Agreement between Bath Spa University and the Office for Fair Access for 2012 to 2013

Background and context

In a national system that values diversity, Bath Spa University is a distinctive, popular and successful institution. The first key theme of seven that underpin all our strategic objectives in the current University Strategic Plan is:

> *A continued high level of student support and a strong and real commitment to widening participation. These cover all aspects of our work including academic, but with an increasing focus on ancillary issues such as counselling. We will continue to implement a wide range of strategies to recruit students from under-represented groups and to continue to provide a high level of support services for disadvantaged and disabled students, thereby widening participation.*

This Access Agreement will help us help achieve this key objective.

The Access Agreement builds upon a history of successful development of widening participation at the University, which extends through the student life-cycle from aspiration-raising outreach with primary schools to graduation and employment. It sets out how we will safeguard and sustain fair access to the institution, enhance student retention and success and maintain broader, collaborative widening participation outreach activity to promote social mobility.

Section 1. Fee limits and fee income above £6,000

The tuition fees set out in this Access Agreement cover all Home or European Union students who register to follow a first full-time undergraduate course in the academic year 2012/13, including those taking Bath Spa University courses at further education colleges under franchise agreements. Currently, we are unable to include confirmed arrangements for those who register to follow a first part-time undergraduate course or Postgraduate Certificate in Education (PGCE) in 2012/13.

1.1 Undergraduate first degree and DIPHE courses
We intend to set our tuition fees for full-time undergraduate first degree and DIPHE courses at a rate equal to the variable fee ceiling set annually by the Government. In 2012/13 the tuition fee for a new full-time Home or European Union entrant, who is not on a sandwich year, will be £9,000. To maintain their value in real terms, from 2013/14 we will apply annual increases in line with permitted annual uplift established by the Government each year.

1.2 Undergraduate foundation degree courses

In 2012/13 we intend to set our tuition fees for full-time undergraduate foundation degree courses at £7,500 for all new full-time Home or European Union entrants. To maintain their value in real terms, from 2013/14 we will apply annual increases in line with permitted rises set by the Government each year.

1.3 Franchised courses

It is our intention to set tuition fees for franchised full time undergraduate foundation degree courses delivered through our Wessex partnership in further education colleges and with private providers at £7,500 for all 2012/13 Home and EU entrants.

Tuition fee levels for franchised courses are subject to further discussion with Wessex Partnership institutions. Confirmation of fee level will be submitted to OFFA at the earliest opportunity.

1.4 Training and Development Agency for Schools (TDA)-funded full-time Postgraduate Certificate in Education (PGCE) courses

Although we are unable to confirm arrangements for those who register to follow a PGCE course in 2012/13, we give notice that our intention is to set tuition fees at a rate equal to the variable fee ceiling set annually by the Government. For new Home and EU entrants to TDA-funded full-time PGCE courses in 2012/13 the tuition fee will be £9,000. To maintain their value in real terms, from 2013/14 we will apply annual increases in line with permitted rises set by the Government each year.

1.5 Fee levels and estimated number of students

Fee levels for undergraduate first degree, DIPHE, foundation degree, and PGCE courses, and an estimate of the number of entrants on each for the academic years 2011/12 to 2015/16 are listed in Table 1, Annexe B of this document.

Section 2. Expenditure on additional access and retention measures

The following estimated expenditure was based on the assessment of the University's access, retention and student success record described in Section 2.2.

2.1 Estimated expenditure on additional access and retention measures

In 2012/13, the University will invest £0.9m from additional fee income in matching the National Scholarship Programme (NSP) allocation of 86 awards, outreach, retention and student success measures as shown in Table 2.0.

Table 2.0. Estimated expenditure on additional access and retention measures 2012/13

Year	NSP	Outreach	Retention	Student success	Total
2012/13	£258,000	£390,000*	£152,000	£250,000	£1, 050,000

* This includes £240,000 new investment for 2012/13, plus continuing investment of £150,000

In addition to widening participation activity previously undertaken with HEFCE widening access funding and Access Agreement investment, the University has been an active participant in regional collaborative initiatives such as the Aimhigher West Area Partnership and Western Vocational Life Long Learning Network (WVLLN).   While resources were made available through access agreement investment in 2010/11 to continue activities previously funded by the WVLLN, additional

expenditure of £200,000 will be incurred in the academic year 2011/12 to retain two outreach officer posts and sustain and develop a range of outreach and retention activity, some of which was previously funded through the Aimhigher West Area Partnership, bringing total outreach investment to £350,000 in 2011/12. This will be further increased to £390,000 in 2012/13 (Table 2.0). The posts and associated activity are considered essential for 2011/12 to bridge the gap between the end of Aimhigher funding and the start of this Access Agreement, and for the preparation and delivery of the University's increased outreach and retention activities in 2012/13. We wish to have this extra expenditure taken into account when considering this Access Agreement.

2.2 Assessment of access and retention record

The assessment of the University's expenditure on additional access and retention measures was based on the analysis of absolute and relative performance in key HESA widening participation performance indicators. Benchmarks rather than comparisons with the overall sector average were used to compare our performance indicators with the sector average, because benchmarks take account of the University's subject and entry qualification profile[1]. Assessment of expenditure on additional student success measures was also based on an analysis of HESA Destinations of Leavers from Higher Education Survey (DLHE) data.

2.2.1 Access

The HESA performance indicators relating to the recruitment of students from state schools or colleges, specified socio-economic classes and low-participation neighbourhoods were used to assess the University's access performance. Data from 2009/10 were used as a baseline for all indicators.

For most HESA widening participation indicators, the relative access performance of the University was similar to that of the sector average, allowing for subject and entry qualifications. For both young full-time degree and undergraduate entrants, the University performance was significantly better than benchmark for entrants from NS-SEC 4-7 backgrounds. For young full-time first degree entrants from low participation neighbourhoods it was significantly worse (Table 2.1, Appendix 1).

2.2.2 Retention

The HESA performance indicators relating to non-continuation following year of entry and projected learning outcomes for 2008/09 were used as the baseline to assess the University's student retention performance.

For most HESA student retention indicators, the relative retention performance of the University was similar to that of the sector average, allowing for subject and entry qualifications. The University's indicators for non-continuation following year of entry for mature first degree entrants and mature first degree entrants with no previous higher education qualification were both significantly better than benchmark (Table 2.2, Appendix 1).

2.2.3 Success

The HESA performance indicators relating to employment indicators for both leavers obtaining first degrees and other graduate qualifications were similar to sector average, although below benchmark (Table 2.2, Appendix 1). The HESA DLHE 2009 leaver data relating to graduate-level employment that were surveyed in January 2010 were used as the baseline to assess the University's student success performance, as defined by graduate level employment (Table 2.3, Appendix 1). The University's performance in this indicator was considerably below the average of what we consider to be our peer group institutions.[2] While graduate level employment in itself is not a direct measure of success related to students from under-represented backgrounds, the DLHE data are an indicator of where the University can make a significant improvement in performance and outcomes for students, including those from under-represented groups.

Section 3. Additional access measures

Bath Spa University has established a firm foundation and high reputation for widening participation and access. The University's Widening Participation Strategy, including strategic aims and objectives and approach to targeting outreach activity is set out in our Widening Participation Strategic Assessment (WPSA) 2009/10 to 2011/12. Our widening participation activity is closely linked to the HEFCE student life-cycle model.[3]

The Widening Participation Strategy will be reviewed on publication of the planned 2011 Higher Education White Paper, while the WPSA will be revised in the academic year 2011/12. Our widening participation aims are to:

- increase the participation of people from under-represented groups by promoting fair access to the University's full range of provision from foundation degree to postgraduate programmes
- improve retention and student success, with a strong focus on encouraging those from groups with relatively low retention rates to access the relevant elements of the University's student support package, where needed
- raise aspirations and attainment among potential applicants from under-represented groups by providing a well-targeted and progressive programme of effective outreach activities
- contribute to national and regional widening participation and access agendas through collaborative working.

The University's additional access measures that will be funded through additional fee income from 2012/13 will be delivered through three strands of activity: outreach, student retention and student success.

3.1 Outreach
The University has two distinct aspects to its outreach work:

- widening access to Bath Spa University for those from groups that are currently under-represented in higher education and
- collaborative activity to raise aspiration to higher education, support educational achievement and encourage and support people from under-represented groups to progress to higher education.

3.1.1 Targeting outreach
The University's approach to identifying under-represented groups of learners and targeting outreach activity follows the guidance set out in HEFCE's recommendations on targeting under-represented groups in *Higher education outreach: targeting disadvantaged learners* May 2007/12.[4] The under-represented groups of learners who will be the focus of our pre-entry outreach work are described in Section 2 of the WPSA 2009/10 to 2011/12 and include the following expressed through HESA performance indicators:

- young people from NS SEC 4, 5, 6 & 7 backgrounds
- young people from low participation neighbourhoods as identified by POLAR2 data
- mature students and mature students with no previous experience of higher education and from low participation neighbourhoods
- people in receipt of a Disabled Students' Allowance.

In addition to targeting outreach programmes at those in the above groups, the University has incorporated HEFCE's recommendations on targeting under-represented groups into its practice to focus pre-entry institutional outreach work on young people:

- from NS SEC 4, 5, 6, 7 & 8 backgrounds who live in areas of relative deprivation where participation in higher education is low, especially those with no parental experience of higher education
- with a disability or specific learning difficulty
- from a care background.

Also included are an additional two key groups that are considered under-represented at Bath Spa University:

- learners from BME backgrounds. These are now included in national targeting recommendations for undergraduate entrants, but the University also has Training and Development Agency for schools (TDA) advisory targets for BME entrants to Post Graduate Certificate in Education (PGCE) initial teacher training
- those studying applied, vocational or work-based level 3 qualifications.

We will continue to work with a range of target schools, colleges and community groups in 2012/13 to deliver low intensity outreach activities, some of which will undoubtedly support targeted cohorts of disadvantaged young people who remain engaged with the Aimhigher West Area Partnership Learner Progression Framework.[5] In the schools and colleges that we work with more intensively, outreach officers from the University will work collaboratively with coordinators to ensure the continued effectiveness of targeting at the learner level. This will include working with school and college coordinators to monitor and evaluate the effectiveness of targeting procedures.

