



Bournemouth University

Fair Access Agreement 2012 - 2013

June 2011

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Bournemouth University

Fair Access Agreement 2012 - 2013

Bournemouth University (BU) has a strong track record of success in attracting applicants and students from under-represented groups. Our long standing relationships with regional schools and FE colleges have been a vital element of our widening participation strategy to date.

The introduction of graduate contributions and the associated Fair Access developments are timely. We have a new Vice-Chancellor and we are in the process of refreshing our strategic vision, informed by extensive dialogue with key stakeholders including students and staff.

At the heart of the new vision is the unique BU student experience - rooted in the establishment of communities within and without the campus, an extended student journey and the embedding of the student voice before, during and after the period of study at BU. This strategy underpins and informs our approach to Fair Access.

The University's commitment to widening participation (WP) is already embedded within the existing vision, values, targets and milestones outlined in our Corporate Plan (2006-2012), our Strategic Plan (2007-2012) and our WP Strategy and WP Strategic Assessment (2009-2012).

Our emerging new vision for the period beyond 2012 will seek to build on progress made to date in strengthening access for non-traditional students who have the potential to succeed in Higher Education and in significantly enhancing their career opportunities. It also allows us to extend our ambitions into exciting new areas of engagement and to embed activities to support these ambitions even more robustly within the fabric of the University.

The key new ambitions are as follows:

- To deliver an outreach programme which maintains the most effective elements of the Aimhigher programme, but is fully integrated within the University's Schools and Colleges Liaison function.
- To extend the outreach programme into new territories including: collaborations beyond the Aimhigher geographical region; an enhanced focus on specific target groups (e.g. Care Leavers); the provision of impartial HE guidance to those students in target schools who would benefit from this; and extensive use of our own BU students as ambassadors and mentors.
- To deliver an integrative and innovative BU coaching programme to support retention and success, which is embedded within the BU student experience strategy and based on the findings of existing work on student motivation and retention.
- To offer a highly targeted, simple, transparent and clearly communicated programme of financial support, based solely on need.

The process by which BU has arrived at the priorities set out in this Fair Access Agreement included active engagement with the Students' Union, the University Leadership Team, the University Executive Team and the University Board.

1. Scope of this Agreement

This Access Agreement is for UK and non-UK EU students, commencing 2012 in full time undergraduate courses which are subject to regulated undergraduate fees. NHS funded courses are, therefore, not part of this agreement.

Part-time students are not currently covered by this agreement. The University is awaiting new government regulations on part time students before providing details.

2. Fees

The University charges three fee levels for full time undergraduate students, as indicated in the table below. This also applies to Bournemouth University programmes delivered through the University's partner colleges (listed in Appendix 1).

Degree Programme	Tuition fees for new entrants 2012-13	Estimated number of entrants 2012-13	Placement Year Fee	Annual inflationary increases
Honours Degree Premium Fee	£9,000	350	£675	Y
Honours Degree Standard Fee	£8,200	2,520	£675	Y
Foundation Degree Premium Fee	£8,200	30	n/a	Y
Foundation Degree Standard Fee	£6,000	630	n/a	Y

- Honours Degree Premium Fee: This is the annual fee to be charged for those undergraduate Honours programmes where their premium standing is for reasons of reputation, cost of delivery, and competitive quality as represented by entry tariff points.
- Honours Degree Standard Fee: This is the annual fee to be charged for the majority of BU's undergraduate programmes.
- Foundation Degree Premium Fee: This is the annual fee to be charged for those foundation degree programmes where their premium standing is for reasons of reputation, cost of delivery, and competitive quality as represented by entry tariff points.
- Foundation Degree Standard Fee: This is the annual fee to be charged for BU foundation degrees which are predominantly delivered through regional Further Education colleges who are partners of BU.

Fees for post-2012 entrants will be reviewed and decided on an annual basis and set within the relevant government policies in place at the time.

3. Assessing Our Access and Retention Record

3.1 Access

The University's commitment to WP is set out in the Strategic Plan 2007-2012, which identifies a number of objectives to be achieved during the period of the plan. Of these original objectives, the majority have been successfully achieved, some remain current and these set out the University's areas of strategic focus for the period 2012-13.

Data on the University's performance to date can be found in Appendix 2. On the national stage, Bournemouth University is performing well in recruiting students from State Schools (with 5.1% more students from State Schools than the national average, HESA, 2009-10) and students with a disability (3.7% higher than the national average, HESA, 2009-10). Students from under represented socio-economic groups (NS-SEC 4-7) are recruited at just below the national average (1.5% less, HESA, 2009-10) and students from low participation neighbourhoods (LPNs) at 2.4% lower than the national average (and 1.4% from regionally adjusted benchmark, HESA, 2009-10).

The University is committed to increasing numbers of students from these disadvantaged groups, but will particularly focus efforts on students from low participation neighbourhoods (LPNs).

