**University of Bristol Access and participation plan 2020-21 to 2024-25**
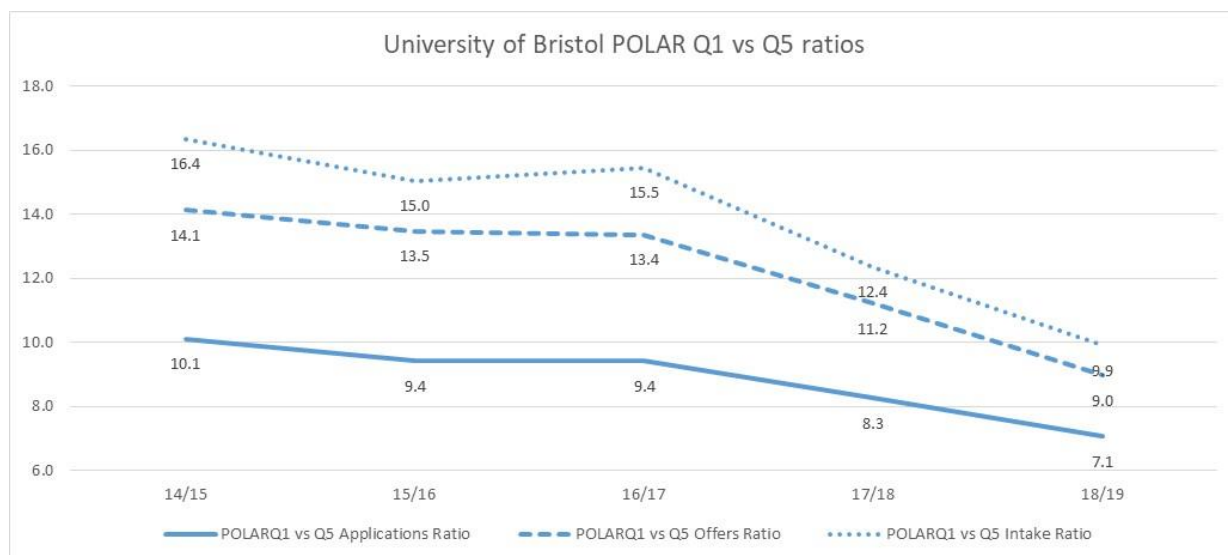
## 1. Assessment of performance

### 1.1 Higher education participation, household income, or socioeconomic status

**Access**

The University's admissions data[1] shows that after remaining reasonably consistent from 2014-15 to 2016-17, the proportion of undergraduate applications, offers and intake from the POLAR quintile one (Q1) has increased in 2017-18 and 2018-19. Applications from Q1 have increased from 1635 (5.4%) in 2016-17 to 2317 (6.7%) in 2018-19, offers from 828 (4.1%) to 1379 (5.7%) and intake from 155 (3.7%) to 241 (5.4%). This is in line with an increased focus on POLAR data in outreach and our contextualised admissions system. However, Q1 is still by far the least represented at the University. At the other end of the spectrum, although the intake from quintile five has decreased by over five percentage points since 2014-15, students from this quintile still make up more than half of the total intake at the University.

For 2018-19 intake, the ratio between Q1 and Q5 is approximately 10:1, significantly larger than the 2024-2025 KPM target of a 3:1 ratio. However, this has improved over the past five years from a ratio of over 16:1 in 2014-15. It is worth noting that the aforementioned intake ratio is slightly higher than the ratio for offers, which itself is higher than for applications. This suggests that applications from Q1 are less likely to receive an offer, and less likely to register as a student than their Q5 counterparts.

A likely explanation is the strong correlation between polar quintile and both predicted and achieved A-level grades[2]. Over the combined five-year period, over 80% of home A-level applications from Q5 have predicted grades equivalent to AAA or above, compared to fewer than 60% from Q1. A much larger proportion of Q1 applications (nearly 16%) are predicted grades equivalent to BBB or lower, compared to fewer than 4% from Q5. The picture is similar for achieved A-level grades, with Q5 applications much more likely to achieve AAA or above, and less likely to achieve BBB or below, than those from Q1.



University of Bristol POLAR Q1 vs Q5 ratios

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The changes to our contextual offer policy for 2017-18 (increasing from a one to two grade drop in standard entry requirements) and 2018-19 (extending the policy to include applicants from Q1 and Q2 postcodes in addition to those from Aspiring State Schools) have had a positive impact, with the intake and offer ratios decreasing faster than the application ratio over this period.

It is useful to contextualise our performance in this area by looking at market share data: 0.73% of all 18-year olds from Q1 placed at UK institutions in the 2018 cycle were placed at the University of Bristol, compared to 2.45% of those from Q5[3]. The corresponding figures from the 2016 cycle are 0.46% and 2.5%, which again highlights the positive direction of travel. When looking at 18-year olds placed at higher tariff institutions, the University's proportion of quintile 1 has increased from 2.5% in 2016 to 3.8% in 2018, this figure is closer to the Q5 proportion of 5.2%.

When looking at the alternative IMD measure the picture is similar to POLAR, with 5.4% of our intake from Q1 for 17/18 compared to approximately 22% across the whole sector. This is however an increase from the previous three years where the Q1 proportion was fairly constant at around 4%. Intake from IMD Q5 was just under 40% for 2017-18 compared to 20% across the sector, this is a drop from over 43% for 2015-16 entry. There is a lack of in-depth data available on IMD, we have therefore used POLAR as our primary data source and will continue to do so.

**Retention**
Comparing continuation rates for students from Q5 and Q1 indicates a gap of four percentage points (pp) in 2016-17, widening from 2pp the previous year and now at its widest across five years; although this is narrower than the 5pp gap at sector level. When aggregated, Q1 and Q2 groups (10% of the cohort in 2016-17) compared with Q3, Q4 and Q5 also shows a widening gap over time. From 0pp in 2013-14 to 3pp in 2015-16, on par with the sector. However, this gap has narrowed in 2016-17 to 2pp.

**Attainment**
When comparing attainment data for Q1 and Q5 students, the 5-year trend shows an alternating pattern, with the gap narrowing and widening in part due to the small Q1 cohort size. However, the average gap across the 5-year period is approximately 5pp, compared to the sector gap of around 10pp for the same period. As we seek to increase our Q1 population, we will continue to monitor this data closely to see if increasing cohort size makes the data more meaningful.

**Progression to employment or further study**
Over a five-year period, when averaged the gap is approximately 1.5pp in favour of Q1 students, with variations year-to-year due to the small cohort size. When aggregated, from 2013-14 to 2015-16 a gap emerged favouring the under-represented Q1 and 2 quintiles, widening to 4pp in 2015-16. However, 2016-17 reported a 1pp gap in favour of Q3,4 and 5. Whilst less than the sector gap of 3.2pp, we will continue to monitor this shift as the cohort grows.

**1.2 Black, Asian and minority ethnic students**

**Access**
Home undergraduate applications, offers and intake for non-White ethnic groups has increased in each of the past 5 years, both in raw numbers and as a proportion of the total. Applications have increased from 5302 (18.6%) for 2014-15 entry to 8261 (24.2%) for 2018-19, with more than half of this increase coming between 2017-18 and 2018-19. Drilling down further, the Black, Asian, Mixed and Other categories have all

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[3] Figures calculated from the UCAS 'Sex, area background and ethnic group' 2018 cycle reports

increased over this period. This is particularly the case for Asian applications where the number has increased by over 1000 from 2017-18.

Offers to non-white applications have increased from 2938 (16.0%) to 4820 (20.6%) across the 5-year period, with the bulk of the increase happening over the two most recent entry years. As with applications, offers have increased across all non-White ethnic groups, with the Asian group seeing the largest increase. This increase in offers corresponded with an increase in intake from under 600 non-White students in both 2014-15 and 2015-16 to 722 in 2017-18. However, the large increase in offers between 2017-18 and 2018-19 only resulted in an extra 17 non-white students. Drilling down shows that the increase in offers to Asian applicants did not result in a significant increase in intake, with an increase of just 7 students from 305 in 2017-18 to 312 in 2018-19. The story is similar for Black students, where nearly 200 extra offers has only resulted in one more registered student in 2018-19 than 2017-18.

Analysis of the predicted and achieved A-level grades of these groups is revealing. The Asian offer holders were predicted slightly higher grades on average than White offer holders for 2018-19 entry but ended up achieving an average of half a grade lower than White offer holders. Meanwhile, the average predicted A-levels of Black offer holders were over half a grade lower than for White offer holders, and their achieved grades were on average nearly a grade and a half lower. This provides evidence that a clear strategic objective for the University must be the conversion of Black and Asian students. Having conducted further disaggregation of our ethnicity statistics we feel our focus should be on these groups in particular.

In terms of market share, 0.93% of all non-white 18-year olds placed at UK institutions in the 2018 cycle were placed at the University, compared to 1.67% of placed white applicants[4]. When looking at 18-year olds placed at higher tariff institutions, 3.4% of non-white 18-year olds were placed at the University compared to 4.8% of white applicants. Both the White and non-White proportions have gradually increased since 2013. Disaggregating the non-White group shows that while the Asian proportion has remained fairly constant since 2013, and the mixed and other categories have shown a small increase. The University's market share of Black applicants placed at higher tariff institutions has increased from fewer than 1% for the 2013 cycle to over 3% for the 2018 cycle.

**Retention**

There is no significant gap in continuation rates between BAME and White students at the University of Bristol. In 2016-17 there was no reported gap, closing from 1pp in the three previous years in favour of BAME students. This is in a context where the sector gap over the same period widened to 3.2pp in favour of White students in 2016-17.

We have also analysed our performance at the level of different groups within our BAME population. When looking at individual ethnicity groups, we have calculated the continuation rates from the individualised data according to the guidance from OfS. As a result, this is not directly comparable to the sector data from the OfS dashboard as the individualised dataset does not include data on students who continue at other institutions.

While the BAME cohort accounts for 14.8% of the population (667 students), Black students account for 1.8% of the reportable population, just 81 learners in 2016-17. With the group being so small it is hard to draw meaningful conclusions for individual years. However, a five-year average shows virtually identical rates between the Black and White groups, and the 2016-17 Black continuation rate of 96% is well above the sector rate of 85%.

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[4] Figures calculated from the UCAS 'Sex, area background and ethnic group' 2018 cycle reports

When comparing continuation rates for Asian and White students there is a consistent gap at 1pp over the last three years, but this is not considered statistically significant. However, when comparing Mixed Heritage students with White, the 2016-17 continuation rates for the students (5.5% of population) are currently 92.7%, which is 5.5 pp lower than in 2015-16. Continuation rates for this group are currently 2.6pp lower than White students, having had higher continuation the previous two years.[5]

**Attainment**

Attainment Indicator
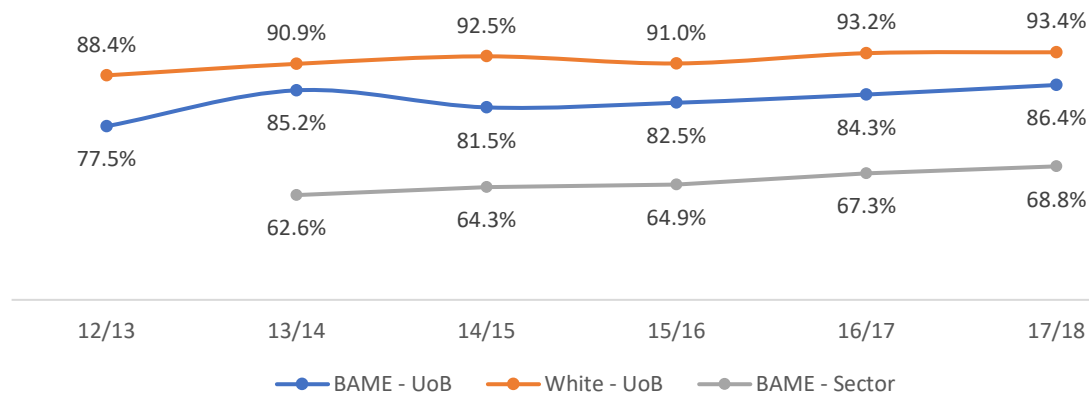


*Attainment indicator, showing gap between groups at UoB narrowing with BAME students reporting higher rates than sector*

There have been statistically significant gaps in attainment between BAME and White students, but this is no longer the case for 2017-18. The gap has narrowed over the last two years from its widest at 11pp in 2014-15 to 7.0pp in 2017-18, and is narrower than the sector wide gap for these groups, which currently stands at 13.2pp. BAME students at the University of Bristol are also more likely to gain a 1st or 2:1 than they are in the sector as a whole, with a rate of 86.4% in 2017-18 significantly above the sector rate of 68.8%.

