

Bishop Grosseteste University

2019-20 Access and Participation Plan

Assessment of current performance

BGU has consistently exceeded sector benchmarks in recruitment of students from State Schools, Students with Access Needs, and from Low Participation Neighbourhoods. More challenging areas of the widening participation agenda in the BGU context are:

- Recruitment of Black and Minority Ethnic (BAME) students – this is largely due to the local demographic in Lincolnshire (which our current recruitment exceeds), and a propensity for students in these groups to choose their ‘local’ university
- Recruitment of male students (including from disadvantaged backgrounds)
- Recruitment of mature students
- Improved outcomes for Students with Access Needs

BGU is committed to widening access and encourages applications from all communities, particularly those currently under-represented in higher education generally, and at the University specifically. In 2016/17, 69% of BGU’s undergraduate students and 75% of PGCE students met at least one definition of “widening participation backgrounds” when considering the following characteristics:

- Disability
- Black and Minority Ethnic
- Mature (>20 for undergraduate, >24 for postgraduate)
- Low participation neighbourhood
- Low income (0-£42,875)
- Gender (Male students – a target to obtain a more representative gender balance in BGU’s student population)

When excluding ‘Gender’ from the above list of characteristics, still 60% of BGU’s undergraduate students and 66% of BGU’s PGCE students met at least one definition of “widening participation backgrounds”.

The above position has been achieved at BGU through long-established and proven strategies to improve access, student success and progression for students from disadvantaged backgrounds including:

Access

Outreach

BGU has delivered a highly successful outreach programme since 2006 and is committed to maintaining core activities and expanding the scope of the programme in order to maximise participation from target groups.

BGU's outreach programme targeting WP groups is made up of the following key activities:

- First Steps 2 Study (Yrs. 9/10/11)
- Next Steps 4 Study (Yrs. 12/13)
- Year 12 residential summer school

Additional input is provided to support individual students from under-represented groups (e.g. care leavers, estranged students) to help engagement with procedures associated with the admissions procedure (e.g. UCAS applications, student finance, securing accommodation).

Enrolments

The table below characterises the student profile for all new starters at all levels of study.

Characteristic		2016/17	2015/16	2014/15
Gender	Female	78.8%	82.0%	81.2%
	Male	21.2%	18.0%	18.8%
	Other			
Race	Black & Minority Ethnic	4.1%	4.1%	2.4%
	White	95.9%	95.9%	97.6%
Disability	Specific Learning Difference	5.4%	7.4%	8.2%
	Other Access Needs	16.9%	12.3%	8.5%
	No Accessibility requirements	77.7%	80.3%	83.3%
Age	Under 21 (25*)	53.6%	56.0%	63.6%
	21 (25*) and over	46.4%	44.0%	36.4%
*Postgraduate programmes use 25 years as threshold for 'mature students'				

Further analysis of our student population in terms of instances of multiple characteristics has been undertaken:

Undergraduate student characteristic combinations, column percentages, 2016/17								
	Low HE participation neighbourhood	BME	Mature	SpLD	Mental health condition	Other disability	Care Leaver	Male
Low HE participation neighbourhood	100.0%	24.6%	20.7%	21.4%	26.1%	24.4%	33.3%	19.3%
BME	3.9%	100.0%	3.5%	1.9%	3.6%	3.0%	16.7%	3.2%
Mature	31.5%	33.3%	100.0%	22.0%	30.6%	30.3%	33.3%	31.3%
SpLD	9.5%	5.3%	6.4%	100.0%	0.0%	0.0%	8.3%	9.8%
Mental health condition	8.1%	7.0%	6.2%	0.0%	100.0%	0.0%	16.7%	6.3%
Other disability	13.6%	10.5%	11.2%	0.0%	0.0%	100.0%	25.0%	12.7%
Care Leaver	1.1%	3.5%	0.7%	0.6%	1.8%	1.5%	100.0%	0.3%
Male	17.0%	17.5%	18.1%	19.5%	18.0%	19.9%	8.3%	100.0%

Note: Students with a Specific Learning Difficulty are not counted within the Other Disability category, even if they do have another disability.

PGCE student characteristic combinations, column percentages, 2016/17								
	Low HE participation neighbourhood	BME	Mature	SpLD	Mental health condition	Other disability	Care Leaver	Male
Low HE participation neighbourhood	100.0%	15.4%	20.0%	23.8%	25.0%	28.6%	NA	18.7%
BME	3.4%	100.0%	5.0%	0.0%	0.0%	4.8%	NA	2.7%
Mature	40.7%	46.2%	100.0%	61.9%	31.3%	42.9%	NA	50.7%
SpLD	8.5%	0.0%	10.8%	100.0%	0.0%	0.0%	NA	6.7%
Mental health condition	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	NA	0.0%
Other disability	10.2%	7.7%	7.5%	0.0%	0.0%	100.0%	NA	2.7%
Care Leaver	NA	NA	NA	NA	NA	NA	NA	NA
Male	23.7%	15.4%	31.7%	23.8%	18.8%	9.5%	NA	100.0%

Note: Students with a Specific Learning Difficulty are not counted within the Other Disability category, even if they do have another disability.