3.2 Retention

When looking at national statistics, again the University is performing well in terms of retention. HESA statistics show our retention rate is almost 1% better than the national average (6.5% compared to 5.9%, HESA, 2008-09).

Bournemouth University's own statistics do not include students who leave the University and enrol at another HEI (as HESA data does). However, they do provide an insight into trends. Since 2007/08, the average rate of students leaving BU without completing their studies is 8.8%.

Over the same period, the rate of students leaving BU from our target groups is higher than for the University as a whole and it has remained at similar levels over the three years considered. For LPN the average is 11.5%; and for students from NS-SEC 4-7 the average is 10.1%

However, students with a disability, who benefit from an increased level of support whilst on campus, have a higher retention rate than the rest of the study body; the average proportion of disabled students leaving the University over three years is 7.3%.

The retention targets will require a step change, but will take into account the success of interventions undertaken with students with disabilities.

4. Access Measures

Bournemouth University's Widening Participation Strategy already acknowledges the importance of having a multiple approach and a range of access measures targeted to the different key aspects of the student journey:

- i. **raising aspirations** and achievement,
- ii. **financial support** and
- iii. pro-active support to meet student needs increasing **successful student completions** and students' personal development

From 2012 the University will commit new funding to raising aspirations and achievement, allowing the successful activities from Aimhigher to continue, costed at £618,000 in 2012/13.

The University will continue to deliver direct financial support for students from under-represented groups in line with the University's widening participation strategy. This includes the University's match funding for the National Scholarship Programme plus our own bursaries and scholarships, to a value of over three quarters of a million pounds in 2012/13, rising to over £2.5m in 2015/16, and over £3m in 2017/18.

The new BU Coaching scheme, to aid student retention and success, will have a £300,000 investment in year 1 (2012-13), rising to £700,000 in year 4 (2015-16).

Full details on expenditure can be found in Appendix 4.

4.1 Outreach

The University shares the view that early interventions to raise aspirations are key to widening participation. Research studies show evidence that where interventions are solely at immediate pre-University level, this will have minimal impact in widening participation as the disengagement of those students will have already happened.

The University has selected three main groups for significant outreach interventions:

- a. Students from under-represented groups will see an increase in activity. We will target students from **Low Participation Neighbourhoods** (LPN). One factor in this decision is that proxy data to facilitate targeting are readily available. However, we predict that targeting students from LPNs will have a flow on effect of increasing participation from students from low socio economic backgrounds (NS-SEC 4-7). The University will investigate the possibility of using the Pupil Premium data once this has been rolled out to schools, as a further way of targeting schools from socio-economic backgrounds.
- b. **Care Leavers** will be a focus for 2012-13 as we build on preparatory work already undertaken and developed further in the 2011-12 period. A specific objective will be to secure the Buttle Trust Quality Mark for Care Leavers during 2014/15.
- c. Students with a **disability** will remain in focus.

The University will not make this list exclusive, and will continue to work with other under-represented groups. For example, The Media School has partnered with the Brit School for Performing Arts & Technology in Croydon, to develop a foundation degree. The location of the Brit School allows the University to work with students from ethnic minorities who would not normally apply to university.

The University will continue to work towards the Strategic Objectives set out in our Widening Participation Strategic Assessment:

- a. Achieve two of our three national benchmark targets for widening participation.
- b. Continue to offer a range of progression opportunities into and through Higher Education including the award of Foundation Degrees.
- c. Maintain effective relationships within the region, collaborating with others in the post Aimhigher era. During 2011/12 the University will build an appropriate collaborative model with a view for implementation in 2012/13.
- d. Implement new management structures within the University's Academic Schools to ensure effective widening participation strategies are integrated into their work.
- e. Strengthen the central coordination of our widening participation activities.

4.1.1 Outreach Activities

The University will continue to run a number of the most successful Aimhigher interventions and will retain relevant core staff during the interim year 2011-12 and beyond. We also recognise the critical role that both placement students and student ambassadors have had (as part of the Aimhigher programme) in raising the aspirations of under-represented students and helping to demystify HE. We are keen to continue to use our own BU students to this end.

We will continue to target schools and colleges identified during the Aimhigher period and will explore how to expand this outreach to schools outside the Aimhigher geographical area, including at national level. In addition, our close links with local Academies in LPN areas - notably St Aldhelm's and Oakmead - will be developed further. We are currently leading a small research project designed to learn about future students aspirations for their higher education and have conducted recorded interviews with children from a range of schools to elicit the 'applicant voice'. This has informed our plans for fair access and our wider student experience activities and will be developed into a local 'children's commission' for the ongoing engagement of BU with schools in our locale. The recorded material will be used in an internal awareness raising and staff development programme.

The activities which are proposed to be funded are Summer Schools, Mentoring, Campus visits, Taster Days, Master Classes, Information and Guidance sessions, Staff Development, supporting Looked After Children (LAC) Virtual Schools, and students with a disability.

