



UNIVERSITY OF BRISTOL ACCESS AND PARTICIPATION PLAN 2019-20 (A1)

Provider's name: University of Bristol

Provider's UKPRN: 10007786

1. Background

The University of Bristol believes in the transformative effect of higher education. We recognise the social, educational and cultural benefits it confers to our students, and to society at large. We are proud to have been a pioneer in the field of widening participation; to have developed an innovative and creative outreach culture whilst adopting an evidence-based approach to policy and practice. We have worked hard to ensure all our students are able to fulfil their potential and have examined culture, curricula and structures where there is evidence of gaps in access, success and progression.

We have made progress in recent years, with our student community more diverse than ever before, yet we are determined to do more. This access and participation plan outlines our strategic priorities for 2019-20. It takes a whole institution approach, demonstrates that all of our activity and support is targeted, covers the student lifecycle, reflects on those interventions with greatest impact, explores the strategic rebalancing of spend to support access, student success and progression and demonstrates our commitment to long-term outreach, articulating the University's role in raising attainment in schools and colleges for those from disadvantaged groups.

We include an assessment of our current performance against institutional and sector-based targets and articulate our ambition and strategy in response to the challenges faced. We demonstrate our collaborative work with partners within and outside the higher education sector and highlight the provision of support for mature and part-time students, students with disabilities and BAME students. We recognise the impact of multiple indicators of deprivation and are determined to overcome the effects of such intersectional variables at every stage of the student life cycle. We reaffirm our commitment to working with our students to develop and deliver our work to diversify the undergraduate student body and are mindful of the very close links with institutional equality and diversity efforts.

Diversity and inclusivity are cornerstones of the University's mission. Our Vision and Strategy Plan articulates our commitment to being an institution fully integrated within the communities we serve, viewed as a destination of choice for learners of all backgrounds, delivering a world class education and ensuring all students reach their potential. The implementation of the 2019-20 Access and Participation Plan will help make this vision a reality.

2. Assessment of current performance

The University is committed to investing additional fee income strategically in order to achieve maximum impact. We have taken an evidence-based approach, analysed current performance and prioritised interventions with a proven track record. As an institution with relatively low proportions of students from under-represented and disadvantaged groups we have focussed activity and investment on those areas in which we need to make progress against targets. Access to the University remains a clear focus.

Access

Using the University's own application and intake measures¹ to analyse performance over the five-year period from 2013-14 to 2017-18, the proportion of undergraduate applications from under-represented groups has increased in eight categories: aspiring state schools and colleges; state schools; low participation neighbourhoods; disabled; local; in care; female and Black and Minority Ethnic students.

We are encouraged that following a period of decline from 2009-10 to 2013-14, the 2017-18 data highlights the continuation of an upward trend of applications from aspiring state school and college students which began in 2014-15. Since 2013-14 we have seen a 67 per cent increase in the number of applications from aspiring state school and college students from 4,316 to 7,195. Applications from the state sector are also up in 2017 and now make up more than 70 per cent of our applicant pool.

Our 2017-18 intake data indicates that the University performs well against our Black and Minority Ethnic (BAME) progress measures, with applications from BAME students having risen annually for the past five years. In 2017 entry there were 6,662 students from minority ethnic groups an increase of 1,660 from 2013. However, although we are pleased to be exceeding our progress measure, our data also indicates that such success is not evenly spread amongst all ethnic categories. We continue to have relatively low proportions of 'Asian/Bangladeshi', 'Asian/Pakistani and 'Black/Caribbean' students'. We are determined to make faster progress and move beyond the blunt definition of 'BAME students'. Our plans to do this are outlined below.

At the intake stage, progress is also being made. The percentage of our intake from under-represented groups is higher than 2013 in all categories other than mature and female. State school intake rose from 60 per cent in 2013 to 66 per cent in 2017.

We recognise however that despite these positive rises, we continue to fall short of a number of our HESA benchmarks and OFFA/OfS targets. More granular analysis of our performance, and a comparison against the sector, is provided below.

Intersectionality of applications, offers and intake

POLAR 1-2, BAME and Male /POLAR 1-2, BAME and Female

There is a mixed picture when intersecting gender with other indicators of disadvantage. There has been a 41 per cent increase in our intake of BAME, POLAR 1-2 and Male students from 44 in 16-17 to 75 in 17-18. There was a 7 per cent decrease in BAME, POLAR 1-2 and female intake but the same application to offer ratio of 46 per cent. This suggests further work is needed at the conversion stage for the latter group.

Low household income, BAME and Male / Low household income, BAME and Female

The University receives household income information from the Student Loan Company (SLC) at the point of an accepted offer so it is not possible to comment on the number of students from low household income who did not enrol. Using our internal measure 30.8 per cent of Male BAME students received a bursary in their first year compared to 23.5 per cent of White / Female students. 35.1 per cent of BAME / Female students received a bursary. This proportion has also increased from 30.6 per cent in 16/17 for BAME / Male and 33.4 per cent for BAME / Female. In order to ensure that all students from under-represented groups receive the financial support they are eligible for we will explore the development of targeted communications to the specific BAME groups.

NS-SEC 4-7, BAME and Male / NS-SEC 4-7, BAME and Female

We are pleased to note that male students with a lower socio-economic status and from an under-represented ethnicity have seen a 28 per cent increase in intake between 2016 and 2017 and an 18 per cent increase for females. This may, in part, be as result of the targeted outreach undertaken

¹ The University measures LPN applications and intake on the basis of the lower two POLAR quintiles, while HESA uses only the lowest quintile

with this group. We plan to expand such interventions, as outlined in the 'Ambition and Strategy' section below.

Mature and NS-SEC 4-7

We have increased our intake in 2017 by 6 per cent despite receiving 9 per cent less applications. We also made 20 per cent more offers than in the previous year. When exploring the intersection of Mature with POLAR 1-2, the data indicates that although we received 7 per cent fewer applications to this group, we made 13 per cent more offers and increased our intake by 20 per cent.

Mature-Male / Mature-Female

We have seen a 25 per cent drop in applications from Mature Female students and 20 per cent for Mature Male. Despite a decrease of 476 in Mature applications, our actual intake only decreased by 3 students. We also increased our Mature/POLAR intake by 20 per cent and Mature / NS-SEC intake by 6 per cent despite receiving fewer applications. Mature students continue to be a focus at the institution with work being carried out around retention and attainment. Further detail is provided in the 'Ambition and Strategy' section below.

Disabled-NS-SEC

One area of concern is our intake of Disabled students from low socio-economic areas and Disabled students from low participation areas. Our overall intake of disabled students has increased by 5 per cent but POLAR/Disabled has reduced by 17 per cent despite receiving 8 per cent more applications. NS-SEC Disabled has also decreased by 5 per cent despite receiving 12 per cent more applications. There is a clear need to address this issue. The next step will be a qualitative piece of research which involves Disability Services to examine in detail where we are losing disabled students from disadvantaged backgrounds and developing strategies to increase intake from these groups in 2019-20.

Benchmarking of applications, offers and intake

The University's position when compared against the sector nationally, and amongst comparator institutions is mixed. We are above average for the Russell Group (our comparator group) in terms of the number of offers made per application but rank 20th out of 24 and 5.1 per cent below the average for the group in terms of the number of offers then converted to intake. There is limited benchmarking data available for gender, POLAR and ethnicity and this does not allow the exploration of intersectionality.

When exploring individual characteristics, data indicates that we receive the 12th highest number of POLAR 1-2 applications within the Russell Group but have the 7th lowest intake due to a conversion rate which is 4 per cent below the Russell Group average.

Similar patterns emerge for BAME applications. We receive the 10th highest number of applications, make the 13th highest number of offers and convert only 18 per cent of those to intake, this results in our performance being the fifth worst amongst the Russell Group. In looking in to this in more detail, our offer to intake conversion rate is 16.2 per cent for Asian students, significantly below the Russell Group average.

Using HESA benchmarks as a national comparison it is clear that we have significant work still to do. Our locally adjusted benchmark for state school intake is 75per cent and our intake in 2017 was 66.2per cent. This represents significant progress from 2013 when our state school intake was 60.4per cent and we expect our state school intake in 2018 to increase to around 68per cent.

Our HESA locally adjusted benchmark for low participation neighbourhoods is 5.4per cent and our intake in 2016 was 3.7per cent. We have recognised the need to address this issue and for 2018 entry we are making contextual offers to applicants from low participation neighbourhoods. The way in which HESA defines a low participation neighbourhood differs slightly from the University's but our focus on POLAR quintiles 1 and 2 is having impact. We can already see that the number of applications from and offers to students in POLAR quintiles 1 or 2 has increased significantly.

Our intake of students receiving the Disabled Students' Allowance is broadly in line with our HESA benchmark (0.2 per cent) below, therefore our focus will be on disabled students from socio-economically disadvantaged backgrounds.

