ACCESS AND PARTICIPATION PLAN 2025-26 TO 2028-29

Bath Spa University

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Introduction and strategic aim

Bath Spa University (BSU) champions the transformative power of education as we believe education is key to promoting social justice and reducing inequalities. Our recognition as the 2024 University of the Year for Social Inclusion[1] celebrates our long-standing commitment to widening access to Higher Education.

Our University Strategy 2030[2] aims to further equality of opportunity throughout the entire student lifecycle. We challenge our students and staff to realise their talent and thrive, both for their own benefit and for the wider good. Our applied and professional curriculum, learning environment and pedagogical approaches are designed to instil creativity, curiosity and confidence, enabling our students and graduates to navigate a challenging and changing world of opportunity. This starts with our students and staff but extends to our local, regional, national and global community through our long and sustained record of access and participation, learning and teaching, research and educational partnerships.

We are committed to widening participation, and this is central to our values of respect, inclusion, collaboration, and sustainability. We aim to address access and participation for underserved and underrepresented groups by embedding inclusive practices in all our activities. This commitment includes our membership of The Purpose Coalition[3] to tackle social challenges and the Care Leavers Covenant[4], which demonstrates our pledge to support social inclusion by building upon our well-established outreach and support package for students from a care-experienced background. Our Widening Participation Strategy[5] defines our principles to:

- develop and deepen our strategic partnerships with schools, colleges, and organisations within our communities and across the wider regions in which we operate
- widen opportunities to access learning
- deliver a student-centred approach to education that reflects the changing profile and needs of our students and delivers successful outcomes for all
- continue to develop an inclusive and positive learning environment and embed a whole institutional approach to promotion of mental health and wellbeing
- promote student engagement and the student voice
- embed evaluation across the University and work collaboratively with our educational partners to use evidence to inform our educational approach and hone our understanding of equality of opportunity enablers
- ensure our portfolio, curriculum and approach to learning and teaching and wider student experiences are inclusive and take into full consideration the diversity of our student body and their experiences
- empower positive change in our communities
- add to the national knowledge base through publishing our evaluations of access, participation, and success intervention

Our Social Enterprise Gold Mark[6] award, our Civic Agreement[7] with University of Bath, Bath & North East Somerset Council (B&NES) and Royal United Hospitals Bath NHS Foundation Trust and our support for the Forest of Imagination[8] (with its focus on raising attainment for children in Bath) demonstrate our commitment to address regional challenges and help communities thrive. Through our outreach, initial teacher education (encompassing nearly 250 individual schools and colleges), and educational partnerships, we widen access to higher education and support educational progression of people from underrepresented groups and a wider geographical reach.

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[1] https://www.bathspa.ac.uk/news-and-events/news/social-inclusion-award/
[2] https://www.bathspa.ac.uk/about-us/culture-and-values/strategy-2030/
[3] https://www.purpose-coalition.org/purposegoals
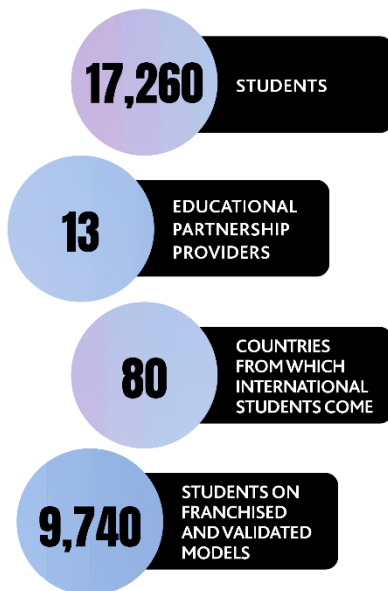[4] https://www.bathspa.ac.uk/news-and-events/news/care-leaver-covenant/
[5] https://www.bathspa.ac.uk/media/bathspaacuk/about-us/policies/widening-participation-strategy.pdf
[6] https://www.bathspa.ac.uk/news-and-events/news/social-enterpise-gold-mark-award/
[7] https://www.bathspa.ac.uk/news-and-events/news/civic-agreement-signed/
[8] https://www.forestofimagination.org.uk/

17,260 STUDENTS

13 EDUCATIONAL PARTNERSHIP PROVIDERS

80 COUNTRIES FROM WHICH INTERNATIONAL STUDENTS COME

9,740 STUDENTS ON FRANCHISED AND VALIDATED MODELS

We are a multi-disciplinary and regionally rooted institution with a vibrant and diverse community of 17,260 students (2022-23, HESA) in which the applicant and student experience is central to our mission. Our campuses in Bath and London, alongside our 13 UK educational partnership providers, offer a broad spectrum of undergraduate and postgraduate programmes across seven academic schools. Recently, our national reach has grown substantially, with a large proportion of our students joining us from outside the local region and international students hailing from 80 countries worldwide. We teach students through a direct delivery model and through a franchised and validated model (with 9,740 studying on franchised and validated models).[9]

Risks to equality of opportunity

Through a detailed analysis of key performance data (Annex A) and feedback from students, staff, and educational partners, we have identified seven key risks to equality of educational opportunity. We based this analysis on data from the Office for Students (OfS) Access and Participation Data Dashboard[10], UCAS applications, and our internal records, along with qualitative feedback from our key stakeholders. The OfS Equality of Opportunity Risk Register[11] (EORR) helped us to understand how this data connects to potential risks at Bath Spa. Whilst these key risks have been identified through our assessment, the University has a strategic commitment to monitor and mitigate other identified risks (as well as all sector-wide risks) to equality of opportunity as cited in the EORR.[12] Our prioritised risks to equality of opportunity are as follows:

Risk One: Knowledge and Skills. Our application rates from certain groups (e.g. black – any other background, mixed white and black Caribbean) have been relatively low in Bath, though significantly higher through our London campus and partners. Evidence from the sector and literature suggests that diversity in access may relate to gaps in prior knowledge and skills. Therefore, this risk is particularly relevant to us in our Bath-based delivery.

Risk Two: Information and Guidance. Our application rates from certain underrepresented groups (such as ethnic minorities and Index of Multiple Deprivation Quintiles 1 and 2)[13] are relatively low in Bath. Furthermore, our on-course continuation rates for these groups in London and our partners are lower than other groups of students in Bath. Evidence from the sector and literature suggests that this risk relates to gaps in information, targeted supportive interventions and guidance.

Risk Three: Academic and Personal Support. We have brought academic and personal support together to provide an integrated approach to supporting students through their studies with us. Low continuation rates among some groups of students (particularly IMD Q1/2 students and mature students at our London campus and some of our educational partners) suggest that we need to ensure a meaningful connection between academic and personal support.

Risk Four: Mental Health and Wellbeing. We see increasing proportions of students identifying with pre-existing mental health conditions and an increase in numbers accessing our Student Wellbeing Services. We see a relationship between these trends and lower continuation rates for certain groups of students (e.g. for mature students) and completion rates (e.g. for mature, disabled, Free School Meals [FSM] eligible, and black and mixed ethnic groups).

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[9] https://www.officeforstudents.org.uk/data-and-analysis/size-and-shape-of-provision-data-dashboard/data-dashboard/. We have complied with the UK General Data Protection Regulation (GDPR) in the presentation of our data.
[10] https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/
[11] Equality of Opportunity Risk Register - Office for Students
[12] It should be noted that we have undertaken predictive modelling (Annex A), given the recent development and growth in educational partnerships which result in significant demographic change to our student populations and consequent time lags for data relating to recent cohorts.
[13] The English Index of Multiple Deprivation (henceforth IMD). The abbreviation Q will be used for quintiles from here on. See https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019.

Risk Five: Cost Pressure. The cost of living in many of the areas where our students are based (and particularly in London and Bath) is higher than the UK average. Student loans are not means tested on an area of study basis, so our students receive the same financial support as those living in less expensive locations, meaning they are even more susceptible to the challenges of the current cost of living crisis. Students are therefore more likely to need to work (at least on a part-time basis) outside of their study to cover their costs and this can impact their success rate. Research by the Sutton Trust[14] shows that students from working class backgrounds are likely to suffer the heaviest impacts of financial pressure.

Risk Six: Student Belonging and Engagement. As part of our stakeholder engagement, the importance of student belonging, and engagement has been persistently identified across all our registered students. This is seen as an equality of opportunity risk to delivering high quality student outcomes and eliminating attainment and awarding gaps for students from low participation backgrounds.

Risk Seven: Progression. This is lower for disabled, FSM eligible, and Asian and other ethnic groups than the B3 threshold. Compared to the sector, BSU progression is lower for every student group in the data (with exception of 18-year-old students). Therefore, progression is a significant risk for our students in Bath and London and with our partners.

Objectives

Commitment to widening participation and to social justice is fundamental to our purpose and our academic provision. Overall, our primary objective is to continue fostering accessible, inclusive, and student-centred approaches to education and the broader student experience. By doing so, we aim to ensure equality of opportunity and outcome for all our students.

The equality of opportunity risks identified above span the student lifecycle and apply to our entire population of registered students, including those in Bath, London, and taught by our educational partners. To mitigate these risks, we have articulated ten strategic and measurable objectives, shown in the table below. These are based on the Assessment of Performance in Annex A.[15]

> **We are committed to attract an increased proportion of our total number of applications from prospective students who are members of groups which, at the time when the plan is approved, are under-represented in higher education (Objective 1). We are committed to support successful participation in higher education by specified prospective students and students (Objectives 2-9). We are committed to provide bursaries and other forms of financial assistance set out in the plan to our students (subject to eligibility – see Whole Provider Approach, below).**

In terms of access, our position overall has changed very positively since 2021-22 partially as a result of our student recruitment in London and with our educational partners (see Annex A). Therefore, our access objective (Objective 1) is focused on our Bath provision alone. In terms of our support provision for students who declare a disability on entry, we have identified a significant disparity between the proportion of students declaring a disability within our provision in Bath and our provision elsewhere: we have therefore created an objective around enabling and encouraging applicants and students within our London provision to disclose a disability. All other objectives are aimed at and relevant to all eligible student cohorts.

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[14] https://www.suttontrust.com/our-research/cost-of-living-and-university-students-2023/

[15] Given the rapid change of shape and demographics of our student population over recent years (i.e. through working with partner providers and at our London campus), there are challenges in projecting future student success metrics, given that most students with our larger (and newer) partners) have not yet had the opportunity to complete their courses. We have therefore used continuation as a lead indicator in identifying these objectives, which are based around access and B3 metrics.

Table of objectives

NUMBER	CONTEXT	OBJECTIVE
Access		
1 (PTA_1)	21.95% of all entrants (across all locations) in 2016-17 came from IMD Q1/2. That increased to 58.6% in 2021-22. However, in 2021-22, only 22.2% of entrants to our Bath provision came from IMD Q1/2. HE participation in the South West is substantially lower (at 30.1% in 2024) than in London (51.2% in 2024).	To increase the proportion of entrants to our Bath-based provision from IMD Q1/Q2 by 2028.
2 (PTA_2)	In 2021-22, 33.1% of BSU entrants in Bath reported a disability whereas only 2.7% of entrants in BSU London and 5.6% of all partner entrants reported a disability.	To support students to disclose a disability where appropriate and to increase the percentage of BSU students in London who disclose a disability by 2028.
Continuation and Completion		
3 (PTS_1)	The continuation gap between IMD Q1/2 and Q 3/4/5 widened from 1 percentage point (pp) in 2017-18 to 7.2pp in 2020-21.	To reduce the continuation gap between IMD Q1/2 and Q3/4/5 by 2028.
4 (PTS_2)	The continuation gap between young and mature students widened to 11.2pp in 2020-21. Aggregated data for our partners shows a gap in continuation rates between young and mature students which suggests that this may be a significant issue for partners.	To reduce the continuation gap between young and mature students by 2028.
5 (PTS_3)	The completion gap between IMD Q1/2 and Q 3/4/5 narrowed from 6.4pp in 2014/15 to 1pp in 2017/18 but is projected to widen in future.	To keep the future completion gap between IMD Q1/2 and Q3/4/5 no higher than 2pp by 2028.
6 (PTS_4)	The completion gap between students declaring disability and no known disability has widened from 0.9pp in 2012-13 to 3pp in 2017-18 and is projected to widen further.	To eliminate the completion gap between students declaring a disability and no known disability by 2028.
7 (PTS_5)	The completion gap between male and female students has narrowed from 4.9pp in 2013-14 to 0.3pp in 2017-18 but is projected to widen in future.	To keep the completion gap between male and female students no higher than 2pp by 2028.
Attainment		
8 (PTS_6)	The attainment gap between white and black students narrowed from 31.9pp in 2018/19 to 17.4pp in 2019/20 but may widen in future.	To reduce the attainment gap between white and black students by 2028 and to work in the longer term to eliminate attainment gaps based on ethnicity.
Progression		
9 (PTP_1)	The progression gap between young and mature students has shifted from -10.8pp in 2016-7 to 4.5pp in 2020-21 but is projected to widen further.	To reduce the progression gap between young and mature students by 2028.

Intervention strategies and expected outcomes

We have developed six overarching intervention strategies to deliver our objectives and work towards eliminating the identified and prioritised equality of opportunity risks for underrepresented groups of students. These have been developed following extensive consultation. The intervention strategies follow the applicant and student lifecycle and are designed to support the diverse student groups studying in Bath, London, and where applicable with our educational partnerships across the UK:
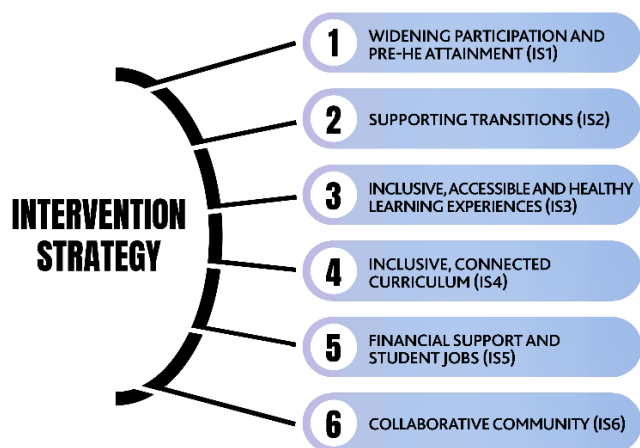
The strategies are conceived as a suite of interconnecting and complementary activities to create a holistic impact, for which we have created an overall Theory of Change. We have built in institutional level activities such as curriculum and assessment design to support continuation, completion, attainment, and progression awarding gaps across students studying at Bath, London and with our educational partners. In this way we intend to support our significant proportion of underrepresented students who may have experienced significant risks to equality of opportunity. These include mature entrants as well as students measured through IMD – i.e. students from IMD Q1 and Q2 who study at our educational partners.

This inclusive, holistic, and connected approach is balanced with targeted and tailored activities designed to provide specific focus on underrepresented groups in specific locations and to address our objectives. Throughout the intervention process we have carefully considered whether interventions should apply to all our registered students, or to students at a specific campus/partner. Our educational partners are also committed to take forward connecting activities relevant to them and that align with our intervention strategies.

The following diagram summarises our intervention strategies and shows how these map to our identified risks and objectives:

Intervention strategies	1: Widening Participation and Pre-HE attainment	2: Supporting transitions	3: Inclusive, accessible and healthy learning experiences	4: Inclusive connected curriculum	5: Financial support and student jobs	6: Collaborative community
Mapped to risks	1, 2	1, 2, 3, 6, 7	3, 4, 6, 7	1, 3, 4, 6, 7	6, 7	4, 5, 6, 7
Mapped to objectives	1, 2, 3, 4, 6	3, 4, 5, 6, 7, 8, 9	2, 3, 4, 5, 6, 7, 8, 9	3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	3, 4, 5, 6, 7, 8, 9
Interventions	Targeted outreach programme	Student wellbeing services	Mental health and wellbeing	Curriculum design	Blackbullion	Co-creation and implementation of BSU collaborative community strategy
	Contextual admissions	Transitions framework	Learning analytics	Graduate attributes, employability and educational gain	Flexible internships and employment opportunities	Bath Spa Empowers
	National Saturday Club	Autism transition out programme	Laptop loan scheme	Academic skills	Financial support for professional experience	Develop new links with community groups
		Grad Support Unit	Academic year model	Bath Spa award		Social confidence collaborative projects
						Develop a strong evidence base

Key

Bath only	Bath and London	All provision

Intervention strategy 1: widening participation and pre-HE attainment (IS1)

Aims and objectives	This strategy will support us to increase the proportion of underrepresented entrants to our Bath and London based provision. It contributes to widening participation and pre-HE attainment and to delivering our access objective to increase the proportion of entrants to our Bath-based provision from IMD Q1/Q2. By growing the pool of applicants and supporting their educational journeys, we will increase the volume of students from disadvantaged groups and their success rates at application.
Risks to Equality of Opportunity	Applicants from underrepresented groups may not experience equality of opportunity in relation to Risk 1 (knowledge and skills) and Risk 2 (information and guidance).
Related objectives and targets	Objectives 1, 2, 3, 4, 6 (PTA_1, PTA_2, PTS_1, PTS_2, PTS_4).