All of the above events for pre-16 learners have been proven to raise aspirations amongst the target groups. Evidence is available from local Aimhigher Area evaluations and widely acknowledged by national research.

Post-16 support for learners will be offered through specific guidance in helping students make appropriate applications to HE. BU will fund a peripatetic impartial HE guidance role for target schools.

By 2012/13 we intend to have in place Compact Agreements with relevant target schools and colleges. We will build these agreements during 2011/12. In time, these are likely to extend to our target institutions' feeder schools at Primary level. In this context, we recognise that parents, carers and guardians are important influencers and will endeavour to reach more parents via Primary-level feeder schools over the next few years.

4.1.2 Estimated number/reach of activity

The University plans to fund the following outreach activities:

- 200 outreach interventions in 2012-13
- Target number of beneficiaries, 7,000

Full details on the outreach activities can be found in Appendix 3.

4.2 Student Retention & Success

The University's approach to increasing student retention levels, particularly those from 'fair access' target groups is informed by two major BU projects. The first is the review of the student experience which culminated in the development of the Student Experience Strategy in 2010. The review explored the specifics of life as a BU student, and considered student feedback, staff feedback and a review of research across the sector. The strategy focuses on three core themes - student voice, student journey and student communities. Our retention strategy will touch on each of these themes.

The second major project is the Here! Project, a partnership of Bournemouth University with Nottingham Trent University and the University of Bradford. Here! is funded jointly through HEFCE and the Paul Hamlyn Foundation and is one of seven projects that are part of the What Works! Student Retention and Success Programme. It is a three year project investigating the twin cores of why some first year students have doubts, but stay, and why some first year programmes retain their first year students better than their peers. The project is important because it concentrates on retention rather than withdrawal, wellness rather than illness.

4.2.1 Retention Plan: BU Coaching Scheme

The BU Coaching scheme - to be piloted in 2011/12 - will be an integrative programme which draws together current retention activity at BU and which extends the range of activities in light of the evidence gleaned from Here! and the BU student experience work regarding student motivation and retention. This evidence does not single out 'fair access' students but our default assumption is that the findings will apply to all students to varying degrees. This will be evaluated at the end of the pilot.

Further details on expenditure can be found in Appendix 4. Details on the BU coaching programme are located in Appendix 5.

4.3 Financial Support for Students

The University policy in relation to fees, scholarships and bursaries is clear and transparent. The University is committed to offering value for money throughout the range of services provided to students.

Unless otherwise specified in the offer of a place to a student, there will be no extra charges for:

- Activities that all students on any particular programme are required to undertake to achieve their award e.g. going on field trips.
- Most specialist equipment that all students on a particular programme are required to acquire e.g. laboratory coats.

The University Fees Board, with responsibility for approving the University's fees, may also approve such other incentives, as they deem appropriate.

Financial support will be given on the basis of need.

4.3.1 Investment in the National Scholarship Programme (NSP)

The University's provisional allocation from the Government for 2012/13 is for 183 National Scholarships, rising to 549 in 2014/15.

The University is committed to matching the Government's National Scholarship Program (NSP) funding; and as the allocation of NSPs increases, so will the University's match funding. In order to best support students in receipt of a national scholarship, the match funding element will be delivered throughout their time at the University, by means of a cohort model.

For a student, this means the NSP funding will follow them through their studies. They will receive £3,000 Government NSP allocation in their first year (Level C), £1,500 BU match funding in Level I and £1,500 BU match funding in Level H (no payments in the placement year). See Appendix 4 for more detail.

For the University, this means students are supported financially throughout their studies, better supporting retention and success.

The University will ring fence the funding for each cohort. 2012/13 entrants' match funding will be paid in 2013/14 and 2014/15 (or 2015/16 if the student has gone on placement). 2013/14 entrants', match funding will be paid in 2014/15 and 2015/16 (or 2016/17 if the student has gone on placement), and so on. Full match funding will be reached in 2017/18.

The Bournemouth University Financial Support Package will be highly targeted for new students. Details on the key eligibility criteria and value of the financial packages for 2012/13 entrants can be found in Appendix 4.

5. Targets & Milestones

The University has set ambitious targets, whilst taking into account the historical applicant pool. Our progress toward the objectives will be measured through a variety of quantitative and qualitative data, as specified in Appendix 6. As there

is a lag in the publication of the HESA WP performance indicators, data from the University's systems is used for in-year monitoring.

The University has elected to concentrate on target groups which already fall into the population of the region and where most impact will be felt. However, it should be noted that BU Schools which draw applicants from a national pool have individual WP targets which include increasing applications from other under-represented students, such as those from ethnic minority groups.

A good example of this is from The Media School, where the development of an FdA Digital Media Practice in partnership with the Brit School for Performing Arts & Technology in Croydon, is aimed at students who traditionally would not apply to University. On successful completion of this programme, and subject to meeting certain criteria, students can then top up their FdA to a BA based at Bournemouth University.