Applications and intake from mature students are below HESA benchmarks and our OFFA agreed targets. We have a number of strategies in place to address this but it is important to highlight the increasingly difficult national context for recruiting mature students. The number of mature students enrolled at the University has been stable over the past five years and we are encouraged to see that applications from mature students have risen by 218 for the 2018 intake.

The number of applicants from a care background has increased every year since 2013, but we recognise the need to raise our intake and so from the current admissions cycle we have made care leavers part of our contextualised admissions system.

Analysis of the data outlined above indicates that although the University of Bristol is becoming more diverse there is a clear need for faster progress to be made across the board, both at the application stage for students from all under-represented groups (but specifically mature students and socio-economically disadvantaged Disabled students) and in converting students with protected characteristics (specifically Asian students). Section two will outline our planned response.

Success: Retention

From HESA UKPI T3a Mature Students Table 9.4 per cent of entrants in 2015-16 were no longer in Higher Education 12 months later, compared to a benchmark of 10.1 per cent. This is an upward trend as in 2014-15 our indicator was 9.6 per cent compared to a benchmark of 9.8 per cent which shows that we are improving our mature retention rate and performing above benchmark, despite a negative change in our population.

Our TEF Year 3 continuation rate for BAME students was 98 per cent which is 0.6 per cent better than the White continuation rate and 1.1 percentage points above our BAME benchmark score. Using our own internal 12-month withdrawal rate measure to explore this further shows that of the BAME students who withdrew in 2016-17 84 per cent of them were of Asian or Mixed ethnicity.

Using the same internal measure to look at intersectionality across different categories, disabled mature students have a higher 12-month withdrawal rate of 3.2 per cent compared to 1.0 per cent of non-disabled and young in 2016-17.

The POLAR 1-2 12-month withdrawal rate was 0.3 per cent in 2016/17 this is comparative to TEF Year 3 results for this group which was -0.2 below benchmark.

We continue to make progress on our targets relating to first-year non-continuation rates. First-year non-continuation by socio-economic groups 1-3 was 3.0 per cent in 2016-17 and by socio-economic groups 4-7 was 3.3 per cent showing a relatively small difference which we will continue to address. First year non-continuation rates of BAME students rose from 1.2 per cent in 2015-16 to 2.8 per cent in 2016-17. This needs to be understood in the wider context of the data over the last few years. The BAME non-continuation rate in 2015-16 was unusually low with only 7 first year students withdrawing compared to 36 in 2014-15 and 18 in 2016-17. It should also be noted that this is still lower than the non-continuation rate of white students, which was 3.1 per cent in 2016-17. So, although there has been an increase in BAME withdrawals from 2015-16 to 2016-17 overall performance in this area remains positive.

Success: Attainment

Having analysed attainment data for widening participation and non-wp students, it is clear that attainment should be a key focus for our work to ensure the success of students from widening participation target groups.

The BAME attainment gap is recognised as a significant issue within the sector, and at the University of Bristol. In 2016-17 84 per cent of BAME students were awarded a First or 2.1

compared to 92.9 per cent of White students, giving an overall gap of 8.9 per cent. The sector average of the Russell Group for good honours awards to BAME students was 81.1 per cent so we are outperforming similar institutions. When looking at a lower ethnicity grouping then only 64.3 per cent of Black students received this type of award in 2016-17, with Black Male students received 61.9 per cent good honours compared to 70.3 per cent in the sector.

Mature students aged 21 and above also have low attainment rates compared to their young counterparts, at 81.5 per cent in 2016-17 compared to 92.4 per cent for young. Increasing age correlates with lower degree classification, with gender and socio-economic status also affecting degree outcomes. 75.7 per cent of male mature students achieved good honours degrees compared to 87.5 per cent of female mature students. 61.5 per cent of mature males from a POLAR 1-2 area received a first or a 2:1 in 2016-17.

Of the care leavers who exited the University in 16/17, 15.4 per cent left without achieving an award compared to the non-care leavers rate of 8.3 per cent. Care leavers also have a lower First or 2.1 attainment rate of 80.0 per cent in 16/17 compared to the non-care leavers rate of 89.2 per cent. These areas indicate a performance gap between care leavers and the remainder of the institution which we intend to address.

Local students from state schools have a good honours rate of 85.7 per cent compared to 94.1 per cent for independent and non-local.

Students who declared a disability slightly outperform those who did not in 2016-17 with 89.5 per cent receiving good honours compared to 89.2 per cent for students who have no known disability. The rate for female students with a declared disability is higher again, at 90.4 per cent.

Progression

As an institution we perform below benchmark in both TEF metrics related to progression into employment or further study. We also receive a double negative flag for BAME students in the *highly skilled employment or further study* metrics. This is however at odds with the longitudinal earning outcomes (LEO) metric *above median earnings threshold or further study*, where we receive a double positive flag for BME and are 7.5 per cent above our benchmark in this area for full time students. We also receive positive flag for students with a declare disability and are 7 per cent above our benchmark in this area. This is reflective of a student demographic who are more likely to take a break after graduation before starting their careers. The forthcoming changes to the Graduate Outcomes survey where students graduates will be contacted 15 months after graduation instead of 6 months is expected to improve our progression performance.

Due to the low numbers of care leavers who take part in the DLHE survey we do not feel it possible to comment on our performance on care leavers progression into careers due to the low level of statistical significance.

Looking at intersectionality of TEF progression data then 100 per cent (22) of the Mature POLAR 1-2 and female students were in employment or further study in the latest year available.

Benchmarking data

Unless otherwise stated intake, offer and application data taken from the "2017 entry UCAS Undergraduate reports by sex, area background, and ethnic group" report available from <https://www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-reports-sex-area-background-and-ethnic-group/2017-entry-ucas-undergraduate-reports-sex-area-background-and-ethnic-group>

Retention, attainment and progression data taken from either the Teaching Excellence Framework (TEF) Year 3 data, published October 2017 or the HESA HEDI Plus datasets available from <https://heidiplus.hesa.ac.uk/>

3. Ambition and strategy

Over the past five years we have embraced the need to take a whole institution approach. We have developed a structure and culture of access and participation across the organisation. This structure includes a collaborative approach to the writing of the Access and Participation Plan, shared responsibility for meeting targets and ensuring the efficacy of spend, all of this includes the University's senior management team.

In the past year we have employed five Faculty Engagement Officers who sit within our academic faculties and deliver outreach activities, build links within the academic community and provide a presence so that all staff have the opportunity to engage in access activities. These Faculty Engagement Officers are all linked to a Faculty WP Officer who has responsibility for the implementation of each Faculty's WP plan.

Access

The analysis of current performance, both at institutional and sector level, indicates that progress is being made. The trajectory is positive and we have a solid base from which to build. We have a proven track record of developing outreach interventions to increase applications and intake to the University from students from under-represented groups, sector leading admissions policies which recognise the structural disadvantage faced by many applicants and financial support packages to help those in need.

However, despite the progress made in recent years we are clear that we have not yet realised our ambitions. We need to move further, faster in order to ensure that all those with potential are supported to access, succeed in and progress from our university. We also need to address the impact of intersectionality – especially in relation to ethnicity – with a focus on conversion. Between the period of submission and the implementation of the 2019-20 Plan, we will develop and deliver a range of new access, success and progression interventions in order to achieve the step change in diversity to which we aspire to achieve. The strategies will relate both to our own institution and the wider community of which we are a part.

We will continue to take a holistic and contextualised approach to admissions. In response to analysis of offer making data, all students from aspiring state schools and colleges, low participation neighbourhoods, intensive outreach participants and those in Care will be flagged within the University's admissions database and if an offer is made it will automatically be at the contextual level (typically two grades lower than the standard offer). This will be irrespective of the predicted grades exceeding the entry requirements. In addition, as part of the Bristol Scholars programme, a sector leading approach to admissions recognising the impact of educational and domestic disadvantage and the importance of potential – the reduction in offer may be as great as four grades below the typical offer.

At the outreach stage, the focus of interventions in 2019-20 will be long-term, targeted and designed, where possible, to diversify the student body at the University of Bristol. We have taken an evidence-based approach to the targeting of activity and have specific intervention progress measures to reflect this. We will continue with our long established Access to Bristol, Pathways to Law, Sutton Trust Summer School and Pathways to the progressions programmes. Further information is provided in the 'Access, Success and Progression Measures' section.

Our data makes clear the need to increase the number of BAME students applying to the University and selecting to the University as a firm choice. In order to achieve this we will extend and enhance our Insight Into Bristol Programme. From 2016-17 onwards we have included a target for the number of BAME students taking part in the programme. In the 2017-18 academic year Insight into Bristol increased in size by 60per cent- 162 students participated in the project compared to 98 in the previous year. The target for the number of BAME students who took part in Insight Into Bristol for 2017-18 was 67, which was met as 142 students from BAME backgrounds took part, meaning BAME students formed 91per cent of the total Insight into Bristol cohort. We have also increased the number of subject streams on offer to ensure we are attracting as many BME students to the

university as possible through the programme. The new subject streams were selected based on departmental BAME statistics within the university (e.g. Film and Theatre), and on student demand (e.g. Medicine). We have also sought to improve application and conversion rates of these students through a programme of support for students at critical points in the admissions cycle. This has included a reunion meal, personal statement support sessions and funded travel to post-offer visit days. This has had an impact- students who participated in the 2017 summer school generated 143 applications to the University of Bristol. We will continue to build on this success by expanding the programme again in summer 2018. 2018 will also see a significant change to the structure of the programme so students spend longer at the university, based on feedback from previous cohorts.

