

# University College Birmingham

## Access and Participation Plan

2020-21 to 2024-25

### 1. Assessment of performance

#### 1.1 Higher education participation, household income or socio-economic status

##### Access

##### Higher education participation POLAR4

**OFS KPM1 - In 2016-17, there was a difference of 32pp between the participation rates of the most and the least represented groups at HEIs in the UK.**

At UCB in 2017-18, there was a gap of 1.0pp between POLAR Q1 in the population and at UCB. This is very small and not statistically significant. In 2017-18, the proportion of undergraduates from low participation neighbourhoods (Q1) was 17.0% at UCB compared with 11.5% in the sector and 18.1% in the population of 18 year olds. The proportion from Q5 at UCB was 17.0%, so we have the same proportion of Q1 as Q5 students. We are good at giving access to students from the least represented groups.

##### Deprivation English IMD (measure includes income deprivation)

At UCB in 2017-18, there was a gap of -16.0pp between IMD Q1 in the population and at UCB.

In 2017-18, the proportion of the most deprived group (Q1) was 38.0% at UCB compared with 21.6% in the sector and 22.1% in the population. We have a much greater proportion of the most deprived students at UCB than both the population of 18 year olds and sector average. However, there is a downward trend over time in the proportion of other undergraduate Q1 students at UCB.

##### Socio-economic status

At UCB in 2017-18, 47.5% of students were from the lowest socio-economic groups (4-8) and 33.5% were from the highest socio-economic groups (1-3). This compares to 42.4 % of the general population in the lowest groups, and 43.4% in the highest groups. (Data source: UCB internal data and Census 2011).

##### Success

##### Non-continuation

##### Higher education participation POLAR4

**OFS KPM3 - In 2016-17, there was a difference of 4.4pp between the non-continuation rates of the most and the least represented groups at HEIs in the UK.**

In 2015-16, the gap at UCB was 15.0pp for Q1 students, which was significant. In 2016-7, this was reduced to 7.6pp, which is not statistically significant. While not robust due to the large difference between upper and lower confidence limits, the data indicates a widening gap over time.

##### Deprivation English IMD

In 2016-17, the gap between the continuation rate for IMD Q1 and IMD Q5 other undergraduate students was 1.0pp and is not statistically significant. This compares with 7.9pp in the sector. For other undergraduate students, the gap was 5.0pp and is not statistically significant. This compares with 6.8pp in the sector. However, there is a dip in continuation of IMDQ1 OUG students, which is greater than the sector trend.

##### Attainment

##### Higher education participation POLAR4

In 2017-18, there was a gap in attainment rate (those getting a first or upper second class classification) for first degree students at UCB between POLAR Q1&2 and POLAR Q3-5 of 14.0pp, which compares with 5.2pp in the sector. This gap is not statistically significant.

## Deprivation English IMD

In 2017-18, there was a gap in attainment rate (those getting a first or upper second class classification) for first degree students at UCB between IMD Q1&2 and IMD Q3-5 of 20.0pp. This compares with 12.1pp in the sector.

### Socio-economic status

At UCB in 2017/18, the attainment rate of students from the lowest socio-economic groups (4-8) was 57.2% and of students from the highest socio-economic groups (1-3), it was 65.9%. There was a gap, therefore, of 8.7pp (Data source: UCB internal data).

### Progression to employment or further study

## Higher education participation POLAR4

In 2016-17, there was a gap in progression rate (those going into highly skilled employment or PG further study) for first degree students at UCB between POLAR Q1&2 (62%) and POLAR Q3-5 (58%) of -4.0pp, which compares with 3.2pp in the sector. This gap is not statistically significant.

## Deprivation English IMD

In 2016-17, there was a gap in progression rate (those going into highly skilled employment or PG further study) for first degree students at UCB between IMD Q1&2 (59%) and IMD Q3-5 (64%) of 5.0pp, which compares with 4.9pp in the sector. This gap is not statistically significant.

**Data from TEF4:** There is a negative flag for IMD Q1&2 students against the employment and further study metric in TEF4. The gap between Q1&2 and Q3-5 students has been closing over the 3 years measured.

## 1.2 Black, Asian and minority ethnic students

### Access

In 2017-18, the proportion of BAME undergraduate students at UCB was 40%, compared with 31.1% in the sector and 16% in the population of 18 year olds. Access to ethnic minority students is excellent at UCB.

### Success

#### Non-continuation

In 2016-17, the continuation rate for BAME undergraduate students at UCB was 87% and was better than for white students, whose rate was 83%. The gap was 4.0pp and is not statistically significant. The trend over 5 years is slightly up (the rate was 86% in 2012-13).