Student Success

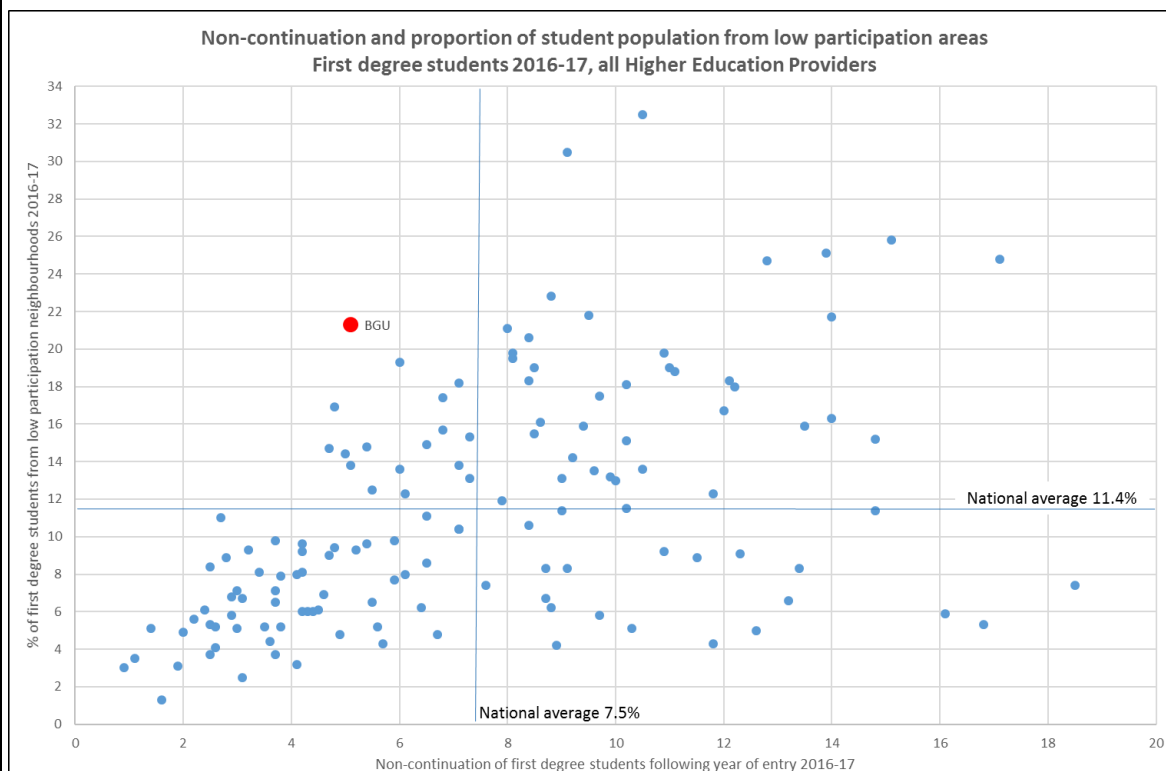
BGU has consistently achieved non-continuation rates lower than the HE sector benchmark year on year:

	2016-17		2015-16		2014-15		2013-14	
	Actual (%)	Benchmark (%)	Actual (%)	Benchmark (%)	Actual (%)	Benchmark (%)	Actual (%)	Benchmark (%)
Non-continuation following year of entry (full-time first degree)	4.8 (20)	7.1	3.8 (25)	6.8	5.2 (30)	7.1	5.5 (30)	7.1

The above data shows a strong performance at institutional level. Further analysis of specific groups has identified areas for action.

Analysis of sector wide statistics shows that there is a correlation between the proportion of students from the lowest participation neighbourhoods in an institution and non-continuation. Non-continuation increases with the proportion of students from the lowest participation areas, as shown in the chart below. Despite having a higher than average proportion of students from the lowest participation neighbourhoods, Bishop Grosseteste University has lower (i.e. *better*) than average non-continuation rates.

In the chart below, entrants identifying with the characteristic of Young/Low Participation Neighbourhood is measured against corresponding non-continuation rates. The results show BGU performing above sector averages.



The following table represents data for BGU students with widening participation characteristics:

UNDERGRADUATE	ACCESS				SUCCESS				PROGRESSION			
	% of apps	% of enrolments			Continuation %		Good honours %		Employment or further study %		Highly skilled employment %	
	BGU	BGU	Bench-mark	Sector Ave.	BGU	Bench-mark	BGU	Sector Ave.	BGU	Bench-mark	BGU	Bench-mark
Low HE participation neighbourhood	22.1	21.7 ++	14.8	11.3	94.3	92.4	64.6		95.0	96.5	67.2	66.4
BME	3.8	3.2		23.9	98.4 +	91.5 (n=18)	55.6	65.9	100.0	94.7	58.3	64.8
Mature	28.0	30.9		36.1	95.4 ++	91.6	65.8	74.7	99.5 ++	97.6	80.0	79.7
Disability	18.1	20.4		11.6	95.7 ++	91.9	59.2	73.2	95.7	95.6	67.7	70.1
In receipt of DSA	NA	12.3 ++	7.5	6.8								
Care Leaver	0.2	0.7		--	--	--	--	--	--	--	--	--
Male	18.4	17.9	19.6	42.2	92.9	90.4	63.1	72.2	97.5	96.1	77.1	77.3
All students	100	100		100	95.2 +	92.6	66.1	74.9	98.3 +	97.3	74.8	75.2

Sources

Access = 2016/17

Success: Continuation = TEF Yr3 metrics

Success: Good honours = 2016/17

Progression = TEF Yr3 metrics

Notes

-- = Not Available

+ above benchmark at the 1.96 standard deviation and 2 percentage point level

++ above benchmark at the 3 standard deviation and 3 percentage point level

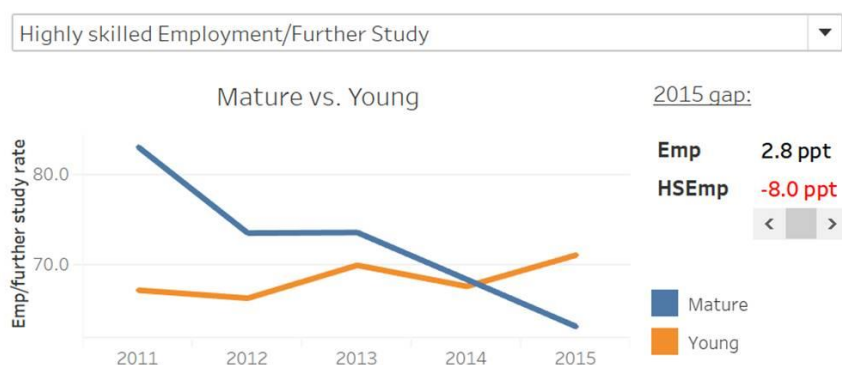
Measures of student success are primarily assessed against BGU's total student population, but we are interested in monitoring sector benchmarks even though they might not be directly relevant to BGU's institutional context. Statistics relating to BAME students need to be treated with some caution due to their volatility with actual numbers being so low (e.g., the differential performance for good honours degree for BAME students has varied 1.3% and 30.3% in the last three academic years).