Analysis of our application, conversion and intake data at an intersectional level shows that there are a number of groups which are not sufficiently represented within our student community. These groups will be the focus of new targeted activity at various stages of the application/intake process in 2019-20. One of the priorities for this work is offer to intake rates for BAME students, in particular Asian students. It is clear that there is a drop off between students from these backgrounds being made offers and enrolling at the University of Bristol. Between now and September 2019 we will be carrying out in depth analysis of this conversion issue and developing strategies to address it. We will be focusing our work with BAME students on the ethnicities where we continue to be most underrepresented: 'Asian/Bangladeshi', 'Asian/Pakistani and 'Black/Caribbean' students'.

Analysis of our data also indicates the need for us to increase the number of mature learners at the University and have both ambition and a strategy to achieve this. We share The OfS's ongoing concern regarding the decline in part-time applications and enrolment and have a clear ambition to increase applications and intake from this group. The University was represented on the steering group of the UUK review of this area and whilst our current part-time provision is relatively small-scale we are committed to promoting those courses we do offer and to providing ongoing support to such students throughout the student lifecycle. Our Mature and Part-Time Students' Adviser works with colleagues in schools and faculties to identify such students, provides information on transition support and promotes the peer mentoring scheme.

We recognise that applications from mature students have dropped (in line with a national decline) from 2012-13 onwards. In order to increase applications from mature learners the University will continue to invest in a range of outreach activities. In 2019-20 this will include: information sessions to Access students in local Further Education Colleges and institutions identified as having significant numbers of mature students; contributing to the regional Access Conference; running specific 'drop in' sessions on the University campus for prospective applicants; and providing information, advice and guidance on applications, childcare, funding and accommodation. We will ensure that mature students continue to take part in the University's Access to Bristol scheme, where they are offered support from the Mature Student Recruitment Officer during an IAG session. In 2016-17 we successfully piloted a condensed Pathways to Law model for students studying Access courses in Law, seven students successfully completed this programme and it was expanded in 2017-18 to include Pathways to Health Sciences, with two mature students completing the programme.

We are committed to working in a targeted way to increase applications from, and to support and retain, mature students across a wide range of ages who have characteristics associated with underrepresentation and who have experienced multiple forms of disadvantage. Our work covers a full range of activities to address the barriers students may face: flexible outreach activities (including evening classes delivered at the university and tasters delivered in the community with partner organisations);

Over the last 10 years this work has been focused mainly in the Faculty of Arts. From 2016-17, a member of academic staff from that Faculty with significant experience has been seconded to work with the central widening participation team. The outcome of this work will be the development of a structured programme of tasters and bridging courses across a wider range of disciplines.

Taster courses in a wide range of subjects (from oral history to enterprise skills) have been developed to date with community organisations. These tasters (often in the form of an 8-week course) are designed to facilitate progression, with many current undergraduates previously completing a short course. They are co-designed with community partners. Similar principles inform our part-time degree in English Literature and Community Engagement (ELCE) on which each student runs a community project.

The ELCE degree and our Foundation Year in Arts and Humanities (FYAH) were both designed specifically to recruit and support students from underrepresented groups, including mature students. The ELCE degree is taught 1 night per week plus occasional Saturdays over 6 years. The FYAH programme is full-time but is taught 2 days per week in family-friendly hours (10am to 3pm). 90 per cent of entrants to the FYAH programme since 2013 have not had A-Levels. 70 per cent of entrants to the FYAH programme in 2017 were over 21, 37 per cent were over 25 and 15 per cent were over 40. 100 per cent of the entrants to the part-time ELCE degree in 2017 were over 40. Both programmes recruit strongly among those experiencing multiple forms of disadvantage with 64 per cent of ELCE students and 67 per cent of FYAH students meeting at least 3 widening participation criteria. 43 per cent of ELCE students meet 4 criteria and 22 per cent of FYAH students met 5 criteria.

These statistics highlight that this work has been especially effective in recruiting students in areas where applications have been declining across the sector. UCAS data suggests only 10 per cent of mature students nationally were over 40 when they commenced their programme. HESA data on 2016 entrants showed that 19.2 per cent of part-time mature entrants at Bristol had no previous HE experience², while at many comparable institutions the figure was as low as 0.2 per cent.³

Both programmes recruit especially strongly in widening participation categories associated with social class. For 2017 entry, 44 per cent of entrants to the FYAH programme were from POLAR 1 and 2 and 30 per cent were from POLAR 1; the figures were 29-14 per cent for the ELCE degree. 57 per cent of ELCE entrants and 52 per cent of FYAH entrants were first generation in their family to attend higher education. 63 per cent of FYAH and 43 per cent of ELCE students were from N-SEC categories 4-7. For FYAH, 22 per cent of entrants in 2017 were black or minority ethnic and 26 per cent had a disability.

Retention and completion rates for both programmes continue to be impressive. The first cohorts of the ELCE degree graduated in 2014 and 2015, with 76 and 71 per cent achieving a successful outcome respectively, which is well above the average on comparable part-time programmes. 101 students commenced the FYAH programme 2013-16, of whom 83 per cent had a successful outcome and 75 per cent went on to a degree programme. 66 students went on to 21 separate degree programmes in Bristol and 10 to degrees at other institutions. Of these students, 7 have now graduated (2 with a First and 5 with a 2.i) and 2 have continued to postgraduate study. Of the 66 students who continued to a degree at Bristol, 4 have withdrawn or discontinued (6 per cent). Of the 17 students who did not complete FYAH, 3 have subsequently gone on to study elsewhere.

The completion and continuation rates for the FYAH programme are in line with, or slightly above, norms in the sector; for example, Durham's Foundation Years typically have a retention rate of between 75 and 80 per cent and between 65 and 70 per cent of their students go on to degrees.⁴ We are actively seeking ways to build on this success by improving cohort identity for these students once they progress to a degree. From 2019 we will also be exploring options to expand the FYAH programme to create a route into degrees in the Social Sciences.

² https://www.hesa.ac.uk/news/01-02-2018/widening-participation-tables?utm_source=email&utm_medium=E2&utm_campaign=PI_WP_20180201

³ <https://wonkhe.com/blogs/hesa-widening-participation-16-17-visualised/>

⁴ Marshall, C.A. (2015), 'Good Foundations: An Analysis of the Configurations of Factors Affecting Success in Non-Traditional Students on a Foundation Programme', Durham theses: <http://etheses.dur.ac.uk/11087/> (accessed 7 December 2017), p.126.

We are committed to evaluating these activities in an ongoing way and to ensuring our practice is evidence-based. The process of setting up the FYAH programme was recorded by the course directors in a 2016 article that made a case for widening participation as integral to curriculum design and pedagogy.⁵ This programme is the basis of a forthcoming book by Bristol academics arguing for a reorientation of the sector towards delivery in inclusive and part-time modes.⁶ The FYAH programme was a case study in a 2017-18 project on 'Understanding the impact of outreach on access to higher education for disadvantaged adult learners', funded by OFFA and led by the Open University (OU) and a longer article based on the qualitative research underpinning this case study is forthcoming.⁷

In addition to our ambition to diversify the University's student population, we also seek to make an active contribution to the wider community of which we are a part. Specifically we aim to improve the educational attainment within the City of Bristol and now sponsor nine schools (two secondary schools, seven primary schools and a specialist school for those with Autistic Spectrum Conditions) as part of the Venturers Trust. The University made an active decision to sponsor schools in areas of socio-economic deprivation, with low progression rates to higher education and with diverse student populations in order to target resource where most needed within the city.

The University has worked with Merchants' Academy since its creation in 2008. The Academy is an all age institution with children beginning their education in the nursery and progressing to the sixth form. It is supplemented with a Free School for Autistic students, the only one of its kind in the city. The school is situated in an area of socio-economic disadvantage. In the Index of Multiple Deprivation 2015 the LSOA of the Academy is ranked as 518 out of 32,844 across England (with 1 being the most deprived), with the majority of surrounding LSOAs also in the most deprived 10 per cent. The Income Deprivation Affecting Children Index (IDACI) is of particular note, which puts the Academy LSOA at a rank of 123 in England. Such high levels of economic disadvantage are reflected in the student community with 60.7 per cent of students eligible for free school meals at any time during the past 6 years, against a national figure of 29.1 per cent.

Given such a challenging context there is a clear need to provide outstanding leadership. However, in September 2017 the Academy was rated as inadequate by Ofsted. Prior to the Ofsted inspection the Academy has appointed a new team of senior leaders, including the Principal, and revamped the governing body. Ofsted recognised this new team as a significant improvement who have an accurate understanding of the school's weaknesses. The new governing body includes four members of University staff who are ideally placed to actively support the Academy leadership, including two from the UK Student Recruitment Office and two from the School of Education.

