

**Agreement between the University of Bath and the Office for Fair Access
2008-2011**

1. Background and Context

The University of Bath's student community is made up of around 9000 undergraduates and 3000 postgraduates. Its mission is 'to advance knowledge through high quality research and teaching in partnership with business, the professions, the public services, the voluntary sector and other research and learning providers'. The University has a distinct academic approach which emphasises the education of professional practitioners and fosters high achievement. Bath's culture of applied studies strongly promotes placement learning, innovation and collaboration. Over 60% of undergraduates participate in a placement or study abroad experience. As a result, a significant proportion of Bath students undertake first degrees of four or even five years' duration.

The University is committed to ensuring that its particular approach to Higher Education is accessible to all who have the ability to benefit from it. The University's average 'A' level score on entry is currently around 327 points and there are about eight applications for each home/EU undergraduate place. Notwithstanding this, the University has ensured that its programme provision meets the diverse needs of local and regional learners, as well as national and international applicant pools. In addition to its degree-level provision on the Bath campus, the University has a track-record in delivering applied and vocational sub-degree provision in association with Further Education Colleges in the Swindon, Wiltshire and Bath localities. Bath's Foundation Degree portfolio is managed by its Division for Lifelong Learning.

The staff and student community at Bath is determined to build on its current track record of activity in encouraging participation and diversity. The profile of the current applicant and entrant pools shows two significant strengths on which Bath has to build. According to the latest HESA performance indicators (2005/06 data), 75.9% of the University's young full-time first degree entrants came from state school backgrounds. Bath's benchmark for their admission was 78.4%. This figure is higher than the benchmark applied to almost all of the research intensive, highly academically selective institutions with which the University would normally compare itself. Bath is therefore proving more attractive to state sector students than many of its peer institutions. Secondly, in the context of accessibility, the University has consistently exceeded its benchmarks for the number of disabled students on its full-time undergraduate programmes. The University is committed to widening participation for people with disabilities and specific learning difficulties and, to this end, is leading an Aimhigher West strand group of Higher and Further Education, school, voluntary sector and Connexions partners to raise awareness of Higher Education opportunities among disabled people, their teachers and advisors.

Against these strengths, it is necessary to set the challenges the University continues to face in increasing participation amongst students from the lower socio-economic groups and those from low participation neighbourhoods. Internal admissions statistics (see Annex 1) show that the % of entrants from the lower socio-economic groups is still slightly less than the percentage they comprise in the applicant pool. For 2006 entry, 84% of known entrants

were from professional, managerial, technical or skilled non-manual backgrounds whilst 82% of applications came from these groups. Applications from lower SEGs comprised 18% of the pool with known data but 16% of entrants. This data is the same as that for 2003 entry, presented at the time the Access Agreement was first submitted. HESA performance indicators show that Bath continues to miss its benchmark for the number of entrants from low participation neighbourhoods by 2.5%. The issues behind these statistics are complex, reflecting choices which applicants make about Bath as well as the choices Bath makes in relation to them. The University faces similar issues with some ethnic minority groups which are under-represented at Bath. One of the recent projects undertaken with institutional widening participation resource was an investigation into the pattern of recruitment to Pharmacy and Pharmacology degrees and this has assisted the Department in its understanding of the appeal of but also barriers to Pharmacy education for minority ethnic students. More work is also necessary to understand better the pattern of recruitment with respect to mature learners at Bath. The needs of mature learners are at the heart of the initiatives underway in the Division for Lifelong Learning. An example of the University's innovation in this area is its unique Foundation Degree in Addictions Counselling, the market for which is centred on adult learners.

2. Tuition Fees

The University of Bath's policy with regard to the introduction of higher tuition fees from 2006 has been framed with reference to its commitment to access and participation and its intention to act as a champion of placement work and learning.