3.1.2 Outreach programme
Bath Spa University has developed an extensive and successful outreach programme for young people and adults to raise aspiration, support attainment and encourage progression to higher education. We work young people, their parents and supporters from a wide range of local and regional schools and colleges, mature and Access to Higher Education learners, people with disabilities and specific learning needs and a range of community groups, including those that support black and minority ethnic (BME) learners and young people in care or from a care background. The University has a vigorous inclusion and access policy and endeavours to make all activities accessible to people with disabilities and those from care backgrounds. As part of our duty under the Race Relations (Amendment) Act 2000 we also work to promote racial equality. School and college coordinators are strongly encouraged to include young people from these groups in all outreach activities undertaken by the University.

Engagement with parents and carers is a critical aspect of our outreach programme and focuses on high quality and accurate information, advice and guidance (IAG) about student finance, student support and the UCAS process. All outreach activity is supported by a team of trained student ambassadors, mentors or tutors. Students from widening participation backgrounds are particularly encouraged to participate in this work.

The range of the University's pre-entry outreach activity for young and adult learners is summarised in Table 3.0 (Appendix 1). Elements of the programme that were previously funded through Aimhigher, such as our mentoring and tutoring programme, some pre-16 outreach activities and school/college-based parent and carers evenings will be reviewed and developed for 2012/13. Recently developed activity, such as our primary school programmes, school and college-based road-shows, support for 14-19 Diploma programmes and the Extended Project, have received very

positive evaluation from teachers and will be developed and offered to more schools and colleges from 2012/13.

The University will also be developing individual outreach programmes with its more recent academy and trust partner schools from 2011/12. Additional outreach activity to support access and progression to Bath Spa University courses that lead to professional careers will be delivered from 2012/13.

Feedback and evaluation from young people, mature learners, teachers, tutors, local authority coordinators and parents and carers consistently indicate that our outreach activities are successful in their aims and objectives. The results of one particular parental survey from a school with which we worked closely to deliver Aimhigher activities indicated very strongly that involvement in the programme raised awareness, aspirations and attainment in their children, provided motivation and helped with future educational and career plans. The parents were unanimous in hoping that Aimhigher-style activities would continue.[6] As part of the University's longer-term evaluation strategy, recent discussions with coordinators in the schools and colleges that we work with more intensively confirmed that our outreach provision continues to work well for them in raising pupil aspiration and attainment. However, while each school and college coordinator ranked outreach activities differently in terms of their value, all identified campus-based days facilitated by student ambassadors as a key activity in raising aspiration. This reflected the findings of Moore and Dunworth (2011) in their *Review of Evidence from Aimhigher Area Partnerships of the Impact of Aimhigher.*[7]

School and college coordinators also highlighted the need for us to consider increased flexibility in the delivery of outreach activities in our future planning. They argued that with the end of their Aimhigher funding, greater flexibility in modes of delivery would help their school or college to maintain engagement in an outreach programme that would continue to support their Learner Progression Framework. We will work with coordinators in these schools and colleges to provide activities that are tailored to their specific needs to maximise opportunities for engagement with our programme from 2011/12.

3.1.3 Collaborative working

Bath Spa University has been proactive in a number of regional partnerships that have worked to develop initiatives that encourage participation in higher education, some for over a decade, including the Aimhigher West Area Partnership and its precursor projects, the Western Foundation Degree Consortium and the WVLLN. We are also a founder member of Universities South West, a regional partnership of 13 higher education institutions in south west England.

The University's commitment to partnership working through greater collaboration with regional higher education institutions, local further education colleges and others is one of seven key themes in the University's Strategic Action Plan 2009/10 to 2011/12. The University's objectives will continue to be set firmly within national policies for education, and as we await the 2011 Higher Education White Paper, we will be seeking opportunities for collaborative working to contribute to Government educational policies, particularly those concerned with improving opportunities, accessibility and social mobility for people from disadvantaged backgrounds.

The Wessex Partnership

The University's foundation degree provision is mainly delivered through the Wessex Partnership with six further education colleges and two private providers. This strategic partnership underlines the University's regional role and provides learners from under-represented groups with an opportunity to study a higher education programme at a local college. The evidence from HESA

performance indicators consistently shows that foundation degree provision through the Wessex Partnership is attracting higher proportions of young entrants from low participation neighbourhoods, mature entrants, and mature entrants from low participation neighbourhoods than the University's first degree programmes. Appendix 1 of the University's Access Agreement 2011/12 describes the outreach activity associated with supporting our partnership institutions and foundation degree students. Expenditure from additional fee income will continue to support the costs associated with maintaining and developing the Wessex Partnership.

Formal school partnerships – academies and trust schools
In 2009/10 the University became the co-sponsor of its first academy partner. In 2010/11 our schools partnerships extended to two more secondary schools trusts involving a total of four schools, and one primary school trust involving three schools. There are significant proportions of pupils from disadvantaged backgrounds in the majority of our school partners. We will use additional fee income in 2012/13 to further support these school partnerships in areas such as knowledge exchange, learning and teaching, curriculum enrichment, professional development for staff, leadership and governance. We will also continue to develop a programme of outreach activities targeted at under-represented groups in these partnership schools, based on the principles of the Learner Progression Framework model, to raise aspiration and attainment and support progression to higher education.

Informal school and college partnerships
In the schools and colleges with which the University has formed long-standing and close links through our widening participation outreach programmes, we will continue to build on these relationships by working collaboratively with their institutional coordinators to target, deliver, monitor and evaluate our outreach programmes. There is evidence to suggest that learners who engage most fully in a sustained programme of outreach activity within a Learner Progression Framework model gain the most benefits in terms of attainment and progression.[7] Our own evaluation with coordinators in partner schools and colleges seems to bear this out, and we firmly believe that an integrated, progressive programme of outreach activity sustained over a number of years is the key to raising aspirations and attainment and progression to higher education. We will encourage coordinators to maintain or adopt the principles of the Learner Progression Framework when planning their outreach programmes.

While the University intends to focus on schools and colleges where a coordinated programme of outreach activity can be sustained over a number of years, we also recognise the broader contribution that collaborative outreach can make to widening participation and access across the sector and to social mobility. Collaborative working on some types of events such as careers fairs or parent evenings, or to raise aspiration and attainment with some groups, for example, those below Year 9, Access to Higher Education Diploma learners, children in care and learners with disabilities and learning difficulties, can offer many benefits to learners, schools and colleges, and to higher education institutions in terms of increasing the scope and coverage of outreach activity, avoiding duplication of effort and sharing wider targeting, monitoring and evaluation activity. We will continue to engage with our regional networks to work collaboratively on suitable events and with specific groups of learners and to share good practice wherever possible.   In 2011/12 and 2012/13 we will liaise at senior and operational level with universities in our region to promote common messages about the value of higher education and share information about institutional provision to support the widening of participation in higher education. When future funding and support arrangements become clearer, the universities have agreed to consider what further collaboration might be appropriate.

The Bath Compact

Bath Spa University and the University of Bath have already worked collaboratively through an extensive number of regional partnerships including Universities South West, WFDC, WVLLN, including WAPA, and the Aimhigher West Area Partnership. The universities and the City of Bath College are also partners in the Bath Education Trust with three local schools. We now wish to continue to work together to further develop and formalise our collaborative approach to outreach that will support widening participation and access to higher education in the Bath region. The two universities, together with the City of Bath College, will form the 'Bath Compact' to provide a cohesive, coordinated and targeted programme of activities to schools, colleges and community groups in our area.

14-19 Consortia and strategic groups
The University has worked with a number of 14-19 consortia and strategy groups, including the WVLLN 14-19 Strategic Group and External Knowledge Exchange (EKEN), to support the development of the Diploma qualification and provide outreach and progression opportunities for young people on these programmes. We will continue to work with 14-19 consortia, partnerships or strategic groups that remain in place in 2011/12, and seek opportunities to work with reconfigured or new local and regional strategic partnerships that support educational opportunities for young people in this age range.

The Western Vocational Access Consortium
Bath Spa University is a member of the Western Vocational Access Consortium (WVAC) which contributes to our widening participation strategy. The WVAC comprises the seven higher education institutions in the northern sub-region of the South West and their partner further education colleges. Founded originally to develop foundation degrees and honours years, the work of the Consortium now focuses on the development and support of higher education in further education and has broadened to include IAG for adult, part-time and work-based learners through the *Lifepilot* website (www.life-pilot.co.uk).

The Western Access Progression Agreement (WAPA) and the Open College Network South West Region (OCNSWR)
Bath Spa University is a strong supporter of the Access to Higher Education movement and we have welcomed Access learners onto our degree programmes for over twenty years. The University was involved in the development of the WAPA through its contribution to the Access Pathways Research Project. The WAPA, which has met its original aims of bringing greater clarity, coherence and certainty to progression opportunities for Access to Higher Education learners in the region, was ratified by the University in 2007. The University has remained an active participant in the progression agreement through representation on the WAPA Steering Group, which will be managed by the WVLLN until July 2011, and we have delivered collaborative outreach provision with partner higher and further education institutions for over a decade. We will host the WAPA Steering Group meetings after the closure of the WVLLN and continue to develop this valuable work from 2011/12.

The University is also committed to supporting the regional Access Validating Agency, the OCNSWR, and is represented on its Higher Education Access Committee and Board. We will maintain our strong links with the OCNSWR to support the work of the Agency, develop our understanding of the Access to Higher Education Diploma qualification, strengthen this progression pathway to our undergraduate programmes and further raise our profile with regional Access providers.

A number of proposals set out in 2010 strategic documents from the Department for Business, Innovations and Skills (BIS)[8] and the Skills Funding Agency[9] are likely to impact on the future of the Access Diploma as a progression route to higher education for older learners. Proposed changes to fee-remission eligibility associated with benefits from 2011/12, and the reduction in age to restrict

the First Full Level 3 Entitlement to those under the age of 23 from 2012/13 will not be off-set by student loans until 2013/14. If the proposals become policy, maintaining progression opportunities for older learners through the Access Diploma route will become a key priority in our collaborative working with the OCNSWR , partner WAPA signatories and regional Access providers.