Despite the challenges faced in recent years, the Academy continues to have higher than national average numbers staying in education or going on to employment after the sixth form. In particular 48 per cent of the students who completed their 16 to 18 study in 2017 progressed to a UK higher education institution, including five students to the University of Bristol. This compares to 38 per cent for state-funded providers across the local authority, and POLAR4 young participation rates as low as 5.6 per cent in the area surrounding the Academy.

This achievement was explicitly recognised by Ofsted as a reflection on the Academy's link with the University of Bristol and we are committed to building on this. We will continue to work closely with learners to provide bespoke information, advice and guidance, academic mentoring, subject-specific outreach and priority access to our outreach schemes including Access to Bristol, Pathways to Health Sciences, Pathways to Law and our summer school programme. We will fund participation for Academy students in The Brilliant Club Scholar's programme and Envision Community Apprentice programme. All Academy students who apply to the University of Bristol

⁵ McLellan, J., Pettigrew, R. and Sperlinger, T. (2016), 'Remaking the elite university: An experiment in widening participation in the UK', *Power and education*, 8(1), pp.54-72.

⁶ Sperlinger, T., McLellan, J. and Pettigrew, R. (2018), *Who are universities for? Re-making higher education*. Bristol: University of Bristol Press (forthcoming).

⁷ Johnson, F., 'Getting off the hill and reaching communities': experience of mature learners as 'separate' and 'integrated' at an elite university', *Journal of Widening Participation and Lifelong Learning* (accepted for publication in 2018).

will receive a guaranteed offer or interview if they meet the predicted grades (including at the contextual offer level). We will provide academic tutoring to ensure all students at post 16 level are able to fulfil their potential. For those who receive an interview for a professional programme we will provide practice sessions, the opportunity to observe 'multiple mini interviews' and the chance to be mentored by academics from the Faculty of Health Sciences. In order to ensure those in leadership roles at post 16 level are up to date with the most recent developments in the higher education sector will continue to offer staff training opportunities and sponsorship to attend UCAS teachers' events. Cognisant of the critical role teachers play in the attainment raising of students at all ages within the Academy and the importance of ongoing innovation in pedagogy, the University has part funded thirteen MScs in the School of Education for teachers at secondary level as part of their continuous professional development.

The University aims to build on our successful relationship with Merchants' Academy through wider co-sponsorship of the newly created Venturers Trust. This multi-academy trust formed in September 2017 through the merger of Merchants' Academy Trust and Colston's Girls' School Trust, and includes an additional five primary schools and one secondary school with sixth form. We are excited by this opportunity to strengthen links with the diverse range of schools across the city, strengthen post-16 provision and share expertise and best practise in teaching and learning. In conjunction with its senior leadership team, we will introduce a new range of collaborative targets for the Trust into our 2020-21 access and participation plan.

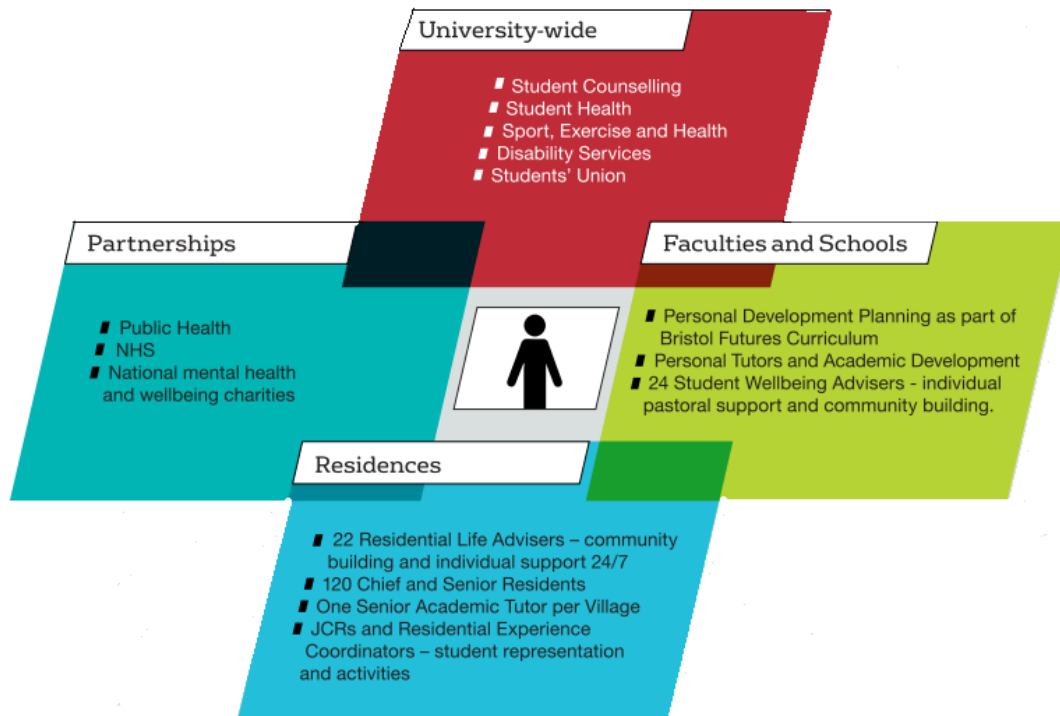
Beyond the south of Bristol, the University is a partner HE institution in Future Quest, our local NCOP consortium. This network targets Year 9 -13 students in 'opportunity areas' across 26 state schools and colleges within the main cohort programme in Bristol and surrounding areas. The scheme represents a significant commitment to sustained and targeted pre-16 engagement. By developing strong links within these schools and colleges, the University can communicate information other widening participation initiatives such as the Access to Bristol programme. To compensate for the regional focus of the NCOP – at pre-16 level - we also provide the opportunity for any state school to attend Key Stage 3 and 4 Schools Conferences designed to provide a general introduction to HE. Moreover, we plan to launch a primary outreach programme of engagement for upper Key Stage 2 children in our sponsor primary schools. This will allow us to engage as an institution with students at a younger age than NCOP allows.

The University recognises the strength of collaborative arrangements, including the benefits of scale, increased engagement with students and potential applicants, enhanced co-ordination and reduced duplication. In 2019-20 we will continue to build on existing partnerships, including the IntoUniversity Bristol South centre developed with the Universities of Bath and Exeter, the Western Vocational Progression Consortium, Western Outreach Network, South Bristol Youth and Russell Group WP Association.

Success

The University Strategy makes clear our commitment to provide students from under-represented backgrounds with a tailored package of academic and pastoral support to guide their development and ensure that they thrive at Bristol.

In line with this, we have developed a whole institution approach to student support focused on the interrelated themes of student wellbeing and resilience, and inclusive communities. This includes investing £1m of core funding annually in the new Wellbeing Service, and making significant improvements to pastoral support in student residences. We have enhanced our study skills provision including online, interactive resources, regular one-to-one, drop-in tutorials, and small-group workshops. These resources have been co-created by students, lecturers and specialist staff, to ensure that the materials are relevant and inclusive.



Alongside this investment in supporting all students, we have made significant improvements to our ability to access and analyse data about student outcomes. Data about the success and progression of students from identified widening participation groups is now included in each academic school's Education Action Plan.

The development of the Student Inclusion service, will enable us to address inequalities at a more nuanced level than whole-institution data allows. Increased staffing in this area, including appointment of a Head of Student Inclusion, will create capacity to work with academic schools and specialist services to support the implementation of relevant interventions or changes to practice, and to monitor the impact of these on student outcomes at each stage of the student lifecycle. This complements institution-level monitoring of differential outcomes through the University's Strategic Performance Indicators.

Our overall track record in student retention is strong and our improvements to supporting students from all backgrounds will help us to maintain this performance. Specialist support for mature students, with an understanding of the complex histories and identities that mature learners bring to their studies, has a clear impact on retention rates. There is significant work to do in ensuring equality of attainment for mature students, especially those in older age groups. We will seek to further understand and address the barriers that are encountered by these students. This will include further interrogation of the data to understand patterns of attainment across different subjects and modes of study.

We have made significant investment in support for disabled students, especially students with enduring mental health difficulties. The positive impact of this investment is evidenced in attainment data, with disabled students slightly outperforming those who do not declare a disability in 2016-17. We will continue to invest in this area, maintaining the existing high quality provision.

Analysis of our performance highlights the attainment gap between Home BAME and White students. This has already been identified as an area of concern through the extensive equalities data report received by the University's Education Committee. This indicated a gap between white and BAME students in relation to their both satisfaction and degree attainment. In 2016-17 we commissioned two research projects to seek a greater understanding of the issues and the relationship between experience and attainment.

