

# **2019-20 Access and Participation Plan**

**Bournemouth University**

# 1. Assessment of current performance

## Summary Overview

We have undertaken detailed review and analysis of internal and published external data to inform our ongoing and future areas of focus.

We meet our sector and locally adjusted HESA benchmarks for entrants from state schools, mature students and students with a disability.

In addition the mature non-continuation rate at Bournemouth University (BU) continues to outperform the benchmark (9.7% compared to 11% benchmark in 2016-17 HESA Performance Indicators).

The latest Teaching Excellence and Student Outcomes Framework (TEF) data indicates BU mature graduates are also successful in obtaining highly skilled employment or further study, exceeding the benchmark by 1.6%. In addition, we have made significant progress in black and minority ethnic (BME) highly skilled employment or further study, improving by 11.4% in the last three years to a position close to benchmark.

The following are headline priorities that our 2019-20 plan looks to address alongside existing activities and targets.

### Access

Applications from and enrolments of low participation neighbourhood (LPN) students have stabilised, at approximately 12% and we aim to increase this proportion of our student body.

Data from UCAS show the offer rate for black applicants is consistently lower than the average offer rate, matching sector gaps, albeit improving over time from a 4.1% gap in 2014 to 2.5% in 2017 entry.

### Success

As per our previous access agreement, we know from our internal data that BME students are less likely to achieve good honours in their degree classifications than other students; the average gap over the last three years is 18%. This is also true of mature students where the average gap is 11.5% over the last three years.

The TEF metrics demonstrate that students from the lowest two participation quintiles are, in general, less satisfied with their experience, as are BME students.

### Progression

DLHE data used in the TEF shows there is a three year average gap of 6.8% between white and BME students who obtained employment or further study 6 months after graduation, although this is improving over time with the gap reducing from 8.4% to 4.6%

Students with a disability are less likely to be in employment or study 6 months after graduation than those who have no disability. TEF data show the three year average gap is around 4% and there is a 2.5% gap to benchmark. However, for both BME and students with

a disability, those who do go on to work or study are just as likely to do so in professional level work or study.

Through the data assessment the following gaps have been identified where we intend to increase our activity and investment:

- **Access:** Enrolments from low participation neighbourhoods and black and minority ethnic applicants;
- **Success:** Students from low participation neighbourhoods, care experienced, black and minority ethnic and mature students refined by qualification on entry; students with a disability (mental health conditions and communication /social disabilities);
- **Progression:** Black and minority ethnic and students with a disability (mental health conditions).

## Detailed Analysis of Performance

We have considered low socio-economic/LPN, BME, care experienced, mature and disabled groups in our analysis as well as intersections of disadvantage, and sub-sectors within these groups. In addition we have looked at interactions of gender with these groups, and investigated refugees/asylum seekers and the effect of term-time accommodation. Work to identify estranged students more accurately is ongoing.

### Access

Our application and student numbers as a whole have followed the sector trends of steady increase to 2015-16 entry, a significant increase in 2016-17 falling back to 2015-16 levels in 2017-18. We largely meet our sector and locally adjusted benchmarks for entrants and exceed those for disabled and mature students. We have relatively low numbers of BME applicants, which maps the geographical trend in that these applicants are more attracted to higher education providers in large cities, with high proportions of BME in the local population. In addition, we do not currently offer some of the subjects which attract large numbers of Asian applicants, particularly medicine and pharmacy. In common with other HEIs, a large proportion of our mature students are local, studying vocational degrees, particularly in nursing and clinical sciences. The recent changes to NHS bursaries have had a significant effect, reducing the proportion of mature entrants for these courses. Our numbers of students declaring a disability, particularly mental health issues is rising.

Enrolments from LPN have increased but now appear to be static, at approximately 12% resulting in our identification of this group as a priority for access. We have existing targets on both LPN quintile 1 and Acorn quintiles 4 and 5, targeting a further increase in enrolments from this group of students.

For each underrepresented group, the offer rate is significantly lower than the main cohort, but the acceptance rate is significantly higher. For LPN and mature groups this is largely due to the proportion of these applicants applying for courses with very demanding entry requirements (e.g. Nursing and Midwifery). UCAS data shows that while both Asian and Black applicants still have negative differences in offer rates, the difference has narrowed in recent years.

We recruit and enrol a good proportion of students with disabilities. This number and proportion has been increasing slightly and is now static. We find that 'students in receipt of DSA' is a less useful metric than 'declaring a disability', and both measures under-report students with mental health issues. We aim to maintain our proportion of students declaring a disability.

Our numbers of care experienced entrants have increased over the last 3 years, since we have focused on this group. We aim to increase this number steadily to match our target.

## **Success**

Though we meet our benchmarks and our existing challenging targets, analysis has revealed that qualification type on entry is a dominant factor for success. Target groups have small differences (2-4%) in continuation, completion and good degree, however, when compared with the cohort entering on the same qualification profile, the residual difference is minimal; this is also in line with sector analysis. The groups which retain a continuation and completion gap after taking account of their entry profile are students with mental health issues or social and communication difficulties. Similarly BME and mature students retain a gap for 'good degree'.

Recent internal analysis of 'good degree' and final year award marks has revealed that there is a 3.6% difference in the mean mark for BME (60.4%) and non-BME (64.0%) students; however this leads to a much larger gap for 'good degree' (average 18% over the last 3 years). This is also the case for mature students, where a 1.4% difference in mean mark for mature (62%) and young (63.4%) students has led to an average 11.5% gap for 'good degree' over the last 3 years. In both BME and non-BME, and mature and young populations the mean final year award marks are close to the boundary between an Upper Second and Lower Second class degree.. This results in the 'good degree' measure being especially sensitive to small differences in the mean, and consequently a larger performance gap.

At BU 66.2% of students enter with non-traditional (not A level) qualifications, but these students are disproportionately within underrepresented groups, specifically LPN, care experienced, mature and BME. Our best performing qualification profile for all three measures is A Level, which has 9.5% better continuation rates than our worst performer 'Diploma at level 3 (including BTEC)'.

The association of non-traditional qualifications with worse outcomes for continuation and completion has been observed widely in the sector, and we find it is the most significant factor for success for these groups. Our BME and disabled students also follow the sector pattern with lower outcomes for success measures, particularly for Black and Asian ethnic groups and for students with mental health issues. While the gaps are relatively small for some groups compared to the sector, we are aware of differences between sub-groups and continue to monitor them. Analysis of the intersections of LPN with both BME and mature does not reveal anything further.

The trend of our continuation, completion and good degree rates for all students has been very gradual improvement over the last 5 years, dropping slightly in 2015-16 before recovering in 2016-17. Our HESA Performance Indicators for non-continuation have fluctuated, but have exceeded our locally adjusted benchmarks. For our target groups, there has been a more consistent steady improvement, with no appreciable drop in 2015-16. The

exception to this is mature students' 'good degree' which has declined whilst continuation and completion have improved for this group.