Activity / Description	Inputs	Outcomes	Population	Cross Intervention
Targeted outreach programme: **Primary Learner Progression Framework** • Interactive workshop series developing key foundations of knowledge and understanding about university; increasing the efficacy of programmes below **Secondary Learner Progression Framework** • Interactive workshop series building on the Primary Framework to foster engagement in education and further increase the efficacy of programmes below. **Creative arts projects** • Highly targeted practical sessions building confidence and technical ability in creative arts subjects. **BSU Reading Programme (enhanced)** • Using multiple modes of delivery (e.g. teacher led preparation, interactive workshops, stretch challenges) to raise reading attainment in target Primary Schools by supporting key competency pillars around comprehension, oracy, vocabulary, etc.	• Paid student ambassador positions, professional services and academic staffing • Subscription to key services and research groups (e.g. HEAT, NERUPI, SCiP) • New role of BSU London based outreach officer to develop specific interventions drawing on existing Empowers resources and GRIT	• Increased proportion of students from underrepresented groups at our Bath campus (e.g. IMD Q1/2, carers, care experienced, mental health conditions and learning differences) • Improved success rates for underrepresented students (e.g. continuation, completion, attainment and progression) • Learners have greater confidence in creative arts subjects, greater technical ability (facilitating higher attainment) and greater engagement in their school lessons • Learners have greater confidence and enjoyment of reading. By improving key reading skills learners can articulate their understanding of what they have read and demonstrate a wider vocabulary. • Learners will be able to articulate their strengths as an individual with a Service Family Background and how future university study may complement this. They are able to make	Bath and London	IS2

Creative Forces Day • Collaborating with other universities through the SCiP Alliance to foster a sense of identity and connection within higher education for students with a Service Family background. **Bath Spa Discovery Days (new)** • Directly supporting aspiration and transition to university for students with Care Experience by providing bespoke opportunities to build relationships with key university staff and become familiar with Bath Spa's campuses. **BSU London WP programme (new)** • Focused initiative targeting key areas of need for applicants to BSU London, specifically supporting the knowledge and skills students need to access their course successfully.		more effective subject choices and see university as a possible pathway choice for them • Learners with Care Experience have greater knowledge and awareness of options for university study, the support they can expect at university and the teams who can best support them at BSU • Increased academic skills and attainment for young people from underrepresented groups in the Greater London area.		
Contextual Admissions (new): • Discounted offer for eligible applicants. • Workshops and summer schools to help eligible applicants adjust to student life prior to joining the course. • Travel Contribution Scheme for eligible applicants. • Targeted on-course support to be made available to eligible students. • Targeted Careers and Employability support to be made available to eligible students.	• Paid student ambassador positions, professional services support and academic staffing • Investment in travel contribution scheme • Investment in workshops and summer schools	• Increased proportion of students from underrepresented groups enrolling at our Bath and London campuses (e.g. IMD Q1/2, carers, care experienced, mental health conditions and learning differences) • Improved success rates for underrepresented students (e.g. continuation, completion, attainment and progression)	Bath and London	IS2, IS3 and IS4
National Saturday Club (new): • Provision for young people between 13 and 16 years of age to study a creative subject at BSU in weekly Saturday sessions delivered by expert tutors. This aims to develop young people's skills, nurture their talents and encourage their	• Paid student ambassador positions, professional services support and academic staffing. • Additional investment to support launch of	• Increased proportion of students from underrepresented groups enrolling in creative subjects at our Bath campus (e.g. IMD Q1/2, carers, care experienced, mental health conditions and learning differences).	Bath	IS2

creativity. Young people from WP backgrounds will be prioritised.	a National Saturday Club in partnership with the National Saturday Club Trust.	• Increased academic skills and attainment for young people from underrepresented groups in the BANES area.		
Total cost of activities planned	• Senior Schools and College Engagement Officers: G6 x 2.5 FTE • Recruitment and Outreach Engagement Manager: G7 x 0.5 FTE • Contribution of Academic staff time: G8 x 0.2 FTE • BSU London based outreach officer: G6 x 1.0 FTE • Student Ambassadors: £30,000 • Costs associated with school visits (travel and consumable resources): £20,000 • Specific costs for Young Artists Summer Programme (further to consumables above): £8,000 • Contextual Admissions workshops and summer schools **Total cost for four years: £1,214,000**			
Evidence-base and rationale	The interventions outlined in this strategy are grounded in evidenced principles drawn from sector research as well as our own practice: we have gathered participant data and monitored their outcomes using the HEAT database and have utilized this research to inform and support our approach. External sources of evidence and a wider rationale are given in Annex B.			
Strategy outcomes	This strategy will help us to reduce access gaps for our London and Bath campuses and to improve success rates for underrepresented students.			
Evaluation	Mixture of methods including Type 1 and Type 2 qualitative derived from self-reported objective outcome data and development of Wait List Control to demonstrate pre/post comparison analysis. We continue to develop our partnerships with target schools regarding data collection on pupils' reading ability. This will allow greater accuracy inferring the effectiveness of our Reading Programme in particular. Intensive interventions such as the Young Artists Programme include more detailed qualitative reflections from participants captured pre, during and post intervention. These are used to guide and improve further iterations of the activities as well as measure the impact on participant's confidence and technical ability. KS4 and longitudinal tracking will be undertaken through HEAT. Type 1 and Type 2 methods including quantitative data and analysis relating to application and enrolment rates and longitudinal analysis of student success. Includes pre and post attitudinal and behavioural surveys.			
Summary of Publication Plan	• News articles and blogs to summarise key findings via BSU website • Key updates and findings published on UKSRO SharePoint and website • Presentation at relevant conferences where appropriate / Peer-reviewed research articles published within BSU research repository and externally. • Interim findings disseminated internally from 2025 and published on website annually from 2026.			

Intervention strategy 2: supporting transitions (IS2)

Aims and objectives	We will target specific student populations across various transitional activities. This strategy will contribute to our target of reducing the progression gaps between IMD Q1/2 and Q3/4/5, young and mature students and male and female students.
Risks to Equality of Opportunity	This intervention strategy addresses the risks that students who are disabled or from underrepresented groups such as IMD Q1/2 may not experience equality of opportunity in relation to Risk 1 (knowledge and skills), Risk 2 (information and guidance), Risk 3 (academic and personal support) and Risk 6 (student belonging and engagement). It also addresses the risk that mature students may not have equal opportunity to progress to a positive outcome – i.e. graduate-level employment, in alignment with Risk 7 (progression).
Related objectives and targets	Objectives 3, 4, 5, 6, 7, 8, 9. (PTS_1, PTS_2, PTS_3, PTS_4, PTS_5, PTS_6, PTP_1).

Activity / Description	Inputs	Activity Outcomes	Population	Cross Intervention
Student Wellbeing Services (SWS) (enhanced) • SWS leads on tailored contact with disabled and other priority group offer holders, clarification of reasonable adjustments, writing of Academic Access Plans, liaison with academics, Support to Study Action/Transition plans, Fitness to Study assessments. • Personalised support packages for care experienced, estranged, carers and GTRSB[16] students. • Transition activities and support for disabled offer-holders and students, including 1 to 1 campus tours, Transition to University Programme, Quiet move in.	• Professional and specialist SWS Advisor time • Staff time to achieve GTRSB and Young Carers pledges	• Students understand how the University approaches the implementation of reasonable adjustments, leading to increased student confidence about starting university. • Students feel seen and understood, that their disability and personal contexts will be valued by the University. • Higher rates of self-identification (disclosure). • Reduction in attrition rates for these student characteristics.	Bath and London	IS3
Transitions framework (new) This activity extends our current welcome and induction and re-induction practices by: • extending induction into the curriculum and semester • enabling greater personalisation and student-led choices • creating a focus on specific transitions between levels • developing staff good practice guide for transitions at any stage of the student lifecycle • guidance on inclusive and accessible event design • enhancing our transitions support for targeted groups of underrepresented students.	• Professional services support, paid campus life ambassador positions and academic staffing • Additional Transitions Budget to support events and resources	• Reduced awarding gaps and gaps in continuation and completion. • Students able to drive their welcome and induction experience so it is more individualised and personal. • Improved success rates for underrepresented students (e.g. continuation, completion, attainment and progression)	Bath and London	IS3, IS4 and IS6

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[16] Gypsy, Traveller, Roma, Showmen, and Boater

Autism transition out programme (new) • A tailored transition programme, including coaching and employer activities, boosts self-confidence, career readiness, and engagement with the Graduate Support Unit among final-year students and graduates with Autism. Includes wrap-around staff training to boost staff confidence and capability.	• Professional services support and funding to commission external provider (likely Randstad) to support programme development, delivery and staff training.	• Positive impacts on students with Autism in terms of self-confidence and career readiness. • Increased staff confidence around supporting students with Autism with their career development. • Improved responses from students with Autism to career prospects questions in NSS. • Improved graduate progression for Autistic graduates as measured through GOS.	Bath and London	IS3 and IS6
Grad Support Unit (enhanced) • Comprehensive support package offered to graduating students (coaching, workshops, employer events, employment opportunities, financial support), which engages targeted L6 students and graduates. • Targeted graduation support to reduce costs for underrepresented students. • Elements of the support package (Gradcore Safety Net, Graduate Employability Fund, Graduate Placement Programme) are targeted towards underrepresented graduates through marketing and these students are given priority through recruitment and disbursement.	• Professional services support and budget and cover costs for events, resources and staffing.	• Improvements to NSS results as students as students have a clearer understanding of the support available to them. • Improved progression rates and highly skilled graduate outcomes for students from underrepresented backgrounds.	Bath and London	IS3 and IS6
Total cost of activities planned	• SWS staff: G7 x 3 FTE, G6 x 4 FTE and G5 x 3 FTE • Grad Support Unit staff: G7 x 0.7 FTE, G6 x 1.3 FTE and G5 x 0.8 FTE pa, non-pay £156,000 pa • Autistic Student Transition Out: staff pay will be incorporated into the above GSU FTE, non-pay cost £15,000 pa • Transitions framework: G6 x 0.5 FTE, G5 x 0.1 FTE, G7 x 0.05 FTE, G8 x 0.02 FTE, G9 x 0.02 FTE • Campus life ambassadors: £10,000 pa • Academic staff: G8 x 1.0 FTE **Total cost over four years: £3,189,000**			
Evidence-base and rationale	We have drawn the evidence base for this strategy from a range of sources including internal surveys, AdvanceHE, AGCAS, NADP, NERUPI and the transforming access and student outcomes in higher education (TASO) toolkit. External sources of evidence and a wider rationale are given in Annex B.			

Strategy outcomes	Improved outcomes for underrepresented students, including reduced continuation gaps, reduced awarding gaps and reduced progression gaps.
Evaluation	Type 1 and Type 2 methods including student feedback from participation in pre-start activities, including quantitative data and analysis from Welcome Survey Module Evaluation, BSU Student Experience and NSS results, qualitative data on quality and impact of activities, career registration type questions, pre and post confidence questions, Purlos interim destinations survey and staff reflections. Type 2 evaluation will include comparator groups (propensity score matching), pre and post attitudinal & behavioural surveys and interviews/focus groups. We will also undertake longitudinal tracking though HEAT.
Summary of Publication Plan	Annual University Committee reporting, website, conferences, research repository. Interim findings disseminated internally from 2025 and published on website annually from 2026.

Intervention strategy 3: inclusive, accessible and healthy learning experiences

Aims and objectives	We will facilitate inclusive, accessible and healthy learning experiences which enable us to embed a whole institutional approach to the promotion of mental health and wellbeing to support our students to succeed and thrive during their learning journey.
Risks to Equality of Opportunity	Students from underrepresented groups may not experience equality of opportunity in relation to Risk 3 (Academic and Personal Support) and Risk 4 (Mental Health and Wellbeing), Risk 6 (Student Belonging and Engagement) and Risk 7 (Progression).
Related objectives and targets	Objectives 2, 3, 4, 5, 6, 7, 8, 9 (PTA_2, PTS_1, PTS_2, PTS_3, PTS_4, PTS_5, PTS_6, PTP_1).

Activity / Description	Inputs	Outcomes	Population	Cross Intervention
Mental health and wellbeing (enhanced) Development and launch of a University Mental Health & Wellbeing Strategy, to embed a whole institution approach • Development and introduction of a Student Wellbeing Assessment and Survey Tool to launch 25/26 • Continued delivery of a 24/7 mental health and wellbeing phoneline and App for students, including short course participants • Develop a framework of initiatives and interventions to embed a culture of harm reduction • Establish formal partnership with local Bath based NHS to improve mental health pathways for students across the city • Delivery of guidance and consultative activities with Educational Partners to	• Professional Services Support • Student wellbeing Survey Tool • Resource for wellbeing phoneline and App • Time and support for policy review and to train and upskill advisors, including professional accreditation • Staff expertise and time to work and consult with Education Partners	• Reduction in volume of Academic Access Plans, as inclusive teaching guidelines launched • Improvements in student attendance and engagement • Reduced gaps in continuation, completion and attainment • Ability to evaluate and adapt SWS offer to meet the evolving needs of students • More inclusive culture resulting in reduced attrition rates	Bath, London and educational partners	IS2 and IS3

improve disclosures and interventions				
Learning analytics (enhanced) This activity builds upon our current deployment of learning analytics and includes: • Ongoing development of the platform and its data feeds as part of our digital ecosystem • Development of a new communication, engagement and training plan to promote key stakeholders' roles in supporting effective usage of learning analytics • Re-launching joint student campaign with Student Union to encourage stronger student participation • Piloting student attendance/engagement interventions with the School of Education from 24/25 AY.	• Professional Services support • Investment in platform	• Improvements in student attendance and engagement • Reduced gaps in continuation, completion and attainment	Bath and London	IS2 and IS4
Laptop loan scheme • To implement a self-service loan facility which students can access directly on demand.	• Deployment of Lapsafe, including a web portal, bays for drop-off and collection. • Investment in laptops.	• Addresses digital poverty for underrepresented students. • Reduced gaps in continuation, completion and attainment.	Bath and London	IS2 and IS5
Academic year model (new) • Re-development and launch of a new academic year model designed to better support students. We will build on existing model including feedback / data gathering and will identify the best model for supporting student success.	• Professional Services support and academic staff time	• Improvements in student attendance and engagement • Reduced gaps in continuation, completion and attainment	Bath and London	IS2, IS4
Total cost of activities planned	• Complex Case Manager post G8 x 1.0 FTE – to lead with oversight and coordination of high risk and complex case management, including Safeguarding referrals and Fitness to Study • Wellbeing Services Advisors G5 x 5.0 FTE to undertake non-clinical interventions relating to harm reduction strategy • Senior Wellbeing Advisor for BSU London G6 x 1.0 and G7 x 1.0 FTE to enhance provision and interventions for BSU London students and staff • £20k non staff costs • Wellbeing helpline: £18,000 over 3 years • Expertise and time to implement SWS clinical governance framework: £2,000 and development of wellbeing framework: £7,000 • Review and update policies, train and upskill advisors, including professional accreditation: £20,000 • Learning analytics: £18,846 • Laptop loan scheme: £289,000 • Academic year model: G6 x 0.2 FTE **Total cost over four years: £1,954,000**			

Evidence-base and rationale	We have drawn the evidence base for this strategy from Student Minds and our preparations for our Mental Health Charter submission. We also drawn evidence from a range of sources including AMOSSHE[17], UHMAN[18], NADP[19], NASMA[20], NERUPI and the transforming access and student outcomes in higher education (TASO) toolkit. External sources of evidence and a wider rationale are given in Annex B.
Strategy outcomes	• Students more confident in accessing the full range of services available to them • Enhanced student satisfaction • Improvements in student engagement and belonging • Reduced gaps in continuation, completion and attainment. Richer learning experience and community of learners • Improved performance in student outcomes will lead to enhance graduate outcomes and progression
Evaluation	Types 1 and 2: quantitative and qualitative data including quantitative data relating to numbers of student responding to Wellbeing survey, use of dashboard and new interventions and service development. This includes monitoring of engagement data monitoring and online feedback mechanisms and student surveys.
Summary of Publication Plan	Annual reporting to Education Committee, website, conferences, research repository. Interim findings disseminated internally from 2025 and published on website annually from 2026.

Intervention strategy 4: inclusive, connected curriculum

Aims and objectives	We will support students to develop and articulate both the knowledge and skills required for their subject area and those additional skills and attributes gained through their wider student experience with BSU. This strategy contributes towards addressing our targets in continuation, progression, completion and attainment. The activities and outcomes of this strategy will enable a wider social impact including: • Wider opportunities for student learning • Sense of belonging and enhanced learning • Wider impact of graduates on community/society • Equipping our graduates with the agency, skills, confidence to succeed with their future ambitions/endeavours
Risks to Equality of Opportunity	Students from underrepresented groups may not experience equality of opportunity in relation to Risk 1 (knowledge and skills), Risk 3 (academic and personal support), Risk 4 (mental health and wellbeing), Risk 6 (student belonging and engagement) and Risk 7 (progression).
Related objectives and targets	Objectives 3, 4, 5, 6, 7, 8, 9 (PTS_1, PTS_2, PTS_3, PTS_4, PTS_5, PTS_6, PTP_1).