#### Attainment

In 2017-18, there was a gap in attainment rate (those getting a first or upper second class classification) for first degree students at UCB between Asian and white students of 19.3pp. This compares with 10.8pp in the sector. While the gap in the sector has decreased over 5 years, the gap at UCB has increased from 14.0 to 19.0pp. Asian or Asian British – Pakistani students at UCB had the second lowest attainment rate (45.5%).

**OFS KPM4 - In 2017-18, there was a difference of 23.1pp between the proportion of white and black students getting a 1<sup>st</sup> or 2:1 at HEIs in the UK.**

In 2017-18, there was a gap in attainment rate (those getting a first or upper second class classification) for first degree students at UCB between black and white students of 24.9pp. This compares with 23.2pp in the sector. While the gap in the sector has decreased over 5 years, the gap at UCB has increased from 12.0 to 24.9pp.

Black or Black British – African students at UCB had the lowest attainment rate in 2017/18 (44.6%) and have consistently underperformed compared to other ethnic groups over the last 5 years.

### Progression to employment or further study

In 2016-17, the gap between progression into highly skilled employment or higher level further study for Asian first degree students and white students at UCB was 7.0pp and is not statistically significant. This compares with 3.7pp in the sector. The gap between black and white students was -2.0pp and is not statistically significant. This compares with 4.7pp in the sector.

**Data from TEF4:** There is a negative flag for BAME students against the employment and further study metric in TEF4. The gap between BAME and white students has been closing over the 3 years measured.

## 1.3 Mature students

### Access

In 2017-18, the proportion of mature undergraduate students at UCB was 42.6% compared with 27.8% in the sector. Access to mature students is much better than average at UCB.

### Success

#### Non-continuation

In 2016-17, the continuation rate for mature undergraduate students at UCB was 86%, which was better than for young students (84%). The gap was 2.0pp and is not statistically significant. There has been an upwards trend over 5 years, with the rate rising by 3pp.

#### Attainment

In 2017-18, the gap in attainment rates between mature and young students at UCB was 2.0pp and is not statistically significant.

### Progression to employment or further study

In 2016-17, the progression rate for mature undergraduate students at UCB was 65%, which was better than for young students (59%). The gap was -5.0pp and is not statistically significant.

## 1.4 Disabled students

### Access

In 2017-18, the proportion of disabled undergraduate students at UCB was 13.2%, compared with 14.6% in the sector. While the proportion of students for most types of specific disability is in line with the sector average, the proportion declaring a mental health condition is only 2.6%, compared to 3.5% in the sector.

### Success

#### Non-continuation

In 2016-17, the continuation rate for disabled undergraduate students at UCB was 85.0%, which was slightly better than for non-disabled students (84.6%). The gap is not statistically significant. There has been an upwards trend over 5 years, with the rate rising by 2pp.

With regards to disaggregation of this data (disaggregated over 5 years to 2017/18 due to small numbers), the results suggest that those students declaring a mental health disability type have a 9pp gap compared to those with no known disability or a Cognitive and Learning disability, a 2pp gap compared to those students with multiple impairments and a 14pp gap compared to those declaring a

Sensory Medical and Physical Disability. The data suggests that those students declaring a mental health disability are less likely to continue than other students, although based on relatively small numbers and not statistically significant.

#### Attainment

**OFS KPM5 - In 2017-18, there was a difference of 2.8pp between the proportion of disabled and non-disabled students getting a 1<sup>st</sup> or 2:1 at HEIs in the UK.**

At UCB, The gap was -5.0pp, so disabled students outperformed non-disabled students. However this is not statistically significant. When the data is disaggregated for 5 years to 2017/18 due to small numbers, students with all disability types (Cognitive and Learning, Mental Health, Sensory Medical & Physical, Multiple Impairments, Social and Communication) outperform those students with no known disability type.

#### Progression to employment or further study

In 2016-17, the progression rate for disabled full-time undergraduate students at UCB was 63%, which was better than for non-disabled students (61%). The gap was -2.0pp and is not statistically significant. When disaggregated over the 5 years to 2017/18 due to small numbers the data shows that the only group who perform worse than students with no known disability (gap 11pp) are those students declaring Social and Communication Disability. However it is difficult to infer trends as this in total is only 8 students therefore not statistically significant.

## 1.5 Care leavers

#### Access

The number of care leavers at UCB is very small, and, therefore, the data is not statistically significant. In order to make a meaningful assessment, the data included in this section has been aggregated across 5 years (Data source: UCB internal data). The proportion of Care Leavers was 1.7% which equates to 91 students over the 5 year period.