In 2017-18 we developed and implemented a University-wide action plan to address the recommendations from these reports, and formed a task and finish group to identify further priority actions for 2018-19. This includes a more fine-grained analysis of the latest data in this area, in order to focus new interventions as effectively as possible. The group has engaged consultancy from the Equality Challenge to inform the next stage of this work. This remains a key priority for the University in 2019-20 and will continue to do so until the gap in experience and attainment is closed. Given the differences in degree attainment identified for mature students, this will also be a focus for student success activity in 2019-20.

The University Strategy sets out our commitment to reviewing all curricula to ensure that they are inclusive in scope and delivery. This has been built into programme review and approval processes, and has been a particular focus of the development of the Bristol Futures open units. We will also explore opportunities to develop more flexible learning approaches particularly in our most competitive programmes. These actions are expected to have an impact on attainment for students from all underrepresented groups over time.

Progression

Analysis of our progression data highlights that we need to do more to ensure that BAME students progress to highly skilled work and further study. We have already introduced a number of initiatives to support the progression of students from under-represented groups, including targeted internships, alumni mentoring and development of the targeted Flying Start programme to encourage early engagement with the Careers Service. Many of these approaches engage employers in providing meaningful opportunities for students. We will continue to invest in targeted interventions and to monitor the long-term outcomes for students.

It is noted that the most effective interventions in this area start early in a students' degree. This means that the impact of these interventions on outcomes will only start to be seen as students move into employment and further study. This can mean a lag of 4-5 years before outcomes on destinations can be observed. We will continue to employ a range of evaluation approaches to understand both immediate impact and long-term outcomes of these interventions.

To ensure we take a whole student lifecycle approach to widening participation, the University expanded our WP and Postgraduate Recruitment Team in 2016. Responsibilities of this team include identifying target groups, developing interventions with current undergraduates from such groups to raise awareness of our postgraduate programmes and continuing to explore and promote new sources of funding (such as the PG loans system) to relevant individuals. We commissioned a piece of research from the Graduate School of Education breaking down our postgraduate student body by WP category and conducted focus groups with PG students. Based upon the results, we have launched a pilot programme, 'Access Postgrad', which will take five undergraduate final-year students at Bristol who fulfil WP characteristics through a programme of mentoring and skills development to help them to access postgraduate study.

Evaluation

We recognise that robust monitoring and evaluation help to prioritise the delivery of programmes and activities that have the greatest impact. Evaluation is embedded in all of our plans and we analyse the efficacy of our outreach and student success interventions throughout the year.

Analysis of the impact of the University's Outreach work indicates that those projects with the greatest success rate are those which engage students throughout the UCAS cycle. This has influenced the overall focus of our outreach efforts. For example, the Access to Bristol and Pathways to Law schemes are all sustained programmes, run over a series of weeks, months and years and bring participants into contact with current students and academic staff. All of our intensive projects link outreach to admissions policies, with students receiving a guaranteed aspirational contextual offer, or interview, if they apply to the University of Bristol.

Specific initiatives are evaluated using a range of quantitative and qualitative measures, a number of which are included in our access and participation plan. A 'Guide to Evaluation' has been developed to ensure that appropriate evaluation is built into planning of all activities.

Evaluation of the Students in Schools programme highlighted challenges in measuring the attainment raising impact of the activity. While qualitative feedback from teachers and participants was positive, the nature of the programme was such that it was difficult to acquire clear evidence of impact in terms of attainment or progression. There was no quantitative evidence of the programme having an impact on attainment raising and so the programme was discontinued in June 2017.

We are a member of the collaborative Higher Education Access Tracker service (HEAT) which assists in the targeting, monitoring and evaluation of our outreach programmes, and to track students' progression from school into Higher Education and beyond. The collective size and diversity of the database means that this relationship can be explored against multiple participant characteristics, contributing to both the University's and the sector's understanding of outcomes for different under-represented groups and recognising that widening participation students are not a homogenous group.

We adopt a similar approach to evaluation of student success and progression interventions in order to ensure they are effective. Evaluation of our peer support programmes has demonstrated the value of this type of activity in building student community, supporting transition and building students' confidence during the early stages of their course. Working as a peer supporter also has significant benefits for students themselves, many of whom report that working in such roles improves their own student experience and helps them to develop employability skills including communication skills and problem solving.

Evaluation of targeted programmes such as internships and alumni mentoring is designed to use a variety of measures including feedback from students, monitoring engagement with services by target groups, and longer-term tracking using mechanisms such as DLHE data. These interventions are relatively new, so it will take time for evidence of long-term outcomes to emerge, but evaluation strategies are in place to track this.

The University will continue to enhance evaluation in 2019-20. We have a formal evaluation plan for outreach and student support activity. We have made it a requirement of receiving Access, Success and Progression funding that activities are effectively evaluated effectively to ensure initiatives are having maximum impact. This includes identifying key indicators of success before funding is allocated, and providing written reports each year.

Equality and Diversity Strategy

The University of Bristol has a long-standing strong commitment to advancing equality and representation of disadvantaged groups. Our equality objectives align with the objectives and outcomes set out in our access and participation plan. Equality and diversity considerations are integrated into all relevant decision-making processes and into the development of strategy and policy across the institution. Equality analysis must be undertaken on all policies and activities and committee cover sheets require reference as to how equality related issues and associated data have been taken into account. We have introduced a basket of measures relating to widening participation within the University's institutional strategic key performance indicators and report on progress against them (refining them in line with current priorities) on an annual basis.

Equality considerations have been embedded into the design of our University Strategy and of this access and participation plan. Equality analysis has been a part of the policy development process and will inform implementation. We undertake a detailed annual review of progress against all widening participation progress measures at university, faculty and programme level. Our analysis is used to help us identify groups that are particularly under-represented and to develop appropriate targeted actions to improve the diversity of our student body.

Monitoring pays particular attention to applications with protected characteristics and we have included progress measures for race, disability and age in our access and participation plan. We monitor gender and respond to trends in the data (working, for example, to increase participation of female students on some science and engineering programmes and encouraging male students to participate in summer schools) and have due regard to equality duty when selecting students.

The University is committed to a strategically focused approach to these areas, identifying and implementing key mission critical activity that will influence demonstrable change and challenge accepted norms. Working in partnership with Bristol Students' Union, we aim to be creative in our thinking and bold in our recommendations, going beyond risk-based compliance to an approach that ensures the richness and diversity of society are reflected and celebrated in our staff and student experience.

Consultation with students

The role of our Students' Union, key representative sabbatical officers and full time members of staff, is critical to the development of our work in this area. All sabbatical officers were invited to submit suggestions for allocation of access, student success and progression funding to Student Recruitment Committee and Student Experience Committee. The Equality, Liberation and Access Officer is a member of both groups and, as such, played a key role in making the final decisions as to areas of spend. Monthly meetings take place between University managers with responsibility for widening participation, sabbatical officers and SU staff. This includes opportunities to discuss the content of the access and participation plan, to ensure their views have been accurately reflected and their feedback included.

Bristol SU has developed its approach to representation of students from under-represented groups. This includes the development of the Mature Students Network; BME Students Network and; Widening Participation Network. We actively engage with the network chairs and this forms an important mechanism for student consultation. In addition to this, several of the full time elected officers have access and mental health within their remit. Supporting the University to further improve diversity is a key representative priority.

In December 2017 the Vice Chancellor launched the All Bristol Student Forum. All Bristol Student Forum events are open to all University of Bristol students and create a space for round-table discussions of key areas of University strategy. For a discussions are fed back to staff in relevant areas, to help shape our plans and ensure the University develops in ways that student's value. The first forum included widening participation themes in the discussion of inclusive communities and relevant comments have been used in development of this plan.

Many of the strategic themes included in this document (specifically in relation to: the BAME attainment gap; the impact of enduring mental health issues; the importance of a diverse and representative curricula; the importance of diversity in our residences; and the need to accommodation bursaries) have been championed by our student body through the University's new strategy development process and thus included in the agreement. We will continue to work with our students to implement the commitments outlined in the document.

4. Targets and milestones

In developing the 2019-20 access and participation plan the University has taken the opportunity to review our targets in relation to widening participation, ensuring all milestones are both stretching and ambitious. In line with guidance from the Director of Fair Access and Participation we have decided not to amend our targets and will conduct a full review before the submission of the 2020-21 APP. The exception to this is the addition of a target on progression, this means that we will have a target for each stage of the student lifecycle.

We seek to increase recruitment from the following target groups: students from areas of low higher education participation; low socioeconomic status; students from minority ethnic groups underrepresented at the University; mature students; disabled students; care leavers; students from aspiring schools; local students; students from state schools. We will continue to provide

support to ensure these students thrive at the University. For 2019/20, based on our analysis of performance, we will particularly prioritise the experience, attainment and progression of BAME students, the attainment of mature students and the retention of disabled mature students.