2.1 Fees for Full-time Degree, Foundation Degree and PGCE Provision

The University will levy a fee of £3145 for all undergraduate Home or European Union students commencing their studies as new entrants in 2008. PGCE students will also be charged at this rate. Entrants who pay fees of £3145 in 2008/09 will be charged £3145 plus the rate of inflationary increase agreed by the Government for each subsequent year of their studies. Exceptions will be made for students undertaking a work or study placement.

Students undertaking a full-year work or study placement will pay fees at one of two rates. Those undertaking a standard placement will pay 20% of the full-time Home/EU fee. Students undertaking an enhanced placement will pay 33% of the full-time Home/EU fee. Details on the standard and enhanced placement packages are provided at Annex 2.

Students undertaking two placements or periods of study abroad in separate academic years but which aggregate to a full year away will pay 75% of the full fee for the two years in which the placements occur. This reflects the costs of supporting and administering two separate placement or study abroad periods.

Students on work-based learning programmes such as Foundation Degrees will pay fees at the full rate of £3145 (plus relevant inflationary increases) since work-based learning will not be regarded as a specific placement away from the University.

2.2 Fees for the Foundation Year

The University of Bath's Foundation Year enables 20-25 Home/EU students each year to undertake a Year 0 of preparation for Higher Education. The programme is currently delivered by City of Bath College of Further Education and discussions are underway with potential new partners. Students are members of the University from this Year 0 and progress on to a Bath campus degree subject to satisfactory performance. The programme has enabled numerous students to supplement existing Level 3 qualifications with the

specific skills required for one of Bath's specialised degrees. The flexibility of the College study environment is particularly valuable for mature learners and those making career changes. The University wishes to support this group of students as part of its commitment to access, since many will make significant sacrifices, over a four-year period, to undertake their Higher Education. Foundation Year students will therefore pay fees at the same rate as the standard maximum full-time fee levied on continuing students registered with the University prior to 2006. This fee will be set by the Government. Foundation Year students who progress on to subsequent years of study at Bath will be required to pay fees at the higher rate of £3145 plus the appropriate inflationary increase for Year 1 and subsequent years of their degree.

2.3 Fees for Part-time Programmes

As part of its commitment to access and diversity, the University does not intend to charge fees at the higher rate for part-time provision. Fees for part-time undergraduate programmes will be set at the rate of 50% of the full-time fee for continuing students as set by the Government.

2.4 Information on Fees

An outline of the University's policy on fees, including placement charges, will be set out in the Undergraduate Prospectus available to potential applicants in hard copy and via Bath's web-site. When the Government does not set the maximum tuition fee in advance of prospectus publication dates, the fee for the previous year will be quoted with advice to expect a nationally agreed inflationary increase.

In addition, a detailed fees schedule will be published annually by the Student Finance Office of the University on its web-pages. The University will use the publications made available to candidates at departmental open days and the packs sent to all those accepting an offer to highlight the contents and location of the annual fees schedule.

Under the University's agreement with the Universities and Colleges Admissions Service, all formal offers for full-time undergraduate programmes must be communicated to students through the Service rather than by Bath. It is not, at present, possible to set out individually customised fee information as part of this process but the University will co-operate fully with UCAS data-gathering processes to ensure adequate advance information to potential and live applicants. The University will also continue the briefings it has already started to put in place for Admissions Tutors and staff involved in departmental recruitment, interview and open day activities to ensure that institutional policies on fees are clearly communicated to enquirers and applicants. Section 4.2 below also refers to initiatives the University will put in place to ensure that fees issues are clearly understood by potential and live applicants.

3. Bursaries

To safeguard access, Bath is putting in place significant bursary support for eligible students. Bursary support will go well beyond the minimum required and will ensure that in the region of 22.6% of additional fee income is used from the outset to assist those with greatest financial need. The University is also committed to ensuring that placement learning is not rendered less attractive through the introduction of higher fees. Duration of study is a significant factor in student financial hardship and the University intends to use its new bursary framework to mitigate this. In total, in 2008/09 Bath anticipates committing in the region of £2,164,393 to bursary support.