Universities South West
Bath Spa University works with its partners in Universities South West in five areas: learning and teaching, research, widening participation, business engagement and organisational development. The Widening Participation Management Group aims to stimulate and meet a wider demand for higher education from groups currently under-represented in the student population, and promotes collaboration at strategic level to ensure that any individual in the south west is able to gain access to education, irrespective of their education and social background.

3.1.4 Fair admissions and contextual data
Bath Spa University remains committed to encouraging as broad a range of students as possible to participate in, and benefit from, higher education and providing fair and equal access to all who have the potential to succeed and benefit from the experience offered by the University. We recruit students who have varying experiences of education, including those who are well qualified academically and those who may have followed non-traditional paths to higher education.   A number of WVLLN Progression Agreements to facilitate the progression of learners with established and recognised vocational qualifications have been in place since 2008.

The University adopts a robust policy of equality of opportunity in the admissions process in order to achieve a diverse student population. We welcome applications from students who come from families new to higher education, students with disabilities, students from different socio-economic, cultural and ethnic backgrounds, mature students and those without standard entrance qualifications and we work to ensure that such students are not disadvantaged in the admissions process.   We will continue to use the full range of applicant data as the basis of our offer.

Fair Access and Admissions Statements are set out in Sections 1.7 and 1.8 of the University's Widening Participation Strategic Assessment 2009/10 to 2011/12.   Our current admissions policy can be accessed at www.bathspa.ac.uk/Services/student-services/prospective-students/your-application/admissions-policy-documents/undergraduate-admissions-policy.pdf

3.1.5 Courses and modes of study
The University will continue to provide a wide range of educational opportunities for learners in 2012/13, through our modular undergraduate degree and foundation degree provision. Modular undergraduate programmes can be studied on a full or part-time basis. There is flexibility and choice within the modular scheme, and students can build an individual programme of study suited to their interests and needs.

A range of vocationally-based two-year foundation degrees can be studied through the Wessex Partnership at local further education colleges, and with private providers in the region. The modes of delivery vary, depending on the foundation degree programme, and include full-time, part-time and work-based provision. In 2012/13 the University plans to run 26 foundation degree programmes. On successful completion, foundation degree students may apply to progress to Year 3 of an honours degree programme at the University. Three work-based learning honours programmes have also been developed for 2012/13 with one college in the Partnership.

3.2 Student retention and success

The assessment of student retention in Table 2.2 (Appendix 1) showed that the University was similar to sector average for most HESA retention benchmarks, and was significantly better for some categories of mature entrants. However, there was a marked difference between young first degree entrants from low participation neighbourhoods and those from other neighbourhoods and retention rates for entrants on other undergraduate programmes and those on first degree programmes.   The HESA projected learning outcomes for full-time students starting first degree courses were also poorer than we would wish. The University's performance in employment indicators, especially leavers obtaining first degrees and the DLHE indicator for graduate respondents in graduate level employment is another aspect of student success that we are working to improve. We plan to invest a proportion of additional Access Agreement funding from 20102/13 to increase our efforts to support students through their studies and on into graduate-level employment, which will be strategically managed through a new Student Experience Advisory Group.

3.2.1 Retention

Retention, as measured by HESA performance indicators for non-continuation following year of entry has increased year-on-year for most groups since 2001/02.[10] The overall improvement in retention from 2001/02 to 2008/09 is summarised in Table 3.1 (Appendix 1).   The current support package has evolved over this period and has been informed by experience, student evaluation and good practice in the sector.[11][12][13] The University holds the Frank Buttle Trust Quality Mark in recognition of the support we provide for care-leavers.

Enhancing retention starts with ensuring that as far as possible, students are registered on courses suited to their abilities and career aspirations. The University provides a full range of pre-registration IAG and support through its outreach and Open Day programmes. Transitional support includes an early induction programme for students who have declared a disability, an extended induction period for all entrants and access to a peer mentoring scheme. We offer targeted financial support for students based on financial need through the Bath Spa University Bursary Scheme, Access to Learning Fund (ALF) and from 2012/13, the NSP. The University's Learning and Teaching Committee, whose membership includes student representatives, ensures that the curriculum, assessment and learning and teaching styles are inclusive and take into consideration the diversity of our student body and their experiences. On-course academic and pastoral support includes the University's personal tutor system, additional learning and writing development support through a dedicated service and the students' administration, welfare, finance, disability and careers advice and guidance services. A more detailed description of these services can be found in the WPSA 2009/10-2011/12.

The University will continue to build on its high quality support service in 2012/13 and we will use additional Access Agreement funding to further develop our current provision and extend its reach to those students who are in need, but might not necessarily access support services when they experience difficulties that could ultimately lead to withdrawal. Early indicators of a student facing difficulties can include attendance issues, failure to submit assessments or consistently poor academic achievement. Anecdotal evidence from a wide range of staff that work with students at the University suggests that those from non-traditional backgrounds and male students are least likely to seek help from the various support services or professionals. The HESA statistics indicate that young students from low participation neighbourhoods on first degree programmes are at higher risk of non-continuation at the University in the year following entry than those from other neighbourhoods, as are all entrants on other undergraduate programmes (Table 2.2, Appendix 1).

The socio-economic dimension of issues around accessing support is further illustrated by wider evidence of explicit links between social class and withdrawal from higher education. In one particular study, students from working class backgrounds were found to be less likely to seek out information, advice or guidance, either through lack of knowledge, social capital bound up with confidence and/or a less well-developed a sense of entitlement than their peers from middle-class backgrounds.[14]

In 2011/12 we will build up an evidence base using student data to identify any further socio-economic factors in our own student body that seem to be associated with increased likelihood of withdrawal. With the wide diversity of students at the University, it is likely that some individuals will have backgrounds with multiple risk factors. In 2012/13 we will continue to monitor attendance and academic performance and work across Academic Schools and University services to develop and coordinate a referral system that will proactively, but sensitively, direct students who are considered to be most at risk to the appropriate support professionals.

3.2.2 Student success

The University's widening participation activity is closely linked to the HEFCE student life-cycle model and we recognise that graduate employability and progression can be best improved by taking action throughout a programme of study, rather than just towards graduation.[15] We aim to help all students to develop their career potential and to achieve successful career outcomes, particularly those from non-traditional backgrounds. This entails a range of activities, within and outside the curriculum, both to raise students' career aspirations and confidence, and to help them develop a good understanding of their personal and professional skills and competencies in the context of the graduate labour market. Employability and enterprise is built into the curriculum and delivered through a programme of co-curricular activity through Bath Spa Plus. Support for students extends beyond graduation. See www.bathspa.ac.uk/plus and www.bathspacareers.com/ for further details. The HESA DLHE survey in Table 2.3 (Appendix 1) shows that in January 2010, 37.5% of the 2009 Bath Spa University graduate respondents were in graduate level employment. We aim to make significant improvements in this area.

As can be seen from Table 2.1 (Appendix 1) our student body is diverse. Research suggests that students and graduates from non-traditional backgrounds, especially those with no parental experience of higher education, can sometimes lack professional and social networks and information about graduate employability and progression to post-graduate education. They may also need extra support in identifying skills, experience and valuable opportunities throughout the student experience that would enhance employability, as well as specific help in the transition to work post-graduation. Although all students can benefit from employability and enterprise activity in the curriculum, including dedicated accredited modules in Years 2 and 3, students from non-traditional groups can sometimes be the least likely to engage in co-curricular sessions or other activities, such as volunteering for example, that can build self-esteem, raise career aspirations and enhance graduate employability skills. Some barriers to participation in co-curricular activity for this group have been identified as travel time, if living at home, paid work outside of course contact time and care responsibilities.[15][16] Student success is a key area of the student life-cycle where we will focus additional Access Agreement funding.

The University will act on evaluation and recommendations from a variety of sources, and build on existing good practice within the University and the sector, to deliver an ambitious career development and enterprise support programme. We will further develop our range of activities to support employability and enterprise, both inside and outside of the curriculum and beyond graduation in five main areas of activity: curriculum and co-curriculum enhancement, support for graduates and employer and alumni engagement. Uptake of activity will be monitored to evaluate

patterns of participation and to ensure equality of opportunity in accessing all areas of employability and enterprise provision.

Curriculum enhancement
We will build on an undergraduate curriculum which has employability as an integral part of its core and continue to increase opportunities for students and recent graduates to undertake work-related learning activities ranging from placements, volunteering and internships to industry-initiated projects, part-time and vacation employment. Building on existing models, we will continue to increase the level of industry and employer input in the development and delivery of the curriculum, whilst maximising new learning opportunities for students. In 2011/12, an audit of student engagement in embedded employability-related provision will assess its current appeal and effectiveness and further inform future curriculum developments from 2012/13 onwards. In addition, an evaluation of students' experiences of two new placement and enterprise modules will inform the development of further 'open modules', creating important and new learning opportunities for students.

Co-curriculum enhancement
The University will promote greater awareness of the wider student experience to encourage students from all backgrounds to engage in co-curricular activity, and will enhance the co-curriculum through the development of Bath Spa Plus and Bath Spa Award. We will continue to nurture a learning environment that promotes enterprise and entrepreneurship, and that fosters creativity and innovation through support for business start-ups and incubation units. We will provide more co-curricular opportunities for students to develop skills, confidence and a greater sense of self and to broaden their knowledge of graduate careers within and beyond their course of studies. The University's Careers Service, Bath Spa Careers, will continue to play an active role in supporting students in making informed choices about their future and, in continuing to work in partnership with academic teams, will target more time and resources at providing early support for students from non-traditional backgrounds.   We will continue to develop the University's enterprise society, '*InSparation*', in line with the BIS/National Consortium of University Entrepreneurs (NACUE) blueprint for the new enterprise Societies.[17] In 2011/12, greater analysis of student data in relation to participation in co-curricular activities will enable targeting of provision to those less likely to seek support and development beyond the curriculum, driven by a marketing campaign delivered in partnership with the Students' Union to promote its benefits.