Activity / Description	Inputs	Outcomes	Population	Cross Intervention
Curriculum design This activity includes: • Articulation of the University's Education Design Principles. • Programme, module and learning design guidance,	• Academic staff and Professional Services time	• All learning, teaching and assessment experiences and resources are inclusive of diverse students. • Particular focus on accessibility and	Bath, London and Educational Partners	IS3 and IS6

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[17] https://www.amosshe.org.uk/
[18] University Mental Health Advisors Network (https://www.umhan.com/)
[19] Professional Association for disability and inclusivity practitioners in further and higher education (https://nadp-uk.org/)
[20] National Association of Student Money Advisers (https://www.nasma.org.uk/)

resources and development opportunities. • Guidance on inclusive learning design including accessibility and decolonisation (with reference to Universal Design for Learning and Advance HE's Framework for Inclusive Learning and Teaching). • Policy, guidance, resources and development opportunities on inclusive, authentic assessment (including support for reviewing assessments for AI vulnerability, authenticity & volume, as part of our annual enhancement review cycle).		decolonisation will reduce attainment gaps and gaps in continuation and completion for disabled and students from ethnic minorities. • Focus on authentic assessment will support progression opportunities particularly for underrepresented students (e.g. IMD Q1/2). • Inclusive approach will benefit all student demographics.		
Graduate attributes, employability and educational gain This activity includes: • Implementation and articulation of BSU Graduate Attributes. • Support for employability skills development and work-related learning. • Platform for skills reflections embedded within the curriculum. • Toolkit for embedding Graduate Attributes and employability within the curriculum (in coherence with the Curriculum Design activity above). • Articulation of BSU approach to Educational Gain.	Professional Services support, academic staffing and costs for the MyCareer Skills Framework platform.[21]	• All academic programmes involve opportunity for high quality work-related learning. • All students demonstrate educational gain through the acquisition of attributes and skills beyond their subject area. • Reduced gaps in progression.	Bath, London and Educational Partners	IS2 and IS5

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[21] https://mycareer.bathspa.ac.uk/unauth

Academic Skills This activity includes: • Exploring, identifying and removing barriers to engagement with Academic Skills' support. • Support for embedding academic skills (including digital fluency) and assessment literacy in the curriculum. • Enhancing co-curricular support for academic skills, including digital fluency. • Providing Writing Retreat support during the reassessment period.	• Professional Services support, academic staffing, introduction of new Student Digital Learning Advisors and purchase of assistive software.	• All students are empowered to access the academic support they need. • Reduced gaps in continuation, attainment and completion particularly for groups with lower social capital (e.g. IMD Q1/2) who may experience barriers to engaging with help for their studies • Reduced gaps in continuation, attainment and progression for neurodivergent students.	Bath, London and Educational Partners	IS2
Bath Spa Award (BSA) • We will redevelop the Bath Spa Award to help students reflect on their skills, attributes, and experiences, record their evidence, and gain recognition through digital badges for professional development activities. • Starting in 2024/25, the redesign will focus on inclusivity, targeting WP students through inclusive marketing, potential financial support, coaching, and bespoke resources.	• Professional Services staff time and costs to engage external consultants and suppliers in the construction and delivery of the final product.	• Students are more aware of their skills and attributes, and their transferable nature, leading to increased confidence and higher career readiness • This leads to reduced gaps in progression and increases in levels of highly skills outcomes for all students.	Bath and London	IS2, IS5 and IS6
Total cost of activities planned	In 2023, the University established a new central Learning Innovation & Skills team to support the enhancement of learning and teaching. This was supported through an additional investment of ~£430k p.a. in staff resources to support curriculum design and academic skills development as part of our Education Strategy, in alignment with this Inclusive Connected Curriculum intervention and with the aim to enable better learning for all students. For this intervention: • Director of Learning, Innovation, Development & Skills G10 x 0.2 FTE • Head of Teaching Expertise Development G9 x 0.5 FTE • Academic Enhancement Lead (Educational Partnerships) G7 x 0.2 FTE • Digital Learning Developers G6 x 1.0 FTE • Student Digital Learning Advisors: £54k allocated for casual (student) roles • Digital Storyteller G6 x 1.0 FTE • Learning Development Advisor G6 x 1.0 FTE • Graduate Attributes, Employability and Educational Gain: staff pay G8A x 0.2FTE, G7 x 3.0 FTE (across 5 School Employability Partners),			

	MyCareer costs are covered by the annual subscription to TargetConnect[22] • Bath Spa Award: staff pay G6 x 0.2 FTE, non-pay £10,000 in year 1, £5,000 pa ongoing post-redevelopment. **Total cost over four years: £2,203,000**
Evidence-base and rationale	Enhancing student satisfaction, retention, progression, and outcomes requires a coherent and consistent approach across the institution. This intervention strategy, which has included establishing operational leadership for careers & employability and learning & teaching enhancement, will enable such an approach through policy, strategy, staff and student development opportunities. External sources of evidence and a wider rationale are given in Annex B.
Strategy outcomes	Policy, guidance, resources and academic staff development opportunities relating to programme design and learning & teaching enhancement and student development opportunities.
Evaluation	Types 1 and 2: quantitative data on engagement with enhancement activities; qualitative data on quality and impact of activities; narrative on approach to embedding enhancement in policies and processes; movement towards targets in progression, continuation, completion and attainment. Quantitative data on engagement with curriculum-embedded and co-curricular employability activities; career registration data, qualitative data on quality and impact of activities; narrative on approach to embedding employability and academic skills in policies and processes. We will use a mixed method approach for evaluating the impact of all interventions.
Summary of Publication Plan	Annual Committee reporting, website, conferences, research repository. Interim findings disseminated internally from 2025 and published on website annually from 2026.

Intervention strategy 5: financial support and student jobs

Aims and objectives	The Financial Support and Student Jobs intervention strategy contributes towards the achievement of all our objectives by aiming to support access, participation and success for our students who might find the costs prohibitive. Aims include: • Mitigate financial barriers to HE for underrepresented students, widening access and participation. • Encourage Bath applicants to apply for professional placement years via UCAS, enhancing career success. • Reduce financial barriers to work experience. • Provide opportunities for peer engagement, community building, and networking. • Support mental health and wellbeing through financial stability and confidence-building work experience.
Risks to Equality of Opportunity	Students from underrepresented groups may not experience equality of opportunity in relation to Risk 6 (cost pressures and financial challenges) and Risk 7 (progression). This intervention also supports Risk 4 (mental health and wellbeing) and Risk 5 (student belonging and engagement).
Related objectives and targets	Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9 (PTA_1, PTA_2, PTS_1, PTS_2, PTS_3, PTS_4, PTS_5, PTS_6, PTP_1).

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[22] https://www.targetconnect.com/

Activity / Description	Inputs	Outcomes	Population	Cross Intervention
BlackBullion • This is an online financial education platform, for students to access further awards if they meet the eligibility criteria.[23]	• Subscription and staff time	• Enhanced graduate outcomes and progression • Improved financial advice offered and capability of students and graduates	Bath, London, Educational Partners, subject to eligibility	IS3
Flexible internships and employment opportunities • Access to a range of part-time, flexible work opportunities across various departments in BSU, presented in a simple format with equitable application processes and integrated training. • A series of paid internships with local businesses offered throughout the year, including summer. These internships vary in length and can be remote or hybrid to accommodate different locations and priorities.	• Professional Services Support • Budget to fund internships and pay salaries	• Students in target groups gain access to flexible, paid roles that support their financial stability, enhance their skills and professional experience, and provide networking opportunities and career clarity, all while accommodating other commitments and helping to reduce progression gaps for targeted students.	Bath and London	IS2 and IS3
Financial support for professional experience including: • Professional Placement Year (PPY) Bursary for students undertaking a PPY. • £500, £1000 and £1500 paid to every student with higher values for those eligible for FSM, mature, BAME, disabled, care experienced, young carer • Placements award: up to £300 for students from the above target groups to access any form of work experience. • Professional Development Funds: alumni-funded professional development funds with prioritisation for those in the above target groups.	• Budget to offer meaningful financial awards and Professional Services staff support	• More students gain meaningful work experience, building professional skills, enhancing career direction, and improving graduate-level progression. • More students are supported financially to access a professional placement year, particularly pertinent for students seeking placements in industries with low starting pay (such as the creative sector). • These initiatives help reduce the progression gap for underrepresented students.	Bath and London	IS2 IS1
Total cost of activities planned	**Blackbullion Subscription:** £30,000pa **Student Employment and Internship Opportunities**: G6 x 0.4FTE, non-pay £60,000			

[23] https://www.blackbullion.com/

	Financial Support for Professional Experience: (Placement Award, PPY Bursary and various scholarships and bursaries): staff pay: G5 x 0.8 FTE, G6 x 0.3 FTE, non-pay: PPY bursary estimated at £260,000 pa, Placements Award: £7000 pa, various professional development funds (alumni donations) estimated at £15,000 pa **Total cost over four years: £1,745,000**
Evidence-base and rationale	The financial cost of attending university poses a significant risk for non-continuation and lower awarding rates among students from low-income backgrounds. This intervention strategy has drawn its evidence base and those of its underpinning activities from a range of sources including BlackBullion, AMOSSHE, AGCAS[24], ASET, NASMA, NERUPI and the transforming access and student outcomes in higher education (TASO) toolkit. External sources of evidence and a wider rationale are given in Annex B.
Strategy outcomes	Improved access for underrepresented students. Improved continuation and completion for underrepresented students. Reduced progression gap for underrepresented students.
Evaluation	Type 1 and Type 2 methods including quantitative data and analysis from student engagement. Includes comparator group (using propensity score matching) and pre and post attitudinal and behavioural surveys as well as interviews and focus groups. Quantitative evaluation will measure engagement, continuation and success.
Summary of Publication Plan	Website, Student App and Careers and Employability Student Portal, conferences, research repository. Interim findings disseminated internally from 2025 and published on website annually from 2026.

Intervention strategy 6: collaborative community

Aims and objectives	This contributes towards the achievement of our objectives through engaging students in their learning and wider university experience, thereby enhancing their learning, skills and opportunities. This intervention aims to enable student partnership and co-creation, to give agency and enable students to inform and influence University policies, processes and activities. It contributes towards addressing our targets in continuation, progression, completion and attainment. The activities and outcomes of this strategy will enable a wider social impact including: • culture of ownership and collaboration in which all staff and students feel part of a connected learning community • Achievement of our institutional purpose 'to challenge our students and staff to realise their talent and thrive, for their own benefit and for the wider good'. • Wider opportunities for student learning • Sense of belonging and enhanced learning • Wider impact of graduates on community/society • Equipping our graduates with the agency, skills, confidence to succeed with their future ambitions/endeavours
Risks to Equality of Opportunity	Students from underrepresented groups may not experience equality of opportunity in relation to Risk 4 (Mental Health and Wellbeing), Risk 5 (Cost Pressure), Risk 6 (Student Belonging and Engagement) and Risk 7 (Progression). This intervention also connects to Risk 3 (Academic & Personal Support).
Related objectives and targets	Objectives 3, 4, 5, 6, 7, 8, 9 (PTS_1, PTS_2, PTS_3, PTS_4, PTS_5, PTS_6, PTP_1).

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[24] Graduate Careers Advisory Services (https://www.agcas.org.uk/)

Activity / Description	Inputs	Outcomes	Population	Cross Intervention
Co-creation and implementation of BSU collaborative community strategy: • A new collaborative activity will engage staff and students across the University, with the Students' Union and connected to our educational partner institutions to design and implement a Collaborative Community strategy. • We will build on existing, evaluated activities including feedback / data gathering, student ambassadors and graduate roles; and will identify appropriate mechanisms for supporting our BSU mature students. • Activities that have been recently piloted and evaluated will be rolled out and enhanced, including the SU community representation approach and module evaluation policy. • Free extra-curricular activities will be offered to Bath-based students such as SU clubs and societies.	• Staff and alumni time. • Investment to support free activities.	• A strategy owned by staff and students across the University and meaningful to our educational partner institutions. • New activities to benefit underrepresented students. • Enhancement of existing activities to engage a diverse range of students. • Increased engagement with mature students to enhance their continuation and progression. • Free activities to support those most at risk from rising costs-of-living. • Positive impact on progression, completion and continuation targets for underrepresented groups.	Bath, London and Educational Partners	IS3 and IS4
Bath Spa Empowers: • This programme is specifically supportive of Global Majority students and graduates in Bath and London. • It aims to close the awarding gap at graduation, foster a supportive community, and ensure equal access to personal and professional development opportunities. • The programme includes paid work experience, coaching, careers advice, networking events, and mentoring, collaborating with external partners to provide practical insights and genuine experiences.	• Professional Services staff and alumni time. • Investment in commissioning external delivery partners.	• Reduction in attainment gap between white and black students. • Support graduate level progression for all Global Majority graduates.	Bath and London	IS2, IS3. IS4 and IS5
Develop new links with community groups • The programme will build strong and mutually beneficial links with local community groups in Bath and London and will specifically target ethnic	• Staff development and evaluation time.	• Increased community integration. • Cemented position in the local community. • Widened access to greater range of support networks/ facilities.	Bath and London	IS1 and IS2

minority groups and mature students.		• Sense of belonging in broad community.		
Social confidence collaboration projects • Open projects to encourage problem solving and social interaction.	• Staff development and evaluation time.	• Improved social confidence and social capital for underrepresented students.	Bath and London	IS2
Develop a strong evidence base • Building on module evaluation, SU surveys and other data on the student experience that is already collected, this activity will seek to ensure a strong evidence base to underpin the design and ongoing development of the Collaborative Community strategy. • Activities will include gathering ideas and sharing practice from other institutions in the sector, and academic-led research projects to explore student engagement and expectations.	• Staff research and evaluation time.	• A clearer understanding of the range of student experiences at BSU and their causes and effects. • Improved continuation, completion, attainment and progression for underrepresented students.	Bath, London and Educational Partners	IS3 and IS4
Total cost of activities planned	• Collaborative Community Strategy staff and student time. ~20 hours p.a. each for: • PVC Student Experience, PVC Academic Planning, Vice Provost, Head of Academic Portfolio, Director of Student Life, Academic Quality Advisor, Director of Learning Innovation Development & Skills (accounted for within Inclusive Connected Curriculum intervention), Head of Teaching Expertise Development (accounted for within Inclusive Connected Curriculum intervention), SU Deputy CEO, SU Student Communities Manager, SU President, VPs Education & Community, Student Representatives & Ambassadors (2 per School) £4,404 • Cost of free activities (SU clubs and societies): £65,000 • Bath Spa Empowers: staff pay G6 x 0.4FTE, non-pay £20,000 (including pay for alumni consultants), research project £6,000 • Develop a strong evidence base: new G5 1.0 FTE research and evaluation post **Total cost over four years: £571,000**			
Evidence-base and rationale	A sense of belonging at university is crucial for student retention and achievement (Thomas, 2013, 2016). To address risks of withdrawal, we will create enhanced opportunities for social networking and peer mentoring. Research shows that such activities reduce continuation and awarding gaps by fostering a sense of community among students (Geenan et al., 2015; Tinto, 2017). Further external sources of evidence and a wider rationale are given in Annex B.			
Strategy Outcomes	• A clearly articulated strategy that is owned by staff and students across the University and is meaningful to our educational partner institutions. • Introduction of new activities to enhance the Collaborative Community which will benefit students from all demographics. • The Empowers programme is particularly supportive of Global Majority students and will, therefore, support the reduction in attainment gap between white and black students. • Identifying and supporting different approaches to engaging mature students will enhance their continuation and progression.			

	• Providing free activities will support those most at risk from rising costs-of-living e.g. IMD Q1/2. • Positive impact on progression, completion, attainment and continuation targets. • A clearer understanding of the range of student experiences at BSU and their causes and effects.
Evaluation	Type 1 narrative on approach to embedding the Collaborative Community strategy in policies and processes; movement towards targets in progression, continuation, completion, and attainment. Type 2: quantitative data on engagement with co-creation activities; qualitative data on quality and impact of activities. External sources of evidence and a wider rationale are given in Annex B
Summary of Publication Plan	Website, academic journals and research repository. Interim findings disseminated internally from 2025 and published on website annually from 2026.

Whole provider approach

Our University Strategy 2030[25] encapsulates our approach to access and successful participation. This is underpinned and facilitated by several aligned strategies that place access and successful participation as integral features of our supportive outreach, learning and teaching environment, and wider applicant and student experiences. In this way, the key inter-connecting and aligned institutional strategies cohere to realise our equality of opportunity ambitions. Our Widening Participation Strategy promotes inclusivity and equal opportunity throughout the student lifecycle.

> **Our Widening Participation Strategy together with our Equality and Diversity Policy and Action Plan[26], enable us to pay due regard to the Public Sector Equality Duty within the Equality Act 2010.**

This reflects our values of respect, inclusion, collaboration, and sustainability. Our 2023-27 Equality objectives, developed with input from staff and students, focus on people, curriculum, and spaces, and include our Decolonisation Action Plan to create inclusive curricula. This is supported by our Students' Union commitment to equality and diversity demonstrated through their ongoing Leaders in Diversity (LiD) accreditation held since 2016.

Our Education Strategy[27] aims to develop lifelong learning skills, curiosity, and confidence in our students. We ensure our programmes are inspiring, relevant, and inclusive. Staff development and the sharing of good practice support this vision. Our goal is to make our curriculum and learning resources diverse and accessible through involving students as co-creators. Our Educational Partnerships Strategy[28] focuses on developing talent pipelines and increasing learner engagement. We aim to meet skills needs and support students' career aspirations. We enhance educational partnerships through CPD opportunities such as the annual Learning and Teaching Symposium.

Our Employability and Graduate Outcomes Strategy[29] spans the student and graduate journey and focuses on career readiness through the phases of exploration, experience and progression. The Careers and Employability Service offer is shaped around this framework, delivering activities within the curriculum and across the wider student experience. Our Bath Spa Graduate Attributes[30] are central to the development and delivery of all our curriculum. Work placements, internships, employer engagement opportunities, and graduate support are designed for specific locations of delivery.

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[25] https://www.bathspa.ac.uk/about-us/culture-and-values/strategy-2030/
[26] Plans and policies – Bath Spa University
[27] https://www.bathspa.ac.uk/media/1188b-Education-Strategy-final.pdf
[28] Educational-Partnerships-Strategy-2023.pdf (bathspa.ac.uk)
[29] https://www.bathspa.ac.uk/media/bathspaacuk/projects/teaching-expertise-guide/Employability-and-Graduate-Outcomes-Strategy-Summary.pdf
[30] Graduate attributes – Bath Spa University

Data-driven and targeted provision for employability unlocks equity of opportunity including the Professional Placement Year Bursary[31] and the Bath Spa Empowers[32] programme for our students in Bath. Enabling equity of access to work experience is a key priority of this strategy, and we seek to increase conversion between application and acquisition of a Professional Placement Year (PPY) as external evidence shows that graduates who have undertaken a PPY are 20% more likely to secure a graduate level outcome than those who have not, positively supporting progression. For our educational partners Careers and Employability provision is provided locally and supported centrally through a developing community of practice.[33]

Our Digital Transformation Strategy enhances the student experience through a digital ecosystem of tools and services. Improvements in digital infrastructure and applications, along with Cyber Essentials Plus accreditation, support this. Our Adobe Creative Campus status[34] shows our commitment to digital skills and creativity, with local digital skills provision provided by educational partners.