Degree classifications for 2016/17 varied by student characteristic, but as with other student outcomes there are many other factors that may be a significant influence. Our evaluation of student outcomes using OFFA's methodology for the evaluation of financial support showed no statistically different outcomes in respect of continuation, but for completion, degree classification, and employability, the following factors were of note:

- Term time accommodation type in first year of study
- POLAR quintile (POLAR 1 being less likely to complete)
- Subject of study
- Size of cohort
- Low tariff points on entry
- Age (21-24 more likely to get a good degree than those earned 20 or under at the start of their course)

Progression

BGU's overall employment and further study rates are high and have been consistently above benchmark for many years. Of particular note are the progression rates for mature, and male graduates. Further analysis of highly skilled employment shows there is scope for improvement with gaps evident for graduates from low participation neighbourhoods, and those who with access needs, and those who are male. Recent data indicates a drop in performance for mature graduates, which will be investigated further through our programme of progression related activity:



The previous data in this section represents the evidence we have used to prioritise work in the following areas:

- Black and Minority Ethnic Students: Access
- Mature students: Access Progression
- Gender (Male) Access
- Students with Access Needs Student Success

Ambition and strategy

BGU promotes itself as a 'widening participation' institution. The University's academic governance systems monitor the student lifecycle. The Heads of School, and the Admissions and Marketing teams review recruitment and retention data. The work of the Widening Participation Group is subject to termly review at group meetings, which in turn report to the Learning and Teaching Committee, Academic Enhancement Committee and Senate. The Widening Participation Group meets regularly throughout the year to review projects undertaken at all stages of the student lifecycle, and discusses developments in the wider sector. The Diversity and Equality Committee regularly reviews statistical evidence for students with protected characteristics (in terms of progression, retention, and non-continuation).

The Diversity and Equality Committee regularly reviews statistical evidence for students with protected characteristics (in terms of progression, retention, and non-continuation). Activities were designed with due regard to the Equality Act 2010 and prioritise key groups under-represented in HE, with a focus on promoting positive outcomes for all. The plan compliments our published equality and diversity objectives.

Recent projects have focused on the conversion rate, from application to enrolment, for BAME and disabled applicants. We continue to examine data on the student success from one academic year to the next and to graduation and beyond.

BGU's existing retention strategy is a holistic approach to supporting students through their programmes of study, achieved through the development of effective partnership working between academic staff and professional support services such as Student Advice, the Centre for Enhancement of Learning and Teaching (CELT), and the BG Futures team.

The Students' Union has been consulted on the range of activities and measures outlined in this plan, and student representation through committees and the governance system has had oversight of its development. Regular updates on the delivery of the plan will be made via the committee structure, with opportunities for students to engage with and develop the range of activities.

BGU embeds its work on student retention and progression into the core activity of the institution, and to date the Student Opportunities Allocation has funded this approach. Work is underway to identify and capture detailed information regarding work carried out 'in-programme' via the Graduate Attributes project. A co-ordinated support network across academic and support teams reinforces this. As described above, the process of reviewing progression data intends to identify where additional resource might be required. We believe this approach to be valid, given that the vast majority of our student population identifies with at least one category within the widening participation agenda.

We will continue to support activities which have been successful to date, but in addition we will focus on activities in the following areas:

- Development of a part-time portfolio (mature/accessibility)
- Development of subjects likely to attract target groups
- Recruitment/retention of mature students

- Recruitment/retention of students from minority ethnicities
- Monitoring differential outcomes – student success/progression (accessibility/ethnicity)
- Young disadvantaged low participation – access (gender)
- Multiple dimensions (income, ethnicity, accessibility, low participation neighbourhoods, gender)

The following themes have been identified for focussed activity aimed at promoting participation for the groups prioritised in this plan:

Access

- Part-time/Distance Learning – to consider flexible/alternative modes of delivery aimed at encouraging participation/successful outcomes for mature students, and students with access needs
- 50+ mile radius – a wider geographical area for recruitment activity enabling targeted activity towards BAME communities closest to BGU. We are mindful of research that suggests BAME students are less likely to move away from their local area, meaning that this activity may need to be coupled with other initiatives such as fostering franchise partnerships with FE/HE colleges in the East Midlands or in other regional areas
- BAME mentoring/ambassador programme working in partnership with schools/colleges throughout the region
- Introduction of financial support and disclosure procedures for student carers. Disclosure is a key factor in assisting students during all stage of the student lifecycle and the availability of targeted financial support helps facilitate awareness of support and reduce risks to retention that may otherwise present
- Stand Alone Pledge – BGU has joined this scheme in order to promote a supportive environment for estranged students, offering emotional, financial and housing support throughout their studies
- Care Leavers – continued local/regional work to promote BGU’s support for care leavers through engagement with Leaving Care Services and the virtual school