Our targets cover applicants, entrants, retention and outreach and comprehensively outline our commitment to access.

6. Monitoring and Evaluation Arrangements

During 2011/12 and in preparation for 2012/13, there will be an increased profile within the University to set appropriately stretching WP targets, monitor performance and evaluate outcomes. The University has recently embarked on a review of its Committee structure; an outcome of this will be to review where the responsibility for WP Strategy should be best placed, with a view that it is embedded throughout the work of the University. Clear responsibility for the monitoring of the WP Strategy and the progress towards the University's WP-related key performance indicators (KPIs) will be reviewed and re-defined within the new Committee structure, in addition to identifying and disseminating good practice.

Progress towards the targets will be monitored formally through an annual WP report, in addition to ongoing regular monitoring.

7. Provision of Information to Prospective Students

The University endeavours to provide clear, accurate, comprehensive and timely information to prospective and current students on the Access Agreement and any other related information as may be deemed relevant. The full range of student support available is publicised through a range of media, including the prospectus, the website (including a dedicated area for Careers Advisers and Teachers), online listings on external sites, student handbook and hard copy information leaflets. In particular, the offer letter draws applicants' attention to the University's offer of a range of bursaries and scholarships. It also provides a web link where more detailed information about what is available and how to apply, can be accessed.

The 'askBU' service was introduced in September 2007 and is the University's 'one stop' information and guidance shop for incoming and current students. All askBU advisors are able to provide information on the range of financial support

available to students and the Student Financial Support Team is an integral part of the askBU service. The Students' Union Advice Service also provides advice on financial support. Regular emails are sent to prospective students to keep them informed of the latest information and the askBU service is actively engaged with social media channels (Twitter and Facebook) to answer questions.

Further face-to-face information and advice is provided at BU's five annual University-wide Undergraduate Open Days (which include a Fees and Funding presentation); Subject / Interview / Selection days; UCAS fairs and School Information visits; and a BU-hosted annual Careers Advisers and Teachers Conference.

BU's outreach programme is divided into aspiration raising and general HE experience activity for the pre-16 age group in target schools and colleges and the provision of much more tailored information, advice and guidance for the post-16s. It will include the provision of both staff development to careers advisers and teachers and targeted, impartial HE guidance for learners who have been identified as finding this helpful in making appropriate choices.

The University's fees policy clearly demonstrates our commitment to informing students up front about all the costs included in the fee for the duration of their programme and the University ensures that this information is communicated to students before the start of the programme. This communication includes information on likely annual rises in line with the Retail Price Index (RPI) (or other inflator) and the level of bursary available as well as details on the appropriate appeals processes.

The University's Fees Board sets all fees, and the criteria for the award of scholarships and bursaries, annually. This is normally 18 months in advance of them coming into effect. Changes to policy are communicated to prospective and current students in a timely and appropriate manner.

The simplicity of BU's financial offer to students aids clarity of communication.

8. Students Covered in Previous Access Agreements

The University is committed to supporting continuing students financially through the remainder of their studies. Appendix 7 provides further details, with a forecast spend, taking into account steady state of student numbers and fees.

Appendix 1 - Partner Colleges

- Bournemouth and Poole College
- Bridgwater College
- The Brit School
- Kingston Maurward College
- Weymouth College
- Wiltshire College Salisbury
- Yeovil College

Plus the Anglo-European College of Chiropractic, an Associate College of the University.

Appendix 2 - Assessing our Access Record

Young Full-time Undergraduate Entrants (HESA PI Table 1b)

HESA Performance Indicators			BU Data	
2006-07	2007-08	2008-09	2009-10	2010-11

Low Participation Neighbourhoods

Bournemouth University	8.2%	8.6%	8.3%	8.1%	7.8%
Location adjusted benchmark	9.5%	9.6%	9.6%		
Difference from Location adjusted benchmark	-1.3%	-1.0%	-1.3%		
UK	9.4%	10.2%	10.5%		

NS-SEC 4-7

Bournemouth University	29.7%	29.2%	32.6%	29.4%	29.7%
Location adjusted benchmark	31.7%	30.8%	35.0%		
Difference from Location adjusted benchmark	-2.0%	-1.6%	-2.4%		
UK	30.3%	30.1%	33.1%		

State Schools & Colleges

Bournemouth University	94.7%	93.1%	95.2%
Location adjusted benchmark	90.7%	89.8%	91.2%
Difference from Location adjusted benchmark	4.0%	3.3%	4.0%
UK	88.3%	88.5%	89.0%

Full-time Undergraduates (HESA PI Table 7)

Students in receipt of DSA

Bournemouth University	5.2%	6.9%	7.3%	5.4%	6.7%
Benchmark	4.2%	4.4%	4.6%		
Difference from Location adjusted benchmark	1.0%	2.5%	2.7%		
UK	4.3%	4.5%	4.7%		