Governance and oversight:

Delivery of our Access and Participation Plan sits within our Academic Planning portfolio which is overseen at a senior level by the Pro Vice-Chancellor Academic Planning and falls under the Future Students Directorate. This directorate holds responsibility for Access and Participation through coordinating delivery of our intervention strategies, monitoring data of our student groups and financial investments, and associated research and evaluation activities. This is all undertaken by working in partnership with the Students Union and relevant University teams (including our Centre for Educational Partnerships) to ensure a whole institution approach. To develop a common aim and integrated approaches to access and participation across the university, we have brought together teams working in these areas in Future Students to form a unified Student Recruitment and Outreach Team alongside our Admissions and Applicant Support and Portfolio and Planning teams. This team and the wider Future Students directorate ensure that our Admissions policy and its supporting practices are informed by and support our widening participation strategy.
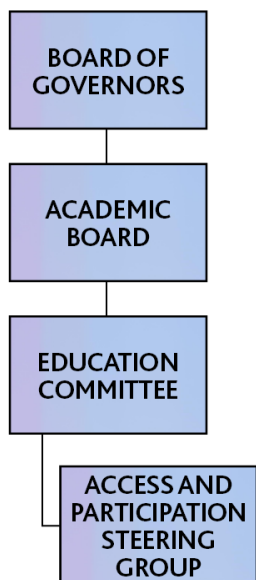
The oversight and approval of our Widening Participation Strategy and our Access and Participation Plan sits with our Board of Governors and is considered by our Academic Board and Education Committee. Our institution-wide Access and Participation Steering Group co-ordinates the many different services that support the student journey. The Steering Group meets to review delivery of the commitments in the Plan on a quarterly basis and facilitates student engagement in ongoing development and monitoring of the Plan. This will be supported by establishing a new Student Panel co-delivered with our Students' Union to enhance further our student engagement mechanisms for the delivery, monitoring and review of the Plan. The Steering Group reviews progress in objectives annually after the release of the OfS A&P data dashboard. If progress is not as expected, the Group will produce a briefing report detailing action to be taken. Student academic representatives (who receive Access and Participation data training), participate as members of the Group, which reports to Education Committee. We will regularly update our Partnership Delivery and Strategy Groups, Link Tutors Forum and our operational partner meetings on the implementation of the plan to ensure visibility of access and participation and to align intervention strategies to the needs of our educational partnerships.

Through our access and participation governance structures, we engage our broader community and students to ensure shared delivery of our access, participation and success measures and that our interventions continue to reflect our changing student demographic profile. This is underpinned by our quality and standards framework which embeds equality, diversity, and inclusivity into the heart of these processes.

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[31] Professional Placement Year Bursary – Bath Spa University
[32] Bath Spa Empowers – Bath Spa University
[33] Every student on franchised provision has access to the MyCareer system through which they can access advertised jobs and digital career development tools.
[34] https://www.bathspa.ac.uk/student-life/adobe-creative-campus/

The Education Committee oversees delivery of activities across the student journey relating to access, continuation, completion, attainment, and progression. This student lifecycle approach has further strengthened the centrality of access and participation to the implementation of our Education Strategy.

Student mental health and wellbeing:

Student Wellbeing is a core component of our educational approach to ensure all students receive access to the best possible support and advice. Our commitment to health and wellbeing is demonstrated by our Mental Health Charter (UMHC) submission in September 2024. At an early point of our work for the UMHC, it was agreed that a key output of this work will be an overarching Mental Health and Wellbeing Strategy, which will consolidate the University's approach. This will bring together our work so far on enabling successful outcomes for all by cementing health and wellbeing as a key strategic priority.

Our Collaborative Community intervention strategy (IS6) will connect with the Mental Health and Wellbeing strategy to better enable a sense of belonging as part of a listening, supportive, and empowering university community. This, alongside our inclusive, accessible, and healthy learning experiences intervention strategy (IS3) encapsulates our key areas of activity to ensure an equitable and positive learning environment for all our students.

This builds on the implementation of our 3-Levels Model delivered by student wellbeing services, the appointment of our first University Chaplain, our recent membership of RE:SET Universities Award programme[35] to guide our approach to domestic and gender-based violence prevention, our engagement in the SOS-UK Drug and Alcohol Harm Minimisation project[36] and our work to develop enhanced partnerships with the NHS and other agencies across our wider region. We are also mapping our current activities against the recommendations outlined in the Disabled Student Commitment[37], with the aim of developing an institution-wide action plan to address any gaps or improvements identified.

Cost-of-living crisis, investment and providing financial support:

Our overall annual investment to deliver against our widening access, student success and progression targets is detailed in Annex 3 below.

The financial support package we will offer students:

The BSU Bursary Scheme for is available to undergraduate entrants who meet our eligibility criteria in each year of their undergraduate study. We will target these awards to encourage and support the continuation of students from households with the lowest incomes. Students are eligible for the Bursary Award of £1,050 if they are fully enrolled undergraduates, are paying the full £9,250 tuition fees and have a household income of £27,500 or less, as assessed by Student Finance England, Student Finance Wales, Student Finance Northern Ireland or Student Awards Agency Scotland.[38] We also provide a number of supplementary awards for bursary award-holders to further support entrants who are also from one or more priority groups. Criteria are presented in the table below.[39]

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[35] https://tenderreset.org.uk/uni

[36] https://www.sos-uk.org/post/eight-new-universities-and-students-union-commit-to-a-harm-reduction-approach

[37] https://www.advance-he.ac.uk/equality-diversity-inclusion/disabled-student-commitment

[38] https://www.bathspa.ac.uk/students/student-finance/

[39] Students must be assessed for an award in their first year of study (foundation year if applicable) and this includes any eligible students who were not automatically selected. Students must also continue to meet the eligibility criteria during subsequent years of study in order to receive payments after their first year. If eligible, part-time students will receive a bursary award that is proportional to their intensity of study.

Scheme	Eligibility	Amount
Bath Spa Bursary	Home undergraduate students with a household income up to £27,500	£1,050 per year of study
Priority group awards	Independent Bursary (for care leavers/foyer students)	£1,000 per student
	Young Adult Carers	£1,000 per student
	GTRSB (Gypsy, Traveller, Roma, Showman and Boater) students	£1,000 per student
Access Funds	Undergraduate students in temporary financial difficulty	discretionary awards up to £5,000
Accommodation Bursary	Home undergraduate students with a household income of up to £20,000	£500 reduction in university accommodation in Year 1
Laptop Fund	Home undergraduate students with Student Finance Funding, studying at either Newton Park, Sion Hill, Locksbrook, Corsham Court or BSU London (Hoxton)	up to £500
Global Horizons Award (Outward Mobility) Fund	Home undergraduate students with a household income of up to £42,875, embarking on an international placement of at least 10 days	up to £3,500
Professional Placement Bursary	All home undergraduate students on a Professional Placement Year (Bath only)	up to a maximum of £1,500 for the placement year

Providing such financial interventions to our students will support access and successful participation and develop their financial capability through financial advice and guidance. We have widened the eligibility criteria for our financial bursaries and scholarships which are focused on improving academic access and viability and continuation for specific student groups to reach a wider group of students than before. We have broadened our range of financial support packages and resources in recognition of the challenges that rising costs and financial pressures pose to our students. These include the University Accommodation Bursary, laptop fund and Access Fund available to students studying in Bath and London and a cost-of-living fund available to Bath students. To support our students with the costs associated with attending Graduation all students who receive a bursary or have accessed the Student Access Fund are entitled to receive 50% off their gown hire.

This discount can be increased further on a case-by-case basis. From Summer 2024 we have reduced the cost of gown hire from £46 to £37 by no longer taking any commission from the gown supplier. These measures are designed to complement the existing support and scholarship, awards and bursaries available to students. We introduced a Sanctuary Scholarship that strengthens our commitment to support students from refugee and asylum-seeking communities.

We introduced support to all new undergraduate Bath-based entrants to support their transition as part of a welcome package in 2023. This includes free memberships to our Students' Union clubs and societies, funding towards bus travel and vouchers to use at all university catering outlets. The free memberships to all our Students' Union clubs and societies were also rolled out to all students during 2023/24 to remove any cost barriers to membership and participation which has led to significant increase in membership levels. The total number of students who were members of clubs and societies in 2022/23 was 1,941 and this increased to 3,185 in 2023/24.

We have also launched initiatives to support students with the cost of living since 2022/23 in partnership with the Students' Union including introducing Student Eats where students can purchase a hot meal and a drink at a reduced price at all catering outlets on our Bath-based campuses and providing free period products at all our campuses in Bath and London.

Our University Access and Overseas Emergency Access Funds are discretionary funds for students experiencing financial hardship and there are two types of awards: standard (where there is a calculated shortfall between income and expenditure) and non-standard, for exceptional and unexpected costs.

Our partnership approach to working with schools and colleges:

Our outreach team maintains strong relationships with selected schools and colleges in the region to deliver a targeted primary school outreach programme for year 5/6 students along with a targeted year 7-13 outreach programme, and actively support schools and colleges to visit BSU for University Visit Days. These connections with school staff allow us access to specific underrepresented groups. For example, during the 2023/24 academic year we developed ties with Wiltshire and B&NES councils which allowed us to welcome groups of students with Care Experience onto campus and run events catering specifically to their needs.

By nurturing key relationships, we engage otherwise hard-to-reach individuals and help them participate in different activities throughout the academic year, giving them access to aspiration and attainment supporting initiatives.

This team also works in partnership with Winchester University and the SCiP Alliance[40] to engage pupils with a Service Family background in key schools and colleges on a collaborative Creative Forces Day. By collaborating in this way with our neighbouring universities and research partnerships we present a stronger offer to our schools and colleges. Further to the specific work of the Outreach team, our School of Education maintains a portfolio of over 250 schools who regularly receive our students on placement as part of their studies in Education.

Collaboration and knowledge exchange:

We work closely with the Wessex Inspiration Network (WIN[41]) which is one of 29 regional partnerships within the Uni Connect Programme aiming to increase social mobility by raising awareness of Higher Education opportunities and progression pathways for young people. WIN has outreach strands in Raising Attainment, Targeted Outreach, and Strategic Outreach. WIN's membership includes Bath College, Wiltshire College and University Centre, Weston College, and University of Bath as well as a number of schools in the region.

In alignment with our aims around supporting transitions, enabling an inclusive and connected curriculum, and delivering financial support and student jobs, we work with employers in a comprehensive and multifaceted way. We focus on the professional application of our programmes and equitable access to employability enhancing experience through curriculum, work experience, and graduate support.

To ensure employer activity is integrated into the wider student experience, we have established an Employer Engagement Team within Careers and Employability. This team works with employers to understand their skills and recruitment needs and ensures that they are aware of the diverse skills, experiences, and characteristics of our students and consequently the benefits of hiring a diverse workforce. Their intelligence gathering feeds into curriculum design and their work building relationships leads to collaborative initiatives such as career fairs, employers on campus, autumn and spring career weeks, as well as sourcing of work experience opportunities. Employers also act as external advisors in our curriculum design process. We offer a comprehensive range of work experience opportunities, both in curriculum, and co-curricular areas (see IS 2 and IS5).

Offering flexible and diverse pathways into higher education and a portfolio that is shaped around supporting widening participation is a key institutional priority. We were an early supporter of the T level as we saw it likely to have real power in delivering opportunity to under-represented communities; we signalled our commitment in the first Department for Education (DfE) list of universities accepting the T level and have been developing our portfolio to better map onto the T level as it grows in popularity.

The University has deepened its ties with Bath College (our local further education college), including cross-institutional staff secondments and new joint appointments to build an attractive and diverse offer accessible to local learners who would otherwise likely not invest in or benefit from higher education. We are focussing on HTQ roll out at level 4 and 5, with Digital, Healthcare, Education and Childcare pathways.

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[40] SCiP Alliance
[41] Inspiration and information for young people — Wessex Inspiration Network (WIN) (winncop.ac.uk)

We have also entered a strategic partnership with New City College (NCC), a large FE federation in east London and Essex. We work together with NCC within a Joint University Centre in Hackney to develop appropriate HTQ routes at levels 4 and 5 and to build further skills development in under-represented communities in East London and Essex through skills bootcamps.

The West of England Combined Authority awarded £1.94m for the first phase of FWD[42]. This is a vocational skills, innovation and productivity Hub based on a nationally unique trans-disciplinary trans-level partnership between BSU, Bath College, University of Bath/National Institute of Coding and B&NES. It comprises a new vocational and modular stackable curriculum for adult, part-time, and mainstream learners with pathways in Sustainability, Health, Digital Skills, and Enterprise - all with a wraparound employability and entrepreneurship element linked into Bath College and SET Squared[43]. There are 70+ employers involved in the programme which commenced in September 2023.

We established a Short Course Unit in 2021 and have subsequently had over 1,400 learners complete 17 short courses. In partnership with the National Institute of Coding and West of England Combined Authority (Digital Skills Investment Fund) we have supported adult learners in Web Development, Creative Computing, Digital Marketing: we secured further funding in 2022-23, expanding through DfE funding into Cybersecurity short-course provision for non-traditional learners. We see the 'bootcamp' model as a useful scalable pilot for what is likely to emerge within the Lifelong Learning Entitlement (LLE)[44] and we have offered our support to DfE on how our model may usefully support providers in the roll out of LLE in the medium term. Ofsted praised our focus on inclusivity and innovation during their monitoring visit last year, and that focus has led us to be nominated twice (in 2023 and 2024) for social enterprise of the year at the UK Social Enterprise Awards and win a Creative Bath Award for innovation (2023). In 2024 we diversified our Skills Bootcamp activity geographically when we were awarded funding for project management Skills Bootcamps from the West Midlands Combined Authority. We run Click Start to provide creative tech Skills Bootcamp-style courses to those facing rural deprivation. This has private sector funding of £1.3M from Nominet.

Student consultation

We have taken a comprehensive approach to student consultation as part of our Plan development. We have gone over and above the regulatory requirement for student consultation on the plan by treating students as co-creators of our plan and interventions. This shows the strength of our partnership and how much we value the contributions of our students to underpin our access and participation strategy. This also ensures our interventions are highly relevant and credible. To develop this plan, we consulted and worked with students in several different ways including:

- Long-term development work from October to December 2023 between our Portfolio and Planning Team, the SU and a group of undergraduates on the creation of the Bath Spa EORR. As part of this, the students developed their own questionnaire to explore student understanding of EORR risks across the BSU student population They advocated for the inclusion of risks around costs pressures, mental health and wellbeing, and student belonging which we have made central to Intervention strategies 3 to 6.

- The Students Union Big Survey 2024 was designed to capture evidence to inform the development of the Plan. The students designed and conducted a survey that captured data around questions of academic and personal support, work readiness, and cost of living. The group concluded that the cost of living and mental health were priorities for the respondents.

- Sabbatical officers were a key part of the Plan development, as they were included within the Access and Participation Steering Group, Taskforce and Education Committee, Academic Board and the Board of Governors.

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[42] FWD - Bath Spa University
[43] SETsquared Partnership | the University Enterprise Collaboration
[44] Lifelong Learning Entitlement overview - GOV.UK (www.gov.uk)

The Learning, Innovation and Skills team held a workshop open to members our student community to inform and shape the development of our collaborative community intervention strategy (see Intervention Strategy 6) so that it is co-created by and for our student body. The emerging feedback from our student participants confirmed the importance of partnership, community, and collaboration. The workshop outputs crystallised our emerging approach and were used to design the Theory of Change that centred around student engagement and leadership. It helped us to frame this intervention strategy so that it is as meaningful as possible for our student cohorts and captures the dynamic, developmental two-way dimensions to our partnership approach.

- Our Educational partners also shared insights and feedback from our partner student cohorts to ensure that our access and participation plan would work holistically and meaningfully for them.
- Focus groups with Bath-based students led by the Students' Union, as well as input from the 2023/24 and 2024/25 Sabbatical Officer teams.

We will continue to work with students over the lifetime of the plan both through monitoring and evaluation and through ongoing co-creation of targeted interventions. We will achieve this through student representation on university committees, through continual student engagement and feedback and through a Student Panel co-delivered with our Students' Union.

Evaluation of the plan

> **We are committed to monitor and evaluate (as set out below) our compliance with the provisions of the plan and our progress in achieving the objectives set out in the plan. We are also committed to provide the OfS with such information regarding the contribution that we have made towards furthering equality of opportunity.**

Our strategy is to ensure that evaluation is embedded and supported across the institution and across each Access and Participation intervention strategy. Evaluation is integral to intervention activities and is conceived as an integral part of each activity. Whilst evaluation has long been embedded as part of our well-established access and participation activity to help us identify what works, our focus is on extending this across the student lifecycle so that we can evaluate impact across the complete student journey.

We established an Evaluation Working Group in 2022 to support our aim to design interventions with embedded evaluation as a first principle. This group brings together staff from relevant professional services and academic schools, and acts as a steering group for ongoing development in evaluation practice. It champions and disseminates evaluation practices to support and align with our access and participation objectives. The group has identified eight key strategic principles for evaluation that will be applied to our evaluation approach across the University:

We will continue to embed and strengthen evaluation across the University.

- We will continue to invest in staff development and training across the University in evaluation design and implementation.
- We will involve students in the planning, monitoring, evaluation and delivery of access and participation work.
- We will involve students and graduate research assistants in evaluation work.
- We will continue to enhance skills, knowledge and experience of evaluation using Theory of Change and a variety of evaluation types.
- We will support evaluation activity within our partner providers through collaboration and staff development and by establishing a community of evaluation practice.
- We will continue to deepen our relationships with our partner schools and FE colleges to further our research with outreach participants.
- We will work collaboratively with external organisations to further our practice.
- We will establish a clear mechanism for publishing and disseminating evaluation outcomes both within the University and externally.