Support for graduates
Career development support for students, particularly those from non-traditional backgrounds, will not stop at graduation. Through a mix of structured and high-quality one-to-one, peer-to-peer and group 'graduate success' sessions, delivered face-to-face and online by employability professionals and complemented by use of a suite of on- and offline resources, graduating students will receive support, advice and guidance commencing in the final term of their final year. Progression to 'the fourth year' will be automatic and ensure graduates continue to feel supported whilst entering the world of work, starting their own business or seeking employment. Promotion of this support will begin during graduating students' final year in 2011/12, with uptake and evaluation monitored to ensure timely, relevant and accessible provision is available across the student/graduate community.

Employer engagement
The creation of a new employer engagement strategy in 2011/12 will ensure that business and community links across the University are best utilised throughout the student experience. We will continue to strengthen partnerships with small and medium enterprises (SMEs), business clusters and other opportunity providers in the locality, developing sustainable relationships with external organisations to network, showcase student talent and broker new learning, graduate internship and

employment opportunities. The establishment of a baseline of level of employer engagement in 2011/12 will inform developments in creating and sustaining partnerships with external partners in providing placement and mentoring opportunities for students, particularly those from non-traditional backgrounds, and support the development of industry-informed curriculum. A more strategic engagement will also help us raise awareness amongst employers of the range of expertise and talent our students have to offer.

Alumni engagement
The development of a revised alumni engagement strategy will celebrate graduate achievements and engage graduates as role models and industry professionals in order to raise aspirations and create opportunities for current students. Today's students are tomorrow's employers and, through support from the University, are well placed to act as mentors and placement providers. From 2011/12, the University's approach to alumni engagement will become less *ad hoc*, be supported by a clear strategy and lead to the establishment a pool of active alumni with a desire to help current students in their personal and professional development.

3.3 Financial support for students
In 2012/13 the University will provide financial support through our bursary scheme to continuing eligible full-time undergraduate students and students on TDA-funded PGCE programmes who started their course between 2010/12 and 2001/12. These students will remain on the same level of bursary award that was available to them when they registered on their course subject to continued personal eligibility; details of which can be found in previous Access Agreements. For 2012/13 entrants the University will make NSP awards to undergraduate entrants who meet eligibility criteria. In addition the University will offer its existing bursary scheme to students not in receipt of NSP scholarships, subject to their personal eligibility. An estimate of how much the University will allocate to financial support for new and continuing students is supplied in Table 3a and 3b, Annexe B of this document.

3.3.1 National Scholarship Programme awards
In 2012/13, Bath Spa University will match the Government's provisional allocation of 86 NSP awards to make a further 86 individual awards available. This will provide a total of 172 individual £3,000 NSP awards for eligible Year 1 undergraduate entrants in 2012/13. This represents an overall investment of £258,000. Each eligible full-time Year 1 entrant will be awarded a benefit of £3,000. It is intended that each award will comprise of a £2,000 fee-waiver and £1,000 bursary award. Eligible part-time Year 1 entrants who are studying at a minimum of 25% intensity of a full-time equivalent will receive a pro-rata amount.   The NSP award will be available in the first year of study only, and in that year recipients will not be eligible to receive a Bath Spa University Bursary award in addition to the NSP award.

All students in receipt of a NSP in Year 1 will receive a further £500 bursary award in Years 2 and 3. In addition, they will also be eligible for an income-assessed Bath Spa University Bursary award according to the criteria set out in Table 3.2.

Eligible students will be able to apply for a NSP award if their declared household residual income is below £25,000 per annum, however NSP scholarships will be in limited supply so it is our intention to use additional eligibility criteria to target these awards to particularly encourage and support students with the lowest household income who are also from disadvantaged socio-economic areas. Additional eligibility criteria we plan to employ will be based on POLAR2 data for young participation rates and HEFCE data on higher education-qualified adults in an area.

In accordance with the NSP guidance only students domiciled in England will be eligible for a NSP Scholarship. Eligible students who do not qualify for a NSP award, but who are in receipt of the full Higher Education Maintenance Grant will be awarded a Bath Spa University bursary.

3.3.2 Bath Spa University Bursary Scheme

Bursaries will be awarded to eligible full-time undergraduate students on the basis of household income as evidenced by their student support application. All eligible students **who do not receive a NSP award,** but are in receipt of the full state Maintenance Grant will receive bursaries that exceed the minimum requirement. For 2012/13 Year 1 students receiving full student support (household incomes up to £25,000) will receive bursaries of between £500 and £350 as shown in Table 3.2. The Bath Spa University Bursary Scheme will continue to be administered through the Higher Education Student Support Scheme (HEBSS). When arrangements for PGCE courses are clear, we will confirm the position of students.

Table 3.2 Bath Spa University Bursary Scheme showing income band and annual award

Household income band (£)		Bursary Award
From	To	per annum (£)
0.00	17,000.00	500.00
17,000.01	22,000.00	400.00
22,000.01	25,000.00	350.00

Section 4. Targets and milestones

The University's targets and milestones that will be addressed by the measures set out in this Access Agreement are set across the three strands of additional widening participation activity: access, student retention and student success.

4.1 Statistical targets and milestones

The statistical targets and milestones for the three strands of activity described in this section are set out in Table 5a, Annexe B of this document. Targets and milestones are based on a rolling five-year aggregate of our past performance.

4.1.1 Access

The University's commitment to widen access for those from under-represented groups is stressed throughout the Bath Spa University Strategic Plan 2009/10 to 2011/12. Throughout the past five years, the underlying trend in the number of entrants to the University from state schools, NS-SEC 4-7 and low participation neighbourhoods has been a steady increase. However, this has not always been accompanied by a corresponding rise in percentage of all entrants (Table 4.0, Appendix 1). Through delivery of the outreach programme set out in this Access Agreement, we will seek a significant improvement in key HESA performance indicators, especially in those relating to entrants from low participation neighbourhoods, or a moderate improvement in those where we are currently doing well. Using baseline data for 2009/10, the key HESA performance indicators by which we will measure progress are:

- young full-time undergraduate entrants from state schools and colleges (HESA Table T1b)
- young full-time undergraduate entrants from low participation neighbourhoods

(HESA Table T1b)
- young full-time undergraduate entrants from NS SEC 4, 5, 6 & 7 (HESA Table T1b)
- mature full-time undergraduate entrants with no previous higher education and from low participation neighbourhoods (HESA Table T2a)
- full-time undergraduate students in receipt of a Disabled Students' Allowance (HESA Table T7).

We have also set access targets and milestones for care-leavers and full-time undergraduate UK-domiciled students from BME groups. These are derived from internal institutional data. Currently there are no national benchmarked institutional performance indicators for undergraduate entrants from care or BME backgrounds, however HESA data are available for first year UK domiciled students from BME backgrounds, and these show that in 2009/10, approximately 18% of first year UK-domiciled undergraduate students were from non-white BME backgrounds[18]. In the regional context, Bath & North East Somerset (B&NES) has a BME population of 3%, while Bristol has a BME population of around 8% (Office for National Statistics). In 2009/10, approximately 6% of undergraduate students at Bath Spa University were from BME groups. Our 2015/16 target of 7% reflects the fact that in the past 10 years, the University has consistently recruited over 60% of its undergraduate intake from the south west region. The University is given TDA advisory targets for the recruitment of students from BME backgrounds to its TDA-funded PGCE courses. Table 1.9.3 in the WPSA 2009/10 – 2011/12 shows that while at 5%, the percentage of students from BME backgrounds on TDA-funded PGCE courses at the University is above that of the South West region at 2.8%, it is still considerably below that of the sector at 11.7%.

4.1.2 Student retention statistics
We will continue to seek an improvement in a range of HESA performance indicators by developing the measures that are set out in this Access Agreement to improve the retention of students from groups that are identified as at high risk of withdrawal. Although the targets and milestones are framed around data for the percentage of students who qualify or continue at the same institution, we will still seek to meet or exceed our benchmarks for students not in higher education in Tables T3a-T3d. Using baseline data for 2008/09, the key output statistics by which we will measure progress will be the following HESA performance indicators:
- Non-continuation following year of entry: full-time first degree entrants: Young students qualify or continue at same institution (HESA Table T3a)
- Non-continuation following year of entry: young first degree entrants: All students qualify or continue at same institution (HESA Table T3a)
- Non-continuation following year of entry: young first degree entrants from low participation neighbourhoods qualify or continue at same institution (HESA Table T3c)
- Non-continuation following year of entry: full-time other undergraduate entrants qualify or continue at same institution (Table T3d)
- Projected learning outcomes: full-time students starting first degree courses: projected (HESA Table T5).

4.1.3 Student success statistics
The University will continue to seek an improvement in key HESA performance indicators by developing measures that are set out in this Access Agreement to improve student success, especially for key widening participation groups. Using baseline data for 2008/09, the key output statistics by which we will measure progress will be the following HESA performance indicators:
- Employment Indicators: Leavers obtaining first degrees from full-time courses: Working or studying (HESA Table E1a)
- Percentage of BSU graduate respondents in graduate level employment (HESA DLHE)

4.2 Other milestones and targets

Other targets and milestones for the three strands of activity are set out in Table 5b, Annexe B of this document. These are based on level of activity, number of participants and outcomes.

4.2.1 Outreach

The University has developed a carefully targeted and evaluated, wide-ranging outreach programme to raise awareness, aspirations and progression to higher education in under-represented groups. The scope of outreach activity that will be delivered in 2012/13 is summarised in Table 3.0 (Appendix 1) of this document.   The activity that was delivered in 2010/11 will be used as the baseline by which the University will monitor its progress from 2012/13. The targets and milestones have been set around the volume of key outreach activity that we intend to deliver. Where possible, an indication of the number of participants that will be reached has been given. Similar types of activity have been aggregated into appropriate groupings. The targets and milestones assume a sustained increase in demand for outreach activity. However, while partner school and college co-ordinators have signalled their intention to continue to participate in outreach activity that the University plans to deliver from 2011/12 onwards, it is not yet certain how these institutions will respond to the loss of Aimhigher funding.