3.1 Standard Bursaries at Bath

With the exception of PGCE students, any student paying tuition fees at the rate of £3145 (plus inflation in subsequent years) and who is entitled to full Government assistance (or the equivalent from the appropriate funding body in Scotland, Wales, or Northern Ireland), will receive a full bursary from the University of Bath. The sum available from 2008 will be £1500 for eligible continuing students and £1200 for eligible new students. The University's commitment to these bursaries includes the minimum standard bursary as stipulated by the Government. Students will be eligible for bursaries for each year of study with the exception of placement periods when alternative arrangements will be made (see section 3.3).

The University anticipates that about 23% of new and continuing students paying higher fees will be entitled to full Government support and to a University of Bath bursary (approximately 1216 students). Total investment in standard bursaries is anticipated to be £1,756,500 but the University guarantees to fund full standard bursaries on the basis of financial need for every eligible student whatever the final number.

Bursaries will be paid in cash but via instalments to take account of withdrawals and to suit the phasing of student need.

Students repeating a year of study will not normally be eligible for a bursary. Annual re-assessment will not be required but those whose circumstances have changes will be invited to apply for a review of the level of their bursary.

The University reserves the right to take into account additional income from other bursary schemes, whether internal or external, when assessing the level of any award from the University of Bath bursary fund.

3.2 Additional Bursaries

For new students starting in October 2008 (and subsequent years), those who miss the financial eligibility criteria for full Government support (or the equivalent for Scotland, Wales and Northern Ireland) but whose residual household income is at or below £50,000 will be eligible for a University of Bath bursary as follows:

Household Residual Income (New Students 2008/09)	University of Bath Bursary
£25,000 and below	£1,200
£25,001 - £30,000	£900
£30,001 - £35,000	£600
£35,001 - £50,000	£300

For continuing students already registered prior to October 2008, additional bursaries will be made available according to the HRI bands set out below:

Household Residual Income (Continuing Students 2008/09)	University of Bath Bursary
£18,360 and below	£1,500
£18,361 - £23,500	£1,200
£23,501 - £28,500	£900
£28,501-£33,500	£600
£33,501 - £39,780	£300

The University anticipates investing around £407,893 in continuing and new student additional bursary awards.

Eligibility criteria for these bursaries are otherwise as set out in section 3.1 above. Again, bursaries will be paid in cash but via instalments to take account of withdrawals and to suit the phasing of student need.

3.3. Placement Bursaries

The University is keen to ensure that access to its distinctive brand of academic provision is maintained and enhanced and therefore wishes to ensure that students who might otherwise be deterred from the longer periods of study associated with placement learning receive appropriate financial support. Internal University data clearly shows a link between financial hardship, the duration of study and placement periods which are unpaid whilst incurring additional expenses. To mitigate this, the University will guarantee bursaries to eligible students on placement. Bursaries will be payable at 20% of the equivalent income-assessed bursary for those on standard placements and at 33% of the equivalent income-assessed bursary for those on enhanced placement. Students will be eligible for further assistance where placements are unpaid or attract low salaries. This assistance may be provided from Access to Learning Funds.

3.4 Bursary Information and Administration

The University will make information on its bursary packages available annually in the Undergraduate Prospectus. The Prospectus is available in hard copy or on the University web-site. In addition, the University will promote the scheme through the *Choosing Bath* booklet made available to those receiving an offer and through presentations at institutional and departmental open days. The University will also produce other marketing materials specific to the bursary package. This generally includes promotional bookmarks or postcards for use at Higher Education conventions and outreach events.

Detailed information will also be made available via the University's dedicated Student Money Service. This Service offers financial advice at University open days and provides counselling to prospective as well as current students. The Service is, as part of the existing widening participation strategy, committed to a programme of student finance talks at regional schools and colleges. This activity is integrated with the University's outreach activity. More information is provided in 4.2.1 below. The University will also undertake briefings and staff development sessions to ensure that all staff involved in providing advice to potential and live applicants are aware of University policy.