We will identify a new Evaluation lead role to oversee widening participation evaluation work across the University alongside a research assistant to develop our evaluation expertise and capacity in the 2024-25 academic year. We already have a dedicated Insights and Evaluation Analyst working within the Portfolio and Planning team and have a wider team of analysts within our Data Insights Service. We have already committed resource to ensure that we will employ a graduate intern in a data analysis role. This team coordinates evaluation activity across the University and facilitates training and staff development through the Changebusters[45] AdvanceHE programme. We will conduct regular skills audits to identify gaps in evaluation experience, knowledge and skills, and close these through targeted support. We will also develop our reporting of intervention data for evaluation purposes through PowerBI reports that will be available to relevant staff. We work closely with our educational partners, schools, and colleges to develop their understanding of the importance of evaluation, how they can contribute to the process and how their engagement will benefit their own institutions. We will support the evaluation activities of staff in our franchised and validated provision across our network of FE and private providers. For our franchised partners we will facilitate training, staff development and support to ensure that evaluation is robust and conforms to sector expectation as we recognise that capacity will vary within these providers according to size and experience.

We have used the OfS Financial Support evaluation toolkit[46] and OfS Evaluation Self-Assessment tool[47] to assess our current capabilities. We are a founder member of NERUPI[48] and one of our researchers co-created this framework and undertakes research related to access, participation, and success. The NERUPI Evaluation Framework informs our evaluation strategy. We also have strong links with TASO, whose evidence Toolkit forms an important part of our work. We are a member of the South West Evaluation Forum, and we continue to work closely with the National Education Opportunities Network (NEON)[49].

Evaluation has been planned for every activity across our intervention strategies and we use a variety of OfS type 1 (narrative) and type 2 (empirical enquiry) methods and we build in type 3 (causality) evaluation methods where appropriate. We apply a Theory of Change approach for all our access and participation interventions among staff and students through face-to-face and online workshops and webinars. Our Plan evaluation is aligned and complementary to our approach to evaluating our Education Strategy. This helps to ensure the whole-provider approach and to enable connectedness between the Plan and all aspects of quality assurance and enhancement of the student experience.

The Education Strategy evaluation identifies different levels of data mapped to the outputs, outcomes, and impact identified in intervention Theories of Change. Output and outcome data will be collected for each intervention (and cross-referenced to avoid duplication and gaps). Impact data will be collected for the whole provider using a participatory research methodology, co-led by academics and professional services, to explore the more intangible facets of our university such as culture, community, 'vibe,' and the relationship between people and place.

We work within the University's established ethical approval processes, and we comply fully with the Universities UUK Concordat to Support Research Integrity[50] and with the UK GDPR.[51] The University has developed a Code of Good Practice for Research which sets out the expectations of staff undertaking research. The University's Research, Knowledge Exchange and Consultancy Committee (RKECC) is responsible for the monitoring and review of research integrity and ethics systems and processes. For the purposes of evaluation of activities within the Plan, we ensure that ethical approval is considered in a timely and agile manner.

We will collect and analyse entrant data to evaluate the impact of interventions with targeted groups of students through longitudinal tracking and will coordinate timelines for this We will explore intervention

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[45] ChangeBusters | Advance HE (advance-he.ac.uk)
[46] https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/evaluation/financial-support-evaluation-toolkit/
[47] https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/evaluation/standards-of-evidence-and-evaluation-self-assessment-tool/
[48] NERUPI | Nerupi
[49] https://www.educationopportunities.co.uk/about/
[50] https://www.universitiesuk.ac.uk/topics/research-and-innovation/concordat-support-research-integrity
[51] https://www.gov.uk/data-protection

outcomes to enhance our understanding of student success through identifying specific milestones (which will provide short- and medium-term indicators of success) across the student lifecycle and which will be reported regularly to the Evaluation Group and Access and Participation Steering Group. We aim to incorporate a cycle of continual reflection, improvement and adaptation within our evaluation work.

Further to our own extensive evaluation of workshops and events, we subscribe to the Higher Education Access Tracker (HEAT) Service,[52] which provides higher education providers with data and intelligence to target, monitor, and evaluate outreach activities. We collaborate through HEAT on developing relevant tools and resources for evaluation. Our HEAT membership therefore supports our delivery of robust evaluation which will produce high quality evidence of what works and what does not work within our local context in Bath, in London and across our network of partners.

We have outlined a wide range of publication and dissemination plans alongside our intervention strategies. We will create a web page on our website where will publish all evaluation findings, which will also feature on social media posts for a wider audience where appropriate. We will publish the interim and full impact results of evaluation through our annual Learning and Teaching Conference and through our educational partnerships, external conferences, professional networks, webinars, and academic journals as well.

Provision of information to students

> **We commit to make available to prospective students, before they commit themselves to undertake a higher education course at BSU, information about the aggregate amount of fees that we will charge for the duration of that course by publishing finalised fees on our website in a timely manner. We commit to making information about financial support available to current and prospective students via our student finance website[1], recruitment days, regular updates to the Finance Guide on the Student Hub via email, the University's student portal, the MyBathSpa App, student newsletters and their tutors. Details of the financial support and eligibility criteria can be found in Intervention Strategy 5 (pp. 17-18) and in the Whole Provider Approach (pp. 24-25).**

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[52] HEAT (Higher Education Access Tracker) https://heat.ac.uk/?fromurl=members.heat.ac.uk%2Ffaq%2Fwill-i-access-tracking-data-participants%2F

ANNEXES

Annex A: further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

Assessment of Performance

Process

The University's Portfolio and Planning team, supported by the Data and Insights team and by an external consultant (Inclusive Futures) led on the analysis. The assessment is based primarily on data from the Office for Students access and participation dataset, supplemented by internal data sources where necessary. The analysis was shared with a range of university committees and groups (including Education Committee, Academic Board and the Board of Governors) and with students and staff both at our home campus and with our educational partners. This analysis was made in relation to the Equality of Opportunity Risk Register (EORR). Impact criteria include the size and persistence of gaps and comparisons with historic Plan measures. Where significant trends were identified, these then informed subsequent development of objectives and intervention strategies. The Office for Students Access and Participation dataset covers registered students across all provision (including franchised and validated provision): we therefore analyse that aggregated data alongside disaggregated data to gain more nuanced insights to our performance. The Plan is therefore based on our registered undergraduate students across all provision. We have based our objectives on this analysis of performance and have also factored in timeframes for potential impact and contractual factors which may influence our influence on certain student populations (such as students on franchised provision). While we have identified several intersections within socio-economic, ethnicity, and disability groups, the dataset size is too small to conduct detailed analyses. These intersections will continually be monitored, and intervention strategies will be implemented as required. There are likely to be areas where short-term indications of risk develop (i.e. in one-year's data only) and these will be closely monitored with appropriate targeted interventions applied as necessary.

Access:

The following table summarises the University's position through aggregated data from 2019-2022, showing that numbers of mature students at BSU London and partners are significantly higher than the average for all HEIs. The intersection of IMD Q1/2 and ethnic minorities is lower than the national HEI average for Bath but higher than the national HEI average for BSU London and partners.

For Full Time Undergraduates 4 Year Aggregates		Access (2019 - 2022)				
	Student Demographic	All HEIs	% Total	% Bath	% BSUL	% Partners
	Overall	100.0%	100%	100%	100%	100%
Age	Young	71.5%	41.0%	89.5%	5.1%	11.3%
	Mature	28.5%	59.0%	10.5%	94.9%	88.7%
Disability	Disabled	17.4%	15.9%	31.9%	2.0%	6.3%
	Not Disabled	82.6%	84.1%	68.1%	98.0%	93.7%
	Cognitive or learning difficulties	5.7%	5.7%	11.9%	0.2%	2.0%
	Mental health condition	4.9%	5.0%	10.3%	0.7%	1.9%
	Multiple impairments	3.3%	2.2%	4.7%	0.5%	0.6%
	No disability reported	82.7%	84.1%	68.1%	98.0%	93.7%
	Sensory, medical or physical impairment	2.3%	2.0%	2.8%	0.7%	1.5%
	Social or communication impairment	1.1%	1.0%	2.2%	0.0%	0.3%
Ethnicity	Asian	15.4%	8.8%	2.8%	18.9%	12.1%
	Black	10.6%	7.6%	2.1%	9.0%	11.4%
	Mixed	5.5%	4.8%	4.8%	5.4%	4.7%
	Other	2.8%	4.5%	0.8%	13.7%	6.1%
	White	65.6%	74.3%	89.4%	53.1%	65.7%
Free School Meals	Eligible	18.8%	13.3%	11.6%	33.3%	22.6%
	Not Eligible	81.2%	86.7%	88.4%	66.7%	77.4%
Sex	Female	56.9%	49.8%	67.9%	48.8%	37.3%
	Male	43.1%	50.2%	31.9%	51.2%	62.7%
Intersections	Ethnic Minority, IMD Q1&2	22.1%	19.7%	4.4%	35.6%	28.2%
	White, IMD Q1&2	21.5%	31.8%	17.7%	36.3%	40.5%
	Female, IMD Q1&2	25.5%	21.7%	15.1%	34.2%	24.4%
	Male, IMD Q1&2	18.5%	30.5%	7.0%	38.3%	44.8%
	Ethnic Minority, POLAR4 Q1&2	8.7%	4.9%	3.9%	12.5%	11.8%
	White, POLAR4 Q1&2	19.5%	27.7%	27.5%	19.6%	29.0%
	Female, POLAR4 Q1&2	16.5%	22.3%	22.3%	16.7%	22.4%
	Male, POLAR4 Q1&2	11.7%	10.3%	9.1%	18.3%	17.0%
Gaps	TUNDRA - Q1 vs Q5	18.0%	1.4%	1.6%	23.3%	-1.1%
	POLAR4 - Q1 vs Q5	17.7%	11.3%	13.2%	8.3%	0.9%
	IMD - Q1 vs Q5	-2.8%	-14.6%	21.7%	-32.4%	35.5%
	ABCS - Q1 vs Q5	27.2%	10.5%	12.3%	5.9%	-1.7%

Conditional Formatting

Access:

Margins of significantly smaller than HEIs average
Significantly smaller than HEIs average

Everything Else:

Margins of being significantly smaller than comparator group
Significantly smaller in performance with comparator group
Signficantly smaller in performance with comparator group and significantly smaller than HEIs average
Not significantly smaller in performance with comparator group but significantly smaller than HEIs average

**Gaps are coloured based on a significantly larger gap than the HEI gap

Figure 1: aggregated entry data (2019-20)

The size and profile of the entrant population changed significantly in 2021-22, which is associated with new provision franchised provision introduced at several partner institutions and the introduction of a London campus for the University (see Figure 2).
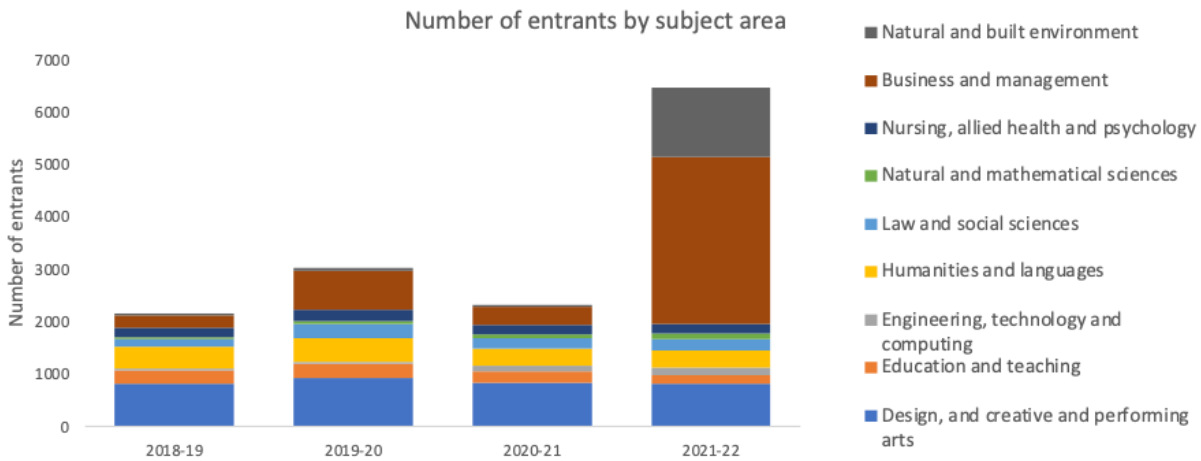
Figure 2: Number of entrants by subject area (2018-19 to 2021-22)

The number of entrants to a first degree with integrated foundation year increased significantly in the same year (Figure 3):
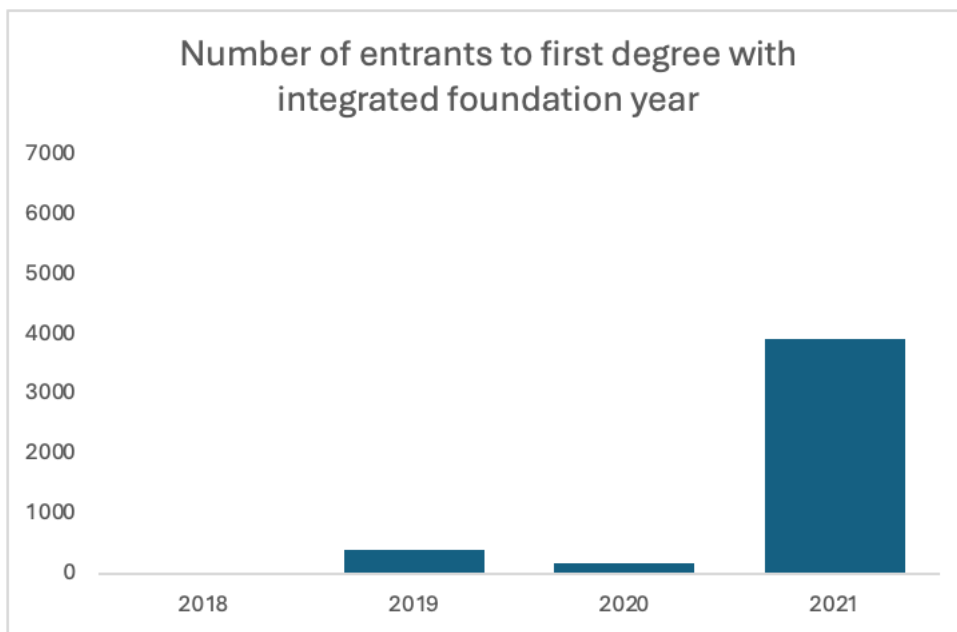
Figure 3: Number of entrants to first degree with integrated foundation year (2018-19 to 2021-22)

Before 2021-22 most students at BSU were young (under 21). In 2021-22 the number of entrants nearly tripled and 70.3% of entrants were mature, compared with only 29.0% of entrants across the sector. In 2021-22, the University represented 1.4% of the sector in the total A&P data but represented as much as 3.4% of the mature population in the A&P data (Figure 4).
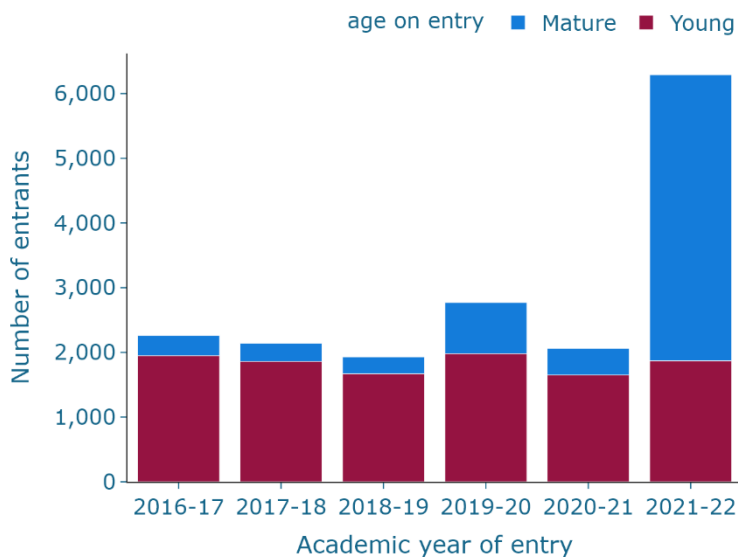
Figure 4: age on entry (2016-17 to 2021-22)

Despite the increase in entrants in 2021-22 there was only a small increase in the number of entrants declaring a disability. This means that the proportion of entrants declaring a disability fell across the entire UG population from 21%-31% between 2016-17 and 2020-21 to under 13% but remained constant in our Bath-based delivery (Figure 5).
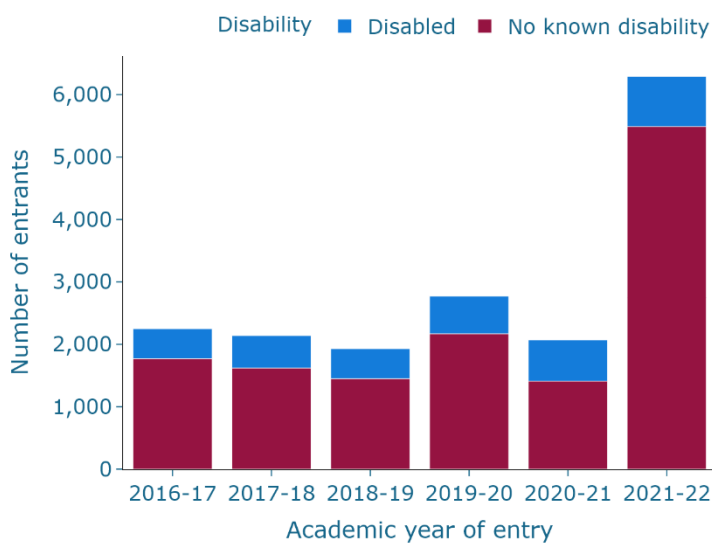
Figure 5: disability vs no known disability (2016-17 to 2021-22)

The proportion of Asian and Black entrants across the entire UG population increased from under 5% to over 10% with the start of the new provision in 2021-22 (Figure 6).
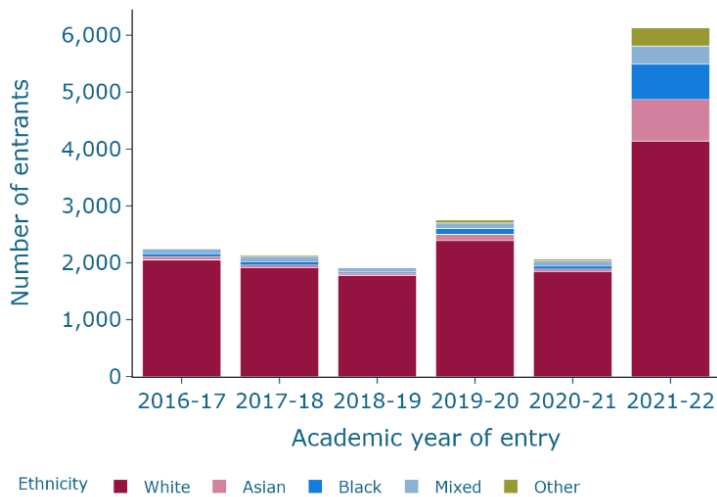
Figure 6: ethnicity on entry (2016-17 to 2021-22)

The proportion from the 40% most deprived neighbourhoods in the country (IMD Q1/2) has changed significantly. In 2020-21 Q 1 and 2 stood at 25.9% and this increased to 58.6% 2021-22, compared with around 50% of entrants in the sector.