When focussing on Black students in comparison to White, due to the small population, the attainment gap appears to fluctuate. However, for four of the last five years a narrower gap than the sector is reported, with the 2017-18 reporting a 5pp gap against a sector gap of 23.1pp.

Students of Mixed Heritage make up 5.3% of the population. The gap when compared to White students is 2 pp in 2017-18, compared to 4pp at sector level, with a narrowing trend observed over time from a wide point of 5pp in 2014-15.

Whilst the gap between Asian and White students has narrowed by 1pp over five years, from 13pp to 12pp, 2017-18 reported an increase from a low of 9pp in 2016-17. With the exception of 2016-17 the gap has been slightly wider than sector across five years. It is difficult to tell at this stage whether the widening in 2017-18 was an anomaly in the data or if the gap will again narrow.

**Progression to employment or further study**
Comparing progression rates between BAME and White students shows that broadly there has been parity between the two groups since 2013-14. For 2016-17 there is a 1pp gap in favour of BAME students against a sector level gap is of 3.9pp leaning to the White group.

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[5] White compared with mixed data was suppressed for some years in the online Access and Participation Data Dashboard, so these figures are based on the individualised student data.

Although the data for separate groups is less meaningful due to small cohort sizes, it shows that Black and Asian groups follow the BAME trend. There is a gap in favour of White students when looking at the Mixed Heritage group, however the most recent gap of 2pp is 1pp narrower than the sector comparison.

## 1.3 Mature students

### Access
The proportion of applications from mature students (those aged 21 or over on entry) has decreased from 8.2% of all home UK domiciled applications for 2014-15 entry, to 5.7% in 2017-18. The 2018-19 percentage is similar at 5.6%, although in actual numbers this represents an increase of over 200 mature applications, from 1842 to 2046. The conversion of mature offer holders to intake is more positive where from 2014-15 to 2017-18, an average of 38% mature offer holders registered at the university compared to just 20% of young students. The gap was closer for 2018-19 (28% compared to 18%) but still significantly higher for mature students.

### Retention
A comparison of continuation rates for mature students and non-mature students shows higher continuation rates for the under 21 population. From 2013-14 to 2015-16 a gap of 8pp remained consistent, this widened by 1pp in 2016-17 and is now considered statistically significant. The gap has been slightly wider than the sector level over the five-year period.

The only sub-group with numbers large enough to be meaningful is 21-25-year olds at 4% of the population. This group shows broadly the same pattern as the whole mature students group.

### Attainment
Comparing attainment rates for mature and non-mature students shows a gap which has expanded from 10pp to 13pp over the last year, although due to the small cohort size there is considerable fluctuation over the last five years. These gaps are not considered statistically significant. The gap at the University is in line with the sector, where the gap has been at least 10pp since 2014-15.

### Progression to employment or further study
While there are gaps in favour of young students in continuation and attainment, the opposite is seen in relation to progression of mature students, who do better than their younger peers. Over the last three years the gap has widened from a contraction to 1.4pp in 2014-15 to 14.0pp in 2016-17. Despite the relatively small sample size, this gap is identified as statistically significant. The sector trend also indicates a gap in favour of the 21+ cohort, however the sector gap is narrower at 3.4pp and closing.

The same trend is observed when comparing 21-25-year olds with under 21s with a gap of 16.2pp in favour of mature students in 2016-17, expanding from 1.5pp in 2014-15. This is significantly wider than the consistent sector gap of 1.4pp. There is insufficient data to report on other age groups.

## 1.4 Disabled students

### Access
The number and proportion of disabled applicants has increased for each of the past 5 entry years, and there is only a marginal difference in the proportion of disabled applicants receiving an offer compared to non-disabled. The proportion of disabled offer holders registering at the university has consistently been at least 2 percentage points higher than non-disabled across the past 5 years. Drilling down into disability types shows that over the combined 5-year period from 2014-15 to 2018-19, over 23% of offer holders with cognitive or learning difficulties enrolled at the University, compared to just under 20% of offer holders

without a disability. The only category of offer holders less likely to become registered students than those without a disability was offer holders with social or communication impairment, with only 16.4% of these offer holders becoming students.

The OfS Data Dashboard shows that the University is a little behind the sector in terms of intake of disabled students, with 11.3% of our 2017-18 intake disabled compared to 14.6% across all HE providers. Breaking this down into disability type shows the most notable differences between the University and the sector are the proportions of students with mental health conditions or sensory, medical or physical impairments.

**Retention**
A comparison between disabled and non-disabled students shows a five-year trend of higher continuation rates for non-disabled students, although with some fluctuation. Over the last two years the gap has remained consistent at 2pp, greater than the 1pp gap at sector level. However, continuation rates for disabled students are consistently higher than the sector, at 96% over the most recent two years, compared to less than 90% across the sector.

Students with cognitive and learning difficulties are the largest group of disabled students at the University of Bristol. Comparison with continuation rates for non-disabled students show no gap across the last two years, closing from 2pp in 2014-15.

Students with sensory, medical and physical disabilities or multiple impairments are small groups and are broadly in line with the aggregated data. However, for students with mental health difficulties the OfS web dashboard indicates a 7pp gap in continuation in 2016-17, which is double the narrowing sector gap. Although approximately 4pp higher than the sector, the 91% continuation rate for students with mental health conditions is also the lowest rate out of all disability groups at the University of Bristol. This could be partially an effect of the small cohort size of just over 100 students. However, we will continue to monitor this closely and would expect to see improvement as we continue to invest in support for student mental health and wellbeing.

**Attainment**
The gap between attainment levels for disabled and non-disabled learners narrowed year on year between 2012-13 and 2016-17. However, this widened to 4pp in 2017-18, from 2pp the previous year.

The attainment gap between non-disabled students and students with cognitive and learning difficulties follows the same overall pattern as the aggregated disability data. The 4pp gap in 2017-18 opened from no gap in 2016-17 having narrowed over time to that point.

The attainment gap between non-disabled students and students with mental health difficulties was 6pp in 2017-18, narrowing from 10pp between 2014-15 and 2016-17. This remains higher than the 1.4pp gap at sector level.

We will continue to monitor these gaps to ascertain whether this is a changing trend in attainment rates or an anomaly in a single year.

**Progression to employment or further study**
Comparing progression data for disabled and non-disabled students shows a shifting pattern from a gap of 3pp in 2012-13 favouring disabled students to a gap of 3pp in favour of non-disabled students. The current gap is wider than the sector, which stands at 1.8pp but is not statistically significant. Sub-groups are either too small for meaningful analysis or show no significant gap.

**1.5 Care leavers**

**Access**
The number and proportion of applicants declaring that they have been in care[6] has increased every year since 2014-15. The 192 applications received for 2018-19 entry was 43 more than the previous year and means that over 0.5% of all applications for 2018-19 entry were from care leavers. From 2014-15 to 2017-18, approximately half of care leaver applications received an offer, increasing to over 60% for 2018-19, which is much more in line with the 68% offer rate for non-care leavers. The number of care leavers registering as students at the University remained relatively stable (between 8 and 11) from 2014-15 to 2017-18, but the 2018-19 intake has more than doubled to 23 students.

**Student Success**
Due to the low intake of care leavers referred to above, the numbers in relation to attainment and progression are too small to produce meaningful comparisons. In order to make the data for continuation more meaningful we have combined 4 years of data. Of the 33 care leavers between 2013-14 and 2016-17, 28 (85%) continued at Bristol, compared to the equivalent continuation rate for non-care leavers at approximately 95%. However, the small numbers mean that it is difficult to draw meaningful conclusions, and mask changes in continuation rates. For example, the continuation rate of the most recent cohort included (2016-17) was 100%.

**1.6 Intersections of disadvantage**

We have examined how the intersections of characteristics interact in the data in many different combinations[7]. This section does not report all our findings in detail. Instead we have chosen to highlight key points that are helpful to developing our approach. Once multiple characteristics are considered, group sizes tend to be small, so this data will be used to inform intervention design rather than target setting.

**Access**
**Higher education participation and gender**
Splitting the Q1 quintile by gender shows that since 2014-15, when the application, offer and intake numbers were similar for male and female, the gap has widened in favour of females. For 2018-19 entry there were approximately 1.2 female Q1 applications for every male, 1.35 female offers and 1.57 female registered students. The equivalent ratios for Q5 are just 1.07, 1.10 and 1.14 respectively. Working class males are widely identified throughout the sector as a group which is disadvantaged due to a lack of role models and poor attainment levels. It is clear that we are not attracting enough applications, are not generating applications which fulfil our entry criteria and are not doing enough to convert applications from this group.

**Ethnicity and gender**
Applications, offers and intake of non-white males is broadly similar to non-White females except for the 2018-19 intake where the male number dropped slightly from 329 to 322, compared to an increase from 335 to 377 for females. The data indicates that the issue here is in firm up rates for non-white male offer holders, as well as in them achieving their grades at A level confirmation.

**Age and gender**
The number of applications from mature males has been slightly lower than from mature females since 2016-17. For 2017-18 entry, almost the same number of offers were made to mature males (289) and females

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[6] Our care leaver data is based on the Been in Care tickbox from the UCAS application form.
[7] All figures in this section are based on the individualised student dataset.

(293), and although both groups saw an increase for 2018-19, the female group grew significantly more to 397 offers compared to 329 for males. This increase in offers for 2018-19 entry has led to an increase in intake of female mature students from 110 in 2017-18 to 125. However, despite more offers than in 2017-18, the 2018-19 intake of male mature students has dropped from 100 to just 81. Again, this shows that our issue is in encouraging male students from underrepresented backgrounds to accept their offer from the University and meet the terms of that offer. This gives a clear area for attention in the coming years.

**Retention**
Combining POLAR4 with ethnicity data shows a gap for BAME students, split by P12 and P345, a gap of around 1.9pp has been reported for the last two years. This small gap suggests that there is a small disadvantage for students in relation to continuation for students meeting these two criteria in combination, this seems to be broadly in line with the pattern for POLAR data overall, suggesting that ethnicity is less of a factor here, as reflected in the overall retention rate for BAME students.

Though a small group, a gap of 10pp has emerged for disabled learners in P12 compared to P345. This gap is more visible for male learners, currently at 16.8pp, showing that these factors create a compound disadvantage which impacts on students' likelihood of continuing on their course over and above those who have only one of these characteristics. BAME disabled learners are noticeably less likely to complete their degree than their White peers with a 6.5pp gap in the latest data demonstrating how disability and ethnicity combined have a negative impact on continuation which greater than when looking at either characteristic on its own

Mature students show a gap in continuation rates between genders. Whilst male and female mature students are less likely to complete their degree than young students, female mature students have continuation rates 9pp above male mature students in the latest data, and this gap has persisted over time.

**Attainment**
Male students from POLAR4 quintiles 1 and 2 show a 5.8pp attainment gap when compared to male students from POLAR4 quintiles 3, 4 and 5. With one exception, this forms a widening trend over the course of five years, and is currently wider than the all learner, or female split. Attainment rates for BAME students split by P12 and P345 follows the sector pattern, but with a wider gap at 8.8pp. There is a 11pp gap for the last two years between BAME students from POLAR4 quintiles 1 and 2 and White students from POLAR4 quintiles 1 and 2. Splitting this further by gender shows that male BAME students from POLAR4 quintiles 1 and 2, over time, achieve rates lower than female. However, once we combine these characteristics the group size is small, leading to inconsistencies over time. This suggests that while the intersection POLAR and ethnicity has only a small impact on retention it has a greater impact on attainment with male BAME students from POLAR quintiles one and two most significantly affected. In this area, multiple factors are involved and we will seek to better understand how to address this in interventions.

When focussing on P345 and the split between genders, the OfS state that the years 2014-15, 2015-16 and 2016-17 reported a statistically significant gap. However, the gap in 2017-18 contracted to 3.7pp and is no longer labelled as statistically significant. The gap is now narrower than the sector gap of 5.2pp suggesting that progress is being made in this area.

**Progression to employment or further study**
Comparing disabled male students, to male non-disabled students, a 9.7pp gap is reported which has widened over time. In reverse, female disabled students have higher progression rates than female non-disabled students. We will therefore make male disabled students a particular target in our progression work.