#### Success

#### Non-continuation

The gap between the continuation rate for care leavers and non-care leavers was 6pp across the 5 years to 2016-17, with the continuation rate for care leavers 91% and 85% for non-care leavers. Therefore suggesting that care leaver continuation is more positive than non-care leavers, however due to small numbers the data is not statistically significant.

#### Attainment

The gap between the attainment rate (the percentage of students gaining a first class or upper second class honours degree) for care leavers and non-care leavers was 4pp across the 5 years to 2017-18, with the attainment rate for care leavers 67% and 63% for non-care leavers. Therefore suggesting that care leaver attainment is more positive than non-care leavers, however due to small numbers the data is not statistically significant.

#### Progression to employment or further study

The gap between the progression rate to employment or further study for care leavers and non-care leaver was 26pp across the 5 years to 2017/18, with the progression rate at 89% for care leavers and

63% for non-care leavers. Thus suggesting that care leavers progression was more positive than non-care leavers, however due to small numbers the data is not statistically significant.

## 1.6 Intersections of disadvantage

### Success – Attainment

Intersection of ethnicity and deprivation: In 2017-18, the gap in attainment between the intersection of IMD Q1&2 and ABMO v IMD Q3-5 and white was 28.0pp for first degree students. This compares with 19.7pp in the sector. While this gap is gradually closing in the sector, this has not been the case at UCB.

## 1.7 Other groups who experience barriers in higher education

### State school or college

#### Access

The percentage of young full-time first degree entrants from state schools or colleges at UCB is well above the location adjusted benchmark. We are good at giving access to students from state schools or colleges (Source: HESA ukpis Table 1b).

### Assessment of performance – Part-time students

Unless otherwise stated, the data source is the OFS Access and Participation plan data.

The number of genuinely part-time students at UCB is very small (112 undergraduate entrants in 2017-18) and, therefore, much of the data is suppressed or not statistically significant. In order to make a meaningful assessment, the data included in this section has been aggregated across a number of years. Statistics for part-time students at UCB are influenced by the inclusion of a significant proportion of students who are not genuinely part-time. For example, included as part-time entrants are students who undertake a bridging semester between foundation degree and first degree, and included as part-time qualifiers are students who repeat part of the final year.

## 1.1 Higher education participation, household income, or socio-economic status

### Success - Non-continuation

#### Deprivation English IMD

Across the 5 years to 2015-16, there was a positive gap in continuation rate UCB between IMD Q1&2 (80%) and IMD Q3-5 (72%) of 8.0pp.

### 1.2 Black, Asian and minority ethnic students

#### Success - Non-continuation

Across the 5 years to 2015-16, there was a positive gap in continuation rate UCB between ABMO (82%) and white (74%) of 8.0pp.

#### Progression to employment or further study

**Data Source: TEF4 / LEO**

There is a negative flag against BME students for the “Above median earnings threshold or further study metric”.

The indicator for BAME students across 3 years is 39.7% against a benchmark of 49.7%, while the indicator for white students is 55.9% against a benchmark of 55.9%. The gap between BAME and white rates is 16.2pp.

During the OfS Registration process, UCB was given enhanced monitoring requirements for Condition B3 – Quality and Standards in relation to differential degree outcomes for full and part-time students. The aggregated gap reported overall is 12.3% and the five year gap is 23.8%. However, for the period covered by the OfS produced data, only 13% of students were classed as part-time.

## 2. Strategic aims and objectives

The mission of University College Birmingham is:

'To promote and provide the opportunity for participation in the learning process by those with the ambition and commitment to succeed and to maintain a learning community that meets the diverse needs of our students, the economy and society at large.'

UCB is a teaching university that works collaboratively with employers to ensure students are fully prepared for sustainable careers in the industries that underpin its specialism. UCB's purpose is to provide access to further and higher education to those who may not have considered themselves otherwise able and to support them to achieve their potential.

The UCB strategy for access and student success covers the whole student lifecycle. Due to the large cohorts of widening participation and under-represented students, UCB has to date employed a cross-institution, holistic approach to supporting students to succeed.

Due to the very good record UCB has regarding access, we intend to continue with our current strategies with regard to outreach, recruitment and admissions. Having thoroughly reviewed our own success and progression performance, this is where we intend to focus much work over the coming years. We intend to continue with, and enhance, this work going forward, with a view to improving continuation rates and outcomes for all students, and to complement this work with specific projects aimed at cohorts of students where there are gaps in continuation, degree outcomes and positive progression.