Student Success

- In excess of 50% of BGU entrants are from low-income backgrounds, so financial support is a key support mechanism to encourage retention for the duration of study. Up to £2,400 of additional support is available through BGU’s targeted bursary scheme over the duration of a three-year programme of study
- Students are able to access a robust personal tutorial system, with access to professional Learning Development, Student Advice and Study Skills services for individualised support around personal, academic and professional development
- Services for BGU students with access needs (disabilities, mental health conditions and specific learning differences (SpLDs)) are co-ordinated via the Student Advice team. This includes close liaison with all relevant areas of the University, but particularly involves the Study Skills team (for students requiring 1:1 SpLD study skills tuition) and the counselling service. Since 2015/16, BGU has seen a substantial increase in the number of students seeking support with their mental health needs, resulting in 69% of students using counselling services due to their mental health. 2017/18 saw the introduction of the “Big

White Wall” resource, offering 24/7 (out of hours) support to students, and early monitoring information shows the majority of students using the service do so out of hours

- BGU’s Centre for Enhancement in Learning and Teaching provides a schedule of development events and programmes during the academic year promoting engagement and success:
 - Well-being (Well-Being Week, Live & Learn)
 - Student engagement (Students Creating Change)
 - Dissertation Conference
- Regular review of Codes of Practice includes opportunities to enhance Codes in the promotion of inclusive practice, e.g. Late Submission Procedure, Extenuating Circumstances
- Continual monitoring of differential outcomes across targeted groups (BAME, mature, gender (male LPN)) in order to identify interventions to promote positive outcomes for all
- Review and enhancement of Virtual Learning Environment

Progression - employability and further study

- Continual monitoring of differential outcomes for ‘good degrees’ across targeted groups (BAME and mature) in order to identify interventions to promote positive outcomes for all
- Monitoring multi-dimensional characteristics to review and inform activities for future cohorts
- The BGU Graduate Attributes Award is being introduced to build on the success of the BGU Employability Award and recognise the progress of individual students both in terms of engagement with employability skills embedded within their programme, together with extra-curricular opportunities undertaken to enhance their skill profile
- Employability support is available for students with access needs and pro-actively offered to each cohort in order to support transitions towards the workplace or further study

Access, student success and progression measures

BGU uses its systems of governance to identify targeted themes of activity so that coordinated responses to ensure positive outcomes for all are achieved throughout the institution. Work undertaken by members of the Widening Participation Group is reported to Learning & Teaching Committee, and shared with Portfolio Management Group, and the Inclusion Committee.

Portfolio Management Group has oversight and consideration of the development of alternative/flexible modes of provision such as:

- Part-time programmes
- Subject development
- Distance Learning
- Higher and Degree Apprenticeships

During 2018 BGU will be conducting a major review of its portfolio, identifying how programme development and curriculum design can be used to attract, retain and raise attainment for learners

from under-represented groups. For example, the recent approval of courses such as Geography and Sport have in part been developed to diversify the portfolio to encourage greater participation by males at BGU. Similarly, the development of Business Studies is looking to encourage recruitment of students from BAME groups.

An evidence-based methodology is used to identify priority groups and stages of the student lifecycle where activities will be focussed. The development of any targeted activity/intervention requires evaluation of outcomes/impact and is designed as an integral part of that activity.

Outline of sustained activity designed to achieve goals, including raising attainment to support entry to higher education for underrepresented groups:

Access

- **Outreach**

BGU will maintain its core outreach activities and expand the scope of the programme to maximise participation from target groups. Additional staff have recently been appointed to the Widening Participation Team to enhance current outreach and aspiration-raising work with a particular focus on targeting local areas where progression to HE is low and maintaining or improving current recruitment levels from the poorest families. Continuous monitoring of activities assesses the effectiveness of outreach programmes, their effects, and recommendations from national research.

BGU is part of the East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP), and participates in the regional HELOA network. Membership gives opportunities for collaborative work with HE providers in the local region and for effective evaluation to be undertaken of our existing outreach activities.

BGU leads a consortium of Lincolnshire universities and colleges on the Lincolnshire NCOP project: LINCHigher. Activities and projects arising out of the bid will focus on interventions to promote participation in HE, informed by HEFCE 'cold spots' data. We are working towards introducing mentoring opportunities around the activities we currently offer. BGU continues to be a named partner on NEMCON, the North East Midlands Collaborative Network.

BGU's Student Recruitment team has also established constructive relationships with schools and colleges throughout the region. Last year (2015/16), we had 1013 students from 20 different schools take part in **First Steps 2 Study** and 234 students from 12 schools involved in our **Next Steps 4 Study** programmes. This is valuable in helping BGU establish meaningful pathways for students from under-represented groups towards HE.

BGU's outreach activities which we will continue to develop:

- Aspiration Raising Taster Days that specifically target the needs of students in the local area, including International Students; BAME groups; mature learners; vocational learners; males into primary teaching and students from low participation

neighbourhoods. These will be in partnership with appropriate providers to meet the needs of these specific groups

- Outreach Presentations delivered each year to schools on all aspects of HE, targeting under-represented groups such as BME and specific schools in low participation areas. Through our analysis of school attributes, we are able to better identify schools with students with high numbers of WP students and are developing ways of prioritising the outreach work we do with these schools, further than our immediate region
- Contextual Offers – We are exploring introducing contextual offers to students who take part in one of our sustained outreach initiatives and who meet one of the following criteria:
 - Polar quintile 1/2
 - FSM
 - Looked after child
 - BAME

The purpose is to encourage students who, based on their background, may not achieve their potential. This scheme reduces grade pressure while maintaining high aspirations