The University intends to administer its bursary scheme itself with appropriate information derived from the Student Loans Company/Student Finance Direct. Student Money Service advisors will be available to give tailored individual advice to potential and current applicants

and the University will keep the resources needed to provide detailed assistance under review.

4. Existing and Additional Outreach Activity

The University's core objectives in relation to widening participation are straightforward. Bath is committed to:

1. Raising aspirations for Higher Education amongst young people from backgrounds currently under-represented at the University of Bath and in the sector generally
2. Improving the information available to potential students, their families and advisers concerning progression routes onto University programmes and at partner colleges, about entry criteria and the practicalities of financing undergraduate study
3. Diversifying its curriculum offer, delivery methods and modes of learning to attract a wider range of students
4. Enhancing student services and support networks to minimise the barriers to the retention of those from under-represented backgrounds

The sections below outline the scope of widening participation activity at Bath in 2006 and explain how this work is being enhanced on the basis of resources derived from additional fee income.

4.1 Existing Activity prior to the Access Agreement

The University's action plan for outreach activity in 2006 comprised Annex 3 of the original Access Agreement submission. The document outlined the projects and targets associated with the University's outreach activity on both its Bath and Swindon campuses. The development of a campus in Swindon was part of the University's strategy at the time of the original Access Agreement but this will cease in July 2008. The University remains active throughout the region in terms of outreach work, including numerous engagements in Swindon.

The University continues to be very active within its area Aimhigher partnership. The Higher Education providers in the South West have a long and successful history of working in partnership and are convinced that this makes sense to the groups with which they are trying to engage. The 14 Higher Education institutions and 35 Further Education colleges in the region have been collaborating since 1999 to work with schools and other partners to reach out to those groups currently under-represented within the student population. Aimhigher in the South West has a vision of a seamless education and training service helping any individual to gain access to the educational opportunity which is right for them. Building local opportunities is central to the vision, particularly in areas where poor transport infrastructure restricts access. There are four Aimhigher partnerships in the South West, one at regional level and three at area level. The four partnerships have designed programmes of activity to raise HE awareness, aspirations and attainment as appropriate in each of the areas.

Amongst several other initiatives funded through Aimhigher in 2005/06, the University provided an exciting and innovative 18-week programme, mentoring 75 Year 10 pupils at Hreod Parkway School in Swindon. The scheme involved a mixture of face-to-face mentoring, group team-building exercises and monitored e-mentoring. The University continues to fund a post to undertake outreach beyond the remit or geographical scope of

Aimhigher West. This activity includes curriculum enrichment in which academic departments, students and project officers work to engage young people with subject specific themes but also with the general ambiance of university life. The primary aim of these activities is to raise levels of attainment in school work but all of them also include the opportunity to undertake an exciting extra-curricular activity. Instead of giving participants a talk on student clubs and societies, student ambassadors actually offer an activity in which the children can engage. These include media activities, street dancing, and Ultimate Frisbee sessions. Through the European Social Fund, Aimhigher and its own resources, the University is also prominent in offering four annual residential Summer Schools for students within and beyond the South West, including one at the Bath campus targeted specifically at FE students and another, delivered in a partner college, aimed at raising awareness among year 10 pupils of HE delivered in FE. In 2003/04 the University undertook the first pilot of a Creative Arts summer school aimed at encouraging a positive approach to learning and to student life amongst children from the three most deprived wards in Swindon. The Creative Arts summer school has become an annual event and is now embedded in the University's outreach activity.

4.2 Additional Activity

The University's approach to the development of additional outreach activity is based on the identification of existing unique strengths. Whilst many of Bath's activities are framed in ways which will be replicated by institutions across the sector, the University believes that it can build on a number of distinctive features.