We have worked hard to ensure that our targets are linked to our widening participation aims across the student lifecycle, and using 2013-14 application and intake as our baseline year we will assess:

- Year on year progress in diversifying our applicant and student intake over five years
- Year on year progress in ensuring successful outcomes for students from under represented backgrounds
- Year on year progress in retaining students from under-represented backgrounds
- The specific impact of a number of key initiatives including sustained outreach programmes such as Access to Bristol
- A collaborative, attainment raising target with Merchant's Academy, one of the schools which we sponsor

In order to improve the progression of BAME students to highly skilled employment, we have included an additional target for the number of BAME students who engage in internships funded through this Access and Participation Plan. The baseline for this target is 2017-18 as these interventions were not in place in 2013/14.

We are mindful of HESA's discontinuation of NS-SEC metric. We are working with UCAS to explore alternative approaches, including the use of their Multiple Equality Measure (MEM), which would provide richer and more reliable data, allowing us to assess the impact of intersectional variables. We hope to be able to replace the NS-SEC target with a new metric over the next twelve months but will retain the existing progress measure in this agreement. We are using the MEM tool to assess our performance without using it in the admissions process, this will allow us to model the impact of the tool before deciding whether to use it to make decisions on who to make offers to.

5. Access, success and progression measures

Progress in delivering our widening participation strategy is monitored by the University's Education Committee, chaired by the Pro Vice-Chancellor (Education and Students) and including Students' Union representation.

In addition, University Management Team (through its Student Recruitment Committee with a membership which includes admissions and widening participation expertise as well as Students' Union representation) requires each of the University's faculties to submit, and report against, an annual action plan, containing detailed actions supporting delivery of the access and participation plan. Evaluation of student success and progression activity is reported to the University's Student Experience Committee (and then Education Committee), with student representatives on the committee playing an active role in the assessment of such interventions. Strategy development is also routinely informed by research commissioned from the University's Widening Participation Research Cluster. We have recently changed the way in which we commission research to ensure that it is agile, reports quickly and allows us to adapt policy in the light of changed priorities.

Operational responsibility for delivery and monitoring rests with the UK Student Recruitment Team and the Widening Participation Student Support Team. These teams conduct a detailed annual review of progress against access and participation plan commitments, reporting key conclusions, achievements or concerns to the Student Recruitment and Student Experience Committees, which are accountable to Education Committee for overseeing compliance and monitoring progress against OFS-related targets.

Access

We have ambitious targets and a strategy to diversify our student community which involves a holistic approach to admissions and a broad portfolio of outreach programme. We have made extensive reference to our work with BAME and mature students and contextual admissions in

previous sections, and 2019-20 we will focus on building on those interventions with a proven track record of success and launching innovative new attainment raising programmes.

The University co-sponsors two IntoUniversity centre. The centres work with primary school children to those at post-16 level and provide a higher education presence in the community. A key step to progressing to university is achieving the necessary attainment, this has formed a focus of IntoUniversity's work.

We have incorporated a focus on attainment raising into our post 16 outreach programmes. Annual evaluation of both Access to Bristol and the summer school programme has indicated a higher than average number of offer holders whom have also taken part in these programmes do not achieve the terms of their offer. To address this challenge we have developed revision sessions for Access to Bristol, Pathways to Law and summer school participants.

The sessions involve high quality, experienced teachers, recruited from the region, running four intensive day-long revision sessions in key facilitating subjects. The revision sessions had a measurable impact on raising attainment (when compared to WP project participants who did not attend any revision sessions). Based on the success of the scheme we will continue the programme in 2019-20.

We will continue to invest in our attainment raising programmes with the Brilliant Club and will fund a full partnership in 2019-20 to deliver their Scholars Programme in local schools. The programme recruits, trains and places PhD tutors in these schools to deliver programmes of university-style learning to small groups of high performing pupils.

In 2019-20 we will again provide academic support to our Bristol Scholar students. Participants receive one-to-one private academic tuition for two hours a week in the ten weeks prior to their A Level exams. We will monitor and evaluate the success of this intervention by comparing predicted grades to those attained at A Level Confirmation alongside participants' confidence in the subject using pre/post questionnaires.

We plan to launch a new attainment raising programme in 2018-2019 academic which will target Year 10-11 students from local schools who are from under-represented groups and provide them with confidence building activities, tuition in English and Maths and guidance on making positive decisions post-KS4. This project will meet our short-term goals of improving subject knowledge in English and Maths and increase student confidence. It will meet the medium-term goals improving students' progress between KS4 and KS5, closing the attainment gap between disadvantaged groups, and increase performance in academic measures such as Attainment 8, Progress 8, English and Maths GCSE results, EBacc and destinations of pupils after KS4.

There are also plans for the University to provide GCSE music teaching for schools who are unable to run a GCSE programme due to a lack of resource. The programme is proposed to launch in November 2018. It is anticipated that the GCSE out of school pathway will be team taught by professionals across both Bristol Plays Music, the main music education hub in the city, and academics and trained students from the University of Bristol's music department.

We will review and set new attainment raising targets in our 2020-21 access and participation plan.

In addition to the above, the University has expanded the innovative Bristol Scholars scheme. This initiative provides up to 10 guaranteed, tailored offers for 'high potential' Year 13 students from state and independent schools in the city. Eligibility for the scheme is based on the Headteachers' assessment of potential and progress rather than examination results alone. To be eligible for the scheme, students must have overcome educational or domestic disadvantage and / or meet a range of widening participation criteria. The scheme is intended to capture the missing talent we know exists in our locality, to demonstrate the University's commitment to Bristol's schools and colleges and provide alternative entry routes into our programmes to those who would otherwise be excluded due to our very high entry requirements.

As well as taking a long-term approach to outreach, the University is committed to expanding those interventions with a proven track record of success. One such programme is the Access to Bristol programme (which incorporates our Pathways to Health Sciences and Pathways to Law schemes). It is clear that the intervention continues to have a demonstrable impact on applications and intake with the scheme exceeding the application and intake progress measures.

In the five-year period from 2013-14 to 2017-18 applications to the University from Access to Bristol participants increased by nearly 200 per cent (155 to 458). For 2017 entry we received 458 applications to the University from Access to Bristol students, against a progress measure of 171, with 135 progressing to our degree programmes against a progress measure of 46. This intake of 135 students is more than double that of the previous year (64). Such figures suggest that the guaranteed offer, academic content of the programme, support through the application process and financial support package is proving effective. As such we will retain the guaranteed offer, and provide a transition year fee waiver and bursary for such students in 2019-20.

In 2017-18, based on the success of the Access to Bristol scheme, we expanded the 'pathways to the professions' programme piloted in 2016-17. The new "Pathways to Health Sciences" programme targets academically able post-16 students from under-represented groups who wish to enter Medicine, Dentistry or Veterinary Science. Participants gain valuable clinical skills and experience within professional environments as well as tailored support and guidance with interview preparation. 90 students participated in 2017-18 and all are eligible for a guaranteed interview at the University.

We will also continue our commitment to the University's long-standing summer school programme in 2019-20. We will maintain the level of participants on the Sutton Trust summer school at 160 but seek to improve application and conversion rates through a programme of support for students at critical points in the admissions cycle. This involves paying for transport and accommodation to visit days, revision sessions, alumni funded bursaries and phone calls from summer school staff to answer questions about offers.

We have recently launched our new Schools Engagement Strategy, this has identified 249 schools across the country which are either on our Aspiring State School list, have significant numbers of students living in POLAR quintiles 1 or 2 or have significant numbers of students from ethnicities under represented at the University of Bristol. Our data suggests that all of these schools have students who are not applying to the University of Bristol. A number of these schools are in Opportunity Areas and are eligible for a number of activities including visits from Bristol staff, funded travel to open and visit days and invites to schools conferences.

The examples provided above demonstrate our commitment to growing the applicant pool, raising aspirations and enhancing progression rates from our outreach interventions. Robust monitoring and evaluation, within and between academic cycles, allow us to assess the impact of our programmes and refine them where necessary. Our experience of both the Access to Bristol and summer school programmes, in particular the challenges of participants not meeting their predicted grades, coupled with a recognition of the importance of prior educational attainment as a key predictor of participation in higher education, has led to a focus on attainment raising in all our outreach programmes.

Student Success

As new forms of support are developed, we will continue and expand those interventions with a track record of success. This includes our peer support programmes; support for mature students and care leavers; support for disabled students, including specific interventions to support students with severe and enduring mental health difficulties; and the bespoke support package for the Bristol Scholars cohort.

We will continue to prioritise work to address the differential satisfaction and attainment of undergraduate BAME students. This includes the appointment of a new post with a specific focus on improving the experience and attainment of BAME students. The postholder will develop a

BAME ambassador scheme and work with academic schools to develop plans at a school or programme level. Our approach recognises that student experience is inextricably linked to outcomes such as attainment and seeks to address this by engaging students as partners to co-produce a programme of activities which reflect minority voices, empower students and raise awareness. Given that black male students have been identified as having the greatest attainment gap it will be essential to engage these students as active partners in this programme.

We will continue our commitment to improving inclusivity of curricula. We will ensure that additional activity to support attainment, such as our study skills provision and Personal Development Planning, are inclusive and responsive to the needs of a diverse student body. This includes recruiting a diverse team of study skills champions. We actively encourage applications from mature students and BAME students for these roles to ensure good representation.