- Next Steps 4 Study - a targeted outreach programme working with Y12/13 student from 12 partnership schools. Offering participation for 25 students per school. This four-step programme is a sustained programme of outreach and we have increased our focus on measuring longer-term impact by working with EMWPREP to carry out additional focus group and evaluation post activities
- First Steps 2 Study – modelled on our own ‘Next Steps 4 Study’ this programme this programme is sustained outreach and campus visit days for Y9, 10 and 11 students. We have worked with up to 20 schools and offer places for 50 students per year group per school. We monitor and evaluate students attending and will be working with EMWPREP to increase longitudinal evaluation on those progressing through all three years of this programme
- Outreach activity for mature students is currently in development through links between our academic teams and local FE partners offering access courses. As well as offering input into courses, BGU host introductory sessions for access students to visit the campus as part of their access course and prior to starting their programmes through CELT
- Taster days specifically meeting the individual needs for Looked after Children that are considering Higher Education. We will continue to be involved in collaborative initiatives with University of Lincoln and LiNCHigher to support raising aspirations of this group
- BGU will deliver two Residential Summer Schools, with the first aimed towards 40 Year 12 students. Residential Summer Schools create a sustained approach to widening participation. Monitoring the effectiveness of these residential summer schools will be via EMWPREP to ascertain whether the students at the summer schools applied for HE within the region. We have commissioned a specific piece of evaluation work to look at the impact of our summer school to allow us to consider how extending this offer might

influence WP progression to HE. We will work in collaboration with LiNCHigher to develop some post summer school activities to ensure a sustained approach, which will also allow additional monitoring and evaluation

- The second residential summer school will be aimed at Year 10 students and have 25 places. Working in small groups with a large ambassador team will allow for a richer experience. We will be building on evaluation from 2018 Summer Schools to inform the activity and considering mentoring opportunities post summer school
- Children's University - we will continue our involvement and relationship development with the Lincolnshire Children's University. This is a key opportunity to work collaboratively with the University of Lincoln in order to engage in accredited aspiration raising activity aimed at promoting educational achievement and supporting transition towards higher education for children throughout Lincolnshire
- Primary School Outreach - we have a large network of Primary school partners. We will be looking at ways in which we can develop relationships with Primary trainees to support them with aspiration raising activities when they are on placement in primary schools
- Increasing outreach work with mature learners across the area. For example, we plan to hold specific 'returning to learning' days on campus for mature students to offer them support and advice about how to progress onto Higher Education
- Mentoring. We will be exploring piloting a project around mentoring for BAME students, which is WP benchmark. We have some challenges given the demographic of Lincolnshire and our student body

We will be ensuring each of these activities has a monitoring and evaluation plan attached to it. We will be looking specifically at success measures and progression from monitoring through EMWPREP and internal evaluation so that we are monitoring and tracking trend analysis and progression to ensure our activities are raising aspirations of young people and influencing progression and intention to HE.

Activities include campus events, curriculum workshops, and visits to targeted schools and colleges. Work supporting the recruitment of students from other groups currently under-represented at the University, e.g. those from BAME backgrounds, will also be undertaken. The **First Steps 2** study programme combines taster days and outreach sessions engaging students from year 9 through to year 11. Students involved in the sessions will take part in activities such as revision skills, budgeting skills, debating and presentation skills designed to help student's progress onto university and to raise attainment in schools.

Alongside this, we also offer bespoke study skills sessions to schools within Lincolnshire to help them prepare for exams by equipping them with a range of learning methods and exam preparation skills.

BGU works extensively with schools in the local region in providing placements opportunities for its undergraduate and PGCE teacher development courses. This means that we are constantly interacting with schools and through educating new teachers in

current educational practices; we are positively influencing the teaching workforce in those schools and helping to raise the attainment of pupils.

- **Applications and Enrolments**

BGU has reviewed its recruitment strategy and is looking to expand the area from which it predominantly recruits students from 25 miles to 50+ miles. This will encompass large urban areas such as Leicester, Derby and Sheffield in which a greater BAME population resides compared to Lincoln and Lincolnshire. We are mindful of research, which suggests BAME students are less likely to move away from their local area, meaning that this activity may need to be coupled with other initiatives such as fostering franchise partnerships with FE/HE colleges in the East Midlands or other regions. BGU will also seek to develop educational partners in areas that would allow BAME students to access and benefit from BGU programmes, learning and teaching and support approaches.

BGU has been actively involved in the development of Higher and Degree Apprenticeships for the Care Sector and for new Entrepreneurs. In both cases, we have worked with the national bodies preparing the Apprenticeship Standards in these areas, which are now subject to further consultation with Employers and the HE Sector prior to being rolled out for delivery. Subject to national developments, we are aiming to deliver these new qualifications in the 2018/19 Academic Year to meet particular labour market needs within Greater Lincolnshire. In delivering these new work-based qualifications, we can draw on our considerable experience of supporting employed students following part-time work based qualifications in education and teaching.

In order to develop capacity for delivery, BGU has been engaged in a Skills Funding Agency facilitated network of Higher Education Institutions to promote capacity building to deliver Higher and Degree Apprenticeships. BGU has also applied successfully to become a provider on the SFA's Register of Training Organisations, which can bid directly to the SFA for funds to deliver Apprenticeships. Over the next 12 months, we will continue to plan for delivery and will work across the University, through a Degree Apprenticeship Group, to prepare both academic and professional support services staff to deliver new Higher and Degree Apprenticeships in our target sectors.

BGU is also bringing new awards targeted at mature and part-time learners through the developing of remote learning approach through supportive virtual learning pedagogies.

- Care Leavers– continued local/regional work to promote BGU's support for care leavers through engagement with Leaving Care Services and the virtual school.
- Carers – financial support and disclosure. Introduction of financial support and disclosure procedures for student carers. Disclosure is a key factor in assisting students during all stages of the student lifecycle and the availability of targeted financial support helps to facilitate awareness of support and reduce risks to retention that may otherwise present.