Firstly, Bath's experience in providing applied and professional learning provides a clear rationale for developing a particular approach to broadening participation based around vocational and work-based provision. The University has an extensive portfolio of Foundation Degree provision demonstrating its commitment to broader participation in higher education. This activity has been expanded under the provisions of Bath's original Access Agreement. Through collaboration with the Western Vocational Lifelong Learning Network, specific initiatives have also been undertaken to ensure that appropriate progression routes to Bath provision are in place for work-based learners. Academic staff in relevant subject areas have been specifically briefed to ensure that they can make informed decisions on applicants with a diverse range of pre-entry qualifications.

Given the University's commitment to the development of Foundation Degrees and the value it places on applied and professional education, additional aspiration-raising activity under the Access Agreement encompasses not just schools and colleges but engagement with employers and people already in employment who would wish to engage in part-time, work-based learning. Under this Access Agreement the University has, since 2006, provided additional resource for an outreach worker's post, dedicated to aspiration-raising for Foundation Degrees and work-based learning generally. Work is underway to develop bridging units with Wiltshire College to enable access to vocational Higher Education for mature learners and those without formal qualifications. Funds of £45,000 are allocated to this work annually, to include a staff appointment and an operating budget for the post.

Since 2006, resources in the region of £40,000 have been allocated to a range of curriculum enrichment activities with £30,000 specifically allocated to the Division for Lifelong Learning and £10,000 to outreach work in the University's Recruitment and Admissions Office. This compares with just £7,122 allocated in 2003/04. Target groups include primary and secondary pupils at schools and colleges in the most deprived wards of Swindon, rural areas of Wiltshire with low staying on rates, and specialist schools throughout the regions.

Another distinctive feature of existing activity at the University is the involvement in outreach activity of specialist Student Money Advisors. Under the current action plan, the University's

dedicated Money Service is committed to a programme of school and college visits to provide specific financial guidance to prospective applicants and their parents. The guidance is generic rather than Bath specific but emphasises the University's long-standing commitment to a financial advice service open to students before as well as after admission. Since 2006, the University has been developing an even more integrated approach to the provision of admissions advice and financial aid in the context of its outreach activity.

From the Summer of 2006, a dedicated member of staff has been providing an extensive programme of student finance talks and counselling sessions for prospective applicants and has been working across the boundaries of the standard Education Liaison Officer and Student Money Advisor roles. This has enabled the University to respond to a greater number of requests for school and college intervention on these themes and for one individual to deal with a greater multiplicity of queries, typically interconnected, from prospective students and parents with little familiarity with Higher Education processes. This has mitigated the need for onward referral to the Money Service of a range of queries which sometimes arise in the course of standard widening participation liaison work and has provided a single point of expertise to inform the applicant-focused revision and development of admissions publications and advice materials.

This additional Education and Money Advisor role has also served to enhance the capacity of existing staff to undertake guidance work in targeted schools and colleges to support Higher Education application and preparation sessions. The post-holder has played a major role in the further enhancement of University web-based admissions guidance, including the introduction of UCAS Entry Profiles. Work on these has progressed rapidly with most programmes at Bath now represented. Since 2006, the University has, under this Access Agreement, allocated in the region of £45,000 annually to this post and its associated operating budget.

The University's additional investment in outreach from 2006 has therefore been in the region of £130,000 annually

4.3 Student Support and Retention

Bath has an enviably low rate of non-completion. Support from a range of specialist services including Learning Support, the Money Service, Student Counselling Service and Careers Advisory Service all helps. In addition, the University uses earmarked widening participation funding to support the Students' Union in the co-ordination of support groups for disabled students, mature students, part-time learners, minority ethnic students and student parents. Institutional resources are also used to support the Earn & Learn programme operated through the Union Joblink Office. Institutional funds have also been allocated, via the Widening Participation Advisory Committee to the Learning Support Service to assist students from widening participation backgrounds who do not qualify for a Disabled Student's Allowance and to the Student Money Service to assist with case work associated with students from non-traditional backgrounds. This reflects the pragmatic approach taken at Bath to widening participation project work. The University intends to keep investment in these areas under review.