## **Progression**

The proportion of students in employment rose steadily from 91.55% in 2012-13 to 93.65% in 2014-15, dipping slightly in 2015-16 to 92.4%. Professional employment figures have steadily improved over the same period. Students in our target groups, particularly LPN, care leavers and mature students have mapped this pattern, but with less of a drop in 2015-16 than the majority of the cohort. Our large proportion of target group students on NHS funded courses has insulated this group somewhat from fluctuations in progression experienced by other groups. Our analysis of progression at BU has identified significant gaps for BME students, and students with a disability, especially those with mental health issues. We are also keen to monitor progression for LPN and care experienced students closely, as the situation for these students is less clear.

For students from LPN, progression outcomes in our latest (DLHE) figures are mixed. There is a small negative gap compared to non LPN students for employment but no gap for professional employment. The high proportion of our LPN students studying nursing related courses, which lead directly into professional employment, may explain this effect. Mature students, who are also largely concentrated in vocational courses, have positive outcomes on both measures. Care experienced students are too few in number in this dataset to generalise, though we monitor their progress.

Our analysis for BME students indicates that we do not meet our TEF benchmark on both measures, and a 6.8% gap remains for employment (although improving over the past three years), between BME and white students. This maps sector values and is largely in Asian and Black ethnic groups. For highly skilled employment and study our TEF figures show that there has been improvement over the past three years reducing the gap from 13% to 2%.

While students with disabilities as a category is 2.5% away from the benchmark for employment/study and has no gap for highly skilled employment/study compared to students without disabilities, this masks larger differences for students with mental health issues. We have therefore identified this as a priority, in spite of the very small numbers, as numbers of students with this characteristic are increasing within BU and the sector as a whole.

## 2. Ambition and Strategy

### Whole Provider Approach

BU has a new Strategic Plan BU2025 which launched in February 2018. 'Fusion' is at the heart of our new plan based on our unique fusion of excellent education, research and professional practice. This plan signals a clear strategic commitment to access, success and progression for all. Related outcomes include:

A3 – The BU Learning experience is personalised, inter-Disciplinary and consistently excellent;

B1 – We attract and develop students and staff who thrive as lifelong learners through Fusion;

B3 – We have a diverse and inclusive environment that enables achievement for all.

We are taking a whole institution approach where all aspects of access, success and progression are considered holistically, and are fully embedded throughout our structures and processes. We aim to offer an excellent experience for all students, alongside targeted support and activities to support under-represented groups and address our performance gaps. We are prioritising greater personalisation of the student academic and learning experience.

We reviewed our management and governance arrangements in 2017, and established a new governance structure at the beginning of the 2017-18 academic year in the form of the Access, Excellence and Impact Committee. This has senior commitment across the institution including membership of all Faculty Executive Deans, relevant Heads of Professional Service, the Students' Union and the Head of the Centre of Excellence in Learning. The purpose of this committee is:

'To lead activities in relation to education access, excellence and impact; targeting the highest levels of achievement and benefits to applicants, students and the University.'

The Access, Excellence and Impact Committee is responsible for our Access and Participation Plan, activities, and targets and milestones. The committee is supported by an Operations group which also has senior level engagement, and includes all Faculty Deputy Deans Education and Professional Practice, the Students' Union and senior representatives from Professional Services.

Our new Fusion Learning approach is in development and has a strong focus on inclusivity and personalisation, ensuring that all students have opportunities to maximise their potential. Linked to this a priority for us is investment in the development of learner analytics in our new Virtual Learning Environment (VLE), with the aim of supporting all students more effectively and facilitating greater personalisation. In future staff and students will be able to monitor and track student progress in real-time, and identify support and development needs.

## **Student Consultation and Involvement**

We work closely with students on our activities to improve access, success and progression. The Vice-President Education of the Students' Union is a member of the Access, Excellence and Impact Committee, and a permanent member of the Students' Union at Bournemouth University (SUBU) staff is on the Access, Excellence and Impact Committee Operations group. We have worked on collaborative projects with SUBU, and will continue to build on this approach in the development of new targeted initiatives. Progress against our targets and milestones is monitored regularly through the Access, Excellence and Impact Committee, which also provides opportunities for the Students' Union to comment and input directly. In relation to consultation on the development of our 2019-20 Access and Participation Plan, the SUBU Vice-President Education has had opportunities to actively contribute to the development of the Plan through membership of the Access, Excellence and Impact Committee working group. This has included detailed discussions on our priorities and targets. Drafts of the Plan have been formally reviewed and approved by the Access, Excellence and Impact Committee. The Plan was considered and approved by the University Board prior to submission, and the SUBU President is a member of the University Board.

## **Equality and Diversity**

We are strongly committed to Equality and Diversity, and promote this throughout our work with students, staff and the wider community. This has recently been reaffirmed through our new strategic plan, BU2025, which promotes inclusivity as one of our new values and includes targeted institution wide Equality and Diversity actions.

Our compliance with the Equality Act 2010 is fully embedded as set out in our Equality and Diversity Policy and supporting Equality Analysis Procedures, and promoted regularly to all staff and students. Equality and Diversity is built into the design of activities, as a fundamental consideration and proposed activities are required to complete an Equality Analysis to ensure that due regard has been paid to our responsibilities under the Equality Act 2010. This is then part of the formal committee approval process at senior level (AEIC and AEIC Operational Group) with oversight from our Equality and Diversity Steering Group. Consistent with this approach, an Equality Analysis was an essential requirement in the development of our Access and Participation Plan. An Equality Analysis is also completed, as part of our established procedures, for our annual monitoring return.

To put this commitment into practice we will continue our membership of the following Equality and Diversity charter marks and commitments: Athena SWAN; Race Charter; Time to Change; Stonewall Global Diversity Champion and DisabledGo. We are a member of these charter marks and commitments because they provide a framework for self-assessment, by identifying good practice and areas for future work. They also provide evidence of our real commitment to Equality and Diversity.

We have recently submitted a return to the Stonewall Global Workplace Equality Index. The University plans to make a new institutional Athena SWAN submission in November 2018 and will make its first Race Charter application in early 2019.

The Equality and Diversity Steering Group, which agrees, monitors, evaluates and reports on this work, comprises representatives from all Faculties and Professional Services and

SUBU and through shared membership there is a clear link to the work of the Access, Excellence and Impact Committee. The programme of work takes into consideration the requirements of the Equality and Diversity charter marks and commitments as well as national priorities.

### **Target Groups**

As identified in our analysis of our performance in section 1, our priority target groups across each of the three areas are:

- **Access:** Enrolments from low participation neighbourhoods and black and minority ethnic applicants;
- **Success:** Students from low participation neighbourhoods; care experienced; black and minority ethnic and mature students refined by qualification on entry; students with a disability (mental health conditions and communication /social disabilities);
- **Progression:** Black and minority ethnic and students with a disability (mental health conditions).