## 2. Strategic aims and objectives

We aim to ensure equality of opportunity for under-represented groups at all stages of the lifecycle. This includes a commitment to diversifying our student body; fostering an inclusive learning environment; and providing tailored pastoral and academic support appropriate to the needs of a diverse student body.

We have developed a structure and culture of access and participation across the organisation. This structure includes a collaborative approach to the writing of the Access and Participation Plan, shared responsibility for meeting targets and ensuring the efficacy of spend, all of this includes the University's Senior Management Team, Education Committee and Student Recruitment Committee.

Our assessment of performance has clearly highlighted the need for the following to be our strategic focus in the next five years:

1. Narrowing of the gap in intake between Q1 and Q5 students from 10:1 to 6:1 by 2024-25;
2. Contributing to the national agenda of increasing the number of students from Q1 entering higher education;
3. Increasing the number of Black students enrolling at the University of Bristol significantly by 2024-25;
4. Increasing the number of Asian students enrolling at the University of Bristol significantly by 2024-25;
5. Increasing the number of mature students enrolling at the University of Bristol by 2024-25
6. Narrowing the gap in continuation rates between young and mature students from 9% to 5% by 2024-25;
7. Narrowing the gap in continuation rates between non-disabled students and those with mental health conditions from 7% to 3.5% by 2024-25;
8. Narrowing the attainment gap between BAME and White students from 7% to 1% by 2024-25;
9. Closing the gap in progression rates between disabled and non-disabled students by 2024/25.

The analysis of current performance indicates that progress is being made. We have a track record in using outreach and contextualised admissions to make progress, with more than 1200 students entering the University in 2018 from the lowest performing 40% of schools in the country and a significant increase in the number of Q1 and Q2 students enrolling annually. We have a history of developing outreach interventions to increase intake to the University from students from under-represented groups, admissions policies which recognise the structural disadvantage faced by many applicants and financial support packages to help those in need.

However, despite the progress made in recent years, we are clear that we have not yet realised our ambitions. We need to move further, faster to ensure that all those with potential are supported to access, succeed in and progress from our university. Between the period of submission and the implementation of the 2020-21 Plan, we will develop and deliver a range of new access, success and progression interventions to achieve the step change in diversity to which we aspire to achieve. The strategies will relate both to our own institution and the wider community of which we are a part.

### 2.1 Target groups

Whilst recognising the need to use our assessment of performance to inform activity, we do not propose to stop successful work with evidence of impact. Doing so would risk undoing the progress which has been made and creating new gaps in access, success and progression. Instead, we will undertake a blended approach of targeting, combining existing strategies with new targeted interventions which will address the areas where we most need to make progress.

**Access**

Based on our analysis of performance our primary target groups for access activity will be Q1 students and Black and Asian students. We will also continue to work with mature students, those in the local area, those with experience of the care system and students who attend schools or colleges which are low performing in terms of attainment or progression to higher education.

**Retention**

Based on our analysis of performance our primary target group for retention activity will be mature students, with a particular focus on male mature students.

**Attainment**

Based on our analysis of performance our primary target group for activity to address attainment gaps will be BAME students. However, our research shows that a deficit model is not relevant or helpful in this area so we will combine efforts to improve the experiences of BAME students with a fully inclusive approach to curriculum, pedagogy and assessment which will benefit students from all underrepresented groups and those whose identity intersects multiple characteristics.

**Progression**

Based on our analysis of performance our primary target group for new progression-related activity will be disabled students, with a particular focus on male disabled students.

**2.2 Aims and objectives**

**Target one**: The gap in intake between Q1 and 5 has been identified as a sector wide priority and our data shows that as an institution we have significant progress to make. We will close the gap in the next five years from a ratio of 10:1 to 6:1:

| Description | Baseline year | Baseline data | Yearly milestones | | | | |
|---|---|---|---|---|---|---|---|
| | | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| Reduce the ratio in entry rates for POLAR4 quintile 5: quintile 1 students | 2018-19 | 10:1 | 10:1 | 9:1 | 8:1 | 7:1 | 6:1 |

**Target two**: We wish to include a collaborative target to diversify out student body and contribute to the national agenda of increasing the number of students from Q1 entering higher education. The Venturers Trust is the Multi Academy Trust which the University co-sponsors and has a high proportion of its students from disadvantaged backgrounds (see section on school sponsorship form details). We will upscale the number of students recruited from the Trust to our University:

| Description | Baseline year | Baseline data | Yearly milestones | | | | |
|---|---|---|---|---|---|---|---|
| | | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| Increase the number of students recruited from the Venturers Trust | 2018-19 | 7 | 10 | 13 | 16 | 19 | 22 |

**Target three and four**: Our data shows that the gap between our intake of Black and Asian students and the rest of the sector is statistically significant. We will increase the percentage of our student body made up of Black and Asian students.

| Description | Baseline year | Baseline data | Yearly milestones | | | | |
|---|---|---|---|---|---|---|---|
| | | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| To increase the percentage of our intake from Asian students | 2017-18 | 6.9% | 7.5% | 8% | 8.5% | 9% | 9.5% |
| To increase the percentage of our intake from Black students | 2017-18 | 2.3% | 2.8% | 3.3% | 3.8% | 4.3% | 4.8% |

**Target five**: Our data shows that our intake of mature students is a concern. We recognise how important it is to diversify our student community with regards to age and have a range of interventions in place, as well as expansion planned for future years. We will increase the percentage of our intake made up of mature students.

| Description | Baseline year | Baseline data | Yearly milestones | | | | |
|---|---|---|---|---|---|---|---|
| | | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| Significantly raise the percentage of our intake from mature students | 2017-18 | 5.9% | 6% | 6.5% | 7% | 7.5% | 8% |

**Target six**: Our data shows that the gap in non-continuation rates between young and mature students is an area of concern, with mature students less likely to complete their degree. We will narrow the gap in continuation rates of mature students, compared with young (under 21 years) students. Male mature students are impacted more than female mature students and will be a particular focus in this work:

| Description | Baseline year | Baseline data | Yearly milestones | | | | |
|---|---|---|---|---|---|---|---|
| | | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| Percentage difference in non-continuation rates mature and non-mature students. | 2016-17 | 9% | 8% | 7% | 6% | 5% | 4% |

**Target seven**: Our data shows a gap in non-continuation rates between non-disabled students and students with mental health conditions, with non-disabled students more likely to continue on their course. We recognise that there are times when suspending or discontinuing their studies may be the best option for students with mental health conditions, in order to best take care of their mental health and wellbeing. We will therefore balance efforts to narrow this gap in continuation rates with the need to ensure students remain as well as possible and are protected from risk. This will be addressed as part of our Student Mental Health and Wellbeing Strategy, referenced in section 3 below.

| Description | Baseline year | Baseline data | Yearly milestones | | | | |
|---|---|---|---|---|---|---|---|
| | | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| Percentage difference in non-continuation rates non-disabled and students with mental health conditions. | 2017-18 | 7% | 6.5% | 6% | 5.5% | 4.5% | 3.5% |

**Target eight**: Our data shows that the attainment gap between BAME and White students is improving and is better than the sector. The gap is not statistically significant for the first time in the latest set of data. However, previous analysis of institutional data shows that the gap cannot be explained by entry qualifications or other structural factors but rather that it emerges during students' first year. Examining the outcomes for different groups shows that each BAME group is subject to an attainment gap at some level,

although small numbers mean relative volatility in the data for some groups. The target has therefore been set to narrow the BAME/White gap, although actions to address this will take account of differences between ethnic groups.

| Description | Baseline year | Baseline data | Yearly milestones | | | | |
|---|---|---|---|---|---|---|---|
| | | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| Percentage difference in degree attainment (1st and 2:1) between BAME and White students. | 2017-18 | 7% | 6% | 5% | 4% | 2% | 0% |

**Target nine**: Our data shows that disabled students are less likely to progress into employment or further study. The gap is not statistically significant but is wider than the sector, with male disabled students particularly affected. We will take action to close this gap, focusing in particular on male disabled students in targeting activities.

| Description | Baseline year | Baseline data | Yearly milestones | | | | |
|---|---|---|---|---|---|---|---|
| | | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| Percentage difference in progression to employment and further study between disabled and non-disabled. | 2016-17 | 3% | 3% | 3% | 2% | 1% | 0% |

These targets demonstrate the scale of our ambition and many of them will be extremely challenging. In order to meet these targets, it is possible that activity will need to be refocused within the duration of the Plan.

## 3. Strategic measures

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

We recognise the impact of multiple indicators of deprivation and are determined to overcome the effects of such intersectional variables at every stage of the student life cycle. We will work with our students to develop and deliver our work to diversify the undergraduate student body and are mindful of the very close links with institutional equality and diversity efforts.

Diversity and inclusivity are cornerstones of the University's mission. Our Vision and Strategy Plan articulates our commitment to be an institution fully integrated within the communities we serve, viewed as a destination of choice for learners of all backgrounds, delivering a world class education and ensuring all students reach their potential.

Unless otherwise stated we will deliver the activities outlined in this Plan in the year 2020-2021.

### 3.1 Whole provider strategic approach

**Overview**

The University is committed to investing additional fee income strategically to achieve maximum impact. We have taken an evidence-based approach, analysed current performance and prioritised interventions with a proven track record.

The commitment to widening access comes from all levels of the institution and we have recently appointed a Pro Vice-Chancellor Student Experience to provide an enhanced level of leadership on the Bristol student experience, and with responsibility for enhancing student voice, inclusion and mental health and wellbeing. This comes in addition to our Pro Vice-Chancellor (Education) ensuring our curricula are inclusive and our Pro Vice-Chancellor (Global Engagement) who directs recruitment strategies. Our Deputy Vice-Chancellor and Provost provides over-arching leadership for all widening participation policy and practice.

**Alignment with other strategies**

Equality and diversity considerations are integrated into all relevant decision-making processes and into the development of strategy and policy across the institution. Equality analysis must be undertaken on all policies and activities and committee cover sheets require reference as to how equality related issues and associated data have been taken into account. We have introduced a basket of measures relating to widening participation within the University's institutional strategic key performance indicators and report on progress against them (refining them in line with current priorities) on an annual basis.

Equality considerations are embedded into the design of our University Strategy, Education Strategy[8], and of this Access and Participation Plan. Prioritisation of the Education Strategy has been used to further strengthen the institutional focus on equality. The theme of inclusion and specifically differential attainment and experience will be prioritised during 2019-20 and 2020-21, through its inclusion in the Integrated Planning Process. This process has allowed us to provide high-level strategic direction to all Schools and Faculties to guide their own planning. This process is monitored via a written submission and a number of strategic planning meetings, led by members of the senior management team.

Equality analysis has been a part of the policy development process and will inform implementation. We undertake a detailed annual review of progress against widening participation progress measures at University, Faculty and programme level. Our analysis is used to help us identify groups that are under-represented and to develop appropriate targeted actions to improve equality at all stages of the student lifecycle. We have embedded questions about inclusion in our Education Action Plans (EAPs). EAP's are live documents, produced at School level, and reviewed within School and Faculty and by students throughout year. We support Schools to interrogate the data in their EAP's and understand where their local data shows inequalities in outcomes.

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

The University recently published a Student Mental Health Strategy and a Staff Mental Health Strategy, as part of an institution-wide approach to mental health and wellbeing. Recognising that students from under-represented groups may experience additional challenges which impact on their mental health and wellbeing, the Student Mental Health Strategy sets out a clear commitment to ensuring that the newly established Student Wellbeing Service offers easy-to-access support for students from a range of

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[8] http://www.bristol.ac.uk/university/strategy/

backgrounds. This includes mature students, international students, BAME students, disabled students, LGBT+ students, and students from our widening participation initiatives. In addition, we will develop a range of targeted support measures for students who may face challenges during transition (e.g. BAME students, disabled students, international students, widening participation and LGBTQ+ students).

The University will sign the Strand Alone Pledge in 2019/20 to formally demonstrate our commitment to ongoing improvements in the way we support estranged students. Our commitment to supporting care leavers was originally informed by the work of Buttle UK. We will sign up to the Care Leavers Covenant in 2019/20. This will inform our ongoing commitment to addressing inequalities for care experienced students. Our work in this area will be informed by close links with the new Care Leavers and Estranged Students Network, supported by Bristol SU, and will ensure appropriate support and interventions at each stage of the student lifecycle.

**Strategic measures**

All strategic measures are linked to activity with a clear theory of change underpinning everything that we do. The activities which we are currently delivering and will undertake in 2020-21 are all evidence-based with measurable aims.