5. Institutional Goals

The University of Bath is firmly committed to the principle of selecting students for admission to its programmes on academic merit and potential. It believes that specific targets relating to the number of students admitted by background characteristics such as school type or social class are inconsistent with this principle. The University does, however, monitor the profile of its applicant and entrant pool closely. For the purposes of this Agreement, the

University regards the significant area for attention to be the proportion of students admitted from the lower socio-economic groups (SEGs). The fact that the percentage admitted from these groups has increased only marginally across the lifespan of the HEFCE/HESA performance indicators confirms that this must be Bath's priority for action. The University has continued to monitor the proportions of its student population in receipt of Government financial support and also the proportions of applicants and entrants from the lower SEGs.

The University's first goal as stated in the original Access Agreement was to eliminate any significant differential between the proportion of students applying from the lower SEGs and the proportion subsequently joining the University. Bath was originally particularly interested in the small % of applicants from the lower SEGs who applied but either did not receive an offer or choose not to accept a place. The University's Equalities and Diversity Committee has continued to monitor these 'missing' entrants. The data for 2006 is interesting in that it is clear that applicants from the lower SEG's remain less likely to receive an offer but, if they do receive one, are at least as likely as those from other groups to accept it. They are, however, slightly under-represented again in terms of actually arriving at the University and registering. This indicates that the barriers to increasing the numbers of entrants from the lower SEGs are at the initial application stage and then at enrolment. Conversion from offer to accept is not the issue.

The University has undertaken some project work to look closely at the barriers to admission experienced by some students who currently apply but may not always present with appropriate qualifications or with applications structured in ways best calculated to maximise their chances of success. Students from Further Education backgrounds are represented strongly in this category of applicant. The University remains committed to ensuring that students join the University in the same proportions that they apply but its work to date confirms that numerical targets are unlikely to assist with this. The work being undertaken currently, supported by funds from additional fee income, is complex, long-term and involves detailed advice and guidance work with students and their advisers as well as with academic staff where progression routes are concerned. The University is collaborating with the Western Vocational Lifelong Learning Network on this project and will be reporting progress to the Equalities and Diversity Committee of the University in April 2008. This work will also be reviewed by the University's Widening Participation Strategy Committee.

The University's second goal was to build on the achievement of the first milestone to increase the total number of applications received from candidates coming from the lower SEGs. The University originally stated that it wished to see a 2% increase in applications from these groups within the five-year lifespan of this agreement. The University is planning to look in detail at the feasibility of this milestone and to look at the extent to which its Foundation Degree and vocational provision generally is contributing to its achievement.

Bath is determined to better understand the interplay of factors which may limit its ability to recruit students from widening participation backgrounds at present. Better articulation of progression routes for learners with an ever wider array of entry qualifications is a key objective and will contribute broadly to this goal. The Recruitment and Admissions Office's work with gifted and talented learners from widening participation backgrounds via the South West Excellence Hub partnership may also help. More detailed operational targets will be kept under review by the University's Widening Participation Strategy Committee.

6. Overall Institutional Investment in Access Measures

In 2003/04 Bath allocated £173,365 of its own resources to specific widening participation posts and projects. These funds were over and above the resources allocated via Aimhigher, which amounted to £176,947. Of these Aimhigher funds, £84,867 related to student

mentoring and aspiration-raising events, both of which contribute to diversity in terms of the socio-economic background of Higher Education students. The remainder, £92,080 related to Bath's leadership of the Disability strand of the regional partnership. Other institutional resources, including HEFCE retention funding, clearly support access aims and objectives generally by, for example, the maintenance of a personal tutor system together with the general academic and pastoral support framework. Leaving this aside though, and taking institutional and Aimhigher project funding together, the institution's commitment to access in 2004/05 was in the region of £350,312 including the Disability strand or £258,232 if it is excluded. From 2006, these resources were supplemented by investment in the region of £130,000 for the posts and projects outlined above. The University has provided specific detail as part of its Annual Monitoring Statement to the Office for Fair Access.