### **Evaluation and Impact**

Our new BU2025 institutional Key Performance Indicator Framework is aligned to access, success and progression activity and sufficiently granular to ensure the enhancement activity against these metrics is fully embedded across the institution. The metrics will be measured at department level and will also allow for intersections to be analysed ensuring appropriate action is taken in the areas required to address any gaps. Furthermore targets have been developed based on detailed internal analysis of benchmark data to ensure the institution is driving performance in this area. This is supported by other regular and annual monitoring through deliberative committees such as Academic Standards Committee who annually review external and internal data on success including continuation and degree attainment. The Access, Excellence and Impact Committee also regularly monitor progress towards Access and Participation Plan targets and milestones.

All targeted activities are designed to clearly address gaps and priorities, and approval of all new activity is now managed through the Access, Excellence and Impact Committee. Proposals for new activities and initiatives are required to clearly indicate planned impact on quantitative measures with a strong focus on addressing our performance gaps, and ongoing enhancement.

We are members of the collaborative Higher Education Access Tracker Service (HEAT) which assists members in the targeting, monitoring and evaluation of both individual and collaborative access activities.

We have recently developed a new evaluation officer role with a primary focus on access, however, we are reviewing our needs across all three areas of activity to ensure that adequate support for monitoring and evaluation is in place.

### **Financial Support Evaluation**

Use of the OFFA toolkit to evaluate our main financial support is improving our ability to build a solid evidence base for decision making and we intend to continue to evaluate in this way. Results from this analysis are combined with internal monitoring of Hardship and Placement funding to ensure that the impact of our package of financial support is considered holistically. This information informs any proposals for changes to our financial support so



that we are able to target support where it is most needed and most effective. Any proposed changes to financial support must be evidence based and require endorsement from the Access, Excellence and Impact Committee.

### **Collaborative Working**

We are a member of the Southern Universities Network (SUN) which was set up in 2014-15 in partnership with six other Universities<sup>1</sup>. The SUN Management Group includes senior widening participation leads at each of the six partner institutions who ensure that the HEFCE-funded National Collaborative Outreach Programme (NCOP) is complementary to pre-existing initiatives and collaborative activity. The Management Group ensures the SUN NCOP staff team identify and understand current outreach provision across the region to inform NCOP spend towards new and innovative activity targeted at young people from HEFCE-acknowledged target wards with lower than expected rates of entry to HE. In some instances, therefore, students from target wards in years 9 to 14 continue to engage in institutional widening participation and outreach activities alongside targeted SUN NCOP activity.

This statement is based on the premise that the NCOP will continue to run in 2019-20. To ensure that under-represented groups are supported in a collaborative way, all six partners have committed to the SUN partnership activities alongside the NCOP in 2019-20 and will work together to:

- Develop a collaborative project which provides mental health support for prospective students. This will involve all the SUN universities, focusing on links to higher education and developing mental health resilience for the transition to higher education.
- Develop a collaborative project targeted for Roma and Gypsy Travellers to encourage progression to higher education, including exploring the development of materials to increase understanding of higher education in these communities.
- Develop a collaborative project to provide support for military families to encourage progression to higher education
- Continue to collaborate and share best practice regarding support for care leavers and young carers.
- Regarding staff development, continue to embed best practice through sharing opportunities for networking and involvement of specialists in the field of widening participation. Staff involved in this work will continue to participate in an annual staff development conference and we will seek to involve student ambassadors and Students' Union officers in this activity.
- For mature students we will seek to work with local authorities and community groups to access these students and provide them with information about higher education progression opportunities.
- We will explore how we can develop a qualitative research project on barriers to higher education participation for black and minority ethnic communities in our region. We will carry out this work in 2018-19 with a view to informing activities to support these groups in 2019-20. This will also include how they gain information on higher education opportunities.

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<sup>1</sup> University of Winchester, University of Southampton, University of Portsmouth, Southampton Solent University and the Arts University Bournemouth.

- Share good practice in evaluation, both in terms of each partner's activity and in terms of evaluating collaborative projects, and explore the use of HEAT and/or other tracking services to evaluate the impact of collaborative activity.

In 2018-19, BU is seeking to expand the programme into West Somerset to help improve educational disadvantage. West Somerset has been identified as one of 12 new 'opportunity areas' by the Government that experience significant challenges in social mobility. Currently the University outreach programme is not delivered in West Somerset due to distance/location. We will seek to overcome this by having small teams staying in the area for short periods of time, subject to success and evidence of impact and this work will continue into 2019-20 and beyond. We recognise that any outreach provision needs to complement and enhance existing or planned activity in the West Somerset Opportunity Area. We will work closely with relevant agencies to inform our strategic approach for reaching the target audience in West Somerset, and to ensure we maximise opportunities for collaboration.

Our ResLife programme is delivered in partnership with our third party accommodation providers who have worked with us to develop and deliver a programme which is designed to help first year students to integrate into university life, prevent isolation, and identify and tackle any welfare problems at the earliest opportunity. By 2019-20 the programme will also deliver some academic elements, such as study skills, within an accommodation setting. Although the programme is aimed at all students we believe that it is particularly helpful for those students from non-traditional backgrounds and who may find the transition to university more challenging.

We are also working with a number of partners to enhance our support for those with a mental health need:

- Our AMOSSHE/Unite sponsored Insight project<sup>2</sup> is being developed with Mind and aims to build students' resilience in an accommodation setting, thus reducing mental health issues later on down the line. The programme is being developed and trialled in 2017-18 and 2018-19 and will be running fully in 2019-20.
- We are working in partnership with the Arts University Bournemouth on a HEFCE Catalyst Funded project to explore the issues of mental health in Post-graduate Research students<sup>3</sup>. The project is due to complete in 2019 and it is anticipated that we will embed the findings from that project into our core activities.
- We are also working with other HEIs and the NHS through the Wessex Academic Health Science Network to improve mental health support for students.

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<sup>2</sup> <https://www.amosshere.org.uk/insight-2016-17-mind>

<sup>3</sup> <http://www.hefce.ac.uk/funding/catalyst/pgr-wellbeing/>

### **3. Access, student success and progression measures**

Our targeted interventions have been informed by ongoing review and analysis of national and institutional data (see Section 1). Through the Access, Excellence and Impact Committee, we have a mechanism to support and, if required, fund institutional projects aligned to our Access and Participation Plan priorities and targets.