**Our ambition is to close gaps in performance for continuation for those from low participation neighbourhoods and the most deprived students, in degree outcomes for BAME students (in particular Black African student and Asian Pakistani students), the most deprived students and differential degree outcomes for full and part-time students and in positive progression for BAME students (in particular, our Asian students), those students with high deprivation and improve overall progression to professional employment and to postgraduate study rates for full-time first degree students.**

## 2.1 Target groups

As per the guidance, we have removed all institutional access targets as these were maintenance rather than focusing on the elimination of gaps. For Success and Progression, we have set new targets using the OfS Dataset, however, we are still targeting the same students i.e. the most disadvantaged and those from areas of least participation and BAME students. We are using the OfS dataset to give us more consistency and allow us to compare more easily to the national dataset.

### Access

With regards to access, we intend to maintain our high levels of students from underrepresented groups, including BAME students, those identified as from areas with low participation rates in higher education (POLAR 4 Q1) and the most deprived students (IMD Q1).

We have one access target, which is a collaborative one as part of Aimhigher West Midlands:

- Increase the percentage of Polar 4 Q1 learners engaged on AHWM programmes to 40% by 2025 from a baseline of 24%.

### Success

#### Continuation

For continuation, we will target those students from the areas of least participation and continue to focus on our most deprived students by:

- Reducing gaps in non-continuation rates between the least represented students in higher education and the most (current gap 7.6pp). Course areas to target Culinary Arts Management, Bakery, Aviation, Events, Sports Therapy

- Reducing gaps in non-continuation rates between IMD Q1 and IMD Q5 students for other undergraduate students (foundation degree students) (current gap 5pp)
- Maintaining positive continuation rates for the most deprived students (UCB difference is greater than sector trend)

## Attainment

For attainment, we will target our most deprived students and our BAME students by:

- Reducing the attainment gap between IMD Q1&2 students and IMD Q3&5 students (current gap 20 pp) course areas to target Early Childhood Studies, Aviation, Culinary Arts Management, Hospitality, Food and Nutrition, Specialist Hair and Media Make-up
- Reducing the attainment gap between white and Asian students (current gap 19.3pp). Course areas to target Early Childhood Studies, Culinary Arts Management, Hospitality, Events, Specialist Hair and Media Make-up
- Reducing the attainment gap between white and Asian or Asian British Pakistani students (current gap 26.6pp). Course areas to target Early Childhood Studies, Aviation, Youth, Community and Families, Hospitality, Business, Sports Therapy
- Reducing the attainment gap between white and black students (current gap 24.9pp). Course areas to target Early Childhood Studies, Aviation, Events, Hospitality, Youth, Community and Families, Specialist Hair and Media Make-up, Health and Social Care, Tourism Business Management, Sports Therapy
- Reducing the attainment gap between white and Black or Black African students (current gap 27.5 pp). Course areas to target Early Childhood Studies, Aviation, Tourism Business Management, Business
- Reducing the gap in attainment between intersection IMD 1&2 ABMO and IMD 3-5 white (current gap 28pp).
- Reducing the attainment gap between full-time and part-time BAME students (current gap 23.8pp).

## Progression

For progression, we will target our Asian students (both full-time and part-time) by:

- Improving progression to highly skilled employment or further study for Asian first degree students (current gap at UCB 7pp, UCB Asian students underperforming compared to sector Asian students by 14.3pp). Course areas to target Early Childhood Studies, Events, Hospitality, Tourism Business Management, Sports Therapy.
- Reducing gap in 'above median earnings or further study' metric between BAME and white part-time students (current gap 16.2pp).

## 2.2 Aims and objectives

### Success

#### Continuation

Our aim is to improve continuation rates for those students from the areas of least participation (POLAR Quintile 5) and our most deprived students (IMD Q5 – foundation degree students):

Reduce gaps in non-continuation rates between the least represented students in higher education (POLAR Q1) and the most (current gap 7.6pp). We will aim to reduce the overall gap to zero by 2023/2024.

Reduce gaps in non-continuation rates between IMD Q1 and IMD Q5 students for our foundation degree students (current gap 5pp). We will aim to reduce the gap to zero by 2022/2023.

#### Attainment

Our aim is to improve the attainment of good degree classifications for our BAME students. This is where the majority of our effort and ambition with regards to our targets will be focused due to the size of the gaps. We anticipate that this five-year plan is the springboard for a long term plan, which should see us eradicate gaps over the next 10 years:

Reduce gaps in attainment between ABMO IMD Q1&2 and white IMD Q3-5 students (current gap 28pp). Within the next 5 years, we will aim to reduce this gap by 2% per year and for the gap to be 18pp by 2024/2025.