**Outreach**

We will continue to take a holistic and contextualised approach to admissions and outreach. All students from aspiring state schools and colleges, those living in Q1 and Q2 postcodes, intensive outreach participants and those in Care will be flagged within the University's admissions database and if an offer is made it will automatically be at the contextual level (typically two grades lower than the standard offer). To reflect the need to narrow the gap in intake between Q1 and Q5 students we will add schools with high proportions of Q1 students to our list of Aspiring State Schools. We are currently undertaking modelling related to the introduction of a guaranteed offer or interview for any Q1 applicant.

At the outreach stage, interventions will be long-term, targeted and designed, to diversify the student body at the University of Bristol. We will also prioritise Q1 students for all outreach activities. Our data makes clear the need to increase the number of BAME students applying and selecting the University as a firm choice. In order to achieve this, we will extend and enhance our Insight Into Bristol Programme within London and use the model outside of London. The number of BAME students who took part in Insight in 2018-19 was 216, 90% of all participants. The programme has been refined over recent years and is now targeted at the ethnicities most underrepresented at Bristol.

We will also adapt and expand our successful Bristol Scholars programme to include schools and colleges from the areas surrounding Bristol. The programme's innovative approach to admissions and outreach, recognising the impact of educational and domestic disadvantage on school level attainment, has provided a route into the University for students who otherwise may not have been successful at receiving an offer for our programmes.

We recognise that applications from mature students have dropped (in line with a national decline) from 2012-13 onwards. We are committed to working in a targeted way to increase applications from, and to support and retain, mature students across a wide range of ages who have characteristics associated with under-representation and who have experienced multiple forms of disadvantage. Our work covers a full range of activities to address the barriers students may face: flexible outreach activities including evening classes delivered at the university and tasters delivered in the community with partner organisations.

Beyond outreach we are working to make structural changes to provide entry routes into the University for mature students and learners from other under-represented backgrounds. The outcome of this work is the development of a structured programme of tasters and bridging courses across a wider range of disciplines.

Taster courses in a wide range of subjects have been developed to date with community organisations. These tasters (often in the form of an 8-week course) are designed to facilitate progression, with many current undergraduates previously completing a short course.

The English Language and Community Engagement (ELCE) degree and our Foundation Year in Arts and Humanities (FYAH) were both designed specifically to recruit and support students from under-represented groups, including mature students. The ELCE degree is taught one night per week plus occasional Saturdays over 6 years. The FYAH programme is full-time but is taught 2 days per week in family-friendly hours. From 2022 we will be expanding the FYAH programme into Social Sciences and Law. We are also exploring the implementation of a STEM foundation year to create a route into degrees in our Science, Life Sciences and Engineering Faculties. We recognise the need for truly flexible part time provision and are working with our School for Education on a new part time degree.

In addition to our ambition to diversify the University's student population, we also seek to make an active contribution to our wider community, as demonstrated through our sponsorship of the Venturers' Trust[9]. The University made an active decision to sponsor schools in areas of socio-economic deprivation, with low progression rates to higher education and with diverse student populations to target resource where most needed within the city. Through sponsorship and active, robust governance, we aim to improve the educational attainment within the nine Trust schools (two secondary schools, seven primary schools and a specialist school for those with Autistic Spectrum Conditions) and have developed bespoke outreach programmes and entry routes.

This University's work with Merchants is being extended to the other school in the Trust with post-16 provision, Colston's Girl's School. We will work closely with learners to provide bespoke information, advice and guidance, academic mentoring, subject specific outreach and priority access to our outreach schemes. All Venturers Trust students who apply to the University of Bristol will receive a guaranteed offer or interview if they meet the predicted grades. To ensure those in leadership roles at post-16 level are informed as to the most recent developments in the higher education sector we will offer staff training opportunities and sponsorship to attend UCAS teachers' events.

Our work with schools and colleges extends far beyond the Venturers' Trust with established programmes such as Access to Bristol reaching over 800 year 12 and 13 students every year. This intensive, academically focussed intervention provides an entry route for over 100 students into our degree programmes every year and complements other initiatives including Future Quest, our local NCOP consortium. This network targets Year 9 -13 students in 'opportunity areas' across 26 state schools and colleges within the main cohort programme in Bristol and surrounding areas. The scheme represents a significant commitment to sustained and targeted pre-16 engagement. To build on the success of Future Quest we plan to create a pathway for participants to the University of Bristol with a bespoke outreach programme for former participants, part of which will be recognition of participation within the admissions process. We will also expand Access to Bristol to a cohort of students at the pre-16 level, developing the aspirations of young people and strengthening their relationship with the University

**Curriculum and Pedagogy**

We are undertaking a major programme review as part of the Bristol Futures programme. This is focused on four key themes of *Inclusivity, Wellbeing, Effective Learning* and *Student Partnership.* The review will address curriculum content, pedagogy and assessment, seeking to embed the core themes at every level. This will enable us to build in inclusivity at the design stage of programme development and embed approaches such as personalised education and anticipatory adjustments. The theme of *Student Partnership* means that student voice and consultation is central to the review. We have engaged consultants from Advance HE to

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[9] http://www.venturerstrust.org/

support this work, including delivering a workshop for the core team, to ensure we are drawing on established good practice in the sector.

The Global Citizenship curriculum review is due to report at the end of 2018/19. The first phase of implementation of the curriculum enhancement project will begin in 2019/20, aiming for completion by the end of 2022-23.

**Student Support**

We will continue to develop and refine existing student support interventions, to ensure they are effective, appropriately targeted, and accessible to students from under-represented groups. In addition, we will develop specific measures relating to the targets in this plan.

The Be More Empowered (BME) Success programme seeks to address the links between the experience, engagement and attainment of our BAME students, informed by our research in 2016-17. We launched the BME Success programme in May 2019, with a view to implementing the programme from 2019-20 onwards, increasing and refining the activities the programme provides each year. Bringing these interventions and activities together in a coherent programme is a way to make these activities more accessible and visible to our BAME students, with a clear message that we value and celebrate their success in all areas of student life.

The programme includes the recruitment and training of teams of BME Success Advocates, who will work in three key areas: Reviewing (e.g. consultation, curriculum review, student voice, linking to the Bristol Futures programme review); Belonging (e.g. role models, social equality, wellbeing); and Events (e.g. celebrating diversity, student engagement). We piloted some activities in 2018-19 including the Black Men Talk peer-support programme for mental health and wellbeing. We will expand this programme in 2019-20 to develop Black Women Talk, understanding the different impacts students experience as a result of the intersections of race and gender. It is anticipated that these will become part of core provision from 2020-21.

We have considerable work to do to address the differential retention rates between mature and young students. We understand that mature learners are more likely than younger learners to have other characteristics associated with disadvantage and under-representation in higher education and that the circumstances in which they undertake higher education can be complex.

Our first step, in 2019-20 will be more detailed analysis to understand the extent to which the gap is structural, and to what extent this is an unexplained gap. This will be linked with evidence from other sources including our wellbeing surveys, evaluation of student funding, and supplemented by consultation with mature students to form a holistic understanding of the challenges faced by mature students. We will use this work to inform the development of more detailed plans from 2020-21 to address the inequalities in continuation rates, tailoring our approach and engaging colleagues across the institution to address both structural and unexplained gaps with appropriate measures.

We will draw on good practice from work such as the *What Works* student retention and success change programme[10] to inform our approach. This will include working closely with the newly formed mature student network to improve social provision which is essential in allowing mature students to develop meaningful relationships with their peers, which plays an important part in students' sense of belonging. We will also review our pre-entry and induction support for mature students and make improvements based on known good practice and evidence-based approaches.

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[10] https://www.heacademy.ac.uk/individuals/strategic-priorities/retention/what-works

**Employability**

We continue to interrogate our progression data at institution, Faculty and School level, in order to understand issues of inequality at a local level. This informs a more nuanced and responsive approach to targeting of activities that is informed by both demographics and the relationship between subject studied and future career paths.

We will continue to develop and refine our successful tiered approach to addressing inequalities in employment outcomes for under-represented groups. Our Flying Start programme provides first-level information and advice for students meeting one or more widening participation criteria. Students meeting two or more criteria can take part in the Career Boost programme which provides more in-depth interventions including action-focused workshops to help students identify goals and opportunities; build confidence and networking skills; make applications and practice interviews. This allows us to provide more support for students experiencing compound disadvantage due to intersectionality.

We offer additional opportunities including targeted, funded internships and alumni mentoring for students from under-represented groups and monitor these to ensure we are reaching those students who might experience greatest disadvantage in relation to progression. The alumni mentoring scheme was piloted in 2018-19. Following further consultation with students, we are refining the programme and are seeking additional BAME alumni to act as mentors, to meet the needs of BAME students.

We are working strategically with the Student Union through a formalised partnership agreement with quarterly reviews, to ensure student voice is embedded in the work of our Careers Service. This enables us to have an enhanced reach to under-represented groups. For example, the joint delivery in March of an Equality and Diversity week addressed issues such as social mobility for students from low POLAR backgrounds and barriers for certain disability groups, such as students with Asperger's and autism. This helps strengthen our links with individuals who may not traditionally engage with graduate level opportunity advice and guidance.

From 2020/21 we will engage external providers with specialism in supporting disabled students' progression into employment in order to develop a programme of activity which includes disability-specific information and interventions, recognising that students with different types of disability will experience different barriers and need tailored support to plan for and access their future careers.

The Careers Service Equality and Diversity working group was established in 2018 with the purpose of providing an overarching vehicle to measure the impact of the above and other activities we provide to under-represented groups and to develop evaluation strategies for improvement. DLHE (and Graduate Outcome data for 2017-18) will continue to be used as a benchmark against ongoing future improvements.

**Collaboration**

The University recognises the strength of collaborative arrangements, including the benefits of scale, increased engagement with students and potential applicants, enhanced co-ordination and reduced duplication. In 2020-21 we will continue to build on existing partnerships, including the Western Vocational Progression Consortium, Western Outreach Network, South Bristol Youth and Russell Group WP Association. We will also conduct a thorough evaluation of all partnerships to ensure that they are delivering maximum return on investment.

**Financial support**

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

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

The University's financial support package for full time undergraduate students entering the University in 2020 will provide:

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

The amounts stated above will be available to students in every year of study providing they continue to meet the eligibility criteria. All these amounts are valid for 2020-21. Eligibility will be determined in accordance with the Student Loans Company (SLC) assessment of household income for state support purposes.

While we are confident that, for most students, this package should provide an appropriate level of support, we are, in addition to the core package, investing in hardship funds to provide an additional safety net for those UK undergraduate students who, through no fault of their own, find themselves in financial difficulty during their studies.

Following concern from our students regarding rent rises in recent years and the possible impact of this on the demographic balance of our residences, we introduced accommodation bursaries in 2017-18.  Analysis of the scheme indicated it did have an impact on decision making when selecting residences and benefited the diversity of our residences. Working with our Students' Union representatives we increased the number of bursaries to from 180 to 200. In 2019-20 around 200 awards worth £1,000 will be available for students with a household income of £20k or below, living in a Q1 or Q2 postcode. In 2020-21 we will increase funding for accommodation bursaries by 50% on the previous year to £300k p.a.

To ensure that finances do not impact on the Bristol Scholars ability to study and engage fully in the student experience, the University will provide a first-year tuition fee waiver and an annual bursary of £3,750 for the duration of academic study for those students with a household income of below £25k. We are also committed to provide financial support for those in need who also find it challenging to access existing funding streams. The University's Sanctuary Scholarships are designed to enable access to higher education for students from forced migrant backgrounds.

We have also introduced the Futures Scholarship for the first time in 2019-20. This is an alumni funded scholarship for students who fulfil a range of widening participation criteria and who take part in our Bristol Futures programme. We will also seek to refine existing scholarships to prioritise students from under-represented groups.

In parallel with arrangements for 2020-21 described here, we will continue to honour financial commitments to students admitted to the University on support packages described in previous APP submissions.

To ensure that our approach to student financial support is impactful, the package is evaluated annually by the University's Personal Finance Research Centre. The survey is administered to first and third-year students, including those in receipt of University of Bristol funding and those without.

In 2020-21, the existing evaluation will incorporate the OfS toolkit, using both quantitative and qualitative methods. We will analyse the trajectories of the different cohorts, in terms of retention throughout the

degree, completion of degree, degree class obtained and numbers achieving the DLHE 'successful outcome' metric (where data is available).

Our research design is to survey those pre-identified as with and without bursaries across all three years, and the underlying premise is that a positive impact of receiving a bursary arises where such students are at least as positive in their survey responses as those receiving no bursary.