We invested in cross-institutional research to inform and support our strategic aims and underpin the academic imperative. The 'Fair Access Research Group', (FAR) was led by five senior academics from different disciplines with a remit to examine and explore the experiences of under-represented student groups as identified in our previous Access Agreements. The high-level findings indicated existing good practice in terms of access, and identified a need to create more formal processes for accelerating institutional practice and impact. The review of our governance and the creation of the Access, Excellence and Impact Committee in 2017 is one way that we have directly responded to this. Our future plans build on the lessons learned in terms of the value of capturing all stakeholders' voices, along with benchmarking across the sector and ensuring all of our plans are evidence based and evaluated.

#### **Access Measures**

As indicated in Section 1, our access priorities to address gaps in performance are specifically with LPN and BME applicants.

#### **Admissions and Contextual Offer Making**

We centralised our UK admissions function in 2016, giving us better oversight of our recruitment and selection processes and allowing us to continue to ensure our selection processes are fair and equitable as outlined in our Recruitment, Selection and Admissions Policy.

Following the introduction of the new admissions function, a review of existing selection measures took place in 2017 which resulted in an alignment of our academic and vocational entry requirements. This has resulted in the removal of unnecessary barriers to recruitment for students who may be taking less-traditional qualifications.

We introduced aspirational offer-making and the use of contextual data in our admissions processes in 2013. In relation to contextual data and offer making, we have chosen to consider the following three indicators to determine educational disadvantage: applicants from a LPN, applicants who are care-experienced and applicants from areas with less advantaged socio-economic characteristics (Acorn 4 and 5). Applicants in these categories will be flagged in the student record system and given additional consideration which often results in a reduction in entry requirements of up to 24 UCAS Tariff Points. A high proportion of BME applicants come from LPN. This means that although BME applicants are not a specific target of our 'contextual offer', they are highly likely to become eligible by virtue of meeting the socio-economic criteria on which this is based. This means that our contextual offer has a broad reach and impacts significantly on these disadvantaged groups. As noted

in Section 2, our new Key Performance Indicator set includes a measure focused on access and this will include BME students as a distinct group.

In addition to our focus on LPN and BME, our over-arching ambitions for access continue to be:

- Investment in young people – encouraging their progression to higher education with a targeted and effective outreach programme.
- Looking beyond examination results to identify academic potential and help to nurture talent.

BU works with young people from primary age through to those in post-16 education, as well as mature learners and key influencers in Dorset and bordering areas delivering an extensive and targeted outreach programme. Its aims are to raise aspirations towards Higher Education, contribute to improvements in learners' attainment, and impact positively on BU's Access targets. A review is underway in 2017-18 to ensure that evaluation and impact measurement underpins future programme development, aspiring for more effective, sustained engagement with learners to encourage a progressive programme targeting learners at key transition points in their educational journey. We continue to work closely with the local and regional community to tackle educational disadvantage targeting local schools, colleges and academies with a high proportion of target groups, including LPN, care-experienced and BME students.

The programme is dynamic and responsive to national guidance, trends and local drivers and is focused as such:

- Ages 5-10: BU's primary outreach programme is creatively designed to capture imaginations and inspire younger children about education and their own potential. BU's key Primary targets are years 5 and 6.
- Ages 11-18: BU raises awareness and aspiration towards HE and contributes to young people's attainment in target schools and academies through a series of interventions, including intensive initiatives such as residential summer schools and mentoring. Activities are tailored to support key educational transition points.
- Key influencers: BU works with parents, carers, teachers and careers advisers to assist them in their role of providing information, support and guidance to young people.
- Mature learners: there is also targeted work with mature learners, supporting Access learners in their progression to higher education with tailored sessions delivered in colleges.

### **Raising Attainment in Schools and Colleges**

We work with over 60 secondary schools and Further Education (FE) colleges across Bournemouth, Poole and Dorset and neighboring areas, as well as a number of primary schools. We have Memoranda of Understanding in place with ten local schools and colleges that are part of the BU Progression Framework. The Progression Framework institutions are offered support over and above the outreach programme including BU subject workshops for Year 12 and Year 13 led by our student ambassadors; sponsorship of relevant academic and community projects; access to campus facilities and support for their students applying to BU.

We currently support attainment-raising in target schools with short-term goals as follows:

- focussing on the development of academic and employability skills across a range of activities – for example our skills-focussed mentoring scheme, revision skills workshops, the ‘Get Set’ scheme developed in collaboration with BU and delivered by Young Enterprise, BU work experience placements and our Summer Breaks programme;
- supporting learning in English and Maths through the Learner Ambassador Scheme and evidencing confidence and knowledge in these areas
- enhancing subject knowledge, particularly in science, technology and engineering, through a wide range of pre- and post-16 subject workshops delivered in schools and on campus.

We will continue with this support as well as increasing our contribution to attainment-raising amongst target students with multiple indicators of disadvantage by seeking to deliver our established Books & Stories reading scheme to improve reading ability among target learners as they transition to Key Stage 3 and working with target schools to plan a sustainable programme of support for target students, especially to improve English and Maths GCSE attainment. This may include tutoring schemes, homework clubs and English and Maths workshops from our academics and/or external providers.

Consideration is being given to the most effective way of working with our closest schools/colleges, including those in the Progression Framework which includes governance and collaborating with third party organisations and employers to provide complementary outreach activity and interventions.

The University will be delivering its first Degree Apprenticeships from September 2018. Driven by employer demand and the introduction of the Apprenticeship Levy in April 2017 this is an area of significant potential for both access and progression. Delivering apprenticeships aligns with our strategy due to the clear connections between degree-level study and the workplace. We will be working in partnership with Bournemouth and Poole College with the College delivering some provision at Foundation Degree level in Nursing and Engineering, with the University delivering Bachelors level programmes.

Initial provision of Degree Apprenticeships will be in Engineering and Nursing with plans to explore other subject areas during 2018-19. Involvement with Nursing Degree Apprenticeships is a response to feedback from healthcare providers that has suggested an evolution in the recruitment and professional development in nursing following the introduction of the Apprenticeship Levy. The expectation is that delivering Nursing Associate (Level 5) and Registered Nurse (Level 6) will allow BU to keep routes into the profession open in the light of the previously mentioned changes to bursaries, with benefits for Mature and LPN students. Because a number of our Engineering programmes have been used by employers to support staff training and skills development these courses have a high proportion of mature students studying on a flexible or part-time basis. Allowing employers to support students using Levy funding secures the future of these programmes and encourages continuing engagement from employers.

## **Success Measures**

Targeted activities are focusing on addressing the gaps identified in Section 1 as follows:

- Students from LPN, care experienced, BME students and mature students refined by qualification on entry; students with a disability (mental health conditions and communication /social disabilities)

Our current involvement in the HEA Collaborative Student Retention project benchmarks us against 8 sector institutions and has highlighted our successes in addressing retention gaps through existing initiatives. Recognising the significance of this work, a pilot survey is underway with BTEC and mature students, adapted from national best practice, which seeks to obtain information on students' expectations and prior experiences.