Young Full-time Undergraduate Applications

	BU Data			
Academic Year of Entry	2008-09	2009-10	2010-11	2011-12

Low Participation Neighbourhoods

Applications	9.0%	9.1%	9.9%	10.7%
Enrolments	8.0%	8.1%	7.8%	
Difference (Applications - Enrolments)	1.0%	0.9%	2.1%	

Appendix 3 - Outreach

Type of Activities	Number interventions per year	Average number of attendees per year
Campus visits	30	1350
Taster Days	30	600
Master Classes	10	250
Information, Advice & Guidance	60	1500
Key influencers	40	1050
STEM activities	36	2050
Summer Schools		45
Mentoring		166
Total	206	7011

Appendix 4 - Expenditure

Expenditure 2011-12

Expenditure in preparation for 2012/13	Total Funding Committed in 2011-12(£)
1 FTE Level 6 position to develop management information and monitoring requirements	£35,000
IT Development costs	£40,000
BU Coaching Pilot, Evaluation and Set Up	£100,000
Aimhigher replacement programme	£600,000
TOTAL	£755,000

Expenditure 2012-13

1. Expenditure on new access measures

New Access Measures - 2012	Total Funding Committed in 2012-13(£)
Pre-16 Information, Advice & Guidance. Connexions Personal Advisors will cease in July 2011 and BU will fill the gap, especially from students in LPNs. Aim is to guide the learner GCSEs & Level 3 choices and options, putting learners in the position to progress to HE to meet career ambitions	£22,000
Partnerships/Compact arrangements - including Access Coordinator based in 48 schools	£96,000
Outreach programme	£500,000
TOTAL	£618,000

2. Expenditure on student financial support

2.1 Number of Scholarships available to BU students

Type	No. for 12/13 entrants	No. for 13/14 entrants	No. for 14/15 entrants	No. for 15/16 entrants
NSP	183	366	549	549
BU Bursaries	150	150	150	150
TOTAL	333	516	699	699

The University is committed to matching the Government's National Scholarship Funding (NSP); and as the allocation of NSPs increases, so will the University's match funding. In order to best support students in receipt of a national scholarship, the match funding element will be delivered throughout their time at the University, by means of a cohort model.

For a student, this means the NSP funding will follow them through their studies. They will receive £3,000 Government NSP allocation in their first year (Level C), £1,500 BU match funding in Level I and £1,500 BU match funding in Level H (no payments in the placement year).

For the University, this means students are supported financially throughout their studies, better supporting retention and success.

The University will ring fence the funding for each cohort. 2012/13 entrants' match funding will be paid in 2013/14 and 2014/15 (or 2015/16 if the student has gone on placement). 2013/14 entrants', match funding will be paid in 2014/15 and 2015/16 (or 2016/17 if the student has gone on placement), and so on. **Full match funding will be reached in 2017/18** (see table 2.5).

How Students will be supported

As highlighted, our financial support package will be targeted at students from LPN and care leavers in the first instance.

2.2 Foundation Degrees

	Level C
Cash	£1000
Accommodation	£2000

2.3 First Degree

	Level C	Level I	Level H
Cash	£400	£300	£300
Accommodation/Fee Waiver ²	£2000	£1000	£1000
Vouchers ³	£600	£200	£200
TOTAL	£3000	£1500	£1500

2.4 Care Leaver Bursary (for Foundation Degrees & First Degrees) ¹

	Level C	Level I	Level H
Cash	£900	£300	£300
Accommodation/Fee Waiver ²	£4,500	£4,500	£4,500
Vouchers ³	£600	£200	£200
TOTAL	£6,000	£5,000	£5,000

¹ Care Leavers

In addition to the above measures, the University will guarantee year-round accommodation for care leavers for the duration of their programme. For the first year, the University will provide accommodation in University halls of residence free of charge and then guarantee accommodation in University-managed housing for subsequent years. For students at Partner Colleges, where accommodation is not managed by the University, the University will contribute to the cost of accommodation with a bursary for that purpose.

² Flexibility

Eligible students are able to select which type of bursary best meets their circumstances in their first year, accommodation discount or fee waiver.

Full details on the eligibility criteria for the student support packages will be found on the University's website with information on how to apply.

³ Vouchers

As with the accommodation discount or fee waiver, students will also have a menu of options to choose from for vouchers, depending on their circumstances. This will include, but is not limited to, book vouchers, travel/rail card vouchers for trips home, and child care vouchers.