Given that a large proportion of the new intake in 2021-22 were mature entrants, data for Free School Meals and ABCs are less relevant to our assessment for the whole student population as they relate primarily to young entrants, the majority of whom are within our Bath-based delivery

There is a strong interaction between deprivation and sex: in the first five years of the time series, entrants from the 40% most deprived areas were a small proportion of entrants and male entrants from those areas were the smallest proportion. The profile of entrants changed significantly in 2021-22, and now male students from the most deprived areas are the largest group of entrants (Figures 7 and 8).
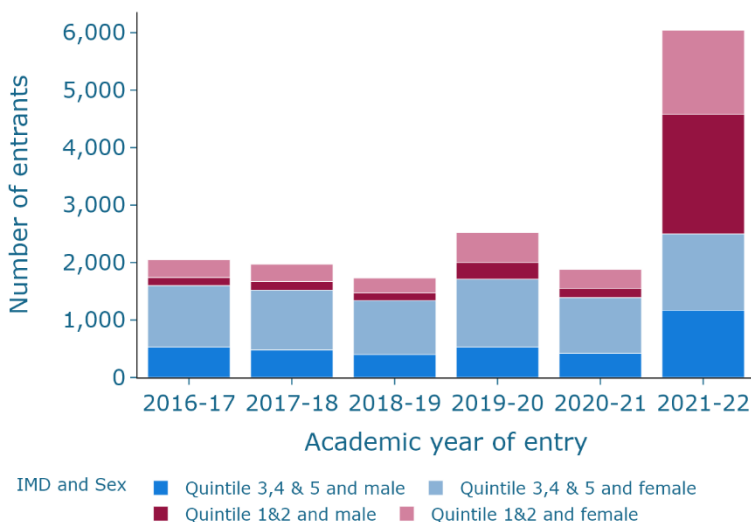
Figure 7: deprivation and sex on entry by number of entrants (2016-17 to 2021-22)
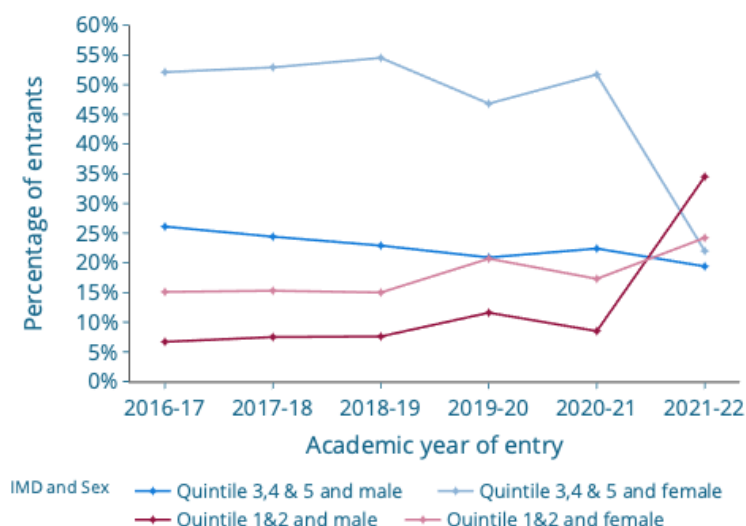
Figure 8: deprivation and sex on entry by percentage of entrants (2016-17 to 2021-22)

A similar pattern is evident with IMD and ethnicity: the profile of white students from the 60% least deprived areas of England (IMD Q3/4/5) represented around 70% of the entrant population until 2020/21 but now represents only 30%. Although this remains the highest proportion there are considerable increases in the proportion of students from the 40% least deprived areas of all ethnicities – most noticeably from minority ethnic groups. (Figure 9).
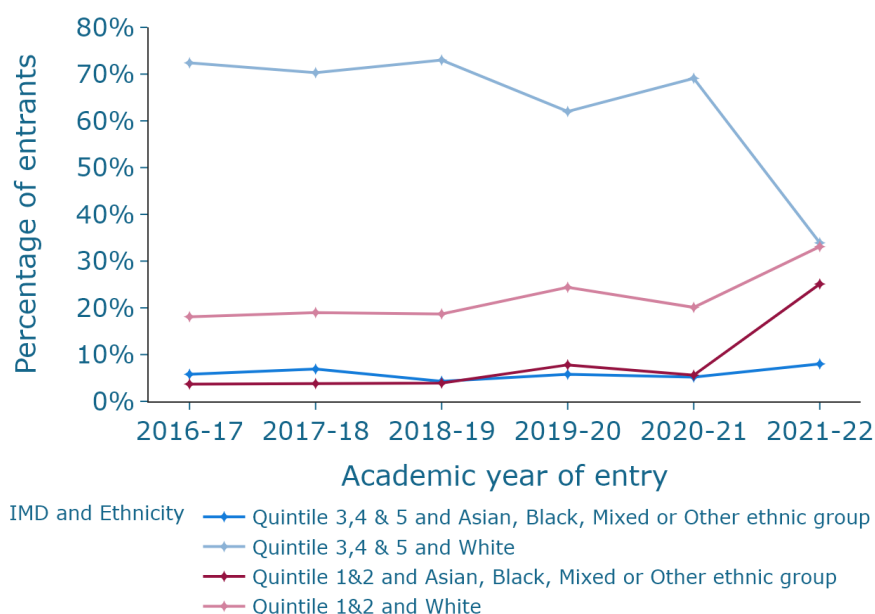
Figure 9: deprivation and ethnicity (2016-17 to 2021-22)

Gaps in access have narrowed for students relating to measures of socio-economic deprivation. For example, the gap between access rates for IMD Q1 compared to Q5 has narrowed considerably in recent years. The access gap between IMD Q1/2 and Q3/4/5 for our overall provision has shifted from 56.4% in 2016/17 to -17.2% in 2021/22. However, a gap remains for our Bath provision. Whilst the gap between IMD Q1/2 and Q3/4/5 for Bath provision was 59.4% in 2016/17 it remained as high as 57% in 2021/22.

The Parental Higher Education characteristic measures whether any of the entrants' parents or guardians hold higher education qualifications at the time of entry. It is a proxy for whether the student is first in family

to go to higher education. OfS published data indicates that for full-time UK undergraduates around a half of entrants report that at least one parent holds higher education qualifications. For BSU provision in Bath, 60% of entrants have parents with higher education qualifications. In the London provision this is between 10% and 25%. (Figure 10).
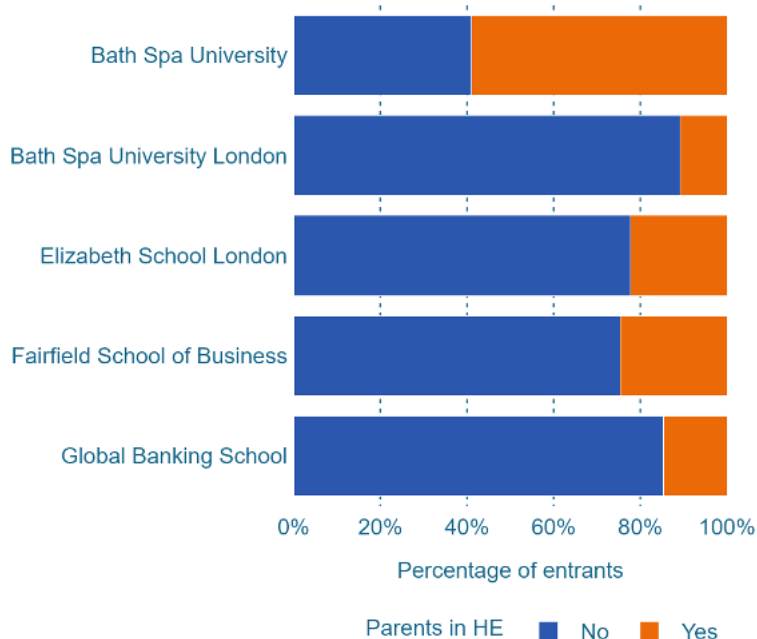
Figure 10: parents with HE qualifications

OfS published data indicates that for full-time UK undergraduates just over 1% have care experience. For our five larger campuses, the proportion of care leavers are as follows: BSU 1.5%, BSU London 1.6%, Global Banking School 1.2%, Elizabeth School London 3.2% and Fairfield School of Business 3.3%. These are small percentages, but relative to the sector this is a category where BSU supports a greater than average proportion of care experienced students (120 entrants in 2021-22) and we are committed to reducing risks of Equality of Opportunity for them.

Our target within our existing Plan (2020-21 to 2024-25) was to reduce the gap in participation between young full-time undergraduate entrants from POLAR4 Quintile 5 and Quintile 1 areas from a baseline of 12.9% in 2017-18. POLAR4 was the primary area-based measure of participation used during the last iteration of A&P plans. By 2022-23, we had reduced this gap to 10.5%. However, POLAR4 measured young entrants only and would therefore does not capture the extent of the significant improvement brought about by the introduction of our London and partner provision.

Success

The patterns that are seen in the data for success are likely change in future years with the change in the profile of students and the subjects that they are studying. Various approaches to projections for completion, attainment and progression have been explored for students within the newer franchised provision. Nevertheless, the continuation data represents the most reliable lead indicator that we have currently.

The patterns that are seen in the data for success could change in future years with the change in the profile of students and the subjects that they are studying. The cohort with the new profile (i.e. 2021-22) will be reported in the success statistics at different times. The table below shows when these students is likely to be first reported on current timetables:

Lifecycle stage	Population	Data record	A&P dashboard update
Continuation	Tracked from entrants	HESA Student 2022-23	Summer 2024
Completion	Tracked from entrants	HESA Student 2025-26	Spring 2027
Attainment	Qualifiers	HESA Student 2023-24*	Spring 2025
Progression	Tracked from qualifiers	Graduate Outcomes 2025*	Summer 2026

Continuation

Continuation rates for mature students have reduced year-on-year since 2017-18. The gap between young and mature students has increased in the last three years to 11.2 percentage points (pp) in 2020-21 and is statistically significant. (Figure 11).
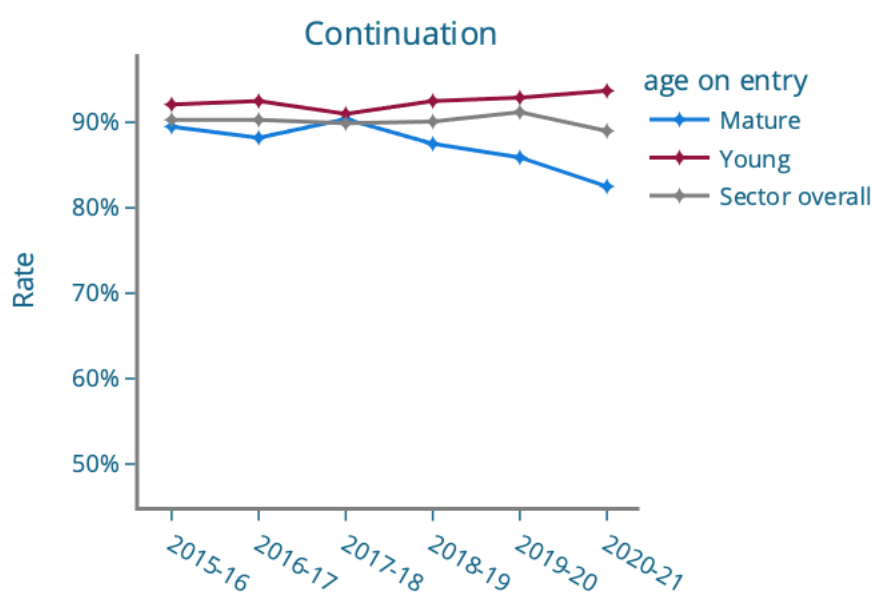
Figure 11: continuation according to age (2015-16 to 2020-21)

Continuation rates for white students have remained high, while rates for students from minority ethnic groups have tended to be lower (see Figure 12).
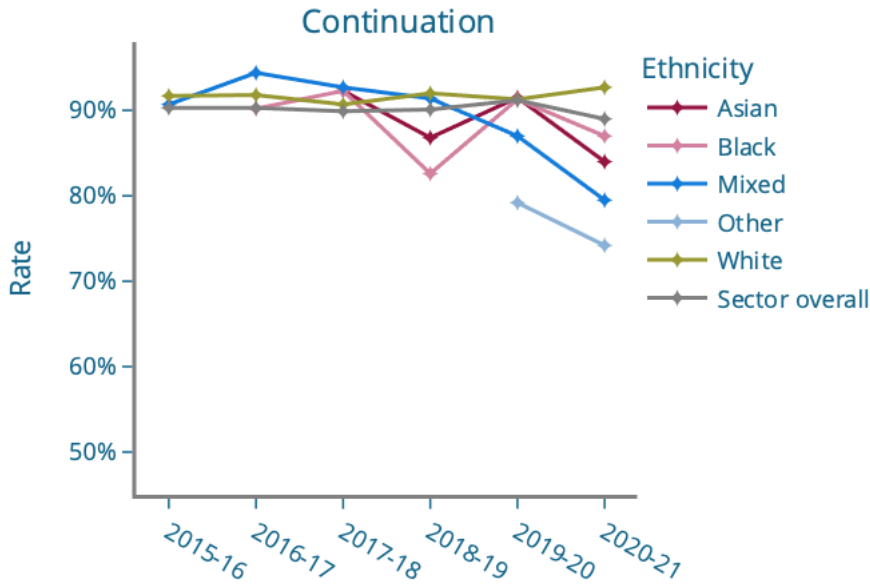
Figure 12: continuation according to ethnicity (2015-16 to 2020-21)

Continuation rates are statistically significantly higher for female students in each of the last three years. The continuation gap between male and female students increased to 4.5 pp in 2020-21 (see Figure 13).
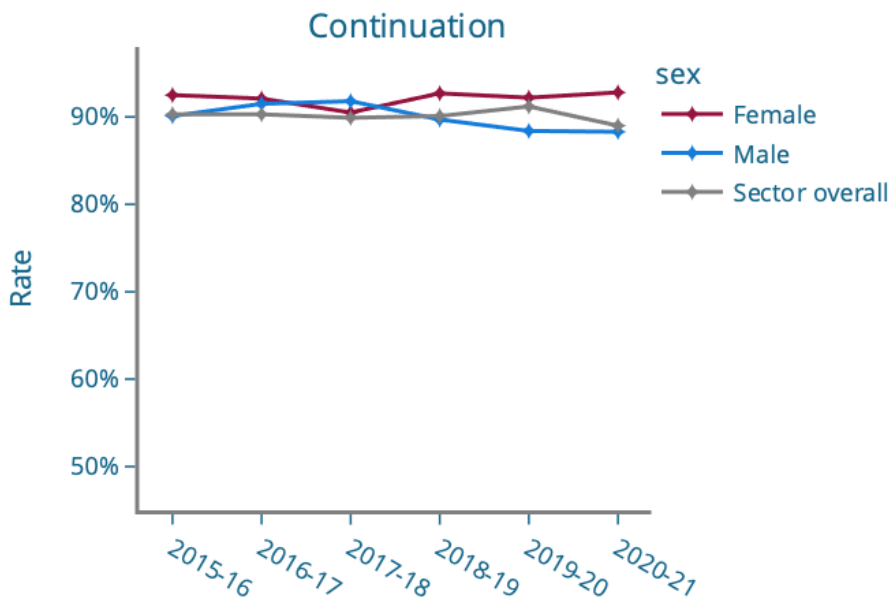
Figure 13: continuation according to sex (2015-16 to 2020-21)

There is a widening gap in continuation between IMD Q 1/2 and Q 3/4/5. In 2020-21 this gap was 7.2 pp (Figure 14).
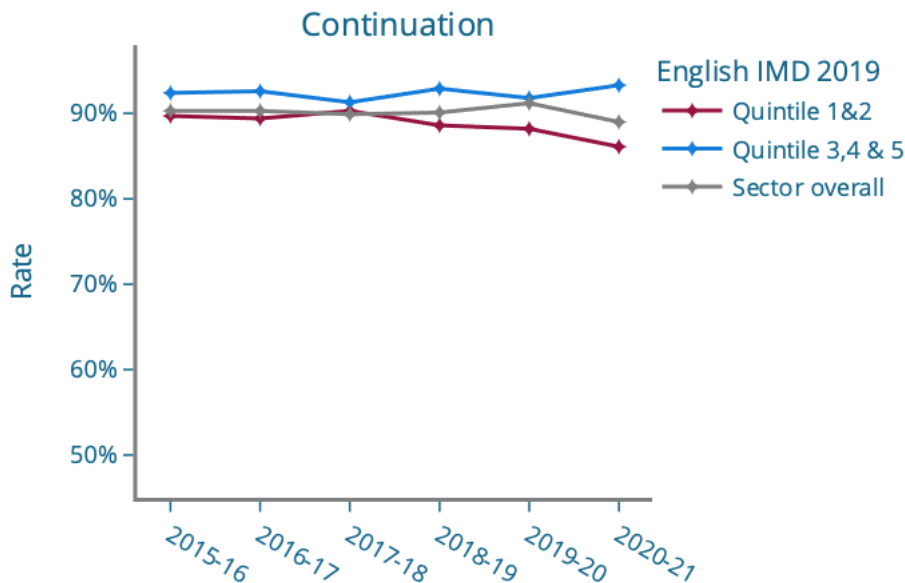
Figure 14: continuation according to deprivation (2015-16 to 2020-21)

The continuation gap for mature students widened to 11.2 pp in 2020-21. Aggregated data for one of our educational partners shows a gap of 7 pp in continuation rates between young and mature students which suggests that this may be a significant issue for partners. The student groups where both the number of students who would have had an improved outcome if gap were zero is highest (more than 50 students over four years) and the gap itself is high (over 5 pp) were IMD Q1/2 and male students, mature students and other ethnic group students.