### **Academic Advising**

We have carried out a systematic review of our approach to Academic Advising. Our Academic Advisor scheme has been in operation since 2015 and encourages all students to engage fully in the learning process. In so doing it promotes our unique fusion of excellence in education, research and professional practice, inspiring our students to enrich the world, make a successful transition to university, develop and achieve their goals and plans for academic success, including transitioning out of university. A review in 2018 has further strengthened the scheme, and made links to supporting success and progression more explicit for target groups.

We are working towards enhancing the materials and staff development approach to the first year/first semester touch points, by co-creating an interactive multi-media resource. This will collate expert guidance and advice for the needs of BTEC, mature and access students, and build upon our expertise of co-creating web resources.

### **Curriculum Development**

A focus on assessment and feedback through the Centre for Excellence in Learning in 2017-18 has seen the redevelopment of our assessment principles and policies. We are aiming to further embed inclusive assessment practice, drawing on evidence from the sector and this will lead to a more innovative and varied range of assessments enabling students to demonstrate achievement of learning outcomes in a range of ways. This work will be further embedded and evaluated in 2018-19, for full implementation in 2019-20. We will evaluate how this impacts on student success and, in particular, on those with non-traditional entry qualifications. We are also reviewing our curriculum design principles and policy and this will have a strong focus on ensuring inclusivity for all students especially those from minority ethnic groups and with protected characteristics, incorporating aspects such as unit reading lists.

### **Support for Study**

We are undertaking a review of our Study Skills provision in 2018 with greater emphasis on pre-entry support, more personalisation and self-diagnostics, explicit links to Academic Advising and sign-posting to additional support and resources. In addition, linked to this we plan to pilot personalised learner analytics in terms of the student learning experience and active engagement in learning. This work will feed into our future plans where students will be enabled to manage and interrogate their own performance data, and compare this with the cohort performance, to support achieving positive outcomes.

We are also developing our online induction and support materials for students to help them understand and manage the things that impact upon their own wellbeing. The aim is to provide an online learning package for the start of the 2019-20 academic year.

We recognise that students who have experienced care may struggle with the transition to university. As well as the other projects such as ResLife we contact all care experienced students during the application/offer process to explore any specific support needs they may have and to make the transition as smooth as possible. We have a central point of contact in Student Services and the Student Support and Engagement Coordinators are a local faculty contact for any issues or concerns they may have.

### **Disability Support (including Mental Health)**

From the outset, at Open Days, we encourage applicants to disclose any disability or mental health support needs they may have. We have adapted our welcome talks to stress the importance of declaring early to get support in place and, during the 2019-20 recruitment cycle, will be specifically targeting those applicants declaring specific disabilities in order to agree support earlier in the application/enrolment/study process.

We will continue to provide the posts of Student Support and Engagement Coordinators, one based in each faculty. Student Support and Engagement Coordinators work with staff and students as the first point of contact for faculty staff who have concerns about a student's wellbeing and to contact students directly where a concern has been raised, encouraging them to seek and engage with appropriate support whether that is provided by BU or an external body. This scheme is kept under continual review and we may allocate further resources or review activity for the 2019-20 academic year.

Like many universities we provide a counselling service and BU contracts the NHS to provide this on campus on our behalf. In 2015, and working with the NHS, we reconfigured the service into a more holistic student wellbeing service and year on year we have added additional services such as drop-in sessions with victim support and rape crisis and offering space to the NHS local Improving Access to Adult Therapies service to offer Cognitive Behavioural Therapy sessions on campus. In 2017 we supplemented our core staff base with additional counsellors and welfare advisors to meet increasing demand and we anticipate that we may need to add further resource and/or realign activities for the 2019-20 academic year.

We have introduced an 'At Risk' system whereby faculties, student services and accommodation providers work together to identify students facing mental health problems at the earliest stage and to offer them appropriate support to help them remain engaged with their studies. Based on feedback from an internal Fair Access funded research project in 2018 which surveyed academic staff about the information and support available to them when they are supporting students, we will be updating our training and development in this area.

In order to provide additional mental health support to our students we plan to continue to subscribe to Big White Wall. This is an online tool, used by the NHS and others and offers 24/7 online access to a number of moderated mental health resources. This makes it particularly suitable for students on placement as well as for students who need support out of office hours.

We believe that disability support is better provided by our own staff who work in partnership with students and the course team to ensure an integrated approach to additional learning skills development and reasonable adjustments. We reviewed our service design to meet the emerging requirements of the Disabled Students Allowance-Quality Assurance group and focus on helping students to develop core learning skills and strategies that will support them in their life during and after university.

### **Peer Assisted Learning**

Following rapid expansion our sector-leading Peer Assisted Learning (PAL) scheme is firmly embedded within each undergraduate programme and aligns with our whole institution strategy of providing an inclusive developmental experience for all students. In excess of 300 PAL leaders are trained to facilitate learning and offer pastoral support to new and continuing students in an informal and approachable way. This holistic approach resonates acutely with students with non-traditional qualifications and from under-represented groups. Early analysis from a current research project identifies that whilst under-represented students face difficulties in making the initial transition to university, attending and engaging with PAL has a very positive impact on their learning and personal development. PAL is deemed an invaluable support mechanism to aid transition and foster academic success, for example, 95.1% agree PAL has been beneficial as point of contact for questions and 93.4% value PAL for enabling a clearer understanding of course expectations.

### **Progression Measures**

Our priority activities are focused on BME and disabled (mental health conditions), as identified in Section 1.

Our Fair Access Research Group project findings also point to gaps in progression, and our baseline was an institutional student questionnaire about factors influencing their perceptions of student life. Careers and the importance of the institutional placement provision were highlighted. Further work has taken place around student carers, leadership, and an employability position paper identifying future steps. This work is informing our future plans to enhance the Level 5 preparations for placement, including an aspiration raising strand for BME students. Linked to this, a pilot project is underway in the Department of Media Production focusing on BME career enhancement.

A BME progression performance gap has been identified, in common with the sector, and a BU literature review is underpinning our work in this area. We are collaborating closely with our Students' Union and, in addition to our plans to enhance Level 5 preparations for placement, we are working towards a more robust, nuanced and inclusive way of working to partner our BME students and raise their aspirations. We are planning to implement a coaching and mentoring system to support BME students into graduate employment, linking with BU alumni, employers and industry BME champions.

We are supporting our careers advisors to develop their knowledge in supporting students' from various backgrounds including BME and students with a disability. This project is still at



an early stage but the production of departmental level success and progression statistics will help us to identify and target areas most in need of support. We will also offer training and development to members of the careers team, enabling them to develop a specialism in the barriers facing particular student groups in gaining employability.

Our careers team and disability team have worked together to produce a guide for employers to help them understand our students' needs when they are accepting them onto placement or graduate study, however we know there is a more work to be done here. By the end of the 2019-20 academic year we will have a more integrated approach to supporting students with a disability both in placement and also in applying for jobs.