- Estranged students – Stand Alone Pledge: BGU has joined this scheme in order to promote a supportive environment for estranged students, offering emotional, financial and housing support throughout their studies.

Success ('Gaps')

As previously highlighted, BGU's performance data shows that student continuation rates exceed benchmarks for Low HE participation neighbourhoods, BME, Mature and students with a declared disability and all, apart from the Low HEPN are above the BG average.

Degree classifications for 2016/17 varied by student characteristic, but as with other student outcomes there are many other factors that may be the significant influence. Students with high tariff points on entry were more likely to achieve a good degree than those with low tariff points, all else being equal. Students aged 21 to 24 were more likely to get a good degree (1st or 2.1) than those aged 20 or under at the start of their degree, all else being equal. After applying the methodology published by OFFA for the evaluation of institutional financial support, there were no other statistically significant differences by student characteristic when controlling for other factors.

BGU provides a wrap-around learning environment supported by academic programme teams and central support services (Centre for Engagement of Learning and Teaching, Student Advice and Support, Library, Students Union, Chaplaincy). Over the next 18 months, the University will be adapting its learning and teaching further enhancing the outcomes for all of its students. These include:

- Reviewing our Welcome Week activities and first term and first year induction and support to help students to transition into HE. This will include developing Student Union supported clubs and societies, cohort cohesion activities, refreshing academic enquiry skills and collaborative learning
- Developing student engagement and success metrics at programme level to identify differential performance of learners as they progress through the levels of their degree and enable us to put in place tailored interventions programme and central service teams. All analysis of student, programme, school and university academic performance will be conducted by looking through the lens of 'positive outcomes for all'
- A refreshed personal tutorial programme supported by an upgraded VLE package and integrated into an effective ePDP to enable students to set goals and review their performance each term with their tutor
- Embedding mental well-being and resilience into the curriculum following the adoption of well-being as the learning and teaching enhancement theme during 2017-18 and 2018-19. This will be supported by the adoption and rollout of the AMOSSHE Resilience Building tool-kit for programme design
- Continuing to work with the Students Union and students through our funded student engagement projects which students collaborate with tutors to deliver enhancement projects around well-being and positive outcomes for all
- New minimum standards for technology supported learning to support classroom delivery in modules to allow students to access learning at their own pace. This also includes investing in TALIS software to integrate and manage online reading lists to facilitate

learners' engagement and effective use of library resources to enhance their learning and assessments performance

- The concept of 'Graduate Attributes' was introduced three years ago and is a framework for delivering transferrable, academic and employability skills both from within the curriculum and also through extra-curricular activities. The next phase will be to more explicitly embed these skills into the curriculum, integrate extracurricular activities, and enable greater awareness of skills development and integrating the framework into the PDP / personal tutorial system

Whilst all of these initiatives will be beneficial for all students, the greatest impact is intended to be for students who are typically under-represented and most vulnerable to disengaging from their studies and so not achieving the potential. Initiatives such as developing peer networks (making friends), proactive and effective personal tutoring, understand learning conventions and expectations etc. are interventions which have been shown to support engagement of care leavers, estranged students, students from low income areas and students with disabilities.

Progression – employability and further study

BGU's Graduate Attributes Award is being introduced to build on the success of the BGU Employability Award and to recognise the progress of individual students both in terms of engagement with employability skills embedded within their programme, together with extra-curricular opportunities undertaken to enhance their skill profile.

BG Futures supports students with careers, employability and enterprise. As well as information advice and guidance, a business and enterprise centre provides business start-up support within a building designed to be accessible and inclusive. The team also utilises DLHE (and in future, LEO) data to assist in the development of its services and interventions during the student journey.

BG Futures have a Big Lottery/SFA co-financed contract to support adults in the community. Target beneficiaries include unemployed adults with mental health issues. The project aims to use the multi-disciplinary expertise of academics who deliver psychology and counselling as well as professional support staff with IAG, psychometric and coaching expertise. The project involves extensive contact between the University team and agencies in the community such as Jobcentre Plus and the Health Service. The project will support the widening participation agenda by promoting opportunities to service users and through engagement with the University team.

The BG Futures team have undertaken a further project to organise Teenage Markets in Lincoln. Markets are aimed at those 13-30 and provide those participating with a market stall to sell products, usually that they have made. There is also an opportunity for young performers to have the opportunity to perform as part of the event. The purpose of the project is to develop enterprise skills for the young people attending as well as partnerships with schools, the Education Business Partnership and Young Enterprise Projects. BGU staff and students support the events and this exposure supports the Widening Participation agenda. Markets are held at least bi-annually.

Careers, employability and enterprise delivery offers induction sessions through the taught curriculum for all undergraduate students. Additional information is provided for disabled students about BG Futures and the services it provides during induction weeks. This also includes

information about other key support agencies. The University requires all undergraduate programmes to have work/community placement opportunities and these experiences are facilitated by a dedicated placement support team. This enables students to experience and understand authentic work experience that improves their work-readiness and allows them to visualise and aspire to careers after university.

A good foundation of work with carers will be further expanded. This includes awareness raising with staff, student carers focus groups and representation at carer group events. This work will be undertaken by both the BG Futures and Student Advice teams in order to ensure needs relating to this target group are addressed at all stages of the student lifecycle.

Financial support for students included in BGU's Access and Participation Plan, and how this contributes to our strategy and goals:

BGU's financial support package targets students from low income backgrounds (up to £30,000), with further support available to:

- students from low participation neighbourhoods
- mature students (on entry)
- student parents
- student carers
- estranged students
- care experienced students

BGU has consistently recruited significant numbers of students from low-income backgrounds, and has taken the approach of supporting all students who fall into this priority group.