Key

Level C - Certificate Level (first year of programme)

Level I - Intermediate Level (second year of programme)

Level P - Placement Level (if applicable to the programme - not included here as bursary/NSP payments are not made during the placement year)

Level H - Honours Level (third year of programme)

2.5 The University's Expenditure on National Scholarships

	2012/13					2013/14				
	Gov NSP	BU NSP Match Funding	Total NSP	BU Non-NSP	TOTAL EXPENDITURE	Gov NSP	BU NSP Match Funding	Total NSP	BU Non-NSP	TOTAL EXPENDITURE
Cash	£73,200	£0	£73,200	£3,000	£76,200	£146,400	£54,900	£201,300	£4,000	£205,300
Choice: Accommodation discount/fee waiver	£366,000	£0	£366,000	£15,000	£381,000	£732,000	£183,000	£915,000	£41,000	£956,000
Choice: e.g. book vouchers/travel vouchers/child care vouchers	£109,800	£0	£109,800	£0	£109,800	£219,600	£36,600	£256,200	£0	£256,200
Total	£549,000	£0	£549,000	£18,000	£567,000	£1,098,000	£274,500	£1,372,500	£45,000	£1,417,500

	2014/15					2015/16				
	Gov NSP	BU NSP Match Funding	Total NSP	BU Non-NSP	TOTAL EXPENDITURE	Gov NSP	BU NSP Match Funding	Total NSP	BU Non-NSP	TOTAL EXPENDITURE
Cash	£219,600	£131,700	£351,300	£4,500	£355,800	£219,600	£241,500	£461,100	£4,500	£465,600
Choice: Accommodation discount/fee waiver	£1,098,000	£439,000	£1,537,000	£57,500	£1,594,500	£1,098,000	£805,000	£1,903,000	£78,500	£1,981,500
Choice: e.g. book vouchers/travel vouchers/child care vouchers	£329,400	£87,800	£417,200	£0	£417,200	£329,400	£161,000	£490,400	£0	£490,400
Total	£1,647,000	£658,500	£2,305,500	£62,000	£2,367,500	£1,647,000	£1,207,500	£2,854,500	£83,000	£2,937,500

	2016/17					2017/18				
	Gov NSP	BU NSP Match Funding	Total NSP	BU Non-NSP	TOTAL EXPENDITURE	Gov NSP	BU NSP Match Funding	Total NSP	BU Non-NSP	TOTAL EXPENDITURE
Cash	£219,600	£296,700	£516,300	£4,500	£520,800	£219,600	£329,400	£549,000	£4,500	£553,500
Choice: Accommodation discount/fee waiver	£1,098,000	£989,000	£2,087,000	£85,500	£2,172,500	£1,098,000	£1,098,000	£2,196,000	£85,500	£2,281,500
Choice: e.g. book vouchers/travel vouchers/child care vouchers	£329,400	£161,000	£490,400	£0	£490,400	£329,400	£219,600	£549,000	£0	£549,000
Total	£1,647,000	£1,446,700	£3,093,700	£90,000	£3,183,700	£1,647,000	£1,647,000	£3,294,000	£90,000	£3,384,000

3. Expenditure on retention measures

Retention Commitments	Total Funding Committed in 2012-13(£)
BU Coaching scheme Year 1 £300K, Year 2 £600K, Year 3 £660K, Year 4 £700K.	£300,000
TOTAL	£300,000

Appendix 5 – BU Coaching Programme

BU Coaching is designed to engage students from pre-arrival (offer stage) until alumni stage. This focus on the whole of the student journey is central to the philosophy of students becoming lifelong members of the BU academic community. Community and a sense of belonging have emerged as key issues for students in terms of engagement, retention and motivation. Another important element of the scheme is that it focuses on students as individuals and as such does not discriminate between academic, social, pastoral and other elements of the person. The student is approached holistically.

The scheme will vary in intensity and breadth according to student need – student need will in turn vary according to the particular needs of the student and the stage of the student journey. For example, we know that the first year – indeed the first few weeks – are critical in setting expectations and habits and in enabling students to become part of a network or community. As such, particular emphasis will be made on year one changes.

Key facets of the scheme will be

- Engagement with a BU ‘coach’ before arrival to ascertain student needs, expectations, identify interests and so on. An online link will be established from this point which will enable the student to engage with BU resources, chat to BU staff and students and link into networks (eg sports, music) and to begin to develop their personal portfolio.
- An extended induction which is not necessarily focused on the first few weeks but gathers in intensity during the first term. This enables students to get immersed in their subject and in academic habits from day one and enables them to build the necessary BU toolkit through the induction at an incremental pace. Induction will be refreshed for each level transition and especially focused for e.g. top up transfer
- Induction then migrates into the BU coaching programme which comprises, to varying degrees:
 - Group coaching
 - curriculum space for professional, academic and personal coaching
 - Extended peer assisted learning (PAL) – details below.
 - Online engagement and diagnostics (BU Chat, one-line support, e-portfolio)
 - Preferences/behaviours assessments throughout programme and reflection sessions to evaluate the learning from such assessments.
 - 121 with coach (could be academic or professional according to need) on a needs basis
 - Mandatory work/volunteering/consultancy exposure for all students
 - Placement support
 - Mentoring – alumni, business contacts, staff, students
 - Engagement with extra-curricular activity and, as appropriate, the BU student development award
 - SU schemes such as the SU Leadership and Management (Duke of Edinburgh) award
 - Entrepreneurship development
 - Links to professional bodies through local student chapters
 - Access to specific support such as finance, counselling, medical

- Ongoing review of student need and development of e-portfolio

Peer Assisted Learning

Peer Assisted Learning (PAL) is a long running and highly successful BU scheme that is intended to foster cross-year support between students on the same programme. It encourages students to support each other and learn co-operatively under the guidance of students from the year above

PAL has three main aims and it is intended to help students

- integrate quickly to university life and get to know other students
- improve their learning and study skills to meet the demands of their programme; and,
- prepare better for assessed work and examinations.