Analysis of our retention data revealed higher withdrawal rates for disabled mature students. Disability Services and the Mature Students Adviser will work together to address the retention of disabled mature students, ensuring a joined-up approach to identifying and meeting the needs of these students. The Wellbeing Service will also be made aware of the greater risk of withdrawal for these students, so that they can ensure their needs are met. We will seek to better understand and address the reasons for the gap in attainment for mature students, particularly those from older age brackets and from lower socio-economic groups. We will explore whether IT-literacy and access to technology plays a role in this, as well as looking more broadly at the obstacles to success that mature students might encounter.

Progression

Recognising the significant benefits that arise from a period of international mobility, we will continue to provide overseas internships for students from underrepresented groups. Research shows that undergraduate students who have spent a period of time abroad are more likely to; achieve a higher degree classification, find employment after graduation and receive a higher starting salary than their non-mobile peers. The 2016 *Gone International* report by Universities UK International found that certain groups of students are less likely to have an international experience as part of their degree and our own data follows a similar pattern.

In the first cohort of overseas interns 92 per cent are from a low income household; 75 per cent from a POLAR 1 or 2 area; 50per cent are mature students and 42 per cent are BAME students. In addition, all interns met more than one widening participation criteria with 58 per cent meeting two criteria, 25 per cent meeting three criteria and 17per cent meeting four criteria. In the second cohort 100per cent are from a low income household; 42 per cent from a POLAR 1 or 2 area; 33per cent are mature students and 75 per cent are BAME students. All cohort 2 interns meet more than one widening participation criteria with 67 per cent meeting two criteria and 33 per cent meeting three criteria. This demonstrates that we are targeting the students least likely to have access to overseas experience, and those whose identity intersects multiple underrepresented groups. In addition, this activity attracts a high proportion of students from BAME backgrounds and it is anticipated that this will have an impact on differential outcomes in relation to progression to highly skilled employment.

We introduced targeted, funded internships for students from underrepresented groups in 2017-18, to address evidence that students from underrepresented groups often have less access to such opportunities through informal networks. It is too early to see an impact on progression data from this activity at this stage. We will monitor participation in internships to ensure we are reaching those students who might experience greatest disadvantage in relation to progression. Data on participants, including intersectionality, will be collected on an annual basis to inform monitoring and future development of this activity.

Student financial support – undergraduate programmes

As part of the University's strategy to widen participation we have made a clear commitment to ensuring that as fees increase, students with genuine financial need are able to access excellent advice and appropriate financial assistance. It is our aim to ensure that no student has a legitimate

reason to be deterred from applying to the University of Bristol because of their inability to meet the costs of living and studying here.

The University's core financial support package for full time undergraduate students entering the University in 2019 will provide:

- A bursary of £2,060 for all students whose residual household income is £25k or below
- A bursary of £1,550 for all students whose residual household income is £25,001 - £30k
- A bursary of £1,290 for all students whose residual household income is £30,001 - £35k
- A bursary of £780 for all students whose residual household income is £35,001 - £40k
- A bursary of £520 for all students whose residual household income is £40,001 - £42,875

The amounts stated above will be available to students in every year of study providing they continue to meet the eligibility criteria.

All these amounts are valid for 2019-20. Eligibility will be determined in accordance with the Student Loans Company (SLC) assessment of household income for state support purposes.

While we are confident that, for most students, this package should provide an appropriate level of support, we are, in addition to the core package, investing in hardship funds to provide an additional safety net for those UK undergraduate students who, through no fault of their own, find themselves in financial difficulty during their studies. In 2019-20, a total of £350k will be set aside for this purpose.

Following concern from our students regarding rent rises in recent years and the possible impact of this on the demographic balance of our residences, we introduced accommodation bursaries for the first time in 2017-18. Analysis of the scheme indicated it did have an impact on decision making when selecting residences and benefited the diversity of our residences. Working with our Students' Union representatives we have increased the number of bursaries and from 2018-19, 200 awards worth £1,000 will be available for students with a household income of £20k or below, living in a POLAR 1 or 2 postcode.

To ensure that finances do not impact on the Bristol Scholars ability to study and engage fully in the student experience, the University will provide a first-year tuition fee waiver and an annual bursary of £3,750 for the duration of academic study for those students with a household income of below £25k.

Finally, we are also committed to provide financial support for those most in need but who also find it challenging to access existing funding streams. Introduced in 2016-17, the University's Sanctuary Scholarships were designed to enable access to higher education for students from forced migrant backgrounds. It particularly aims to provide opportunities to those whose previous higher education experience has been interrupted due to being forced to leave their home country, or for whom financial and other barriers have prevented them from being able to access higher education in the UK. The design of the Sanctuary Scholarship scheme was guided by the principles of inclusivity, accessibility, support and retention. The scholarships cover the full tuition fee, an award towards living costs in each year of study and any additional costs of English language or foundation support required.

In parallel with arrangements for 2019-20 described here, we will continue to honour financial commitments to students admitted to the University on support packages described in previous access and participation plans.

In order to ensure that our approach to student financial support is impactful, the package is evaluated annually by the University's Personal Finance Research Centre. The Student Financial Support Survey is conducted using an online platform. The survey is administered to first and third year students, including those in receipt of University of Bristol funding and those without. We have explored OFFA's tool for assessing financial support and have agreed with our Policy Adviser that

we will incorporate quantitative analysis into future evaluations but will continue to use our own evaluation which reflects OFFA's requirements rather than adopt the OFFA toolkit wholesale.

Our approach to evaluating the impact of financial support is to replicate in large parts the approach recommended in the OFFA tool kit. In line with phase 2 of the tool kit: "development of a set of survey and interview tools that will enable institutions to gauge the effectiveness of their specific financial support packages", we conduct a survey with students to understand how individual recipients use and value support offered as part of access agreement expenditure. The survey was first run in 2014, so we have continued to use and develop this question base, however, the same areas are covered as recommended by the toolkit. We have recently collected the fourth wave of data, from students in years one, two and three, both those who received financial support, and those who didn't. We received 878 responses, with an overall response rate of 20 per cent.

In 2018, we will also be conducting the analysis of student administration data as recommended by OFFA. We will analyse the trajectories of the different cohorts from 2012 onwards, in terms of retention throughout the degree, completion of degree, degree class obtained and numbers achieving the DLHE 'successful outcome' metric (where data is available). We will look at the impact that amount of financial support received has on the outcomes, controlling for the broadly the same factors recommended in the statistical model produced by the tool kit (3.4).

6. Investment

In order to fund the activity described above and make progress against our targets, the University plans to invest a total of £15m in 2019-20 on a comprehensive programme of activities to support outreach, retention and student progression for students from under-represented groups. This represents 30.2 per cent of total income from additional fees.

A high level summary of how this investment will be attributed in 2019-20 is provided in the table below. The amounts quoted would rise annually with inflation if fee levels were to rise to reflect inflation.

Outreach activities	£3.6m
Student Success and Progression activities	£2.2m
Student finance package	£9.2m
Total reinvestment	£15m

Following an analysis of performance and a recognition of the need to enhance student success and progression initiatives, we have committed £150k from access to student success and progression from 2019-20. We are confident, given the continued real terms rise in access spend from 2019-20 until 2021-22, that all access activity will be protected and we will be able to deliver impactful interventions with the funding available.

The decision to move this funding from access rather than financial support was as a result of analysis of the impact of the student funding package, feedback from the Students' Union, and a recognition that we aim, over time, to remedy historical disparities in the level of financial support provided to some project participants, but not all. Protecting the student financial support funding will allow us to do this.

7. Provision of information to students

The total value of planned expenditure for 2019-20 onwards is based on the assumption that the University of Bristol's home, undergraduate tuition fees will be set at £9250 for the majority of our

programmes. This is in line with the upper limit allowed by the government. If the government lifts the limit it is likely that the University will raise fees to reflect this.

Students who enrol in 2019-20 should be aware that their fees in subsequent years could rise in line with inflation. We expect the inflation measure to be RPI X; however, the Government's fees and funding review may reach a different conclusion.

For a small number of programmes The University of Bristol's tuition fees for 2019-20 are currently set below £9250. These include our Foundation Year in Arts and Humanities (£4900) and part time degree in English Literature and Community Engagement (£3100). Students who enrol on the part time degree in English Literature and Community Engagement in 2019-20 should be aware that their fees in subsequent years could rise in line with the RPI-X inflation rate.

Tuition fees for home fee status students studying on a part time basis will be calculated on a pro rata basis, using the £9,250 fee as the full time equivalent rate. In practice, the maximum fee charged to any part time student as a result of this will be £4,625.

The following exceptions to this will apply:

- Students who are entitled to a fee waiver as part of our pre-2015 and Access to Bristol student finance packages
- Students undertaking a year of study abroad or an industrial work placement, during which a fee totalling 15 per cent of the equivalent full time fee (£1,385) will be charged.