BGU's bursary scheme is reliant on household income assessments as carried out by the Student Loans Company (SLC) and targets students with household incomes up to £30,000. Students with household incomes up to £25,000 receive full bursary support. A reduced entitlement is available to those with household incomes between £25,001 and £30,000.

The BGU Bursary prioritises students entering higher education for the first time on FdA, BA (Hons) or BSc (Hons) programmes. PGCE students are eligible to apply for additional financial support from the BGU Learning Fund.

The BGU Learning Fund is a discretionary fund provided by the University following the government's decision to end the National Scholarship Programme, and withdraw specific funding for the Access to Learning Fund (ALF) from 2014/15 onwards.

The fund is available to all students, but prioritises assistance to students from under-represented groups, as identified in the national Guidance published by the National Association of Student Money Advisers (NASMA).

Evidence led approach to development of access measures, including specific evidence which supports making financial support available to students:

The output from the latest analysis using the OFFA model for evaluation of financial support showed that outcomes for students in receipt of financial support are equivalent to those for students who were not in receipt of financial support. However, the analysis did find that the following factors are associated with differential student outcomes:

- Academic subject
- POLAR quintile (Participation of Local Area in HE)
- Term time accommodation type in first year of study
- Age
- Entry tariff
- Size of cohort

The financial support package described here was devised in response to past student consultation, specifically resulting in financial support for students with household incomes above £25,000 a year (the new threshold is £30,000 and below). Its features align with the feedback received from the current student body in terms of its focus on targeted support for students from under-represented groups in the form of direct financial support.

An institutional survey focussing on financial support produced the following results:

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
It helps me continue and complete my studies	70.21% 66	27.66% 26	2.13% 2	0.00% 0	94	1.32
It helps me purchase study resources	76.84% 73	20.00% 19	3.16% 3	0.00% 0	95	1.26
I am less likely to need to work part-time	30.85% 29	31.91% 30	27.66% 26	9.57% 9	94	2.16
It helps me enjoy a social life	23.40% 22	45.74% 43	24.47% 23	6.38% 6	94	2.14
I am able to afford to study	49.47% 47	43.16% 41	5.26% 5	2.11% 2	95	1.60
I can participate in extra-curricular activities	27.37% 26	43.16% 41	25.26% 24	4.21% 4	95	2.06
I am less worried about debt	35.79% 34	43.16% 41	13.68% 13	7.37% 7	95	1.93
I have a greater choice of where to live	24.21% 23	35.79% 34	30.53% 29	9.47% 9	95	2.25
I can travel during vacation periods	15.79% 15	33.68% 32	40.00% 38	10.53% 10	95	2.45
I can take on voluntary roles while I study	27.37% 26	40.00% 38	25.26% 24	7.37% 7	95	2.13

The above data shows a clear indication that BGU students regard their bursary support as helping contribute towards continued and successful study (98%), and a contribution towards study resources (97%). The survey finds financial support is less effective in helping students participate in additional activities during their studies, and a significant proportion (37%) still find it necessary to work during study.

The evaluation survey showed clear majority support from current BGU students for the rationale and delivery of our current financial support scheme:

	YES PLEASE	NO THANKS	TOTAL	WEIGHTED AVERAGE
the current bursary scheme to continue unchanged	94.57% 87	5.43% 5	92	1.05
a bursary scheme which targets more vulnerable students	89.25% 83	10.75% 10	93	1.11
no future bursaries - use the money to support students another way	2.22% 2	97.78% 88	90	1.98
direct contributions to fees rather than money paid to students	8.99% 8	91.01% 81	89	1.91

Investment

Total investment for WP in 2019/20. Cash terms and proportion of additional fee income

The following table summarises our proposed expenditure in widening participation related to activities for Access, Student Success, Progression and Financial support in 2019/20:

2019/20 Access, Student Success and Progression expenditure forecast	£ (APP countable)	% proportion of Higher Fee Income
Higher Fee Income	5 961 500	
Access	145 659	2.4%
Student Success	107 483	1.8%
Progression	15 000	0.3%
Financial Support	775 658	13%
Total Expenditure	1 048 800	17.5%

We anticipate additional expenditure for postgraduate students in respect of progression and financial support. Additional activity is also planned to support developments towards Higher Degree Apprenticeships.

Provision of information to students

Information on financial support from all sources:

BGU's Student Advice team provides information about student finance and institutional financial support for prospective and current students. The team promotes a better awareness and understanding of tuition fee and living cost funding (as well as an awareness of loan repayment arrangements) and the development of appropriate strategies to manage their finances.

These include:

Accurate information about fees, loans, grants, and bursaries

Additional information about welfare benefits, tax credits, and other opportunities to maximise income

Practical advice from experienced money advisers who provide one-to-one support on effective budgeting and financial capability

Money management workshops for prospective and current students covering budgeting and strategies to manage limited budgets

Advisers available to prospective and current students for one-to-one consultations in person, by e-mail or by telephone

One-to-one support, finance workshops and other supportive activities organised by the University made available to all students

Information on tuition fees for the duration of a student's course:

BGU's tuition fees (with appropriate disclaimers) are set out on our website at <http://www.bishopg.ac.uk/student/fees/tuitionfees/>

The website provides the means of keeping prospective students, their parents/carers and their advisers up-to-date with on-going developments in relation to student finance.

Publication of approved Access and Participation Plan:

BGU's approved Access and Participation Plan will be published on the University's website at: <http://www.bishopg.ac.uk/about/governance/policies-procedures/>

* 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.