PAL sessions

- After receiving training, PAL Leaders (selected from Level I students) would facilitate regular study support sessions for groups of Level C students.
- PAL sessions are planned, structured and friendly.
- In PAL, the emphasis is on everyone in the group working co-operatively to develop their understanding. PAL is therefore about exploratory discussion led by the PAL Leaders. The more everyone joins in these discussions, the better the sessions work.
- Content for PAL sessions is based on existing course materials - handouts, notes, textbooks and set reading.
- Sessions may be aimed at encouraging cohort identity through extra curricula activity.

The number of first year students supported by PAL in **2009-10** was 3,200 (81%).

Evaluation Measures.

The scheme will be piloted in 2011/12 and reviewed and modified for full roll out in 2012/13. The evaluation package is still in formation but is likely to include:

- Retention levels (year 1)
- Employability (DLHE)
- Student outcomes (academic)
- Student feedback, NSS, SEF
- BU Student Development Award participation and awards
- Employer and alumni feedback

Appendix 6 – Targets and Milestones

NB All targets and milestones are subject to final validation

Milestone/ target type	Description	Base- line year	Base- line data	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	Commentary
Low Participation Neighbourhood Students	LPN measures using BU systems data for timely monitoring. Increase % of applications from students in LPNs, by increased number of outreach interventions outlined in BU's AA.	2010/ 2011	9.90%	10.50 %	10.75 %	11.25 %	11.75 %	12.00 %	9.9% of applicants to BU are from LPN, our goal is to increase the percentage of LPN students applying to the University. Step changes will be required, and the University will focus on the upward trend of applications over the period, allowing for annual anomalies and external factors influencing applications.
Low Participation Neighbourhood Students	LPN measures using BU systems data for timely monitoring. Increase enrolments of LPN students through active engagement during the application cycle and other measures.	2010/ 2011	7.80%	8.00%	8.20%	8.40%	8.60%	9.00%	7.8% of LPN applicants convert to enrolment. Our goal is to increase this percentage through a range of measures during the application cycle to impact conversion. Step changes will be required, and the University will focus on the upward trend of enrolments over the period, allowing for annual anomalies and external factors influencing student decision making. University student surveys and decliner surveys will also inform strategy in this area.

Milestone/ target type	Description	Base- line year	Base- line data	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	Commentary
Socio-economic status - NS-SEC (4-7)	NS-SEC measures using BU systems data for timely monitoring. Increase enrolments of NS-SEC students through increased outreach in LPNs and active engagement during the application cycle and other measures.	2010/ 2011	29.70 %	30.20 %	30.70 %	31.20 %	31.50 %	32.00 %	29.7% of enrolments are from NS-SEC (4-7) students. Our goal is to increase this percentage through a range of measures during the application cycle to impact conversion. Step changes will be required, and the University will focus on the upward trend of enrolments over the period, allowing for annual anomalies and external factors influencing applications. University student surveys and decliner surveys will also inform strategy in this area.
Retention	BU systems data for timely monitoring. Reduce the rate of non-continuation of LPN students to similar levels to the rest of the student body - from 11.5% to 8.8%	2009/ 2010	11.50 %	11.00 %	10.25 %	9.75%	9.00%	8.50%	The University is ambitious in aiming to reduce the number of LPN students leaving the University. The University will also use HESA data as an additional means of monitoring leavers' retention to HE; whilst we aim to get University provided data lower, it is recognised that remaining in HE is a positive thing for LPN students. BU Coaching will be instrumental in this.

Milestone/ target type	Description	Base- line year	Base- line data	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	Commentary
Retention	BU systems data for timely monitoring. Reduce the rate of non-continuation of NS-SEC 4-7 students to similar levels to the rest of the student body	2009/ 2010	10.10 %	9.75%	9.00%	8.75%	8.50%	8.50%	The University is ambitious in aiming to reduce the number of NS-SEC (4-7) students leaving the University. The University will also use HESA data as an additional means of monitoring leavers' retention to HE; whilst we aim to get University provided data lower, it is recognised that remaining in HE is a positive thing for LPN students. BU Coaching will be instrumental in this.
Disabled	To maintain application and enrolment rates for students with disabilities.	2010/ 11	6.7% enrol- ment	steady state	steady state	steady state	steady state	steady state	Whilst monitoring this group of students, the University will focus on the trend of enrolments and retention over the period, allowing for annual anomalies and external factors influencing students.
Disabled	To continue current levels of support for enrolled students in order to maintain the high retention rate (7.7% compared with rest of student body at 8.8%).	2010/ 11	7.7% reten- tion	steady state	steady state	steady state	steady state	steady state	Whilst monitoring this group of students, the University will focus on the trend of enrolments and retention over the period, allowing for annual anomalies and external factors influencing students.