4.2.2 Student retention

A retention working group will be convened to identify student behaviours and any additional student characteristics other than low participation neighbourhood that are associated with greater risk of withdrawal. A system will then be developed within existing provision to identify and proactively direct students identified as being at risk of withdrawal to the appropriate support professionals. Both phases of this new activity have been identified as milestones. Referrals and outcomes will be monitored once the service has been put in place.

4.2.3 Student success

The targets and milestones to measure student success are based on provision of employability and enterprise support activity and participation in Bath Spa Plus/extra-curricular award and business/alumni mentoring schemes. As additional new activity is developed, further targets and milestones will be added.

Section 5. Monitoring and evaluation arrangements

We are aware of the potential impact that the new fee regime and drive to widen access to the most selective institutions could have on future applications and recruitment to Bath Spa University. The University will closely monitor application and recruitment data, especially those relating to under-represented groups, and retain a degree of flexibility in its delivery of outreach programmes to respond to future trends.

In addition to monitoring the University's progress in widening access, retention and student success through HESA performance indicators, we will continue to monitor our progress, including that in undergraduate degree classification by student characteristics, in relation to what we consider to be our 18 peer institutions in the sector. As part of the University Strategic Action Plan 2009/10 to 2011/12, we have developed a comprehensive suite of 27 performance indicators relevant to a

teaching-led university, which include indicators directly related to widening access, retention and student success (Bath Spa University Strategic Action Plan 2009/10 to 2011/12, Section 6). Each one of the set of performance indicators is graded as good (above benchmark), satisfactory (at or about benchmark) or poor (below benchmark) by comparison with our peer institutions. We will actively seek to improve any performance indicators rated as satisfactory or poor to good, including those relating to widening participation and access (Bath Spa University Strategic Action Plan 2009/10 to 2011/12, section 6.5).

As a significant proportion of our students come from low-income households, typically over 50% of entrants come from households with incomes below £50,200, 36% below £25,000 and 29% below £17,000, we have not set targets and milestones based on low household income data. However, we will continue to monitor the uptake of University bursaries and the new NSP awards and continue to work with students to raise awareness of the awards and maximise uptake in those with an entitlement.

5.1 Institutional monitoring arrangements

The University's organisational focus for widening participation and this Access Agreement is located centrally in Student Services. Student Services also includes Admissions, Student Administration and Student Support Services. The Director of Student Services, who is the University's Registrar, reports directly to a Deputy Vice Chancellor, who assumes overall responsibility for this Access Agreement. Student Services coordinates the University's widening participation outreach and retention activities. The Widening Participation and Access Manager, who is responsible for the operational delivery, monitoring and evaluation of this Access Agreement, reports directly to the Director of Student Services. Regular scheduled meetings are held to monitor the delivery of the Agreement and progress towards targets.

Annual reports are prepared by the Director of Student Services for the Vice Chancellor and the Deputy Vice Chancellor on the work of the Service, which includes its widening participation and retention activities. Progress against the delivery of the measures set out in this Access Agreement will be reported to the University's Senior Management Team (SMT) and Vice Chancellor's Group (VCG). External monitoring and reporting associated with this Access Agreement and the WPSA will be carried out as required by OFFA and HEFCE.

As the responsibility for progress towards the targets and milestones set out in this Access Agreement will be shared across the University, a new steering group will be convened in 2011/12 to oversee delivery and monitoring arrangements. Membership will consist of key staff from Academic Schools, Student Services, the Writing and Learning Centre, Finance, Employability, Library and Information Service and the Students' Union. Annual reports on the uptake of bursary and NSP awards and progress in the three main strands of additional Access Agreement activity, outreach, student retention and student success, will be prepared and brought to this group. The steering group will be embedded in the University's governance structure.

5.2 Evaluation

The University will continue to develop an evidence-based approach to evaluate and critically review outreach, retention and student success activity, including that described in this Access Agreement. A detailed description of quantitative data, including year-on-year HESA widening participation performance indicator and institutional data, that will be used to evaluate the long-term impact of activity is summarised in Tables 2.6.1 and 1.10.1 of the University's WPSA 2009/10-2011/12[19]. The evaluation of outreach activity has been informed for a number of years by good practice from

Aimhigher[20] and the evaluation toolkit developed for HEFCE by Lancaster University[21].   The University's Education Policy in Practice Group (EPIP) has facilitated joint research projects between academic staff from the School of Education and University widening participation practitioners, which has provided opportunities for further reflection on evaluation practice. The evaluation methodologies for current student retention and student success (employability) have been developed independently, but share much in common with these approaches. The following is an overview of short and medium term evaluation described by strand of activity.

5.2.1 Outreach

Student Ambassadors, mentors and tutors
The student ambassador, mentor and tutor training programme is monitored by individual workshop evaluation and yearly evaluation. In the final training session, a workshop led by a careers advisor encourages students to evaluate and reflect on their training, experiences and professional outreach practice to identify graduate-level transferable skills to help build confidence and raise aspiration as they enter the job market. Recent graduates are also invited to complete a questionnaire to evaluate the impact of training and employment in outreach roles on their employability.

Targeting of activity
From 2011/12 outreach officers will continue to work with individual teachers and tutors to evidence and evaluate targeting strategies.

Outreach activity
The activity itself will continue to be evaluated by participants through a questionnaire, and where it is part of a programme of learner progression framework, with teachers and tutors by interview, and sometimes through parental questionnaires, at the end of the academic year. Events and outreach programmes are also evaluated by student ambassadors, mentors and tutors through de-briefing sessions and focus groups.

Depending on the nature of our relationship with the particular school or college, in the medium term we will evaluate change in aspirations and attitude to learning, behaviour and commitment to learning and progression rates of pupils. In those schools and colleges where the University has mature links, we will work with widening participation coordinators to develop a range of quantitative and qualitative data to measure the impact of outreach programmes. Where appropriate, impact and success will be evaluated at the learner level up to the point of progression to level 3 or higher education, but where an individual has progressed to Bath Spa University, it will be possible to carry out a more comprehensive and long-term evaluation at learner level. We will also monitor overall recruitment from other schools and colleges that we work with, including those regional colleges that deliver Access to Higher Education Diploma courses.

Schools and Trust partnerships
Overall school performance in key areas could be used in the long-term evaluation of formal academy and trust partnerships, but establishing a direct causal link between activity and outcomes would be difficult. The University will monitor the nature and volume of activity with partners and working with school staff to evaluate outcomes.

The Bath Compact
The University will work with partner institutions in 2011/12 to develop a common evaluation framework for joint activity undertaken within the Compact arrangements.

5.2.2 Student Retention

A range of short and medium term measures is already in place to evaluate student support strategy and activity, and these are summarised in Table 6.0 (Appendix 1). The University also submits an annual report on care-leavers to the Frank Buttle Trust to ensure we continue to meet Quality Mark requirements. An evaluation strategy will be built into the new retention measures that we intend to put in place to encourage students that we identify as being at increased risk of withdrawal to access the support that they might need. The evaluation strategy will monitor the rate of uptake and outcomes of targeted support.

5.2.3 Student Success

Current activity in the area of employability is evaluated by a variety of stakeholders, including students, staff, graduates and employers. A range of short and medium term measures are summarised in Table 6.0 (Appendix 1). The evaluation strategy will be built on to include the impact and outcomes of more targeted activities, including the development of a suite of medium-term student success 'health indicators' that go beyond simply measuring graduate employment.

Section 6. Provision of information to prospective students

The provision of timely, clear and accessible IAG throughout the student-lifecycle is crucial to students from under-represented groups and for those in the pre-entry stages, probably never more so than from 2011/12. The benefits of good IAG at key transition points also extends further than supporting the individual student. If a student is registered on the most suitable course to develop his or her potential and meet career aspirations, and knows how to access financial and other support available, including good careers advice, this is also likely to have a positive impact on retention and success performance for the institution and to support wider social mobility.

6.1 Fee and student financial support information

While the consequences of the new fee regime will not be clear for a number of years, convincing prospective students and their parents, especially those who may be from backgrounds where debt-aversion could have the greatest impact on participation, that higher education continues to be a worthwhile investment is likely to be more challenging from 2011/12 onwards.

Since variable fees were introduced in 2006, the University has recognised the importance of providing high-quality, clear and accurate financial information, including costs and the financial support available, to enable students to make informed choices, especially at key transition points in the student life-cycle. In 2010/11 we will review and update financial IAG resources to reflect new arrangements, including the introduction of the NSP, from 2012/13.

Through 2011/12 we will deliver new information relating to 2012/13 arrangements to prospective students, their parent/carers and supporting professionals and source new national IAG resources as they become available. From 2012/13 we will build on our commitments set out in previous Access Agreements and continue to work with students, their parents and advisors to increase awareness and understanding of current fee regimes and latest student finance arrangements. It is essential to help people from under-represented groups to understand that finance is not necessarily an insurmountable barrier to entering higher education. Table 6.0 (Appendix 1) summarises how we will disseminate financial information and broader IAG at key points in the student life-cycle, and evaluate quality and delivery.

6.2 Broader IAG

Along with fee and student finance, broader IAG around areas such as student life, routes into higher education and careers, the UCAS process, accessing support, suitable resources for further information and specific IAG relating to Bath Spa University will be delivered as part of our pre-entry outreach programme. All IAG will be tailored to the age group and activity. We will make full use of the wide range of resources developed by Aimhigher partnerships, and other resources that HEFCE plan to make available electronically. Workshops in key IAG areas, including finance, form part of the University's widening participation student ambassador and mentor core training for those who support our outreach activities with under-represented groups. In some pre-entry outreach IAG will be focused specifically on key transition points, such as Year 9 options events, Year 12 and the first term of Access to Higher Education Diploma courses. The WAPA sets out clearly the University's commitment to providing Access Diploma students and their advisors with high-quality IAG to aid progression. Where we work collaboratively, especially to deliver outreach to pre-Year 9 age groups, activity will be supported by broad, generic IAG to encourage consideration of the full range of opportunities the sector can offer.