Firstly, the survey evidence finds that at the University of Bristol, the financial support provided is working effectively as a replacement for other income streams that those from low-income households may not have the capacity to call on. The bursary recipients over a number of years have shown consistent and predictable differences from their unfunded peers in terms of sources of income: funded students disproportionately have less call upon personal savings, funding from family and friends and are less dependent on term-time employment than their unfunded peers, and they are less dependent on repayable income streams (loans, overdrafts). Notably, in 2017, due to a change in the ways in which the bursary package was distributed, we found that middle-income students (with a £25-42k RHI) who received financial support were significantly less likely to have an overdraft than those from the same income background who didn't receive any.

In terms of the students' perception of their financial situation, and how finances are 'levelling the playing field', we again find that providing financial support has clear impact. There is no clear evidence of any area in the survey where funded students are not at least as positive in their responses as their unfunded peers, so consistent with the 'pro-bursary' premise of our methodology.

Finally, we also analysed the outcomes of students from number of cohort years to ascertain any differences between those who received financial support and those who did not, accounting for differences in level of support received, and of other demographic factors. We find some evidence of a 'protective' effect of financial support while students are at University.

We find evidence of an association between receipt of funding and a reduced likelihood of withdrawing from university. While at university, we find that the overall rates of withdrawal are similar for both those who receive financial support and those who do not. However, when we control for students' socio-demographic characteristics, we find evidence that the rate of withdrawal among funded students may be higher if it were not for the financial support they receive.

When looking at longer term outcomes, after controlling for other factors, we find no statistically significant differences in graduation levels and degree class gained based on the receipt of financial support in year one. Funded students, however, tend to have socio-demographic characteristics which are associated with more negative academic outcomes, for example, lower entry tariffs, disability and higher age on entry.
We believe that the level of positive impact that bursaries appear to have justifies the decision to firstly, provide financial support to students, and secondly to provide it on a sliding scale to middle income students.

**3.2 Student consultation**

The role of our Students' Union (SU), key representative sabbatical officers and full-time members of staff is critical to the development of our work in this area, including the drafting of this document. The Equality, Liberation and Access Officer is a member of Education Committee, Student Experience Committee and Student Recruitment Committee and, as such, played a key role in making the final decisions as to areas of spend. Monthly meetings take place between University managers with responsibility for widening participation, sabbatical officers and SU staff. This includes opportunities to discuss the content of the access and participation plan, to ensure their views have been accurately reflected and their feedback included.

Bristol SU has developed its approach to representation of students from under-represented groups. This includes the development of the Mature Students Network; BAME Students Network, Disabled Students Network; LGBT+ Network; and Widening Participation Network. We engage with the network chairs and this forms an important mechanism for student consultation. Several of the full-time elected officers have access and mental health within their remit. Supporting the University to further improve diversity is a key representative priority. We will establish a forum for regular meetings with the Network Chairs as a means of regular consultation on both strategic approaches and the operational plans that underpin them.

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

We have recruited a team of current BAME students as Be More Empowered (BME) for Success Advocates. Advocates from the *Reviewing* team are involved in student consultation about a wide variety of areas of student life including curricula, academic and pastoral support. They will represent the views of students and encourage greater engagement in consultation from the wider student body.

We have established the Widening Participation Student Engagement Fund to empower students to design, deliver and evaluate widening participation outreach initiatives to attract a more diverse student community. The fund gives students the opportunity to propose, deliver and evaluate outreach work with the University's target groups, and which is aligned to the strategic priorities for Access.

### 3.3 Evaluation strategy

We seek to deliver continuous improvement in our access, success and progression work. We are developing evaluation processes which enable decisions about programme design and delivery to be based on robust evidence and a theory of change for all projects. New projects are designed with evaluation built in at the outset using a theory of change model. All projects are monitored and evaluated as part of annual impact reporting cycles; the findings are used to demonstrate impact on outcomes and to make recommendations for improvements in practice. We are looking to improve and embed these evaluation practices across the institution.

**Use of the self-evaluation toolkit**
As part of the writing of this plan we have used the OfS self-evaluation toolkit to evaluate our performance, we have found that we have a very solid base of evaluation work which is embedded into the planning process, we use this evaluation to target students for outreach programmes and adjust activity to ensure maximum return on investment. We are particularly aware of the need to play a larger part in the sector wide drive to evaluate activity. We look forward to contributing to the work of the Information Exchange.

**Use of evaluation to drive activity**
We will continue to use evaluation to drive us towards our ambitions; we have evaluated our Foundation Year in Arts and Humanities extensively and this has showed us the need for it to be expanded across further parts of the University. As a result of this evaluation the new programme will recruit to the Social Sciences and Law Faculty from 2020 onwards.

We take a whole institution approach to widening participation. Access and participation work links with the Learning and Teaching strategy and other services, such as Careers. Access staff are aware of the importance of evaluation and are supported by the Research and Evaluation Coordinator (R&EC) to undertake evaluation

which drives improvement. Evaluation and monitoring methods are discussed in team meetings, staff inductions, one-to-ones and training. The budget for evaluation is incorporated into project budgets. Success and progression staff are required to plan the costs of evaluation into proposals for new activities. In access we have in place robust data collection processes and shared tools to allow staff to collect data in a reliable and systematic way. The HEAT database is used to store and track participant data. Staff are aware of the importance of data protection and we work closely with the Secretary's office to ensure we remain compliant.

Our WP activities are designed with a rationale and understanding of the change we want to achieve; objectives and outcomes form the basis of programme Impact reports and proposals for new activity. Where appropriate our success measures are focused on outcomes for participants: changes in knowledge, skills, intentions, behaviour, attainment and progression.  Where possible our choice of interventions is based on an understanding and evidence of what works in our context, from our own data-analysis and from the wider field of WP research, where this exists. We have agreed deliverables and targets for our programmes; we review and update target group characteristics when appropriate. It is normal practice to pilot new initiatives to test and learn from experience. Annual planning and reporting cycles support ongoing evaluation, reflection and improvements of our activities.

We aim to ensure that there is a common approach to evaluation and its design is appropriate to the type, stage and intensity of intervention. Tools, guidance and templates are available to support staff in designing and implementing their evaluation and data collection methods; including a bank of common monitoring and evaluation survey questions. Pre and post intervention surveys are commonly used to evaluate activities, except where they are light touch, such as school talks. Data is often analysed in the aggregate, because it is collected anonymously and because of the complexity of analysis required. For programmes which are resource intensive, such as Bristol Scholars, mixed methods approaches are used, and evidence triangulated to ensure reliability of results. Data has been analysed at an individual level and self-efficacy measures have been trialled. More resource is needed to ensure that evaluation activity is planned consistently across the programmes of WP work. The access team have conducted an evaluation skills audit, but this needs to be kept up to date and rolled out to across the institution.

**Data protection**
Our practices around data protection are robust; the R&EC regularly checks compliance and learns from best practice in this area. We have established data sharing protocols with partners and schools. The access team is increasingly using the HEAT database to monitor and track participants through HESA.  Internally we track student applications, entry, continuation, success, and progression. We don't currently adopt any robust control group methods to prove causality for our interventions.

Several of our evaluations use mixed methods approach and triangulate findings from different sources and many officers are keen to do this. However, this needs resource to develop further, as well as support in the interpretation of results. We use evaluation results to report internally on impact and we deliver continuous improvement by implementing the recommendations for programme improvement. These processes will be further improved as detailed above. We also use evaluation findings to inform the decisions we make about our portfolio of activities; which areas to reduce or increase and where innovation is required. When evidence has pointed to programmes which is not delivering the change expected we have taken steps to adapt the programme or discontinue.

**Key new actions for 2020-25**

| Awareness Raising and Governance | • Share evaluation strategy with teams responsible for widening participation, managers and senior leadership. |
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|---|---|
| | • Increase the strategic governance and systematic reporting mechanisms in place    for evaluation of all programmes; to monitor, provide challenge and direction. |
| Resources | • Allocate a budget and resource for evaluation to deliver on this strategy.<br>• Develop protocols for commissioning research and evaluation of WP activities. |
| Objectives and Planning processes | • Articulate a robust evidence base and logic chain for key WP programmes<br>• Embed planning and reporting protocols consistently across the institution. |
| Ethics and data protection | • Establish an ethical approval process for APP evaluations.<br>• Create a risk assessment checklist covering data protection and ethics for staff |
| Skills and Training | • Conduct an audit of evaluation skills across access staff and academic colleagues. Create a 'skills directory'.<br>• Deliver tools, support and training for staff. For example, using ToC, evaluation design and techniques (e.g. mixed methods), data analysis programmes. |
| Data and reporting | • Ensure staff across access teams have access and skills to use the HEAT database.<br>• Review and improve tracking, analysis and reporting for all APP work. |
| Evaluation findings & dissemination | • Share findings internally and look for opportunities to do so externally (e.g. the EIX), using governance and ethics arrangements to sign off.<br>• Disseminate resources from the EIX to relevant staff. |

### 3.4 Monitoring progress against delivery of the plan

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

In addition, University Management Team (through its Student Recruitment Committee with a membership which includes admissions and widening participation expertise as well as Students' Union representation) regularly monitors progress on key measures and activities. Evaluation of student success and progression activity is reported to the University's Student Experience Committee (and then Education Committee), with student representatives on the committee playing an active role in the assessment of such interventions. Overall responsibility for delivery of the plan is outline para 3 on page 11.

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

If monitoring highlights a risk that the University will not deliver on the commitments made within the Plan immediate action will be taken by the Deputy Director of Home Recruitment and Conversion and Head of Student Inclusion and regular progress updates provided to the University's senior management team. An action plan will be drawn up, identifying the reason behind the risk, actions to be taken to remedy, the person responsible for implementation, the deadline for action and this action plan will be reviewed regularly by the senior member of staff with responsibility for the area.

## 4. Provision of information to students

The total value of planned expenditure for 2020-21 onwards is based on the assumption that the University of Bristol's home, undergraduate tuition fees will be set at £9,250 for the majority of our programmes.

The University of Bristol's home, undergraduate tuition fees for 2020-21 are currently set at £9,250 for the majority of our programmes. This is in line with the upper limit allowed by the Government. If the Government lifts the limit it is likely that the University will raise fees to reflect this. Students who enrol in 2020-21 should be aware that their fees in subsequent years could rise in line with the Government's maximum permitted increase. However, the Government's fees and funding review may reach a different conclusion and, as a result, fees could be reduced in some cases.

For a small number of programmes, the University of Bristol's tuition fees for 2020-21 are currently set below £9,250. These include our Foundation Year in Arts and Social Sciences (£5,000) and part time degree in English Literature and Community Engagement (£3,200). Students who enrol on the part time degree in English Literature and Community Engagement in 2020-21 should be aware that their fees in subsequent years could rise in line with the Government's maximum permitted increase.

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

- Students who are entitled to a fee waiver as part of our pre-2015 and Access to Bristol student finance packages;

- Students undertaking a year of study abroad or an industrial work placement, during which a fee totalling 15 per cent of the equivalent full-time fee (£1,385) will be charged.

It is anticipated that undergraduate tuition fees will generate an 'additional' income above the basic fee of approximately £51.7m in 2020-21. We will invest 29% of this into access, student success and progression measures and student financial support

In line with the guidance to prioritise outcome-focused targets and plans, we have evaluated the success of existing interventions and developed an outcomes-focused and cost-effective strategy. This strategy places increased emphasis on our admissions practice and policy because our evidence-base indicates that it is further changes to these practices that will have the greatest impact on our ability to meet many of our targets and deliver greatest structural change in our outcomes. It reduces spend in areas that have proven to have less impact on our outcomes.

We will invest 29% of our higher fee income in widening access including financial support, student success and progression. We are confident that this level of investment will allow us to continue to make the desired progress on diversifying our intake, deliver high quality activity and support our students financially. We are confident that we will meet our targets with the proposed level of investment. The difference in investment between 2019-20 and the proposed level of investment for 2020-21 onwards will be spent on improving student experience at the University. The specific areas in which this funding is invested will be determined by an evidence-based approach, involving extensive input from the Students' Union.

The University understands the importance of providing clear, accurate and up-to-date information to all prospective applicants. To ensure all students can make informed decisions we will communicate details relating to student finance in the following ways: through the provision of Key Information Sets (KIS); student funding presentations in schools and colleges; open days; recruitment events; widening participation interventions and all offer holder events.