Milestone/ target type	Description	Base- line year	Base- line data	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	Commentary
Care-leavers	Increase the number of enrolments from care leavers annually.	2010/ 11	4 student s	5	6	8	9	10	The University is committed to care leavers, and aims to steadily increase the number of enrolments. This group of applicants can be difficult to target with large variances in the population. The University will look for upward trends and work towards the Buttle Trust Quality Mark for Care Leavers to aid this goal.
Care-leavers	Work towards gaining Buttle Trust Quality Mark status for Care Leavers by the 2014/15 academic year.					✓			Buttle Trust Quality Mark for Care Leavers status will publicly demonstrate our commitment to care leavers. It is envisaged it could be achieved by the 2014/15 academic year.

Appendix 7

Expenditure committed from previous Access Agreements

	2011/20 12	2012/20 13	2013/20 14	2014/20 15	2015/20 16
Scholarships	375,811	375,811	375,811	375,811	375,811
Bursaries	2,562,914	1,800,000	900,000	500,000	0
TOTAL	£2,938,7 25	£2,175,8 11	£1,275,8 11	£875,811	£375,811

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 maximum)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Location (other measure - please give details in the next column)	LPN measures using BU systems data for timely monitoring. Increase % of applications from students in LPNs, by increased number of outreach interventions outlined in BU's AA.	2010/2011	0.099	0.105	0.1075	0.1125	0.1175	0.12	9.9% of applicants to BU are from LPN, our goal is to increase the percentage of LPN students applying to the University. Step changes will be required, and the University will focus on the upward trend of applications over the period, allowing for annual anomalies and external factors influencing applications.
Location (other measure - please give details in the next column)	LPN measures using BU systems data for timely monitoring. Increase enrolments of LPN students through active engagement during the application cycle and other measures.	2010/2011	0.078	0.08	0.082	0.084	0.086	0.09	7.8% of LPN applicants convert to enrolment. Our goal is to increase this percentage through a range of measures during the application cycle to impact conversion. Step changes will be required, and the University will focus on the upward trend of enrolments over the period, allowing for annual anomalies and external factors influencing student decision making University student surveys and decliner surveys will also inform strategy in this area.
Socio-economic (other measure - please give details in the next column)	NS-SEC measures using BU systems data for timely monitoring. Increase enrolments of NS-SEC students through increased outreach in LPNs and active engagement during the application cycle and other measures.	2010/2011	0.297	0.302	0.307	0.312	0.315	0.32	29.7% of enrolments are from NS-SEC (4-7) students. Our goal is to increase this percentage through a range of measures during the application cycle to impact conversion. Step changes will be required, and the University will focus on the upward trend of enrolments over the period, allowing for annual anomalies and external factors influencing applications. University student surveys and decliner surveys will also inform strategy in this area.
Completion/Non continuation (other - please give details in the next column)	BU systems data for timely monitoring. Reduce the rate of non-continuation of LPN students to similar levels to the rest of the student body - from 11.5% to 8.8%	2009/2010	0.115	0.11	0.1025	0.0975	0.09	0.085	The University is ambitious in aiming to reduce the number of LPN students leaving the University. The University will also use HESA data as an additional means of monitoring leavers' retention to HE; whilst we aim to get University provided data lower, it is recognised that remaining in HE is a positive thing for LPN students. BU Coaching will be instrumental in this.
Completion/Non continuation (other - please give details in the next column)	BU systems data for timely monitoring. Reduce the rate of non-continuation of NS-SEC 4-7 students to similar levels to the rest of the student body, ~ 8.8%. Our intention is to improve the retention rate of all students, so have set an ambitious target of 8.5% for this group.	2009/2010	0.101	0.0975	0.09	0.0875	0.085	0.085	The University is ambitious in aiming to reduce the number of NS-SEC (4-7) students leaving the University. The University will also use HESA data as an additional means of monitoring leavers' retention to HE; whilst we aim to get University provided data lower, it is recognised that remaining in HE is a positive thing for LPN students. BU Coaching will be instrumental in this.
Disabled	To maintain application and enrolment rates for students with disabilities. To continue current levels of support for enrolled students in order to maintain the high retention rate (7.7% compared with rest of student body at 8.8%).	2010/11	6.7% enrolments, 7.7% retention	steady state	steady state	steady state	steady state	steady state	Whilst monitoring this group of students, the University will focus on the trend of enrolments and retention over the period, allowing for annual anomalies and external factors influencing students.