6.3 IAG supporting retention and success

As described in sections 3.2.1 and 3.2.2, identifying students from under-represented backgrounds who may need IAG and referral to the appropriate support professionals will be one of the new key measures put in place in 2012/2013 to improve student retention and success. The range and delivery of student administration, welfare, finance and careers IAG are described in Table 6.0, (Appendix 1).

6.4 Information to UCAS and SLC

The University will continue to work closely with UCAS and the Student Loans Company (SLC) to supply the full range of required data and information in a timely and robust manner. We will supply course information to both agencies, and meet attendance confirmation deadlines with the SLC in order to activate loans for students, and the moratorium date to release fee payment to the University. We will also fulfil our obligation to confirm changes in student circumstances.

References

1. HESA (2011). *PIs: Adjusted sector benchmarks – technical notes and detailed information*
http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=2059&Itemid=141
(Accessed 29 March 2011)
2. In addition to monitoring our progress in widening participation through HESA performance indicators, we also monitor our progress in relation to 18 of what we consider to be our peer institutions in the sector.
3. *HEFCE Strategic Plan 2003-08,* HEFCE July 2003/35, www.hefce.ac.uk/pubs/hefce/2003/03_35.htm
4. *Higher education outreach: targeting disadvantaged learners.* HEFCE May 2007/12.
5. *Higher Education Progression Framework Guide* Action on Access June 2008
6. *A Parental Assessment on the Impact of Aimhigher Interventions at a Local BANES school and the Demand for Future Activities.* Unpublished Bath Spa University internal report, March 2011
7. Moore, J. and Dunworth, F. (2011). R*eview of Evidence from Aimhigher Area Partnerships of the Impact of Aimhigher*
8. *Skills for Sustainable Growth:Full Report.* Department for Business, Innovation and Skills. November 2010
http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/s/10-1274-skills-for-sustainable-growth-strategy.pdf (Accessed 2 April 2011)
9. Skills Funding Agency (2010) *Skills Funding Agency: Guidance Note 6*. 14 December 2010
http://readingroom.skillsfundingagency.bis.gov.uk/sfa/skills_funding_agency_-_guidance_note_6_final_-_14_december_2010.pdf (Accessed 2 April 2011)

10. *Bath Spa University Access Agreement 2011/12.* Appendix Two, Tables T3a – T3d pp-40 – 43

11. *Staying the course: the retention of students in higher education*. National Audit Office 2007

12. Black, F.M. and MacKenzie, J. (2008). *Quality Enhancement Themes:The First Year Experience. Peer support in the first year*. The Quality Assurance Agency for Higher Education

13. Alston, F., Gourlay, L., Sutherland, R. and Thomson, K. (2008). *Quality Enhancement Themes:The First Year Experience. Introducing scholarship skills: academic writing*. The Quality Assurance Agency for Higher Education

14. Thomas, L. and J. Quinn. (2007). *First Generation Entry Into Higher Education: An International Study.* Maidenhead, Society for Research into Higher Education and Open University Press.

15. Thomas, L. and Jones, R. (2007). *Embedding employability in the context of widening participation*. Learning and employability. Series Two. HEAC

16. Stevenson, J. (2010). Student employability and enterprise: a widening participation perspective. *Assessment, Teaching and Learning Journal* (Leeds Met). 8 (spring) pp24-27 http://repository-intralibrary.leedsmet.ac.uk/open_virtual_file_path/i1173n126884t/JacquelineStevenson.pdf (Accessed 1 April 2011)

17. NACUE (2011). Government Backs NACUE to Extend Enterprise Societies Nation-wide http://www.entrepreneurcountry.net/young-masters/item/1001-government-backs-nacue-to-extend-enterprise-societies-nation-wide?tmpl=component&print=1 (Accessed 5 April 2011)

18. *HESA Student and Qualifiers data tables*. Table 13. UK domiciled HE students by level of study, gender, mode of study, year of study and ethnicity 2009/10. http://www.hesa.ac.uk/index.php/content/view/1973/239/ (Accessed April 11th 2011)

19. *Bath Spa University WPSA 2009/10 – 2001/12*. Tables 1.10.1 and 2.1.6 pp. 9 and 19

20. Hatt, S. (2007) *Measuring Success: a guide to evaluation for Aimhigher*. Aimhigher evidence good practice group. http://www.aimhigher.ac.uk/syorks/resources/Measuring%20Success.pdf (Accessed 6 April, 2011).

21. *Evaluating Capacity Building in widening participation practice*. Centre for the Study of Education and Training (CSET). Lancaster University 2008 http://www.lancs.ac.uk/fass/events/capacitybuilding/toolkit/index.htm (Accessed 5 April 2011)

April 2011

Appendix 1

Supporting data

Table 2.1. Assessment of access record using HESA performance indicator data 2009/10

HESA Benchmark	Bath Spa University proportion (%)	Benchmark (%)	Location adjusted Bench mark (%)	Relative performance against sector average
Table T1a. Young full-time first degree entrants				
• State schools	94.8	92.8	92.0	Similar to sector average
• NS-SEC 4-7	36.2	31.7	30.3	Better than sector average
• Low participation neighbourhoods	8.1	11.3	10.2	Worse than sector average
Table T1b. Young full-time undergraduate entrants				
• State schools	94.7	93.5	92.8	Similar to sector average
• NS-SEC 4-7	36.9	32.8	31.7	Better than sector average
• Low participation neighbourhoods	9.7	11.8	10.6	Similar to sector average
Table T1c. Young full-time other undergraduate entrants				
• State schools	94.2	95.8	95.3	Similar to sector average
• NS-SEC 4-7	39.7	39.7	39.5	Similar to sector average
• Low participation neighbourhoods	16.2	13.9	13.8	Similar to sector average
Table T2a. Mature full-time undergraduate entrants				
a. First degree entrants				
• Percentage who are mature	23.7	--	--	No benchmark
• No previous HE and from low participation neighbourhoods	8.9	8.4	7.7	Similar to sector average
b. All undergraduate entrants				
• Percentage who are mature	30.0	--	--	No benchmark
• No previous HE and from low participation neighbourhoods	10.0	9.4	9.5	Similar to sector average
Table T2c. Mature full-time other undergraduate entrants				
• Percentage who are mature	47.3	--	--	No benchmark
• No previous HE and from low participation neighbourhoods	11.6	10.3	12.0	Similar to sector average
Table T7. Participation of students in receipt of a DSA				
• Full-time first degree	9.0	6.0	--	England sector average
• Full-time undergraduates	8.4	6.0	--	4.9% for both

Table 2.2. Assessment of student retention record using HESA performance indicator data 2008/09

HESA Benchmark	Bath Spa University Proportion (%)	Benchmark (%)	Relative performance against sector average
Table T3a. Non-continuation following year of entry: full-time first degree entrants			
a. Young entrants			
• Qualify or continue at same university	92.0	--	No benchmark
• Not in HE	5.7	6.7	Similar to sector average
b. Mature entrants			
• Qualify or continue at same university	94.9	--	No benchmark
• Not in HE	4.7	11.9	Better than sector average
c. All Entrants			
• Qualify or continue at same university	92.6	--	No Benchmark
• Not in HE	5.5	7.7	Similar to sector average
Table T3b. Non-continuation following tear of entry: young first degree entrants			
a. From low participation neighbourhoods			
• Qualify or continue at same university	88.0	--	No benchmark
• Not in HE	9.8	7.8	Similar to sector average
b. From other neighbourhoods			
• Qualify or continue at same university	92.4	--	No benchmark
• Not in HE	5.4	6.4	Similar to sector average
Table T3c. Non-continuation following year of entry: mature first degree entrants			
a. Mature entrants with previous HE qualification			
• Qualify or continue at same university	98.5	--	No benchmark
• Not in HE	1.5	9.7	Similar to sector average
b. Mature entrants with no previous HE qualification			
• Qualify or continue at same university			No benchmark
• Not in HE	93.8	--	Better than sector average
	5.7	12.6	
Table T3d. Non-continuation following year of entry: full-time other undergraduate entrants			
a. Young entrants			
• Qualify or continue at same university	86.6	--	No benchmark
• Not in HE	10.3	14.0	Similar to sector average
b. Mature entrants			
• Qualify or continue at same university	86.1	--	No benchmark
• Not in HE	12.1	13.0	Similar to sector average
c. All Entrants			
• Qualify or continue at same university	86.4	--	No benchmark
• Not in HE	11.1	13.6	Similar to sector average
Table T5. Projected learning outcomes: full-time students starting first degree courses			
• Projected	85.0	81.0	Similar to sector average
• Neither award or transfer	9.1	11.1	Similar to sector average
Table E1a Employment Indicators: Leavers obtaining first degrees from full-time courses			
• Working or studying	88.0	89.7	Similar to sector average
Table E1c Employment Indicators: Leavers obtaining other undergraduate qualifications from full-time courses			
• Working or studying	94.6	96.6	Similar to sector average

Table 2.3. HESA Destination of leavers from higher education 2008/09

HESA Destination of leavers from higher education	2008/09
Percentage of BSU graduate respondents in graduate level employment	37.5%
Average percentage of peer group institution graduate respondents in graduate level employment	64.9%

Table 3.0. Summary of pre-entry outreach activity

Target group	Activity
Pre-16 *School learners*	- Primary school programme (final session includes parents/carers) - Generic aspiration-raising higher education campus-based days - Subject-specific campus based days, either tied into 14-19 curriculum or to raise awareness of how subjects are taught at university - Higher education awareness-raising roadshows - School-based activity including Higher Education Roadshow, Year 9 option and career-based events - School-based revision and study skills sessions - School-based subject enrichment - School-based mentoring and tutoring scheme - Children in care outreach programme
Parents	- Campus-based parent information evening - School-based parent information evenings
Community learners	- Generic campus-based days for BME groups - Programme of campus visit days and social events for children in care
Parents	Community-based parent IAG events
Post-16 *School and college-based learners. Targeted outreach work is aimed primarily at those on applied and vocational level 3 courses*	- Generic campus-based days - Subject-specific campus days or school/college based sessions, either tied into curriculum or awareness of how subjects are taught at university - Subject-based VI form conferences - Shadowing undergraduate students - Finance and UCAS IAG sessions - Revision and study skills sessions - Extended Project support - Arts-based summer school for learners with disabilities - Joint events with HE/FE students delivering subject-based events for pre-16 learners - School/college-based career fairs - UCAS fairs - Pathways into graduate careers workshops
Parents	- Parent information sessions on campus open days - School-based parent IAG evenings
Adult learners	- Dedicated first point of contact for pre-entry enquiries - Drop-in sessions at open days - Provision of high-quality and accessible IAG for Access to Higher Education learners - Outreach IAG visits to Access courses - Annual Access Student Conference - Bespoke campus visits for mature and Access learners - Subject-based and generic study skills support for Access to Higher Education coursework - Males into primary ITT taster course - People from BME groups into ITT taster course - BME '*Discover teaching*' event