We know that there is strong evidence that a placement year improves employability<sup>4</sup>. For that reason, all students undertaking a BU programme of study have the option to do either a sandwich year placement or a shorter placement, depending upon the nature of their programme. We are also aware that certain groups of students may find it more difficult to access a placement, e.g. due to financial barriers. In order to support our students each faculty has one or more Placement Coordinators who are able to help our students to access a suitable placement for them. For those students who may not be able to afford the cost of a suit or travel to interview, we also offer some financial support through our Placement Fund.

We monitor the outcomes of the DLHE survey (to be Graduate Outcomes) on an annual basis, identifying areas where we believe that students could benefit from additional support and taking steps to address these by reviewing curriculum content, and the personal support available from the careers team. We also offer a range of resources online through our MyCareerHub system, allowing access to these 24 hours a day 7 days a week. The content is continually updated to ensure that students have access to for example, the latest careers diagnostic tools, psychological profiling and video interview practice. Recognising that certain groups of students may find it more difficult to get a graduate job, often those falling within one of our target categories, our alumni have access to the careers service up to 3 years after they leave.

The RELAYS programme was set up in 2012 and BU received external funding until 2015. We have continued to fund this programme since this date. RELAYS offers the opportunity for students, mainly those from under-represented backgrounds, to engage in sports and arts outreach activity.

Based on the recommendations of The Careers Group, a HEFCE funded learning gain pilot project we have adopted a 'Careers Registration'<sup>5</sup> approach. On enrolment, all students are asked how careers ready they feel and they then receive tailored advice and support to ensure that they are better placed to embark on their chosen career once they graduate.

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<sup>4</sup> For example, as noted in the Wilson Review, 2012.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/32383/12-610-wilson-review-business-university-collaboration.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/32383/12-610-wilson-review-business-university-collaboration.pdf)

<sup>5</sup> <https://www.thecareersgroup.co.uk/research/research-projects/careers-registration-learning-gain-project/>

There is evidence from our PAL annual surveys that peer learning develops employability skills in students that become PAL Leaders. The continuing development of Placement PAL, which uses Level 6 students to nurture and encourage participation of Level 5 students in placement opportunities, helps improve employability prospects for all students, including BME students and those with mental health issues.

### **Financial Support**

We have used the OFFA toolkit to evaluate our financial support for new entrants from 2010-11 to 2014-15 and have just received the data to conduct the continuation evaluation for new entrants in 2015-16, and completion for new entrants in 2012-13. Over this time period, our financial support has changed from a limited number of high value front loaded bursaries in 2012-13 to our current structure which is unlimited in number, varies by income level and is more evenly spread across the student lifecycle.

Our statistical analysis has shown no significant difference between continuation of bursary holders and the comparison group in each year; however initial survey evidence indicates that this may be due to the support received particularly for those on the lowest income. For completion and progression outcomes the statistical analysis indicates that the lowest income bursary holders had lower completion and 'good degree' rates than the comparison group. Initial survey evidence suggests that low income students are working more part-time hours, and this has a detrimental effect on their degree classification. Payments from our (application based) Hardship Fund are higher in year 2 and particularly in year 3.

We are continuing to evaluate the impact of our bursary provision, and are currently undertaking a broader review of all student financial support including Hardship funds and Placement Opportunity funding. Evidence in the sector supports the impact of application based funding for continuation and as a result this is an active consideration in the review. Findings from the review will inform our financial support provision beyond 2019-20.

Our proposed financial support targets students with low household income and 'care experienced' students, through two different Bursaries.

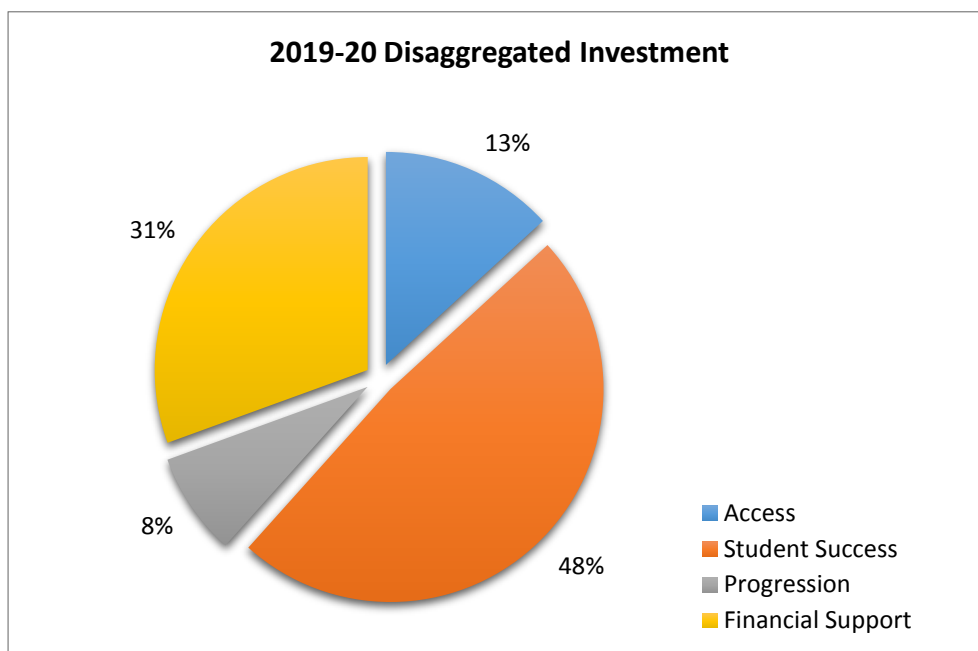
**BU Maintenance Bursary (low household income):** This has two tiers, and is automatically allocated to all eligible students. Eligible new students with a household income below £16,000 will receive a £3,500 bursary to support their learning and living costs; £1,300 in the first year, and £1,100 in the second and final years of study. Eligible new students with a household income between £16,001 and £25,000 will receive a £3,000 bursary; £1,000 in each of the first, second and final years.

**BU Care Leavers Bursary (Care experienced):** All eligible care leavers who have spent three months or more in care within the last five years will receive £6,000 to support learning and living costs in the first year at university and £5,000 in the second and final years.

## 4. Investment

The overall planned spend on access, student success and progression is circa £9m in 2019-20, rising to £9.5m per annum over the planned period, reflecting the continued financial commitment we have demonstrated in recent years. Due to the unlimited nature of our bursary provision, we have estimated Financial Support investment conservatively and this could be higher.