Our existing Plan (2020-21 to 2024-25) set the target of eliminating the gap in continuation between young full-time undergraduate entrants from POLAR4 Quintile 5 and Quintile 1 areas. This was not achieved by 2021-22 (when this stood at 7.0 pp) but POLAR4 measured young entrants only and therefore does not reflect the extent of the significant improvement brought about by the introduction of our London and partner provision.

Completion

The gap in completion rates between young and mature students has reduced but because this measure is lagged, and continuation is related to completion, we would expect the gap in completion rates to widen again over the next three years (see Figure 15).
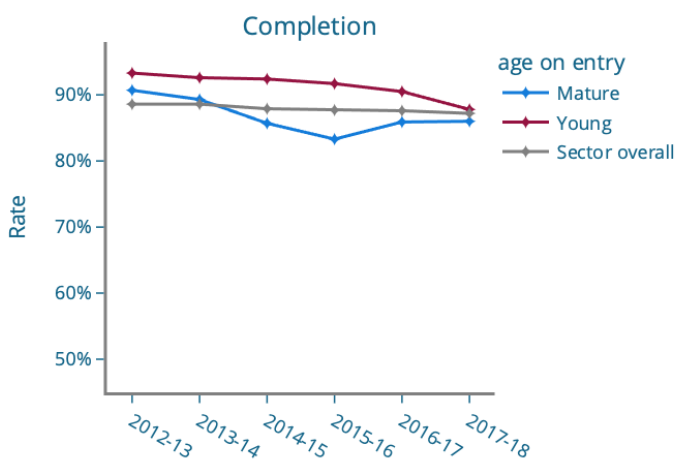
Figure 15: completion according to age (2012-13 to 2017-18)

Likewise, the completion rate gap between male and female students has narrowed from 4.9 pp in 2013-14 to 0.3 pp in 2017-18 but is projected to widen in future on the basis of the growing continuation gap (Figure 16).
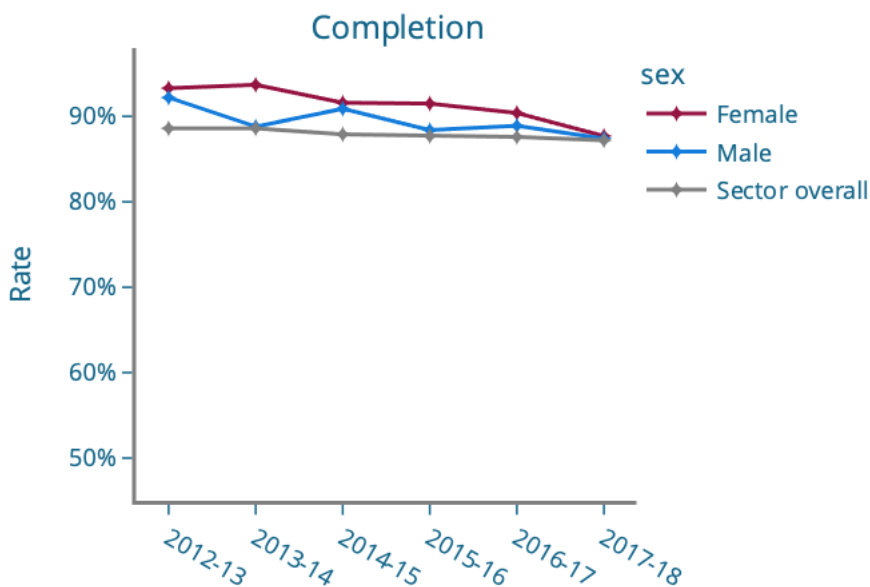
Figure 16: completion according to sex (2012-13 to 2017-18)

For students in the 2017-18 entry cohort the completion rate gap had disappeared, but the growing gap in continuation for later cohorts suggests that this may open again.

The completion gap between IMD Q1/2 and Q3/4/5 narrowed from 6.4 pp in 2014/15 to 1 pp in 2017/18 but is projected to widen in future. The completion gap between disabled and no known disability widened from 0.9 pp in 2012-13 to 3 pp in 2017-18 and is projected to widen further.

Attainment

Attainment (awarding) rates are consistently lower for students who were previously eligible for FSM, although smaller in 2021-22 (see Figure 17).
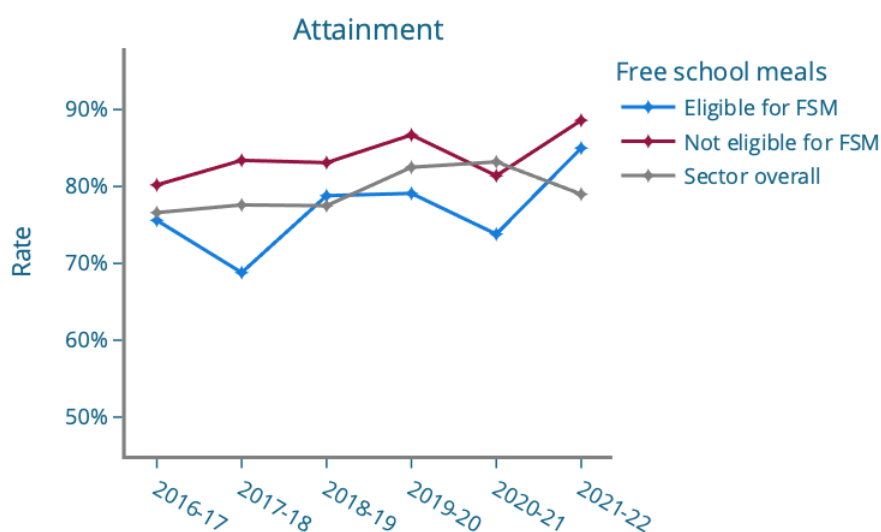
Figure 17: attainment according to FSM (2016-17 to 2021-22)

Black students and Asian students have consistently had very low attainment rates compared to other students. In 2020-21, this gap disappeared from Asian students, but there were not enough black students to measure their attainment rate. The attainment gap between white and black students narrowed from 31.9 pp in 2018/19 to 17.4 pp in 2019/20 but may widen in future. (See Figure 18).

Reflecting the pattern seen for ethnicity generally, the attainment rate gaps are the widest for students from minority ethnic groups compared to white students. However, the attainment rates for students from the 40% most deprived areas who are also from minority ethnic groups are particularly low. The interaction between deprivation and ethnicity is therefore significant.

Attainment

IMD and Ethnicity
- Quintile 1&2 and Asian, Black, Mixed or Other ethnic group
- Quintile 1&2 and White
- Quintile 3,4 & 5 and Asian, Black, Mixed or Other ethnic group
- Quintile 3,4 & 5 and White
- Sector overall
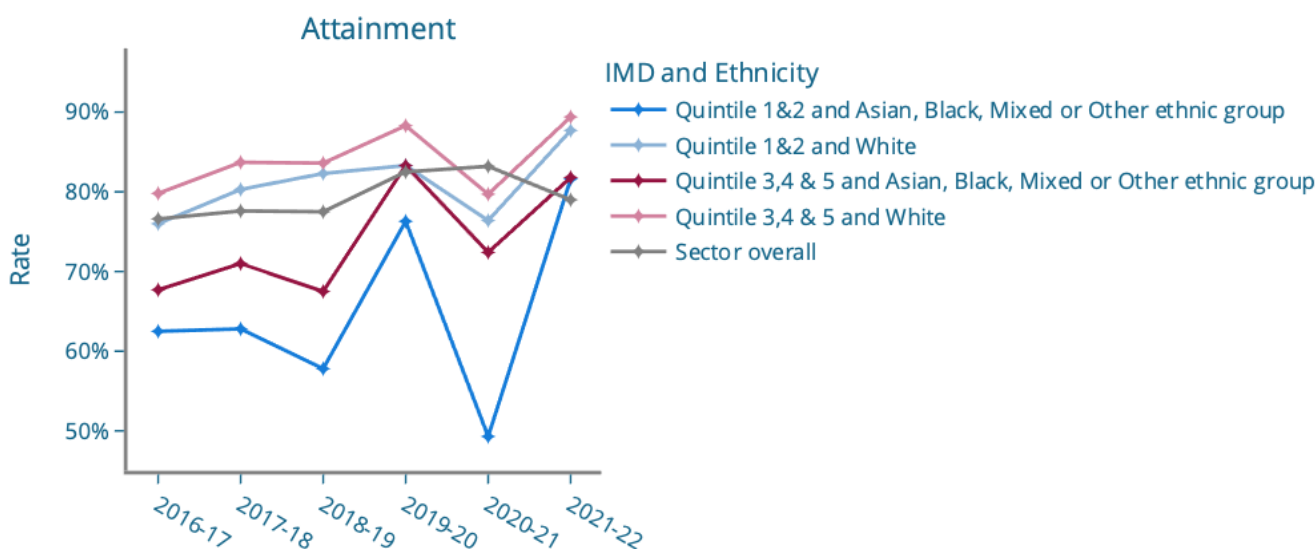
Figure 18: attainment according to deprivation and ethnicity (2016-17 to 2021-22)

The student groups where both the number of students who would have had an improved outcome if the attainment gap were zero is highest (more than 50 students over four years) and the gap itself is high (over 5 pp) were mature students and IMD Q1/2 students.

Our existing Plan (2020-21 to 2024-25) set the target of reducing the gap in degree outcomes between young full-time undergraduate students from white and BAME ethnic groups. For our Bath-based delivery by 2021-22, there remained a gap of 26.5 pp between white and black students and 9.4 pp between white and Asian students.

Progression

Progression rates for BSU are low compared to the rest of the sector for all students. The progression gap between young and mature students has shifted from -10.8% in 2016-7 to 4.5% in 2020-21 and is projected to widen further. In the first three years of data, mature students had higher progression rates, but this reversed in 2020-21. Although the progression rate gap between young and mature students is not statistically significant in the last two years of the data presented here, it is likely to become increasingly so as the 2021-22 entry cohort complete their programmes of study, given the change in student demographics since 2021. (Figure 19).
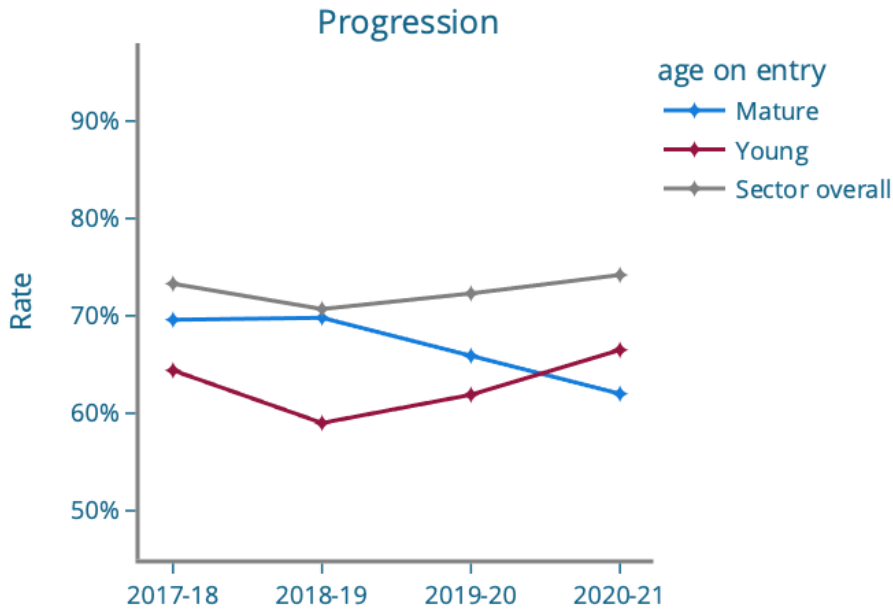
Figure 19: progression according to age (2017-18 to 2020-21)

Similarly, the interaction between progression for deprivation and ethnicity shows that students from IMD Q3/4/5 tend to perform closer to the sector average, but that students from Q1/2 who are from ethnic minorities perform significantly less well. As the 2021-22 entry cohort complete their programmes of study it is likely that this interaction between ethnicity and deprivation will become increasingly significant as a result of the change in student demographics since 2021. (Figure 20).
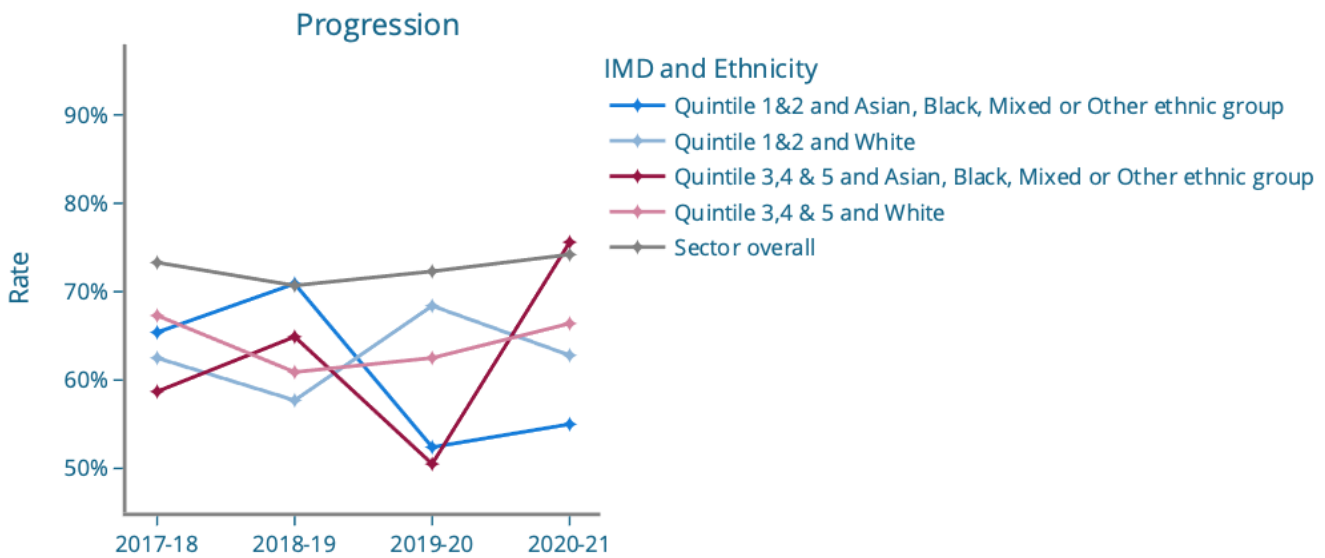
Figure 20: progression according to deprivation and ethnicity (2017-18 to 2020-21)

In summary, we have successfully reduced access gaps and student success gaps in recent years, but we are likely to see some of the success gaps widen in the short term as a result of recent changes in demographics for our entire population of registered students.

Annex B: further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.

Our evidence for the intervention activities comes from a wide range of sources. These include the UniConnect Annual Report and the Aimhigher Annual Impact Report. We have also drawn evidence from collaborative evaluations conducted by Aimhigher, Aimhigher tracking data, and the Transforming Access and Student Outcomes in Higher Education (TASO) toolkit. Detailed references for each intervention strategy follow below:

IS 1

The interventions outlined in this strategy are grounded in evidenced principles drawn from sector research as well as our own practice: we have gathered participant data and monitored their outcomes using the HEAT database and have utilised this research to inform and support our approach. External sources of evidence and a wider rationale are given in Annex B. The NERUPI Framework gives a clear basis through which habitus and cultural capital (Bourdieu) outline the knowledge and skills students need to develop to study at university level. Possible Selves theory indicates that students need to have both an awareness of viable pathways to university and of how they could legitimately navigate those pathways. GCSE attainment serves as a key predictor of participation in higher education, highlighting the necessity of initiating interventions early in young people's educational trajectories (Dodd et al., 2021; Office for Students, 2022). Students eligible for Free School Meals or Pupil Premium often have lower Maths grades and reading ages compared to their peers. This disparity in reading ability, which impacts access to learning materials across subjects, correlates with overall performance in GCSEs, including Maths and Science (Baker, Dreher, & Guthrie, 2000; GL Assessment, 2020). Research indicates that non-traditional pathways into HE require improved promotion alongside targeted support packages (Eguiguren Wray et al., 2022; Mountford-Zimdars and Moore, 2020). Contextual admissions provide an important avenue for disadvantaged students to access higher education, making it essential to identify potential candidates using nuanced and detailed data (Mountford-Zimdars and Moore, 2020).