Information on tuition fees and financial support available to students will also be made available, to UCAS and to the Student Loan Company (SLC), populating their applicant facing web services. Details of tuition fee levels and the financial support available to students will be published in our prospectus and on our website. Our Student Funding website includes information on the likely costs of studying at Bristol and helps students to identify the various sources of funding which they might be able to draw on to support. This includes the eligibility criteria and set out the level of financial support students from underrepresented groups will be offered in each year of their studies.

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

**Appendix**

**Priority B: Partnerships with schools to raise attainment**

This section outlines the existing and emerging partnership agreements that we have in place at the University of Bristol. It also highlights how we intend to develop, enhance and expand our strategic relationships with schools to raise attainment.

**Developing our partnerships**

The University of Bristol is committed to collaborating with partners in the city region to raise attainment. We plan to formalise our commitments and significantly expand these partnerships.

We sponsor the Venturers Trust, a Multi Academy Trust comprising nine schools, and contribute significantly to the effective governance of the Trust. We have a range of bespoke interventions primarily focussed at post-16, including priority places on Access to Bristol, summer schools, Bristol Scholars, and science work experience. This work will now be formalised in a comprehensive partnership agreement and expanded to work more intensively with students at younger ages.

In addition to our partnership with the Venturers Trust schools, we will implement formal partnership agreements with a further 10 primary schools and 10 secondary schools by 2024. We are planning for a small number of high intensity partnerships rather than a larger number of lower impact interventions, to ensure we are able to generate high-quality impact evaluation and compare different approaches. Schools with more than 30% of students in receipt of free school meals will be prioritised. These individualised partnership agreements will address the needs of the schools, using the expertise at the University to enhance, rather than duplicate, raising attainment initiatives.

This expansion of work will be delivered collaboratively alongside our partners in the Future Quest Uni Connect programme, aligning communications, activity, and evaluation to reduce administrative burden on schools and improve outcomes for students. To ensure that our partnership work addresses the needs of schools in the city, we will be collaborating with an experienced local school leader, who will join us on a part time consultant basis throughout 2022-23. We will continue to develop our deep connections with the city, for example the Bristol Education Partnership, a partnership of 17 schools and colleges working with the council, UWE and the University of Bristol as well as Bristol One City, specifically through the 'Children and Young People' and 'Economy and Skills' boards.

We have long-standing partnerships with The Brilliant Club and **Into**University. These are specialist third-sector providers who raise attainment in schools and communities respectively, and we have extended our funding commitment to these providers to 2025 to enable ambitious forward planning. In 2021-22 we expanded our partnership with The Brilliant Club to increase uptake of the Scholars Programme in the city of Bristol. We also trialled Scholars programmes in two local primary schools.

We value the connections that our two **Into**University centres bring us with communities in East and South Bristol, and our 22 partner schools. We consulted with **Into**University partner schools in October 2021 and their recommendations have guided our work. Our contribution to the partnership with **Into**University is already extensive; staff and students from the University supported 36 events in the 2021-22 academic year alone. We are expanding our partnership with **Into**University to meet demand in a further six primary schools in East and South Bristol and increased after-school academic support.

We will continue to seek out and collaborate with partners working to raise attainment in Bristol and this approach is embedded across the whole institution through our civic aims in our new University vision and strategy 2030.

**Raising attainment interventions**

We will continue to seek out and collaborate with partners working to raise attainment in Bristol and ensure this approach is embedded across the whole institution by working with colleagues to address our civic aims in our new University Vision and Strategy 2030 and our objective to tackle local education disadvantage.

We will work with our extensive network of school and charity partners to develop a joined-up, sustained programme of raising attainment initiatives from early years settings through to GCSE. We will then explore where we can support the transition from GCSE to FE and sixth form, particularly for students attending 11-16 providers. We will join up our provision, so that students who have had sustained and progressive engagement with Bristol at pre-16 participate in our post-16 outreach and progression pathways such as Access to Bristol, Bristol Scholars and summer schools. In 2021, 298 students joined Bristol after participating in an intensive academically focussed outreach programme.

Raising attainment activity needs to be directed by our school partners and evidence-led, therefore the design and delivery of attainment raising interventions should adapt over time in response to evidence of what works. We have set out here our intentions, based on the current evidence available as outlined in the Transforming Access and Student Outcomes (TASO) rapid review of 1 June 2022, University expertise, and the insights we have from our school partners.

In 2022 we will invest in a further partnership with South Bristol Youth as our partners in the Venturers Trust have identified that persistent absenteeism is a major barrier to raising attainment in South Bristol schools. South Bristol Youth have an excellent relationship with their partner schools and are well placed to deliver targeted interventions in three primary schools and two secondary schools in Hartcliffe and Withywood.

Our raising attainment interventions can be categorised into three themes in alignment with the TASO typology. We are not planning to increase investment in activities focused on aspiration raising (such as taster sessions and pastoral mentoring) due to the lack of evidence that these interventions are effective.

**1. Attainment raising through development of soft/ study skills**

Attainment gaps widen early between those from lower socio-economic backgrounds and those from higher socio-economic backgrounds, even before children start primary school (EPI, 2020). Oral language development is a key predictor of future attainment (Hulme et al., 2020). Therefore, we are making a significant investment in the highly promising Supporting Spoken Language in the Classroom (SSLiC) knowledge exchange project, run by Dr Ioanna Bakopoulou in the School of Education.

Through our additional funding, this project will run in 16 additional primary schools and early years settings by 2024, following successful trials in five Bristol schools with three completing the programme in 2021. The findings and recommendations of this project will be published. Our work on developing speaking, listening and communication skills will continue through collaboration with South Bristol Youth on the Unlocking Potential programme and through our partnership with **Into**University.

The TASO rapid review highlighted emerging evidence that helping young people to think about their approach to learning improves attainment, particularly for those from low-income backgrounds (EEF, 2018). Therefore, we will aim to understand how our partner schools are already embedding metacognition strategies, and where they could benefit from additional interventions from the University.

In addition, we will use the validated scales produced by TASO to help measure our desired outcomes by providing midpoint analysis of attainment raising interventions. Our Writing Wrongs programme will aim to develop critical thinking, academic literacy and writing skills in Year 8 and 9 students. In science, we will collaborate with the Thinking Science team based in our Philosophy Department to embed scientific thinking throughout a series of curriculum-linked academic session developed in partnership with teachers, academics, and PhD students. Thinking Science developed from a collaboration with the Public Engagement team, the Philosophy Department, and Key Stage Three teachers, and is fully integrated with the curriculum. It has been featured by the Association for Science Education.

The Brilliant Club Scholars programme will continue, and we will work closely with them on evaluation and targeting and to ensure that this intensive, small group programme is delivered as part of our wider progressive framework of University activity in schools.

## 2. Attainment raising through teaching of the national curriculum

The TASO review highlighted that there is good international evidence that university student tutors have a positive impact on pupil attainment (Elbaum et al., 2000; Leung et al., 2005; Nickow et al., 2020), but that there is weaker evidence from the UK (Torgerson and King, 2002). We aim to contribute to the evidence base in this area and evaluate how far tutoring relationships between near-peers can improve attainment. For example we will be collaborating with the charity Student Hubs on their Schools Plus programme for this work, working with them to develop impact evaluation methods by 2024. Schools Plus places student volunteers in schools and community settings to offer small group tutoring and reading support. We will be rolling this provision out to two partner schools in 2023. The University also facilitates our students to provide academic support to young people and mature students through **Into**University Easter revision programmes and the Barton Hill Little Library which runs every Tuesday throughout the year in the Wellspring Settlement.

We have identified a need from local schools to support the delivery of specialist teaching on modern foreign languages and Classics. To meet this need, we are trialling GCSE language support sessions which aim to improve GCSE attainment and enthusiasm for further language study. We will also continue to work with The Classics Hub on their model of curriculum support and teacher training in the Southwest.

Many state schools are under-resourced to provide practical science lessons. A 2013 study by SCOPE found that secondary schools only have 70% of the equipment necessary to teach science and primary schools had 46% of the equipment they needed. We are collaborating with partners across the city to meet this need. This will include developing our partnership with Science Creates, a hub of science entrepreneurship already supported by the University of Bristol, to open their lab space to partner schools. Trained PhD students will deliver practical sessions in these state-of-the-art labs to teach the crucial curriculum knowledge and skills that are difficult to achieve in the classroom.

We will develop our links with Bristol Works and our Career Pilot partnership to provide quality, project-focussed work experience opportunities. In 2022 we are offering 117 Year 10 and 40 Year 12 places in our Science and Engineering Faculties, and we plan to further evaluate the impact of this work.

**3. Attainment raising through school governance**

The TASO rapid evidence review identifies three types of intervention that fall into this category: school-university partnership and sponsorship, professional development opportunities for teachers, and placement of governors in schools. We plan to develop work in all three of these areas and invest in evaluating the impact.

We will significantly enhance our partnership working as part of our sponsorship of the Venturers Trust. We will underpin this with a Theory of Change and evaluation plan, recognising that there is currently a lack of causal evidence on the link between sponsorship and attainment raising, and the challenges in isolating which specific activities are most effective in a multi-intervention approach. We are also exploring the feasibility of our academic departments supporting Quality Assurance of the curriculum offered in the Trust schools.

The University offers a range of professional development opportunities for teachers, many of these at subsidised rates for partner schools, and has deep connections with teachers through the University's School of Education. We intend to develop these further and better understand the impact we are having on teacher development, and where we can improve. We have identified a demand for subject-specific connections between researchers and secondary school teachers wishing to get up to date information on emerging research areas and we are currently exploring how best to facilitate this.

We have been successful in placing University staff as governors in Venturers Trust schools. By 2024 we will better articulate and evaluate the impact that we aim to have, ensuring that our governors are adding value to our partner schools. There is a sizable group of University staff who are governors at non Venturers Trust schools, in the next two years we will roll out a support package for these governors to help them be effective in their roles.

**Robustly evaluating our work and sharing the findings**

Our evaluation has developed significantly since 2019. Our widening participation strategy is now directed by an overarching Theory of Change, which will be a crucial communication tool to ensure that all of our work is connected and measuring the same outcome indicators to reach our desired long-term impacts. Underneath this, all of our programmes are planned using individual Theories of Change and evaluation is embedded throughout. Our overarching Theory of Change and those of our major projects will be shared publicly and used as a collective document by all our delivery partners by 2024, as recommended by TASO.

We plan to continue to improve, through exploring how we can generate type three, causal impact evidence and better connect with the sector to share findings. We hope that TASO will continue to be this conduit, as well as other connections forged through the Russell Group and local evaluation networks.

**Priority C: Set out how access to higher education for students from underrepresented groups leads to successful participation on high quality courses and good graduate outcomes.**

We recognise that as we make progress in recruiting a more diverse community of students to our university, we also need to ensure that they are able to succeed in their studies and beyond into their careers. Our new University strategy, and sub-strategies for Equality, Diversity and Inclusion, and Education and Student Experience will be published later in 2022. These set out our institutional commitment to ensuring that students from underrepresented groups feel welcome and succeed in their studies, putting inclusion at the heart of student experience.

Our Careers Service 5-year plan (2022-27) sets out a commitment to engage students who face the biggest barriers to securing employment after graduation, closing any graduate outcomes gaps that are identified.

We have established a new model for wellbeing and pastoral support for all our students grounded in a whole-institution responsibility and are working with our students to ensure that these services are inclusive and meet the needs of students from all backgrounds. This includes tailored training for staff in support services and a commitment to developing a culture of allyship.

This section outlines the additional targeted interventions, activities and opportunities which support students from underrepresented groups to succeed and achieve positive outcomes when they graduate.

**1. Targeted transition support**

We continue to improve the ways we support students to make the transition into their university studies. We have developed a new online induction module for all students with a focus on inclusive communities and promoting acceptable behaviours. We are introducing some additional targeted transition support to meet the specific needs of the following groups of students. These programmes will ensure students are better prepared for their university studies and student life, with the aim of contributing to improved success in their studies.

**Autistic students**

We will offer undergraduate students who have told us they are autistic the opportunity to visit the campus in early September before the start of term. These visits are designed to help students make a smooth transition to university and know where they can turn if they have questions or need support. Students and their parents will have time to meet staff including Disability Advisers and Residential life staff so they know what support they can expect; familiarise themselves with the campus and get to know their way around including visiting accommodation; connect with students from the Bristol University Neurodiverse Society; and ask questions throughout the day.