The investment planned represents a projected 28.3% of Higher Fee Income in 2019-20 on access, student success and progression. This is slightly higher than the proportion predicted in our 2018-19 Access Agreement, largely due to student number fluctuations, and we aim to return to approximately 27% of Higher Fee Income in the long term. Total investment from all sources comprises 'OfS grant for targeted allocations' as well as 'Access and Participation Plan (APP) countable' investment. Due to the changes in targeting of the OfS grant – particularly the removal of the Access elements, non-APP countable investment has now been allocated against Success and Progression only. The balance of APP countable investment across the student lifecycle is given below, though this may change due to increased activity in both success and progression.



## 5. Provision of information to students

We endeavour to provide clear, accurate, comprehensive and timely information to prospective and current students on fees and financial support and any other related information as may be deemed relevant. Information on fees, financial support and bursary packages is available on our website at [Fees and funding | Bournemouth University](#). In addition, each course information page on the website carries tuition fee for that course and a link to further information. Information about fees, other course costs, accommodation costs, scholarships and bursaries available is also published in our prospectus and available at external recruitment events (e.g. UCAS Fairs). Talks on fees and funding are given at all open days.

All offer letters to students include a fees sheet, which contains information on tuition fees due according to the student's fee status, together with any other costs the student may incur related to their course. Information about scholarships and bursaries available is also highlighted to students at offer stage. If a student is eligible to receive a BU bursary, they will receive confirmation of eligibility automatically prior to enrolment.

In addition to the commitment to timely provision of information to prospective students, we commit to sharing data and information with the Student Loans Company in a timely fashion.

Our Access and Participation Plan is published on our website [here](#) and is also specifically referenced in our Student Agreement which is sent to all prospective students at offer stage and to all continuing students prior to the start of the academic year.

We have a 'one stop' information and guidance service for incoming and current students. All advisors are trained to provide accurate information on the range of financial support available to students and the Student Financial Support Team is an integral part of the service. The Students' Union Advice Service also provides advice on financial matters. Regular communications are sent to prospective students to keep them informed of the latest information.

Tuition fees for each course are reviewed and set annually, by cross-university executive committee, chaired by the Deputy Vice-Chancellor and reporting to the University Board. Communication of tuition fees, scholarships, discounts and fees policy is undertaken promptly following approval at the Fees Board. Our policy states clearly our commitment to hold a student's tuition fee at the year of entry level, so the fee applying at year 1 of a course remains with that student through to completion of their studies. This commitment is clearly communicated in advance to students on the website, at open days and in communications sent as part of the application process. We do not have academic sanctions for non-academic debt. The tuition fees policy is published on the website, accessible to all current and prospective students. [Click here to access the tuition fee policy.](#)

\* 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.

Our policy states clearly our commitment to hold a student's tuition fee at the year of entry level, so the fee applying at year 1 of a course remains with that student through to completion of their studies. This commitment is clearly communicated in advance to students on the website, at open days and in communications sent as part of the application process. We do not have academic sanctions for non-academic debt. The tuition fees policy is published on the website, accessible to all current and prospective students.

Full-time course type:	Additional information:	Course fee:
First degree	New and continuing students	£9,250
First degree	New and continuing students	£6,500
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year	New and continuing students	£815
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree	Wiltshire College 10007527 - New and continuing students	£9,250
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		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

**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	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Location (please give details in the next column)	Increase % of applications from students in Low Participation Neighbourhoods (LPN), by increased number of outreach interventions.	No	2016-17	10.98%	12.3%	12.35%	12.4%	12.45%		This target will be achieved through targeted outreach. (The baseline year and targets are based on Polar 3 methodology). Commentary below and supplementary information refers.
T16a_02	Access	Low participation neighbourhoods (LPN)	<b>HESA T1a</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Increase enrolments of LPN students through active engagement during the application cycle and other measures.	No	2015-16	12.5%	12.9%	13.1%	13.3%	13.5%		This target will be achieved through targeted outreach and the use of contextual data in admissions (The baseline year and targets are based on Polar 3 methodology. In the baseline year, 15/16 BU were ahead of the – HESA BU Location Adjusted benchmark of 11.8%). Commentary below and supplementary information refers.
T16a_03	Access	Socio-economic	<b>Other statistic</b> - Socio-economic (please give details in the next column)	Increase the enrolments of entrants from Acorn categories 4 and 5	No	Other (please give details in Description column)	26.01%	28.01%	29.01%	30.01%	31.01%		The baseline is a four-year average (2012/13 to 2015/16) which provides a robust platform avoiding annual fluctuation. Commentary below and supplementary information refers.
T16a_04	Access	Disabled	<b>HESA T7</b> - Students in receipt of DSA (full-time, all undergraduate entrants)	To maintain enrolment rates for students with disabilities	No	2013-14	7.42%	7.42%	7.42%	7.42%	7.42%		Whilst monitoring this group of students the university will focus on the trend of enrolments over the period, allowing for annual anomalies and external factors influencing students. In common with other HEIs and as a result of changes to DSA, we use 'declared disability' as our major measure, whilst continuing to monitor DSA holders.
T16a_05	Access	Care-leavers	<b>Other statistic</b> - Care-leavers (please give details in the next column)	Increase the number of new entrant enrolments from care-leavers (any duration of care experience) from all programme types, full and part time.	No	Other (please give details in Description column)	31 students	40	42	46	48		This target aligns BU's support for care leavers through the combination of outreach and providing a contextual admission offer where relevant.
T16a_06	Student success	Socio-economic	<b>HESA T3d</b> - No longer in HE after 1 year (Young, full-time, other undergraduate entrants)	The continuation of Acorn category 4 and 5 students will improve culminating in a rate the same or better than the whole student body.	No	2015-16	85.35%	87%	88.5%	89.5%	91%		Activities will be embedded across BU to improve the continuation rate for students in the Acorn 4 & 5 category to at least a rate equal to that across BU. (Baseline data is based on entrant progression data). Commentary below and supplementary information refers.