References for IS 1

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IS2

We have drawn the evidence base for this strategy from a range of sources including our own Welcome Survey, SU Survey and Accommodation survey. We have also drawn evidence from AdvanceHE, AGCAS,

NADP, NERUPI and the transforming access and student outcomes in higher education (TASO) toolkit. Effective strategies to address awarding gaps must clearly establish accountability (TASO, 2023), adopt a holistic approach that considers the entire student experience (e.g., Smith et al., 2021), and ensure active student engagement throughout the process (Gefferie and Adewumi, 2023). Inductions tailored to specific programmes, which offer substantial support from academic staff, engage students in small group activities, and include semi-structured social opportunities, have been shown to enhance students' sense of belonging upon starting university (Brooman & Darwent, 2014; Blake, Capper, & Jackson, 2022). Our research on Autism draws extensively from studies on the experiences and unmet needs of university students with Autism Spectrum Conditions (ASC), which offer practical recommendations (e.g., Irvine & MacLeod, 2022; Sarrett, 2018; Vincent et al., 2017). Research indicates that students with ASC face significant challenges when transitioning to the university environment, affecting both social and academic aspects (Gurbuz, Hanley, & Riby, 2019; Irvine & MacLeod, 2022; Vincent et al., 2017). UK studies suggest that how well students with ASC manage this transition is crucial for predicting their likelihood of completing their degree (Cage, De Andres, & Mahoney, 2020).

References for IS 2

Blake, S., Capper, G. and Jackson, A. Building Belonging in Higher Education, WonkHE and Pearson. 2022. Online. Available from: https://wonkhe.com/wp-content/wonkheuploads/2022/10/Building-Belonging-October-2022.pdf [Accessed 30 June 2024].

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Gefferie, R. and Adewumi, B (2023) Students as co-producers of a more diverse curricula: Students collaborate with convenors in enriching the context of learning through global and diversified voices, Advance HE conference presentation.

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Irvine, B., & MacLeod, A. (2022). What are the challenges and successes reported by autistic students at university? a literature review. Good Autism Practice, 23(1), 49-59. https://www.ingentaconnect.com/contentone/bild/gap/2022/00000023/00000001/art00008 [Accessed 9 July 2024].

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https://taso.org.uk/intervention/financial-support-post-entry/#heading-what-is-this-intervention [Accessed 1 May 2024].

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IS3

We have drawn the evidence base for this strategy from Student Minds and our preparations for our Mental Health Charter submission. We also drawn evidence from a range of sources including AMOSSHE, UHMAN, NADP, NASMA, NERUPI and the transforming access and student outcomes in higher education (TASO) toolkit. A key approach to fostering a sense of belonging for students transitioning to university involves focusing on identity formation rather than solely providing information (Hughes and Spanner, 2019). Academic and pastoral support relationships help reduce academic stress, and coaching methods have been shown to positively influence students' sense of belonging (Seraj and Leggett, 2023). Poor well-being negatively affects learning and engagement (Craig and Zinckiewicz, 2010). Strategies such as role model promotion, mental health awareness, and brief interventions could improve support for these students (Sagar-Ouriaghli, Brown, and Godfrey, 2020).

References for IS3

Craig, N. and Zinckiewicz, L. (2010) Inclusive Practice within Psychology Higher Education. York: Higher Education Academy Psychology Network (cited in Houghton, A. and Anderson, J. (2017) Embeding Mental Wellbeing in the curriculum: maximising success in higher education, Higher Education Academy).

Hughes, G. and Spanner, L. (2019) The University Mental Health Charter. Leeds: Student Minds [online].

Sagar-Ouriaghli, I., Brown, J.S.L., Tailor, V. et al. Engaging male students with mental health support: a qualitative focus group study. BMC Public Health 20, 1159 (2020). https://doi.org/10.1186/s12889-020-09269-1.

Seraj, S. and Leggett, R. (2023) 'The challenges of personal tutoring in higher education: Applying a coaching approach at a UK higher education institution', International Journal of Evidence Based Coaching and Mentoring, 21 (1), pp.85-98. DOI: 10.24384/gyz9-fk22 (Accessed: 9 June 2024).

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IS4

Enhancing student satisfaction, retention, progression, and outcomes requires a coherent and consistent approach across the institution. This intervention strategy, which has included establishing operational leadership for careers & employability and learning & teaching enhancement, will enable such an approach through policy, strategy, staff and student development opportunities. The effective collaboration and cohesion of these central professional service roles and activities with academic schools will enable both holistic and personalised enhancement of the student experience. Reviews of UK Higher Education curricula have frequently identified insufficient integration of diversity, equality, and anti-discrimination issues into university pedagogy (Bird & Pitman, 2020; Mountford-Zimdars et al., 2015; Richardson, 2018; UUK & NUS, 2019). TASO's causal evaluation of curriculum reforms aimed at addressing awarding gaps at two UK universities revealed that efforts such as diversifying reading lists and providing staff toolkits for culturally sensitive teaching improved student satisfaction and sense of belonging. (TASO, 2022; UUK & NUS, 2019).

References for IS4

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TASO. (2022). The impact of curriculum reform on the ethnicity degree awarding gap. Retrieved from https://s33320.pcdn.co/wp-content/uploads/Full-report-the-impact-of-curriculum-reform-on-theethnicity-degree-awarding-gap.pdf.

UUK, & NUS. (2019). Black, Asian and Minority Ethnic student attainment at UK universities: #closingthegap. Retrieved from https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/bamestudent-attainment.pdf.

IS5

The financial cost of attending university poses a significant risk for non-continuation and lower awarding rates among students from low-income backgrounds. This intervention strategy has drawn its evidence base and those of its underpinning activities from a range of sources including BlackBullion, AMOSSHE, AGCAS, ASET, NASMA, NERUPI and the transforming access and student outcomes in higher education (TASO) toolkit. Evidence shows that needs-based financial support enhances retention and completion rates for disadvantaged students (Castleman & Long, 2016; Denning, 2017; Goldrick-Rab et al., 2016). A UK study found that a £1,000 increase in financial aid raised the likelihood of achieving at least an upper second-class degree by 3.7 percentage points (Murphy & Wyness, 2016). Financial aid also enables students to reduce their off-campus work hours, which is linked to better academic performance (Broton et al., 2016; Zhang & Yang, 2020). Research indicates that both paid work experience and study-related work experience significantly enhance employment outcomes for graduates (O'Higgins & Pinedo, 2018). Evidence suggests that internships play a crucial role in improving the likelihood of securing employment post-graduation in the UK (Carys, 2017).

References for IS5

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Murphy, R., & Wyness, G. (2016). Testing means-tested aid. CESifo Working Paper Series No. 6105.

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IS6

A sense of belonging at university is crucial for student retention and achievement (Thomas, 2013, 2016). To address risks of withdrawal, we will create enhanced opportunities for social networking and peer mentoring. Research shows that such activities reduce continuation and awarding gaps by fostering a sense of community among students (Geenan et al., 2015; Tinto, 2017). Research indicates that student involvement in co-creation enhances their sense of belonging at the institution by granting them greater autonomy over their university experience (Healey, Flint, & Harrington, 2014). This engagement is also linked to improved belonging and academic attainment (Lubicz-Nawrocka & Bovill, 2021). Additionally, creating a community where students can discuss sensitive issues through co-production can help alleviate feelings of isolation and foster valuable peer networks (Healey et al., 2014; Slay & Stephens, 2013). Prosocial Place shows how cooperation and knowledge exchange is essential for good somatic and mental health.

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Thomas, L. (2013). What works? Facilitating an effective transition into higher education. Widening Participation and Lifelong Learning, 14, 4-24.

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Tinto, V. (2017). Reflections on student persistence. Student Success, 8(2), 1-8. doi:10.5204/ssj.v8i2.376.

Annex C: Targets, investment and fees

Table 1

	2025/26	2026/27	2027/28	2028/29
Estimated T-Grant Funded Bursaries	**£4,790,208**	**£4,642,840**	**£4,389,772**	**£4,346,443**
Allocated as:-				
Existing APP Plan	£3,756,473	£2,271,141	£1,066,151	£288,469
New APP Plan	£1,033,735	£2,371,699	£3,323,620	£4,057,974
BSU Funded APP Bursaries	**£450,000**	**£450,000**	**£450,000**	**£450,000**
Allocated as:-				
Independent Bursary (care leavers/foyer students)	£20,000	£20,000	£20,000	£20,000
Young adult carers	£20,000	£20,000	£20,000	£20,000
GTRSB awards (Gypsy, Traveller, Roma, Showman and Boater)	£20,000	£20,000	£20,000	£20,000
Access and Overseas Emergency Funds	£120,000	£120,000	£120,000	£120,000
Accommodation Bursary	£195,000	£195,000	£195,000	£195,000
Laptop Fund	£25,000	£25,000	£25,000	£25,000
Global Horizons Award (Outward Mobility) Fund	£50,000	£50,000	£50,000	£50,000
Total APP Bursaries	**£5,240,208**	**£5,092,840**	**£4,839,772**	**£4,796,443**
Allocated as:-				
Hardship	£195,000	£195,000	£195,000	£195,000
Bursary	£5,045,208	£4,897,840	£4,644,772	£4,601,443

Fees, investments and targets
2025-26 to 2028-29

Provider name: Bath Spa University

Provider UKPRN: 10000571

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree	*	N/A	*
Foundation year/Year 0	integrated Art and Design courses	N/A	9250
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree		N/A	11100
Sandwich year		N/A	1850
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Academy for Contemporary Circus and Physical Theatre	10010093	9250
First degree	Boomsatsuma Education Limited	10088539	9250
First degree	Brighton Academy Limited	10082302	9250
First degree	City of Bristol College - BA Creative Therapeutic Practice	10001467	8250
First degree	City of Bristol College - BA Early Childhood Practice & BA Counselling	10001467	8225
First degree	Elizabeth School of London Limited	10047572	9250
First degree	Fairfield School of Business Ltd	10033187	9250
First degree	Global Banking School Limited	10042500	9250
First degree	New City College	10006963	9250
First degree	The MGA Academy of Performing Arts Limited - The Scottish Institute, Silver Rock Studios, Almondvale Business Park, Almondvale Way, Livingston, West Lothian, UK, EH54 6GA	10054516	9250
First degree	Unknown - William College, Broadway House, 320 High Street, London, E15 1EP	10096528	9250
First degree	Weston College of Further and Higher Education	10007459	8900
Foundation degree	Academy for Contemporary Circus and Physical Theatre	10010093	9250
Foundation degree	City of Bristol College	10001467	7000
Foundation degree	City of Bristol College	10001467	9250
Foundation degree	Elizabeth School of London Limited	10047572	9250
Foundation degree	Fairfield School of Business Ltd	10033187	9250
Foundation degree	Global Banking School Limited	10042500	9250
Foundation degree	New City College	10006963	9250
Foundation degree	Weston College of Further and Higher Education	10007459	8900
Foundation year/Year 0	Elizabeth School of London Limited - TBC	10047572	5760
Foundation year/Year 0	Fairfield School of Business Ltd - TBC	10033187	5760
Foundation year/Year 0	Global Banking School Limited - TBC	10042500	5760
HNC/HND	*	*	*
CertHE/DipHE	Elizabeth School of London Limited	10047572	9250
CertHE/DipHE	New City College	10006963	9250
Postgraduate ITT	*	*	*
Accelerated degree	Boomsatsuma Education Limited	10088539	11100
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	4625
Foundation degree	*	N/A	*
Foundation year/Year 0		N/A	4625
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Weston College of Further and Higher Education	10007459	6675
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*

HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets

2025-26 to 2028-29

Provider name: Bath Spa University

Provider UKPRN: 10000571

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

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.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OfS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£1,562,000	£1,608,000	£1,656,000	£1,706,000
Financial support (£)	NA	£5,240,000	£5,093,000	£4,840,000	£4,796,000
Research and evaluation (£)	NA	£124,000	£127,000	£131,000	£135,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£350,000	£360,000	£371,000	£382,000
Access activity investment	Post-16 access activities (£)	£1,048,000	£1,079,000	£1,111,000	£1,145,000
Access activity investment	Other access activities (£)	£164,000	£169,000	£174,000	£179,000
Access activity investment	**Total access investment (£)**	**£1,562,000**	**£1,608,000**	**£1,656,000**	**£1,706,000**
Access activity investment	*Total access investment (as % of HFI)*	2.7%	3.3%	3.5%	4.0%
Access activity investment	*Total access investment funded from HFI (£)*	£1,562,000	£1,608,000	£1,656,000	£1,706,000
Access activity investment	*Total access investment from other funding (as specified) (£)*	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£5,045,000	£4,898,000	£4,645,000	£4,601,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£195,000	£195,000	£195,000	£195,000
Financial support investment	**Total financial support investment (£)**	**£5,240,000**	**£5,093,000**	**£4,840,000**	**£4,796,000**
Financial support investment	*Total financial support investment (as % of HFI)*	8.9%	10.6%	10.1%	11.2%
Research and evaluation investment	Research and evaluation investment (£)	£124,000	£127,000	£131,000	£135,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	0.2%	0.3%	0.3%	0.3%

Fees, investments and targets

2025-26 to 2028-29

Provider name: Bath Spa University

Provider UKPRN: 10000571

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To increase the proportion of entrants to our Bath based provision from IMD Q1/Q2 to 28% by 2028.	PTA_1	Access	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	N/A	21.95% of all entrants (across all locations) in 2016-17 came from IMD Q1/2. That increased to 58.6% in 2021-22. However, in 2021-22, only 22.2% of entrants to our Bath provision came from IMD Q1/2. We therefore intend to increase the percentage of IMD Q1/2 entrants to our Bath-based provision. HE participation in the South West is substantially lower (at 30.1% in 2024) than in London (51.2% in 2024).	No	The access and participation dashboard	2021-22	Percentage	22.2	24	25.5	27	28
To increase the percentage of BSU students in London who disclose a disability to 9% by 2028.	PTA_2	Access	Reported disability	Disability reported		In 2021-22, 33.1% of BSU entrants in Bath reported a disability whereas only 2.7% of entrants in BSU London and 5.6% of all partner entrants reported a disability. The majority of our students in London study Business and Management. At sector level, Business and Management subjects averaged 8.8% for reporting a disability in 2022-23. We therefore intend to increase the proportion of students at our London campus who report a disability.	No	The access and participation dashboard	2021-22	Percentage	2.7	4.3	5.9	7.5	9
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To reduce the continuation gap between IMD Q1/2 and Q3/4/5 to no higher than 1 pp by 2028.	PTS_1	Continuation	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	IMD quintile 3, 4 and 5	The continuation gap between IMD Q1/2 and Q 3/4/5 widened from 1% in 2017-18 to 7.2% in 2020-21. We there fore intend to reduce this gap.	No	The access and participation dashboard	2020-21	Percentage points	7.2	5.7	4.2	2.7	1
To reduce the continuation gap between young and mature students to no higher than 2 pp by 2028.	PTS_2	Continuation	Age	Mature (over 21)	Young (under 21)	The continuation gap between young and mature students widened to 11.2% in 2020-21. Aggregated data for our partners shows a gap in continuation rates between young and mature students which suggests that this may be a significant issue for partners. We therefore intend to reduce this gap.	No	The access and participation dashboard	2020-21	Percentage points	11.2	9	6.5	4	2
To keep the future completion gap between IMD Q1/2 and Q3/4/5 no higher than 2 pp by 2028.	PTS_3	Completion	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	IMD quintile 3, 4 and 5	The completion gap between IMD Q1/2 and Q 3/4/5 narrowed from 6.4% in 2014/15 to 1% in 2017/18 but is projected to widen in future. We therefore intend to control any increase in this gap.	No	The access and participation dashboard	2017-18	Percentage points	1	1.2	1.6	1.8	2.0

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To eliminate the completion gap between students declaring a disability and no known disability by 2028.	PTS_4	Completion	Reported disability	Disability reported	No disability reported	The completion gap between students declaring disability and no known disability has widened from 0.9% in 2012-13 to 3% in 2017-18 and is projected to widen further. We therefore intend to control any increase in this gap.	No	The access and participation dashboard	2017-18	Percentage points	3	2.25	1.5	0.75	0
To keep the completion gap between male and female students no higher than 2 pp by 2028.	PTS_5	Completion	Sex	Male	Female	The completion gap between male and female students has narrowed from 4.9% in 2013-14 to 0.3% in 2017-18 but is projected to widen in future. We therefore intend to control any increase in this gap.	No	The access and participation dashboard	2017-18	Percentage points	0.3	0.7	1	1.5	2
To reduce the attainment gap between white and black students to no higher than 10 pp by 2028 and to work in the longer term to eliminate attainment gaps based on ethnicity.	PTS_6	Attainment	Ethnicity	Black	White	The attainment gap between white and black students narrowed from 31.9% in 2018/19 to 17.4% in 2019/20 but may widen in future. We therefore intend to reduce this gap.	No	The access and participation dashboard	2020-21	Percentage points	17.4	15	13	11.5	10
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To reduce the progression gap between young and mature students to 2% by 2028	PTP_1	Progression	Age	Mature (over 21)	Young (under 21)	The progression gap between young and mature students has shifted from -10.8% in 2016-7 to 4.5% in 2020-21 but is projected to widen further.	No	The access and participation dashboard	2020-21	Percentage	4.5	3.9	3.3	2.7	2
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														