**Mature students**

We offer our Building up to Bristol pre-arrival course to all incoming mature students from summer 2022. The course explores the expectations of university study in an active and practical way through both live sessions with a course tutor and asynchronous activities. Participants work with others to uncover the principles that shape academic life, its language and culture. The course aims to equip students with a greater understanding of academic life and improved confidence in tackling the everyday challenge of Bristol students. Evaluation looks at students' confidence in relation to the

Intended learning outcomes of the course. To measure long-term impact, we will track participants and compare continuation rates and attainment to mature students who chose not to attend.

**Support for Care Leavers and Estranged Students**

Building on the success of the model of support we offer our Bristol Scholars, we have developed a framework of support for care leavers and estranged students to help students feel safe, supported, and able to reach their potential. The comprehensive support package includes a dedicated point of contact who is available for 1:1 advice, support and coaching throughout students' time at the University. Advice and guidance is given to students through the student finance application process, and our Bristol Stand Alone Bursary offers care leavers and estranged students £1,500 for each year of study.

We have worked with our accommodation team to offer 365-day access to accommodation, and students can apply for a Unite Foundation Scholarship for free en-suite accommodation for three years of undergraduate study. Bristol SU have launched the Care Leavers and Estranged Students Network for students to build communities and create change through collective action. The support is underpinned by a robust monitoring and evaluation plan, and we track the progress of these students from pre-arrival to graduation to ensure that they are achieving in-line with their peers.

**2. Addressing the Awarding Gap Affecting Students from Racially Minoritised Groups**

The University is committed to eliminating the awards gap which affects students of colour and has made good progress in this area. Our research has demonstrated the relationship between students' experience and sense of belonging and their outcomes, and we recognise that progress requires a whole institution approach to address individual, cultural and structural racism within the University, led by our Anti-Racism Steering Group. We will continue to develop and expand our Be More Empowered for Success programme, working in partnership with our students and putting their voices at the heart of our work.

**Decolonising the curriculum**

The University has established the Decolonising Teaching and Learning Working Group to advise the University's academic schools and help initiate decolonisation work. Meetings are held termly with decolonising leads in schools to share successful practice in reviewing and developing new curricula, resources and assessment practices. The university is developing a central repository of resources to support this work and providing workshops and seminars for staff and students on decolonising themes. An open unit entitled *Decolonise the Future* will be launched and promoted to students in 2022/23. The unit will pose the question "how can we decolonise our societies and how can we as active citizens be a part of this process and work towards a better, more equal future?" Students taking this unit will learn about the history, theory and practice of decolonisation. Students will undertake more specialised study through examples and case studies including topics such as decolonising history, heritage, public history and museums, decolonising universities, curricula and education, decolonising environmental activism, art and art history, literature and public spaces.

**Connecting with communities**

The University is working with CARGO – a collective of artists, poets and filmmakers – on the UniversalCity platform which will connect new students with the communities of the city of Bristol. The platform, which is the first of its kind in the UK, enables students to virtually explore the city via an interactive map. The map showcases African and African Diaspora-owned businesses and

community organisations and explores the heritage and history of key points of interest around the city.

**3. Enhancing employability**

**WP Research Internships**

We understand that students from underrepresented groups need access to opportunities which enable them to gain meaningful experience in paid roles to develop their skills for the future. We provide paid summer research internships for students from underrepresented groups. These internships provide students with hands-on experience of research allowing them to gain additional knowledge and experience in their chosen subject. The aim is to improve attainment and encourage students to consider postgraduate study and a career in research.

During the internship, students take part in sessions to improve their research skills and gain insights into postgraduate study and research at the University. There are also social opportunities to enable students to get to know the other scholars, as well as staff and students.

We will give priority to those who meet multiple eligibility criteria from the following list: ethnic groups that are under-represented in our postgraduate community (Asian Pakistani; Asian Bangladeshi; Black Caribbean; Black African; mixed backgrounds featuring one of these groups); students from areas with low participation in higher education (POLAR4 quintiles 1 & 2); mature students; care-leaver and estranged students; disabled students.

**Support for Disabled Students**

We will pilot extended guidance appointments with a Disability Careers Adviser including follow up which will be evaluated with a view to establishing this as good practice going forward.
We will work in partnership with EmployAbility, a not-for-profit organisation committed to furthering the rights of disabled people, who will provide the following enhanced careers support for disabled students:

- 1-to-1 advocacy for final year students offering help with navigating the graduate recruitment process;
- Workshops including "EmployAbility: Mental health: your rights and adjustments" and "Support for Neurodivergent Students";
- Practice interviews for disabled students.

**Upreach**

We have developed a new partnership with UpReach to support and connect 45 state school students with a household income of below £42K with bespoke advice, information and connection with employers. Upreach helps disadvantaged students from across the UK realise their potential by facilitating highly personalised programmes of support. They offer students access to a comprehensive range of opportunities and activities to broaden their horizons, understand career pathways and develop the skills, networks and experiences needed for professional success.

Upreach will work with these students to improve their potential access to employment through:

- A psychometric reasoning test training programme and career courses;
- Workshops and networking events;

- Group professional development sessions;
- A mentoring programme;
- Professional insight events and work experience for Associates with the Supplier's Partner Employers;
- Assessment of Associates' non-academic capabilities, measuring associates' success in gaining professional experience, internships, professional employment and sharing any reports publicly.

UpReach will provide mid-year and end of year reports on progress, outcomes and impact of this programme of activity.

**'Work with Us'**

Recognising the value of meaningful work experience in developing skills for students' future careers we will deliver the Work With Us programme. This will improve access to on campus part-time paid work opportunities for students meeting the following criteria: mature students; bursary recipients with a household income below £42,875; disabled students; students who attended a school on our Aspiring Schools list; students whose home address is in an area with low participation in higher education (POLAR quintile 1 and 2); students from socio-economic groups 4-7'; care leavers; and students of colour.

The aims of the Work With Us programme are:

- To link students who may be disadvantaged in terms of financial, cultural and social capital with a part-time paid roles at the University during their studies;
- To provide enhanced information about the types of roles available, timelines for recruitment and skills needed for each role, helping improve student choices
- To provide additional support and advice to help with preparation for the opportunities, which can also help with application to any part time job

To achieve this, we will distribute a Careers Service e-newsletter, known as Flying Start, to these students, on a weekly basis segmented to first year students with a focus on Work With Us. This will include a planned programme of engagement stories, news and activities building towards recruitment. Hiring managers from across the University will work with the editor of Flying Start to promote vacancies to these groups of students before they are advertised more widely and provide additional information where appropriate.

**Bristol Graduates**

A dedicated Careers Consultant provides bespoke contact and guidance service to recent graduates. The following groups are prioritised: disabled students and students from ethnic minority backgrounds, low-income households, and low participation neighbourhoods. The Careers Consultant contacts the students soon after their graduation to offer support, careers guidance and an opportunity to gain an internship specifically aimed at widening participation students

**Priority D: Seek to develop more diverse pathways into and through higher education through expansion of flexible Level 4 and 5 courses and degree apprenticeships.**

We recognise the need for diverse pathways into the University. These needs include:

- the introduction of Lifelong Learning Entitlement (LLE) from 2025 and the opportunities this affords students from underrepresented groups;
- the rapidly changing skills needs and an increasing demand for a diverse talent pipeline from key growth industries in the south-west region;
- a need to respond to the educational recovery needs of the city-region post-COVID.

Flexible provision is also a key pillar in our civic strategy, enabling us to partner with community and industry players in the region in new ways.

This section outlines the existing and emerging flexible pathways that we have in place, and the ways that we intend to expand these.

**1. Development of flexible degrees**

Feasibility work on flexible provision of this kind has shown a strong appetite among industry, employers and civic society. In addition, two community partners, Learning Partnership West and Babbasa, worked with focus groups of young people not currently planning to enter HE and identified interest for programmes delivered:

- in partnership with industry and employers;
- that can be completed in 4+ years alongside paid employment;
- with a mixed delivery model (campus/online/industry/community).

We are currently developing a business case for a new flexible degree programme at scale, recruiting c.200 students per annum and emphasising areas in which the South-West is at the cutting-edge of developments and is projected to see growth in anchor industries and employment opportunities.
Key themes for the programme (which is likely to have multiple pathways) will be: civic engagement and global challenges, creative and digital skills, innovation and entrepreneurship, sustainable engineering, and inclusive economic growth. There will be an umbrella focus on futures of work.

As part of such a programme we will explore:

- offering accredited short courses, to create new access routes, developed with community partners;
- providing a route through the programme in a part-time mode that can be sustained alongside work or caring responsibilities, but in which the programme can be completed in less than 6 years (the current standard part-time route at UG level);
- creating opportunities for sustained work placements and work-based learning with partners;
- designing bespoke wrap-around support, to enable student success on this programme, in a way that working with a cohort at scale in this way will facilitate.

A programme of this kind has potential to significantly extend our widening participation efforts, enabling us to recruit students who face multiple barriers to entry, and to do so at scale, and connecting them up directly with some of the most exciting employment opportunities emerging in our city-region.

The survey and feasibility work we have undertaken shows there is likely to be particularly strong appeal from such a programme to mature students (especially those aged 21 to 35); Black and minority ethnic students; those with disabilities; and those from communities in the city-region that are persistently under-represented in higher education.

## 2. Foundation years

In addition to the existing Arts and Social Sciences Foundation Year, we have launched a STEM Foundation Year with the first-year enrolling in September 2022. The two programmes are aimed at those who have been out of education for a prolonged period and have no formal entry requirements.

Students will be interviewed before being offered a place, and their life experience and skills used as a basis for entry onto the programme. Successful completion of the Foundation Year leads on to a STEM programme of the student's choice at the University. The fee for the Foundation Year is £5400.

Whilst we retain a keen interest in the development of degree apprenticeships, and are exploring links with industry partners, our focus in 2023-24 will be on the expansion of foundation year and flexible provision.

# Provider fee information 2022-23

**Provider name: University of Bristol**
**Provider UKPRN: 10007786**

### Summary of 2022-23 course fees

*course type not listed by the provider as available in 2022-23. This means that any such course delivered in 2022-23 would be subject to fees capped at the basic fee amount.

**Table 1a - Full-time course fee levels for 2022-23 students**

| Full-time course type: | Additional information: | Cohort: | Course fee: |
|---|---|---|---|
| First degree | Post 2017/18 starters | Fee applies to entrants/all students | £9,250 |
| Foundation degree | * | * | * |
| Foundation year/Year 0 | Arts Foundation | Fee applies to entrants/all students | £5,400 |
| Foundation year/Year 0 | Chemistry/Physics preliminary year | Fee applies to entrants/all students | £9,250 |
| Foundation year/Year 0 | Clinical Gateway | Fee applies to entrants/all students | £9,250 |
| HNC/HND | * | * | * |
| CertHE/DipHE | * | * | * |
| Postgraduate ITT | PGCE School Direct | Fee applies to entrants/all students | £9,250 |
| Postgraduate ITT | PGCE Standard | Fee applies to entrants/all students | £9,250 |
| Accelerated degree | * | * | * |
| Sandwich year | Erasmus and overseas study year | Fee applies to entrants/all students | £1,385 |
| Sandwich year | Sandwich course | Fee applies to entrants/all students | £1,385 |
| Erasmus and overseas study years | * | * | * |
| Other | * | * | * |

**Table 1b - Sub-contractual full-time course fee levels for 2022-23 students**

| Sub-contractual full-time course type: | Additional information: | Cohort: | Course fee: |
|---|---|---|---|
| First degree | * | * | * |
| Foundation degree | * | * | * |
| Foundation year/Year 0 | * | * | * |
| HNC/HND | * | * | * |
| CertHE/DipHE | * | * | * |
| Postgraduate ITT | * | * | * |
| Accelerated degree | * | * | * |
| Sandwich year | * | * | * |
| Erasmus and overseas study years | * | * | * |
| Other | * | * | * |

**Table 1c - Part-time course fee levels for 2022-23 students**

| Part-time course type: | Additional information: | Cohort: | Course fee: |
|---|---|---|---|
| First degree | English Literature and Community Engagement | Fee applies to entrants/all students | £3,500 |
| Foundation degree | * | * | * |
| Foundation year/Year 0 | * | * | * |
| HNC/HND | * | * | * |
| CertHE/DipHE | * | * | * |
| Postgraduate ITT | * | * | * |
| Accelerated degree | * | * | * |
| Sandwich year | * | * | * |
| Erasmus and overseas study years | * | * | * |
| Other | * | * | * |

**Table 1d - Sub-contractual part-time course fee levels for 2022-23 students**

| Sub-contractual part-time course type: | Additional information: | Cohort: | Course fee: |
|---|---|---|---|
| First degree | * | * | * |
| Foundation degree | * | * | * |
| Foundation year/Year 0 | * | * | * |
| HNC/HND | * | * | * |
| CertHE/DipHE | * | * | * |
| Postgraduate ITT | * | * | * |
| Accelerated degree | * | * | * |
| Sandwich year | * | * | * |

| Erasmus and overseas study years | * | * | * |
|---|---|---|---|
| Other | * | * | * |

# Provider fee information 2021-22

**Provider name: University of Bristol**
**Provider UKPRN: 10007786**

## Summary of 2021-22 course fees

\*course type not listed by the provider as available in 2021-22. This means that any such course delivered in 2021-22 would be subject to fees capped at the basic fee amount.