T16a_07	Student success	Disabled	<b>Other statistic</b> - Disabled (please give details in the next column)	The continuation of disabled students will improve culminating in a rate the same or better than the whole student body.	No	2014-15	86.58%	88.48%	89.12%	89.75%	90.38%	Whilst monitoring this group of students the university will focus on the trend of enrolments and retention over the period, allowing for annual anomalies and external factors influencing students. DSA students will not be considered in isolation and the programme to improve the continuation rates will drill down to niche level to account for the number and combination of other W/P indicators that DSA students also hold.
T16a_08	Student success	Low participation neighbourhoods (LPN)	<b>HESA T3b</b> - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	The continuation rate of LPN students will improve culminating in a rate the same or better than the whole student body.	No	2015-16	86.9%	88.63%	89.19%	89.75%	91.5%	Non-continuation rates are monitored internally through Academic Standards Committee. This target will seek to improve continuation rates by considering intersections of LPN with other indicators. (The baseline year and targets are based on Polar 3 methodology, entrant progression data and HESA PI target). Commentary below and supplementary information refers.
T16a_09	Student success	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	Increase BME students' attainment of good degrees in line with expectations for qualifications on entry.	No	Other (please give details in Description column)	62.22%	66.07%	68.00%	69.92%	71.84%	Baseline data is calculated from a three year average using 2012/13 - 2014/15. This is a long term target. The targets quoted here establish the trajectory towards this long term goal and are set to halve the initial gap within the planned period. The target will continue beyond 2020-21 to achieve the full 4% difference. The target milestones will start modestly and gain momentum as BU can influence an increasing number of years of the BME student's journey with us.
T16a_10	Progression	Other (please give details in Description column)	<b>Other statistic</b> - Progression to employment or further study (please give details in the next column)	Increase employability for BME students with a view to closing the employability gap.	No	2014-15	87.9%	90%	92%	94%	94.4%	Investigation of DLHE data for the 2018-19 Access Agreement showed a gap in both employability and graduate employability for BME students. We continue to focus activities with a view to closing the employability gap for this group of students.
T16a_11	Progression	Other (please give details in Description column)	<b>Other statistic</b> - Progression to employment or further study (please give details in the next column)	Increase graduate employability for BME students with a view to closing the employability gap.	No	2014-15	71.4%	73%	74%	74.5%	74.5%	Investigation of DLHE data for the 2018-19 Access Agreement showed a gap in both employability and graduate employability for BME students. We continue to focus activities with a view to closing the employability gap for this group of students.

**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	Outreach / WP activity (other - please give details in the next column)	Improve long-term outreach engagement through the frequency and intensity of interactions to the identified number of institutions in Bournemouth, Dorset, Poole and South Somerset.	No	2013-14	41	49	50	50	50		Please see commentary and supplementary information.
T16b_02	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Extend outreach programme to a wider geographical area by delivering targeted outreach activity to LPN 1-2, ACORN 4 AND 5, mature students and/or BME communities outside of the traditional geographical area	No	2014-15	0	9	10	10	10		Minor tweaks made to WP target groups (inclusion of mature student groups and removal of NS-Sec as now using ACORN data). Please see commentary and supplementary information.
T16b_03	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Extend the reach and impact of outreach activity within target institutions by increasing number of participants in: HE Experience: campus visits and taster days Academic and Employability Skills Enhancement HE IAG STEM Outreach Summer Schools (Breaks)	No	2013-14	HE: 2,435 A&E skills enhancement: 1,655 IAG: 9,155 STEM: 4,325 Summer: 110	HE: 2,800 A&E skills enhancement: 1,975 IAG: 10,600 STEM: 3,400 Summer: 160	HE: 2,900 A&E skills enhancement: 2,000 IAG: 10,900 STEM: 3,600 Summer: 160	HE: 3,000 A&E skills enhancement: 2,000 IAG: 11,000 STEM: 3,800 Summer: 160	HE: 3,000 Curriculum: 2,000 A&E skills enhancement: 2000 IAG: 11,000 STEM: 3,800 Summer: 160		Please see commentary and supplementary information.
T16b_04	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Continue to deliver HE Mentoring Scheme in high priority target institutions	No	2014-15	166 (participants)	185	190	200	200		Approx. 20% increase over 5 years
T16b_05	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Continue to develop and deliver Primary Outreach Programme and extend reach to more target feeder schools to support long-term sustained engagement	No	2013-14	800 (participants)	2000	2000	2000	2250		
T16b_06	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Improve student-level targeting and monitoring through targeted cohort lists in priority institutions	Yes	2014-15	5 institutions have target cohort lists	N/A	N/A	N/A	N/A		Removed target in last access agreement, due to refocus in attainment-raising and investing resource into working with schools to gain learner consent to enter data into HEAT.



T16b_07	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Lead implementation of BU's Books & Stories Literacy scheme in target institutions within the Southern Universities Network (SUN)	Yes	2014-15	Books and Stories currently running only at BU with 8 schools	N/A	N/A	N/A	N/A		Target achieved in 2015/16.  No targets are quoted for 2017 onwards because while BU intends to continue with the scheme and support the SUN network other institutions within SUN may choose to leave the network when the Government funding ceases
T16b_08	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Collaborative activities relating to disabled and vulnerable children and young people (including children in care and young carers) and/or those who support them (via Southern Universities network).	Yes	2015-16	N/a	Share good practice across network and develop a project on participation in the Roma, Gypsy and Traveller communities	Targets for projects with Roma, Gypsy and travellers plus mental health TBC from 18-19 project scoping	Targets for projects with Roma, Gypsy and travellers plus mental health TBC from 18-19 project scoping	Targets for projects with Roma, Gypsy and travellers plus mental health TBC from 18-19 project scoping		Shift in strategic focus across the collaborative partnership to address key collective priority areas of WP activity not being currently being covered by HEIs across the region.
T16b_09	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Termly meeting of SUN Working Groups relating to; BME, Disability, Vulnerable Children & Young People, and Mature and Part-time students	Yes	2014-15	Sharing of good practice emanating from these Working Groups.	Sharing of good practice emanating from these Working Groups	Sharing of good practice emanating from these Working Groups	Sharing of good practice emanating from these Working Groups	Sharing of good practice emanating from these Working Groups		Target and milestone reflects ongoing commitment through SUN of collaboration between institutions alongside NCOP activity.
T16b_10	Access	Ethnicity	Outreach / WP activity (collaborative - please give details in the next column)	Activities for black and minority ethnic students (via Southern Universities Network)	Yes	2015-16	n/a	Research project	TBC following research project	TBC following research project	TBC following research project		SUN partners agreed to common objectives across all institutions. We plan to shift our focus from delivery of activities to a research project in 2018-19, which will be used to inform the development of future work and targets in this area.
T16b_11	Access	Part-time	Outreach / WP activity (collaborative - please give details in the next column)	Activities for potential mature and part-time learners (via Southern Universities Network)	Yes	2016-17	Potential collaborative event	4 activities p/a with at least 2 universities participating in each	4 activities p/a with at least 2 universities participating in each	4 activities p/a with at least 2 universities participating in each	4 activities p/a with at least 2 universities participating in each		Target and milestone reflects ongoing commitment through SUN of collaboration between institutions alongside NCOP activity.
T16b_12	Access	Attainment raising	Other (please give details in Description column)	Support target institutions in attainment-raising of their students from identified WP target groups, working with them to develop a sustainable programme of interventions	No	Other (please give details in Description column)	n/a	200	300	400	500		Working with target schools to plan a sustainable programme of support for target students, especially to improve English and Maths GCSE attainment. This may include tutoring schemes, homework clubs and English and Maths workshops from our academics and/or external providers. Targets show the

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

We have followed OfS guidance in not proposing changes to BU targets or milestones in this plan. However, having reviewed our targets and milestones, we have concluded that in future our targets could be refined further, as detailed in the attached supporting information. This would enhance our ability to focus on gaps and be consistent with other reporting.