The initial sum which the University originally estimated would be invested in bursary provision was £904,210. Total investment in bursaries and outreach at the start of the Agreement was anticipated to be in the region of £1,384,522. From 2008, the University estimates that expenditure on bursaries will be in the region of £2,164,393. Including Aimhigher project funding and the ongoing commitment of £130,000 per annum of additional fee income to outreach activities, the University will spend in the region of £2,644,705 on bursaries and outreach together.

The University estimated that its additional fee income in 2006/07 would be £3,879,847. The overall investment in access and financial aid constituted 36% of this revenue at the start of the Agreement. Additional fee income in 2008/09 is anticipated to be £9,557,825. Including Aimhigher project work, the overall investment in access and financial aid constitutes 27.7% of this revenue. Excluding Aimhigher resources, total investment constitutes 24% of additional fee income. The University remains committed to appropriate expenditure on bursaries and outreach for the remainder of the lifespan of this Agreement (down to 2011/12).

7. Compliance and Monitoring

The University undertakes to monitor compliance with this Access Agreement and progress towards its institutional goals. Annual monitoring of the profiles of the applicant and entrant pools by widening participation indicators is already undertaken by the Equalities and Diversity Committee, with oversight by both Senate and Council. Monitoring of expenditure on widening participation projects and initiatives is undertaken by the Widening Participation Strategy Group. This Group maintains financial control over project allocations, which are subject to specific reporting requirements. The Widening Participation Strategy Group will maintain oversight of the commitments set out in the Access Agreement and, working with the Equalities and Diversity Committee, will maintain oversight on progress towards the goals it specifies.

8. Conclusion

The existing projects and proposals outlined here reflect the scope of Bath's commitment to access and participation. The University believes that it must better understand the barriers to participation for those who have the capacity for but choose not to apply for one of its programmes but it is also convinced that it must extend its activity further into markets with which it has not previously engaged. Developments underway at present will extend the University's existing commitment to applied and vocational learning into new areas, new modes of study and new styles of learning. This can only enrich the University community and the markets it serves. The plans which the University put into place for bursary support following the introduction of a new fees structure from 2006/07 were significantly more than

minimal. Research with bursary beneficiaries has confirmed their value to recipients. The bursary package available from 2008/09 maintains the simplicity of the original bursary arrangements whilst extending their benefits to a broader range of students joining the University of Bath. The University is confident that, taken together, the measures outlined here will safeguard and enhance access to an already open and diverse institution whilst, at the same time, supporting its distinctive framework of applied and placement learning. The University seeks agreement from the Office of Fair Access to implement these proposals for the period 2008/09 to 2010/11.

Annex 1

Bath % Lower SEG	2005	2006	2007
Applicants	19	18	18
Offers	17	16	16
Offers Accepted	17	17	17
Entrants	16	16	17

Source: internal Bath admissions data which is not identical to HESA statistics

Placement Models at Bath

Model A: *Standard Placement* Minimum Requirement

- One member of academic staff in charge of the placements for the Department.
- A Placement Handbook for students.
- Assistance with finding a suitable placement.
- A departmental procedure for approving of the placement as suitable for the academic programme.
- Placement briefing for all students.
- Either a visit to the student on placement or the provision of a dedicated Placement web site which is used for communication purposes during the placement.
- A placement report and debriefing of students.
- A procedure for assessing that the placement has been completed satisfactorily for the award of credit.

Model B: *Enhanced Placement* Minimum Requirement

All of the provisions of Model A, and in addition:

- At least one visit if the placement is in the UK
- A placement conference or equivalent comprehensive debriefing of students following the placement.
- Assessed work in relation to the placement which contributes directly and non-trivially to the degree classification.