Table 3.1. Retention: those who continue or qualify at Bath Spa University following year of entry

Table in Access Agreement 2011/12 Appendix Two[10]	Category	2001/02	2008/09
T3a Non-continuation following year of entry: full-time first degree entrants	Young entrants	85.0%	92.0%
	Mature entrants	80.0%	94.9%
	All entrants	83.0%	92.6%
T3b Non-continuation following year of entry: young first degree entrants	LPN neighbourhoods	91.0%	88.0%
	Other neighbourhoods	85.0%	92.4%
T3c Non-continuation following year of entry: mature first degree entrants	With previous HE	88.0%	98.5%
	No previous HE	79.0%	93.8%
T3d Non-continuation following year of entry: full-time other undergraduate entrants	Young entrants	83.2%	86.6%
	Mature entrants	74.5%	86.1%
	All entrants	80.7%	86.4%

Table 4.0. HESA performance indicators and benchmarks for undergraduate entrants 2004/04 to 2009/10

HESA Performance Indicator	2004/05 Actual Number Percentage Location Adjusted B/M	2005/06 Actual Number Percentage Location Adjusted B/M	2006/07 Actual Number Percentage Location Adjusted B/M	2007/08 Actual Number Percentage Location Adjusted B/M	2008/09 Actual Number Percentage Location Adjusted B/M	2009/10 Actual Number Percentage Location Adjusted B/M
Young full-time undergraduate entrants from state schools and colleges	915 **94.0%** *91.1%*	1,045 **95.2%** *93.9%*	1,090 **95.1%** *91.2%*	1,115 **95.2%** *90.5%*	1,335 **95.3%** *92.3%*	1,400 **94.7%** *92.8*
Young full-time undergraduate entrants from NS SEC 4, 5, 6 & 7	240 **28.2%** *29.7%*	250 **26.9%** *31.9%*	320 **31.3%** *31.3%*	320 **30.4%** *31.0%*	455[b] **34.9%** *35.1%*	505 **36.9%** *31.7%*
Young full-time undergraduate entrants from low participation neighbourhoods	115 **12.1%** *11.6%*	115[a] **11.1%** *13.9%*	125[a] **10.4%** *10.0%*	115[a] **9.2%** *10.1%*	125[a] **8.9%** *10.2%*	145[a] **9.7%** *10.6%*
Mature full-time undergraduate entrants with no previous higher education and from low participation neighbourhoods	30 **8.4%** *10.7%*	45 **12.4%** *14.0%*	75 **16.8%** *13.7%*	35 **13.0%** *13.8%*	60 **11.4%** *13.1%*	65 **10.0%** *9.5%*
Full-time undergraduate students in receipt of Disabled Students' Allowance	225 **6.1%** *5.0%*	280 **7.5%** *5.6%*	275 **6.9%** *4.6%*	355 **8.4%** *5.8%*	375 **8.2%** *5.9%*	410 **8.4%** *3.6%*

[a] *POLAR2 data*   [b] *UCAS question modified in this year for one year only*

Table 6.0. Summary of provision of financial information and IAG for applicants, students and supporters

Activity	Audience	When	Information included	Monitoring and evaluation
Printed prospectus On-line prospectus University student finance web-pages	Prospective applicants, schools, colleges and advisors	Spring of year prior to admission	Fees, aggregate cost of tuition, NSP, ALF, grants, loans and SLC, other sources of funding, living costs, accommodation, Student Support Services, money tips	Feedback from HEI colleagues, BSU and external students on clarity of information
Printed student finance booklet and quick guides	Prospective applicants, schools, colleges, parents, supporters and advisors	Updated annually, used at all Open Days, campus visit days and outreach events with post-16 learners and adults	Fees, NSP ALF, grants, loans and SLC, other sources of funding, living costs, accommodation, Student Support Services, money tips	Evaluated as part of on-going Student Support Services evaluation programme – including feedback from student union
Website Prospectus Student Support Services pages	Prospective applicants, schools, colleges and advisors New and continuing students	Newest prospectus updated when available Most recent information for all year cohorts uploaded when available	Key facts, costs, sources of funding, sample budgets, contact info and links to advisors, support available, well-being, medical services, peer support network, links to external sites	Number of visits, monitoring of follow-up enquiries, feedback from HEI colleagues and student focus groups
Updating UCAS website and entry profiles	Prospective applicants, schools, colleges, parents, supporters and advisors	Information updated ready for each UCAS cycle	Detailed information including contact details, links back to BSU website and finance pages, entry profiles and course information	Reviewed each year
Open days and follow-up campus visit days	Prospective applicants, schools, colleges, parents and supporters	Eight Open Days Subject-based follow-up campus visits in March/April for those considering our offer	Student Support Services finance and welfare staff sessions and 1to1 consultations	Feedback questionnaire from attendees and debriefing sessions with staff
Applicant enquiry service, direct admissions enquiry lines – telephone and e-mail. Dedicated mature and Access to HE first point of contact	Prospective applicants, mature applicants, schools, colleges, parents, supporters and advisors	All year	Response to full range of individual enquiries, including fee issues, student finance, support and sources of IAG. Can include referral to relevant service professionals, direction to useful websites	Feedback from prospective staff, students, parents and supporters Feedback from prospective students and college tutors
Schools liaison Careers fairs Campus visits	Years 11, 12 and 13 students	Throughout school and college academic year	Tailored programme of events around student finance, general IAG and UCAS applications	Evaluation from young people and teachers
Student ambassador and mentor training	Student ambassadors and mentors receive finance training to facilitate sessions around costs and benefits of higher education	Autumn each year as part of structured training programme	Most current student finance information including fees, NSP, grants, loans etc. Familiarisation with finance and general IAG resources and activities	Evaluation from student ambassadors and mentors, plus evaluation of finance activities by teachers and young people participating in outreach events
Widening participation outreach Schools and campus-based programmes	Young people from 10 – 19	Throughout school and college academic year	Finance-based and general HE IAG activities ranging from short Q&A sessions, quizzes, budgeting activities, board games, talks and workshops - tailored to age group and event	Evaluation from young people and teachers
School-based parent events	Parents, carers, teachers and young people from local WP target schools and colleges	Throughout school and college academic year	Bespoke sessions – can include student ambassadors talk, workshops, presentation or sessions with Student Support Service staff	Evaluation from young people and teachers

Activity	Audience	When	Information included	Monitoring and evaluation
On-site parent event	Parents, carers, teachers and young people from local WP target schools and colleges	Spring term	UCAS, welfare and student finance delivered by Student Support Services	Evaluation from young people and teachers
Access outreach including annual Access to Higher Education Student Conference	Access to Higher Education students and tutors	Outreach visits as requested Annual conference in January	Entry requirements, UCAS and finance. Handouts including BSU service addresses and useful finance websites Session on finance and welfare from Student Support Services staff	Tutor evaluation Delegate evaluation
Workshop days	All Age Careers Service advisors, teachers, tutors and other supporters	Summer term	Student finance, UCAS applications, BSU-specific information	Event delegate evaluation
Pre-registration and welcome information	New students Returning students	Early September and reminder in mid-September Several e-mails sent from mid-September to start of Welcome Week	e-mail directing students to Registration web pages and Student Portal. Links to all required information including finance	Evaluation from staff and student survey
Student Support Services Drop-in and virtual single point of entry – students assessed and directed to relevant advisor Casework Money doctor clinics Financial health checks	Pre-entry and current students Pre-entry and current students Current students Current students	Throughout the year Throughout year Termly Termly	Finance, welfare and disability support and advice Finance and welfare support and advice Finance IAG Finance IAG	University-wide evaluation programme in place – qualitatively evaluate student experience to inform future service delivery developments
Finance Services Telephone, e-mail and counter service	Current students, parents	All year service	Financial help and guidance relating to fees, payments and NSP	Evaluation included in student survey
Student Administration Services Telephone, e-mail and counter service	Prospective and current students, alumni, academic staff and parents	All year service	IAG on all aspects of student and course administration	Evaluation included in student survey
Bath Spa plus Jobshop student employment service	Current students	Open during term time	Offers advice on employment. Works with local employers to provide students with opportunities to access financial support through casual work or placement opportunities	Student and employer satisfaction surveys
Bath Spa Plus Careers service IAG Supporting work placements Supporting transition into workplace	Current students Early graduate students Graduate students	Open during term time Up to six months after graduation Up to three years after graduation	Sandwich year placements, curriculum-based work placements, accreditation for work experience outside of term time, internships	Student and employment satisfaction surveys

