase the number of care leaver entrants	No	2016-17	10	11	12	14	16	18	
T16a_10	Access	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	To increase the number of full-time first degree refugee entrants	No	2016-17	22	25	30	35	40	50	
T16a_11	Access	White economically disadvantaged males	Other statistic - Other (please give details in the next column)	To increase the proportion of full-time first degree entrants who are white economically disadvantaged males	No	2016-17	2.5%	3%	3.5%	4%	4.5%	5.5%	

T16a_12	Success	Ethnicity	Other statistic - Other (please give details in the next column)	To reduce the attainment gap between white and BME students obtaining good honours degrees	No	2016-17	12%	10%	8%	6%	4%	2%	
T16a_13	Progression	Socio-economic	Other statistic - Socio-economic (please give details in the next column)	To increase the proportion of students undertaking an international study abroad or work placement opportunity who are from low socio-economic backgrounds	No	2017-18	13%	14%	15%	16%	17%	18%	
T16a_14	Progression	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	To increase the proportion of students undertaking an international study abroad or work placement opportunity who are from black and minority ethnic groups	No	2017-18	28%	29%	30%	31%	32%	33%	
T16a_15	Progression	White economically disadvantaged males	Other statistic - Other (please give details in the next column)	To increase the proportion of students undertaking an international study abroad or work placement opportunity who are white economically disadvantaged males	No	2017-18	6%	7%	8%	9%	10%	11%	
T16a_16	Progression	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	To increase the proportion of students undertaking an international study abroad or work placement opportunity whose parents do not have a higher education qualification	No	2017-18	44%	45%	46%	47%	48%	49%	

T16a_17	Progression	Socio-economic	Other statistic - Socio-economic (please give details in the next column)	To increase the proportion of students participating in the Bradford Mentoring Programme who are from low socio-economic backgrounds	No	2017-18	66%	67%	70%	72%	74%	75%	The Bradford Mentoring Programme matches students with a mentor who assists them in developing their employability and professional skills
T16a_18	Progression	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	To increase the proportion of students participating in the Bradford Mentoring Programme who are from black and minority ethnic groups	No	2017-18	86%	87%	88%	89%	90%	91%	
T16a_19	Progression	White economically disadvantaged males	Other statistic - Other (please give details in the next column)	To increase the proportion of students participating in the Bradford Mentoring Programme who are white economically disadvantaged males	No	2017-18	6%	7%	9%	10%	12%	15%	
T16a_20	Progression	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	To increase the proportion of students participating in the Bradford Mentoring Programme whose parents do not have a higher education qualification	No	2017-18	43%	44%	45%	46%	47%	50%	

Table 8b - 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)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Multiple	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Develop tailored strategic partnerships with Bradford Partnership schools, increasing levels of participation in outreach activities and progression to University	No	2014-15	5	31	35	37			
T16b_02	Access	Multiple	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Proactively engage with a wider range of schools and colleges in the Yorkshire and Humber regions to develop partnerships, providing a single point of contact through the delivery of a key account management model	No	2014-15	10	50	60	65			
T16b_03	Student success	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	To incrementally improve the % of students achieving the Standard Basics (English and Maths at grade 4 or above)	Yes	2015-16	34%	40%	42%				
T16b_04	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (summer schools)	To increase the number of pupils from low participation neighbourhoods attending the Go Higher West Yorkshire NCOP collaborative Year 10 summer school	Yes	2015-16	47	70	120	125	130	140	
T16b_05	Success	Attainment raising	Other (please give details in Description column)	Support for BTEC students through the use of an electronic Learner Support Profile	No	2017-18	delivered to students with a disability	start delivery of programme to BTEC students	deliver to all BTEC students				
T16b_06	Access	Care-leavers	Outreach / WP activity (collaborative - please give details in the next column)	increase the numbers of young people in public care and care leavers taking part in aspiration rating activities through NCOP	Yes	2015-16	116	126	136	140	144	148	