For 2019-20 entrants, tuition fees may be subject to annual increases to a maximum of 5%, subject to the maximum fee chargeable according to the tuition fee cap.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£6,935
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
Foundation degree	Grantham College UKPRN: 10002743	£6,935
First 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	Grantham College UKPRN: 10002743 -	£6,935
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	State school	HESA T1b - State School (Young, full-time, undergraduate entrants)	To continue to recruit state school young entrants at a level that exceeds the HESA benchmark	Yes	2011-12	415 (96.6%)	96.6%	96.6%	96.6%	96.6%	96.6%	This target represents a substantial portion of BGU's student intake and is set against a decreasing demographic over the forecast period
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	To continue to recruit young entrants from low participation neighbourhoods at a level that exceeds the HESA benchmark	Yes	2011-12	85 (16.7%)	16.7%	16.7%	16.7%	16.7%	16.7%	This target uses HESA data and is set against a decreasing demographic over the forecast period
T16a_03	Access	Low income background	Other statistic - Low-income backgrounds (please give details in the next column)	To maintain high levels of recruitment from low income groups (£0 - £25,000)	Yes	2011-12	468 (52%)	52%	52%	52%	52%	52%	Proportion of students recruited from low income households (those who receive maximum state support) maintained annually (52%)
T16a_04	Access	Disabled	HESA T7 - Students in receipt of DSA (full-time, first degree entrants)	To improve recruitment of disabled students	No	2011-12	90 (10%)	10%	10%	10%	10%	10%	BGU to recruit and retain equivalent of 70 or more students in receipt of DSA annually (10% to maintain equivalent proportion against target student numbers)
T16a_05	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	To improve the application, offer rate and recruitment from black and minority ethnic groups	Yes	2011-12	19 (3.5%)	3.5%	3.5%	3.5%	3.5%	3.5%	BGU performance to exceed locally adjusted benchmark (1.2%) by recruiting and retaining at least 24 black and minority ethnic students (3.5% to maintain equivalent proportion against target student numbers)
T16a_06	Student success	Attainment raising	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	To maintain high levels of retention with an increasingly diverse student population	No	2011-12	40 (6.8%)	6.8%	6.8%	6.8%	6.8%	6.8%	BGU's non-continuation rate not to exceed 6.8% (new entrants annually)

T16a_07	Access	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	To recruit students from care	Yes	2011-12	7 (0.4%)	0.4%	0.4%	0.4%	0.4%	0.4%	To maintain recruitment of 3 or more students from care annually (0.4% to maintain equivalent proportion against target student numbers)
T16a_08	Access	White economically disadvantaged males	Other statistic - Gender (please give details in the next column)	To increase recruitment of young white males from disadvantaged backgrounds	Yes	2014-15	60 (2.4%)	2.4%	2.4%	2.4%	2.4%	2.4%	To maintain or increase young male disadvantaged participation by recruiting and retaining at least 2.4% across all years of study
T16a_09	Student success	Low participation neighbourhoods (LPN)	Other statistic - Location (please give details in the next column)	To maintain or improve performance outcomes for students from Low Participation neighbourhoods when compared to the student population as a whole	No	2014-15	72 (90%)	90%	90%	90%	90%	90%	To maintain or increase student success when compared to whole student population (90% of new entrants in 2013/14 from low participation neighbourhoods qualified or continued their degree in 2014/15 compared with 90% of all students)
T16a_10	Student success	Low income background	Other statistic - Low-income backgrounds (please give details in the next column)	To maintain or improve performance outcomes for students from Low Income backgrounds when compared to the student population as a whole	No	2014-15	425 (91%)	91%	91%	91%	91%	91%	To maintain or increase student success when compared to whole student population (91% of low income new entrant students in 2013/14 qualified or continued their degree in 2014/15 compared with 90% of all students)
T16a_11	Student success	Disabled	Other statistic - Disabled (please give details in the next column)	To maintain or improve current performance outcomes for students in receipt of DSA when compared to the student population as a whole	No	2014-15	56 (94%)	94%	94%	94%	94%	94%	To maintain or increase student success when compared to whole student population (94% of disabled new entrant students in 2013/14 qualified or continued their degree in 2014/15 compared with 90% of all students)
T16a_12	Student success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	To maintain or improve performance outcomes for BME students when compared to the student population as a whole	No	2014-15	24 (100%)	100%	100%	100%	100%	100%	To maintain or increase student success when compared to whole student population (100% of BME new entrant students in 2013/14 qualified or continued their degree in 2014/15 compared with 90% of all students)

T16a_13	Progression	Low participation neighbourhoods (LPN)	Other statistic - Socio-economic (please give details in the next column)	To maintain or improve graduate outcomes for students from Low Participation neighbourhoods when compared to the student population as a whole	No	2014-15	52 (65%)	65%	65%	65%	65%	65%	To maintain or increase progression outcomes when compared to whole student population (65% of students from low participation neighbourhoods graduated with first or upper second class honours compared with 68% of all students)
T16a_14	Progression	Low income background	Other statistic - Low-income backgrounds (please give details in the next column)	To maintain or improve graduate outcomes for students from Low income backgrounds when compared to the student population as a whole	No	2014-15	344 (68%)	68%	68%	68%	68%	68%	To maintain or increase progression outcomes when compared to whole student population (68% of students from low income backgrounds graduated with first or upper second class honours compared with 68% of all students)
T16a_15	Progression	Disabled	Other statistic - Disabled (please give details in the next column)	To maintain or improve graduate outcomes for students in receipt of DSA when compared to the student population as a whole	No	2014-15	39 (65%)	65%	65%	65%	65%	65%	To maintain or increase progression outcomes when compared to whole student population (65% of disabled students graduated with first or upper second class honours compared with 68% of all students)
T16a_16	Progression	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	To maintain or improve graduate outcomes for BME students when compared to the student population as a whole	No	2014-15	18 (67%)	67%	67%	67%	67%	67%	To maintain or increase progression outcomes when compared to whole student population (67% of BME students graduated with first or upper second class honours compared with 68% of all students)

[illegible]