It is anticipated that undergraduate tuition fees will generate an 'additional' income above the basic fee of approximately £49.9m in 2019-20.

The University understands the importance of providing clear, accurate and up to date information to all prospective applicants. Such detail is particularly important to those students from under-represented groups who may be more debt averse than those from 'traditional' backgrounds. In order to ensure all students are able to make informed decisions we will communicate details relating to student finance in the following ways: through the provision of Key Information Sets (KIS); student funding presentations in targeted aspiring state schools and colleges; pre-application open days; recruitment events; widening participation interventions and all offer holder events.

Information on tuition fees and financial support available to students will also be made available, in a timely way, to UCAS and to the SLC, as they reasonably require, populating their applicant-facing web services.

In addition, details of tuition fee levels and of the financial support available to students will be routinely published in our prospectus and on our website. Our Student Funding website includes information to enable students to work out the likely costs of studying at Bristol and to identify the various sources of funding (including both government and University of Bristol support) which they might be able to draw on to support themselves during their studies.

The Access and Participation Plan will be published on the University's website alongside previous Access Agreements to ensure that all prospective and current students have access to it.

8. Conclusion

The University of Bristol is more determined than ever to diversify the student community, to recruit the most able students from the most diverse backgrounds and ensure they thrive during their time with us, and beyond. We are proud of the progress we have made in recent years but are clear about the challenges we still have to overcome.

It is hoped this Plan, in parallel with our University Strategy and Vision, demonstrates our long-term commitment to access, student success and progression and makes clear our future ambition. We

look forward to implementing the Plan and ensuring all those with potential have the opportunity to benefit from the world class education we provide, as we benefit from a talented, diverse, and committed student community.

* 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.

The total value of planned expenditure for 2019-20 onwards is based on the assumption that the University of Bristol's home, undergraduate tuition fees will be set at £9250 for the majority of our programmes. This is in line with the upper limit allowed by the government. If the government lifts the limit it is likely that the University will raise fees to reflect this. Students who enrol in 2019-20 should be aware that their fees in subsequent years could rise in line with inflation. We expect the inflation measure to be RPI-X; however, the Government's fees and funding review may reach a different conclusion. For a small number of programmes the University of Bristol's tuition fees for 2019-20 are currently set below £9250. These include our Foundation Year in Arts and Humanities (£4900) and part time degree in English Literature and Community Engagement (£3100). Students who enrol on the part time degree in ELCE in 2019-20 should be aware that their fees in subsequent years could rise in line with the RPI-X inflation rate.

Full-time course type:	Additional information:	Course fee:
First degree	New and continuing students	£9,250
Foundation degree	Gateway	£9,250
Foundation degree	Arts FY	£4,900
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT	PGCE School Direct	£9,250
Postgraduate ITT	PGCE Standard	£9,250
Accelerated degree		*
Sandwich year	New and continuing students	£1,385
Erasmus and overseas study years	New and continuing students	£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree	- All full-time Undergraduate courses where students studying on a part-time basis. 17/18 entrants onwards.	£4,625
First degree	- English Literature and Community Engagement	£3,083
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	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Applications from low performing schools and colleges	No	2013-14	18.9%	21.5%	22%	22.5%			Schools/colleges in the lowest 40% nationally on one of a range of two measures
T16a_02	Access	Mature	Other statistic - Mature (please give details in the next column)	Applications from mature students	No	2013-14	9.7%	10.75%	11%	11.25%			
T16a_03	Access	Socio-economic	Other statistic - Socio-economic (please give details in the next column)	Applications from N-SEC groups 4-7	No	2013-14	19.6%	20.8%	21.1%	21.4%			
T16a_04	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Applications from Black and minority ethnic groups	No	2013-14	17.8%	18.2%	18.3%	18.4%			
T16a_05	Access	Disabled	Other statistic - Disabled (please give details in the next column)	Applications from disabled students	No	2013-14	6.5%	6.9%	7%	7.1%			
T16a_06	Access	Other (please give details in Description column)	Other statistic - Location (please give details in the next column)	Applications from students applying from BS and BA postcodes	No	2013-14	4.2%	5.1%	5.5%	5.8%			Students from the local area are under represented at the University and this target aims to resolve this issue
T16a_07	Access	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Intake from low performing schools and colleges	No	2013-14	15.7%	19.7%	20.7%	21.7%			Schools/colleges in the lowest 40% nationally on one of a range of two measures
T16a_08	Access	Mature	Other statistic - Mature (please give details in the next column)	Intake from mature students	No	2013-14	5.2%	5.8%	6%	6.2%			
T16a_09	Access	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Conversion rates: application to intake rates for students from low performing schools and colleges	No	2013-14	12.0%	13.2%	13.5%	13.8%			Schools/colleges in the lowest 40% nationally on one of a range of two measures
T16a_10	Access	Socio-economic	Other statistic - Other (please give details in the next column)	Conversion rates: application to intake rates for students from N-SEC groups 4-7	No	2013-14	10.1%	11.3%	11.6%	11.9%			
T16a_11	Access	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Conversion rates: application to intake rates for students from BA and BS postcodes	No	2013-14	15.1%	16.3%	16.6%	16.9%			Students from the local area are under represented at the University and this target aims to resolve this issue
T16a_12	Student success	Socio-economic	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	Withdrawals from first year: N-SEC groups 4-7	No	2013-14	5.1%	3.5%	3.1%	2.8%			Benchmarked against withdrawal rates of N-SEC groups 1-3
T16a_13	Student success	Ethnicity	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	Withdrawals from first year: non white	No	2013-14	4.6%	3.0%	2.6%	2.6%			Benchmarked against withdrawal rates of white 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	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Access to Bristol scheme - participants	No	2013-14	680	680	680	680			Access to bristol students all attend local state schools/colleges and priority is given to those in the first generation of their family to attend HE, attend an aspiring state school/college and live in a low participation neighbourhood
T16b_02	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Access to Bristol scheme - applications	No	2013-14	156	176	181	186			Access to bristol students all attend local state schools/colleges and priority is given to those in the first generation of their family to attend HE, attend an aspiring state school/college and live in a low participation neighbourhood
T16b_03	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Access to Bristol scheme - intake	No	2013-14	37	49	52	55			Access to bristol students all attend local state schools/colleges and priority is given to those in the first generation of their family to attend HE, attend an aspiring state school/college and live in a low participation neighbourhood
T16b_04	Access	Other (please give details in Description column)	Outreach / WP activity (summer schools)	Sutton Trust summer school participants	No	2013-14	178	160	160	160			Sutton Trust students all attend state schools/colleges and priority is given to those in the first generation of their family to attend HE, schools/colleges with low progression rates to HE, schools/colleges with low attainment rates, live in low participation neighbourhoods and are or have been in care

T16b_05	Access	Other (please give details in Description column)	Outreach / WP activity (summer schools)	Sutton Trust summer school applicants	No	2013-14	97	100	100	100			Sutton Trust students all attend state schools/colleges and priority is given to those in the first generation of their family to attend HE, schools/colleges with low progression rates to HE, schools/colleges with low attainment rates, live in low partici
T16b_06	Access	Other (please give details in Description column)	Outreach / WP activity (summer schools)	Sutton Trust summer school intake	No	2013-14	17	21	22	23			Sutton Trust students all attend state schools/colleges and priority is given to those in the first generation of their family to attend HE, schools/colleges with low progression rates to HE, schools/colleges with low attainment rates, live in low partici
T16b_07	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Student in Schools placements	No	2013-14	82	80	80	80			The programme has been discontinued due to a lack of evidence of impact, the target is therefore redundant.
T16b_08	Student success	Other (please give details in Description column)	Student support services	Peer mentoring participants	No	2013-14	1062	1100	1100	1100			
T16b_09	Student success	Other (please give details in Description column)	Student support services	Peer assisted study sessions participants	No	2013-14	48	2000	3000	4000			Milestones have been re-profiled and increased to reflect improved performance and expansion of this provision.
T16b_10	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Number of Pathways to Law students at other universities that apply to the University of Bristol	No	2015-16	68	80	84	88			Pathways to Law students must all attend state school/college and be in the first generation of their family to attend HE. Preference is then given to those who attend a school/college with low progression rates to HE, low attainments rates, high free school meal rates and live in low participation neighbourhoods.

T16b_11	Access	Ethnicity	Outreach / WP activity (other - please give details in the next column)	Number of BME students who take part in Insight Into Bristol	No	2015-16	61	70	73	76			
T16b_12	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Number of students aged 7 -18 engaged with IntoUniversity South Bristol Centre	Yes	2015-16	100	900	900	900			IntoUniversity centres are placed in areas with low progression rates to HE and target their activities at students fulfilling a range of WP criteria.
T16b_17	Progression	Ethnicity	Student support services	Recognising the impact of building professional networks and gaining workplace experience, we will increase the proportion of BAME students taking part in funded internship programmes.	No	2017-18	12%	15%	18%	21%	23%	23%	