Table 5 - Milestones and targets

Table 5a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximium)
				2012-13	2013-14	2014-15	2015-16	2016-17	
State School (HESA Table T1a)	Young full-time undergraduate entrants	2009/10	0.947	0.948	0.949	0.95	0.951	0.952	This target and the milestones were calculated on the previous 5 year pattern of increase in actual number of entrants and the assumption that there would be no increase in overall student numbers. It difficult to predict any impact the new fee regime and drive to widen access across the sector might have on future recruitment. We would look not to fall below 93%, which reflects current state school attendance in the general population.
NS-SEC (HESA Table T1a)	Young full-time undergraduate entrants	2009/10	0.369	0.37	0.371	0.372	0.373	0.374	This target and the milestones were calculated on the previous 5 year pattern of increase in actual number of entrants and the assumption that there would be no increase in overall student numbers. It is difficult to predict any impact the new fee regime and drive to widen access across the sector might have on future recruitment.
LPN (HESA Table T1a)	Young full-time undergraduate entrants	2009/10	0.097	0.099	0.1	0.102	0.104	0.105	This target and the milestones were calculated on the previous 5 year pattern of increase in actual number of entrants and the assumption that there would be no increase in overall student numbers. It is difficult to predict any impact the new fee regime and drive to widen access across the sector might have on future recruitment.
Mature	Table T2a Mature full-time undergraduate entrants with no previous HE and from low participation eighbourhoods	2009/10	0.1	0.105	0.11	0.115	0.12	0.125	This target and the milestones were calculated on the previous 5 year pattern of increase in actual number of entrants and the assumption that there would be no increase in overall student numbers. It is difficult to predict any impact the new fee regime and drive to widen access across the sector, or new funding arrangements for Access to HE Diplomas learners might have on future recruitment. Often fluctuations in this data set around percentages and benchmarks as it is normally a small population (between 30 and 65 in past six years)
Disabled	Table T7 Participation of students in receipt of a DSA: Full-time undergradautes	2009/10	0.084	0.084	0.084	0.084	0.084	0.084	We aim to maintain our performance, which is well above benchmark, over this period.
Disabled	Full-time undergraduates UK-domiciled from BME groups other than white	2009/10	0.06	0.062	0.064	0.066	0.068	0.07	
Care-leavers	Undergraduate entrants	2009/10	Ten	11	12	13	14	15	
Non continuation: Young (HESA Table T3a)	Qualify or continue at same university	2008/09	0.92	0.925	0.927	0.929	0.931	0.935	
Non continuation: All (HESA Table T3a)	Qualify or continue at same university	2008/09	0.926	0.929	0.931	0.933	0.936	0.94	
Non continuation: LPN (HESA Table T3b)	Qualify or continue at same university	2008/09	0.88	0.887	0.889	0.901	0.903	0.905	

Completion/Non continuation (other - please give details in the next column)	Table T3d All other undergraduate entrants Qualify or continue at same university	2008/09	0.864	0.87	0.873	0.876	0.879	0.88
Projected outcomes (HESA table T5)	Full-time students starting first degree courses: Projected	2008/09	0.85	0.86	0.865	0.87	0.875	0.88
Other (please give details in the next column)	Table E1a Employment indicators: leavers obtaining first degree from full-time courses working or studying	2008/09	0.88	0.91	0.92	0.93	0.94	0.95
Other (please give details in the next column)	HESA Destination of Leavers from Higher Education: percentage of respondents in graduate level employment	2009 leavers	0.375	0.45	0.475	0.5	0.525	0.55

Table 5b - Other milestones and targets

Alongside applicant and entrant targets, we encourage you to provide targets around your outreach work (including collaborative outreach work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (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)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Management targets	Convene new University-wide strategic steering group to monitor progress towards the delivery of the measures, targets and milestones set out in this and future Access Agreements.	2011/12	1 inaugral meeting	3 meetings	3 meetings	3 meetings	3 meetings	3 meetings	The Steering Group will be convened in 2011/12 to set terms of reference and establish reporting pathway in Universioty governance structure. From 2012/13 the Group will meet at least once per term to monitor progress towards delivery against milestones, receive annual monitoring and evaluation reports and review the Access Agreements required by OFFA in the subsequent years. Sub-groups may be formed from membership to collaborate on various tasks or projects.
Management targets	Convene new University Student Experience Advisory Group.	2012/13							A new Student Experience Advisory Group will be convened to strategically manage all aspects of improving the student experience, including the additional retention and success measures described in this Access Agreement.
Strategic partnerships (eg formal relationships with schools/colleges/employers)	Bath Compact with the University of Bath and City of Bath College.	2010/11	1 imaugral meeting	3 meetings	3 meetings	3 meetings	3 meetings	3 meetings	This is a new collaborative arrangement that will be put into place during 2011/12. The strategic aims of the Compact are to work with the University of Bath and City of Bath College to further develop and formalise our collaborative approach to outreach that will support widening participation and access to higher education in the Bath region.
Outreach / WP activity (collaborative - please give details in the next column)	Working with partner school or college coordinators to establish a framework, ideally based on a Learner Progression Framework model and HEFCE targeting guidelines, in which to deliver sustained, progressive, targeted and evaluated programme of outreach activity.	2010/11	6 institutions	6 institutions	8 institutions	10 institutions	10 institutions	10 institutions	The total number of participants is not yet known, but the aim to work with schools or colleges to build progressive programmes of activites for their targeted cohorts of pupils to raise aspiration to higher education and attainment to promote progression alongside provision of high-quality IAG to inform choices.
Strategic partnerships (eg formal relationships with schools/colleges/employers)	Build outreach programmes based on learner progression framework model for partner academy and trust schools. The University will have at least five partners by 2012/13.	2010/11	2 partners	2 events each	3 events each	4 events each	5 events each	5 events each	The total number of participants is not yet known. We aim to provide knowledge exchange, learning and teaching, curriculum enrichment, professional development for staff, leadership and governance and build progressive programmes of activites for their targeted cohorts of pupils to raise aspiration to higher education and attainment to promote progression alongside provision of high-quality IAG to inform choices.
Outreach / WP activity (collaborative - please give details in the next column)	Provide a programme of activities to support children in care and care-leavers working with local HEIs and colleges to support young people and local authority care teams in the region.	2010/11	5 events	6 events	7 events	8 events	9 events	10 events	The University currently works with three local authority teams in the region. We will work collaboratively with local HEIs to jointly expand the reach and volume of this work. We work with young people, their carers and professional support workers. The total number of participants per event is variable.

Activity	Description	Baseline year	Baseline	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Notes
Outreach / WP activity (collaborative - please give details in the next column)	Primary programme. Consists of three sessions, two school-based and one on campus. In 2010/11 we worked with three schools.	2010/11	3 programmes	4 programmes	5 programmes	6 programmes	7 programmes	7 programmes	We will work with regional HEIs to prevent duplication of events in same schools. There are usually between 20 to 30 pupils in each prgramme.
Outreach / WP activity (other - please give details in the next column)	Programme of targeted aspiration-raising generic campus visit days based around student life and finance IAG.	2010/11	5 events	18 events	20 events	22 events	24 events	25 events	In 2010/11 most of the generic campus visit days were funded through Aimhigher. We plan to retain Aimhigher staff and subsume Aimhigher targets in this strand of activity through Access Agreement funding. The average number of participants per event is approximately 40.
Outreach / WP activity (other - please give details in the next column)	Subject-based events. Curriculum-based and university subject taster sessions.	2010/11	5 events	11 events	12 events	13 events	14 events	15 events	In 2010/11 some subject-based events were funded through Aimhigher. We plan to retain Aimhigher staff and continue this strand of activity through Access Agreement funding. The average number of participants per event is approximately 25-30.
Outreach / WP activity (other - please give details in the next column)	School and college based aspiration and attainment-raising events with young people.	2010/11	10 events	20 events	21 events	22 events	23 events	24 events	In 2010/11 some school-based events were funded through Aimhigher. We plan to retain Aimhigher staff and continue this strand of activity through Access Agreement funding. The number of participants per event is variable depending on the nature of the event, can range from HE roadshows for targeted groups of 50, to career-fairs whole year groups.
Outreach / WP activity (other - please give details in the next column)	Parent evening events based around HE and finance IAG.	2010/11	6 events	12 events	14 events	16 events	18 events	20 events	In 2010/11 some parent evening events were funded through Aimhigher. We plan to retain Aimhigher staff and continue this strand of activity through Access Agreement funding. The number of participants per event is variable depending on the nature of the event and can range from 30 to 150+.
Outreach / WP activity (other - please give details in the next column)	Mentoring and tutoring programme.	2010/11	No activity	6 schools	6 schools	6 schools	6 schools	6 schools	In 2010/11 mentoring and tutoring was funded exclusively through Aimhigher. We plan to retain Aimhigher staff and continue to offer this strand of activity through Access Agreement funding. Aimhigher mentoring was particularly resource-intensive. The programmes will remain highly-targeted and based around small-group mentoring or tutoring, but will be shorter in duration, more flexible in content and tailored to the particular needs of schools and colleges.
Outreach / WP activity (collaborative - please give details in the next column)	Outreach work with Access to Higher Education Diploma students.	2010/11	8 events	10 events	10 events	10 events	10 events	10 events	This is an indication of minimum activity and includes planned activity such as the Annual Access Student Conference and demand-led activity such as outreach visits to colleges. It is difficult to predict the number of events as outreach visits to Access courses varies year-on-year. The number of particants per event is also difficult to predict, although typically the Annual Access Student Conference attracts 50-60 participants.
Student support services	Proactive targeting of support services for students with behaviours and characteristics associated with greater risk of withdrawal.	2011/12	Set up retention working group	Introduce referral system	Evaluate and review service	Evaluate and review service	Evaluate and review service	Evaluate and review service	A retention working group will be convened to identify student behaviours and any additional student characteristics other than low participation neighbourhood that are associated with greater risk of withdrawal. A system will then be developed within existing provision to identify and proactively direct students at-risk students to the appropriate support professionals.

Student support services	Student Success - Audit of work placement and work-related learning provision across institution.	2011/12	Set baseline of provision						The University will work to ensure parity of opportunity for work placement and work-related learning across our undergraduate provision.
Student support services	Student Success - Extra-curricular skills and development workshops.	2010/11	150 workshops	200 workshops	225 workshops	250 workshops	275 workshops	300 workshops	Workshops to build skills and knowledge to enhance employability and enterprise. Workshops are open to all, but we will work to ensure that students from non-traditional backgrounds are accessing this provision.
Student support services	Student Success- percentage of students participating in Bath Spa Plus/extra-curricular award scheme.	2010/11	0.05	0.1	0.15	0.2	0.27	0.4	
Student support services	Student Success - percentage of final year students having access to business/alumni mentor.	2010/11	0.03	0.05	0.1	0.175	0.225	0.33	