**Table 1a - Full-time course fee levels for 2021-22 students**

| Full-time course type: | Additional information: | Cohort: | Course fee: |
|---|---|---|---|
| First degree | Post 2017/18 starters | Fee applies to entrants/all students | £9,250 |
| Foundation degree | * | * | * |
| Foundation year/Year 0 | Arts Foundation | Fee applies to entrants/all students | £5,150 |
| Foundation year/Year 0 | Chemistry/Physics preliminary year | Fee applies to entrants/all students | £9,250 |
| Foundation year/Year 0 | Clinical Gateway | Fee applies to entrants/all students | £9,250 |
| HNC/HND | * | * | * |
| CertHE/DipHE | * | * | * |
| Postgraduate ITT | PGCE School Direct | Fee applies to entrants/all students | £9,250 |
| Postgraduate ITT | PGCE Standard | Fee applies to entrants/all students | £9,250 |
| Accelerated degree | * | * | * |
| Sandwich year | Erasmus and overseas study year | Fee applies to entrants/all students | £1,385 |
| Sandwich year | Sandwich course | Fee applies to entrants/all students | £1,385 |
| Erasmus and overseas study years | * | * | * |
| Other | * | * | * |

**Table 1b - Sub-contractual full-time course fee levels for 2021-22 students**

| Sub-contractual full-time course type: | Additional information: | Cohort: | Course fee: |
|---|---|---|---|
| First degree | * | * | * |
| Foundation degree | * | * | * |
| Foundation year/Year 0 | * | * | * |
| HNC/HND | * | * | * |
| CertHE/DipHE | * | * | * |
| Postgraduate ITT | * | * | * |
| Accelerated degree | * | * | * |
| Sandwich year | * | * | * |
| Erasmus and overseas study years | * | * | * |
| Other | * | * | * |

**Table 1c - Part-time course fee levels for 2021-22 students**

| Part-time course type: | Additional information: | Cohort: | Course fee: |
|---|---|---|---|
| First degree | English Literature and Community Engagement | Fee applies to entrants/all students | £3,300 |
| Foundation degree | * | * | * |
| Foundation year/Year 0 | * | * | * |
| HNC/HND | * | * | * |
| CertHE/DipHE | * | * | * |
| Postgraduate ITT | * | * | * |
| Accelerated degree | * | * | * |
| Sandwich year | * | * | * |
| Erasmus and overseas study years | * | * | * |
| Other | * | * | * |

**Table 1d - Sub-contractual part-time course fee levels for 2021-22 students**

| Sub-contractual part-time course type: | Additional information: | Cohort: | Course fee: |
|---|---|---|---|
| First degree | * | * | * |
| Foundation degree | * | * | * |
| Foundation year/Year 0 | * | * | * |
| HNC/HND | * | * | * |
| CertHE/DipHE | * | * | * |
| Postgraduate ITT | * | * | * |
| Accelerated degree | * | * | * |
| Sandwich year | * | * | * |

| | | | |
|---|---|---|---|
| Erasmus and overseas study years | * | * | * |
| Other | * | * | * |

Office for Students | ofs

# Access and participation plan
# Fee information 2020-21

**Provider name: University of Bristol**

**Provider UKPRN: 10007786**

## Summary of 2020-21 entrant course fees

*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

**Inflationary statement:**

The University of Bristol's home undergraduate tuition fees for 2020/21 are currently set at £9250 for the majority of our programmes. This is in line with the upper limit allowed by the government. If the government lifts the limit it is likely that the University will raise fees to reflect this. Students who enrol in 2020/21 should be aware that their fees in subsequent years could rise in line with the Government's maximum permitted increase.

**Table 4a - Full-time course fee levels for 2020-21 entrants**

| Full-time course type: | Additional information: | Course fee: |
|---|---|---|
| First degree | Post 2017/18 starters | £9,250 |
| Foundation degree | | * |
| Foundation year/Year 0 | Arts Foundation | £5,000 |
| Foundation year/Year 0 | Chemistry/Physics preliminary year | £9,250 |
| Foundation year/Year 0 | Clinical Gateway | £9,250 |
| HNC/HND | * | * |
| CertHE/DipHE | * | * |
| Postgraduate ITT | PGCE School Direct | £9,250 |
| Postgraduate ITT | PGCE Standard | £9,250 |
| Accelerated degree | | * |
| Sandwich year | Sandwich course | £1,385 |
| Erasmus and overseas study years | Erasmus and overseas study year | £1,385 |
| Other | * | * |

**Table 4b - Sub-contractual full-time course fee levels for 2020-21 students**

| Sub-contractual full-time course type: | Additional information: | Course fee: |
|---|---|---|
| First degree | * | * |
| Foundation degree | * | * |
| Foundation year/Year 0 | * | * |
| HNC/HND | * | * |
| CertHE/DipHE | * | * |
| Postgraduate ITT | * | * |
| Accelerated degree | * | * |
| Sandwich year | * | * |
| Erasmus and overseas study years | * | * |
| Other | * | * |

**Table 4c - Part-time course fee levels for 2020-21 entrants**

| Part-time course type: | Additional information: | Course fee: |
|---|---|---|
| First degree | All full-time Undergraduate courses where students studying on a part-time basis. 17/18 entrants and onwards. | £4,625 |
| First degree | English Literature and Community Engagement | £3,200 |
| Foundation degree | * | * |
| Foundation year/Year 0 | * | * |
| HNC/HND | * | * |
| CertHE/DipHE | * | * |
| Postgraduate ITT | * | * |
| Accelerated degree | * | * |
| Sandwich year | * | * |
| Erasmus and overseas study years | * | * |
| Other | * | * |

**Table 4d - Sub-contractual part-time course fee levels for 2020-21**

| Sub-contractual part-time course type: | Additional information: | Course fee: |
|---|---|---|
| First degree | * | * |
| Foundation degree | * | * |
| Foundation year/Year 0 | * | * |
| HNC/HND | * | * |
| CertHE/DipHE | * | * |
| Postgraduate ITT | * | * |
| Accelerated degree | * | * |
| Sandwich year | * | * |
| Erasmus and overseas study years | * | * |
| Other | * | * |

# Targets and investment plan 2020-21 to 2024-25

**Provider name: University of Bristol**

**Provider UKPRN: 10007786**

## Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

**Table 4a - Investment summary (£)**

| Access and participation plan investment summary (£) | Academic year | | | | |
|---|---|---|---|---|---|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| **Total access activity investment (£)** | £3,059,875.00 | £3,095,955.00 | £3,201,686.00 | £3,130,921.00 | £3,061,225.00 |
| Access (pre-16) | £1,037,245.00 | £1,049,475.00 | £1,108,811.00 | £1,073,270.00 | £1,073,270.00 |
| Access (post-16) | £1,555,870.00 | £1,574,215.00 | £1,609,905.00 | £1,574,681.00 | £1,504,985.00 |
| Access (adults and the community) | £466,760.00 | £472,265.00 | £482,970.00 | £482,970.00 | £482,970.00 |
| Access (other) | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 |
| **Financial support (£)** | £9,590,000.00 | £9,705,000.00 | £10,039,186.00 | £9,817,297.00 | £9,598,758.00 |
| **Research and evaluation (£)** | £259,312.00 | £262,369.00 | £271,329.00 | £265,332.00 | £268,318.00 |

**Table 4b - Investment summary (HFI%)**

| Access and participation plan investment summary (%HFI) | Academic year | | | | |
|---|---|---|---|---|---|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| **Higher fee income (£HFI)** | £51,862,325.00 | £52,473,770.00 | £54,265,873.00 | £53,066,472.00 | £51,885,177.00 |
| **Access investment** | 5.9% | 5.9% | 5.9% | 5.9% | 5.9% |
| **Financial support** | 18.5% | 18.5% | 18.5% | 18.5% | 18.5% |
| **Research and evaluation** | 0.5% | 0.5% | 0.5% | 0.5% | 0.5% |
| **Total investment (as %HFI)** | 24.9% | 24.9% | 24.9% | 24.9% | 24.9% |

# Targets and investment plan
## 2020-21 to 2024-25

**Provider name: University of Bristol**

**Provider UKPRN: 10007786**

## Targets

### Table 4a - Access

| Aim (500 characters maximum) | Reference number | Target group | Description (500 characters maximum) | Is this target collaborative? | Data source | Baseline year | Baseline data | 2020-21 milestones | 2021-22 milestones | 2022-23 milestones | 2023-24 milestones | 2024-25 milestones | Commentary on milestones/targets (500 characters maximum) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| To reduce the gap in participation in HE for students from underrepresented groups | PTA_1 | Low Participation Neighbourhood (LPN) | Reduce ratio in entry rates for POLAR4 quintile 5: quintile 1 students | No | The access and participation dataset | 2017-18 | 12:1 | 10:1 | 9:1 | 8:1 | 7:1 | 6:1 | |
| To reduce the gap in participation in HE for students from underrepresented groups | PTA_2 | Ethnicity | Significantly increase the percentage of our intake from Asian students | No | The access and participation dataset | 2017-18 | 6.9% | 7.5% | 8% | 8.5% | 9% | 9.5% | |
| To reduce the gap in participation in HE for students from underrepresented groups | PTA_3 | Low Participation Neighbourhood (LPN) | Increase the number of students recruited from the Venturers Trust, the MAT which the University co-sponsors. | Yes | UCAS data | 2018-19 | 7 | 10 | 13 | 16 | 19 | 22 | |
| To reduce the gap in participation in HE for students from underrepresented groups | PTA_4 | Ethnicity | Significantly increase the percentage of our intake from Black students | No | The access and participation dataset | 2017-18 | 2.3% | 2.8% | 3.3% | 3.8% | 4.3% | 4.8% | |
| To increase the percentage of our intake from mature students | PTA_5 | Mature | Significantly raise the percentage of our intake from mature students | No | The access and participation dataset | 2017-18 | 5.9% | 6% | 6.5% | 7% | 7.5% | 8% | |

### Table 4b - Success

| Aim (500 characters maximum) | Reference number | Target group | Description (500 characters maximum) | Is this target collaborative? | Data source | Baseline year | Baseline data | 2020-21 milestones | 2021-22 milestones | 2022-23 milestones | 2023-24 milestones | 2024-25 milestones | Commentary on milestones/targets (500 characters maximum) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| To reduce the non-continuation gap for students from underrepresented groups | PTS_1 | Mature | Percentage difference in non-continuation rates mature and non-mature students | No | The access and participation dataset | 2016-17 | 9% | 8% | 7% | 6% | 5% | 4% | |
| To reduce the non-continuation gap for students from underrepresented groups | PTS_2 | Disabled | Percentage difference in non-continuation rates non-disabled and students with mental health conditions | No | The access and participation dataset | 2017-18 | 7% | 6.5% | 6% | 5.5% | 4.5% | 3.5% | |
| To reduce the attainment gap for students from underrepresented groups | PTS_3 | Ethnicity | Percentage difference in degree attainment (1st and 2:1) between BAME and White students. | No | The access and participation dataset | 2017-18 | 7% | 6% | 5% | 4% | 2% | 0% | |

### Table 4c - Progression

| Aim (500 characters maximum) | Reference number | Target group | Description (500 characters maximum) | Is this target collaborative? | Data source | Baseline year | Baseline data | 2020-21 milestones | 2021-22 milestones | 2022-23 milestones | 2023-24 milestones | 2024-25 milestones | Commentary on milestones/targets (500 characters maximum) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| To reduce the progression gap for students from underrepresented groups | PTP_1 | Disabled | Percentage difference in progression to employment and further study between disabled and non-disabled. | No | The access and participation dataset | 2016-17 | 3% | 3% | 3% | 2% | 1% | 0% | |