Reduce gaps in degree attainment (1st and 2:1) between white and black students (current gap 24.9%). Within the next 5 years, we will aim to reduce this gap by 2% per year and for the gap to be 14pp by 2024/2025.

Reduce gaps in degree attainment (1st and 2:1) between white and Asian students (current gap 19.3pp). Within the next 5 years, we will aim to reduce this gap by 2% per year and for the gap to be 9pp by 2024/2025.

Reduce gaps in degree attainment (1st and 2:1) between white and black African students (current gap 27.5pp). Within the next 5 years, we will aim to reduce this gap by 2% per year and for the gap to be 17pp by 2024/2025.

Reduce gaps in degree attainment (1st and 2:1) between white and Asian Pakistani students (current gap 26.6%). Within the next 5 years, we will aim to reduce this gap by 2% per year and for the gap to be 16pp by 2024/2025.

Percentage difference in degree attainment (1st and 2:1) between full and part-time students (current gap 23.8pp). Within the next 5 years, we will aim to reduce this gap by 2% per year and for the gap to be 16pp by 2024/2025.

## **Progression**

Reduce gaps in progression rates (highly skilled employment or PG further study) between POLAR4 quintile 3-5 and quintile 1&2 undergraduate students (current gap 4pp). We will aim to reduce the gap to zero by 2022/2023.

Reduce gaps in progression rates (highly skilled employment or PG further study) between IMD Q1&2 and IMD Q3-5 students (current gap 5pp). We will aim to reduce the gap to zero by 2022/2023.

Reduce gaps in progression rates (highly skilled employment or PG further study) between white and Asian first degree students (current gap 7pp). We will aim to reduce the gap to zero by 2023/2024.

Reduce gaps in progression rates (employment or further study) between white and BAME students (current gap 5.6pp). We will aim to reduce the gap to zero by 2023/2024.

Reduce gaps in progression rates (employment or further study) between young and mature students (current gap 3.3pp). We will aim to reduce the gap to zero by 2022/2023.

Reduce the gap in 'above median earnings' or further study between BAME and white part-time students (current gap 16.2pp). Within the next 5 years, we will aim to reduce this gap by 2% per year and for the gap to be 6pp by 2024/2025.

## **3 Strategic measures**

### **3.1 Whole provider strategic approach**



## Overview

UCB fosters an environment where discrimination is seriously challenged. It is committed to fairness, justice, equality, respect and dignity by attempting to eradicate discrimination in all spheres of its influence (i.e. admissions and access; student assessment and achievement; student guidance and support; student employment; teaching and learning; curriculum; staff recruitment, professional development and support; employment and human resources activities; partnerships and community links; procurement and outsourcing, and quality assurance). To this end, we will:

- Develop an awareness of the dangers of discrimination and prejudice in all spheres and the need to counter discrimination, harassment, victimisation, bullying and prejudicial practices.
- Provide for the particular educational needs of students, having regard for their Protected Characteristics.
- Prepare students for life in a modern day society, building on strengths of cultural diversity, mutual tolerance, dignity and respect.
- Enable all staff to deliver a quality service by building upon strengths of cultural diversity, mutual tolerance, dignity, respect and good relations.

We have reviewed the available literature regarding improving outcomes for underrepresented groups and we will address the targets in a number of ways. From an institution perspective, we will raise the profile of our data, targets and strategies at all staff meetings, through formal committees and with the governing body. From the research undertaken, including the recommendations in the *Black, Asian and minority ethnic student attainment at UK universities: #ClosingtheGap UUK/NUS* publication, we will combine cross university initiatives, activities and training with specific project aimed at our target groups. We believe that this approach will contribute to an overall change in culture, behaviour and student outcomes.

Examples of the cross university measures we will take include:

**Providing strong leadership** - University leaders and senior managers will demonstrate a commitment to removing the BAME attainment gap and lead by example. We will use the UUK and NUS checklist for university leaders to draw upon when considering how to address their institution's attainment gap.

**Having conversations about race and changing cultures** - We will create more opportunities to talk directly about race, racism and the attainment gap and identify what students think is causing it. A change in culture will be facilitated alongside a clear institutional message that issues of race will be dealt with as part of wider, strategic, organisational practice. Not as an 'add on'.

**Providing race equity training throughout the organisation** (including management levels) - We will ensure that this is a mandatory part of our continuous professional development offer for all staff.

**BAME staff network** - We have set up a cross UCB BAME Steering group made up of academics, support staff and BAME students. The purpose of which is to identify how we can enhance the BAME student experience and make it more inclusive collaboratively.

**Guild of Students Black Students Society** - The Guild are launching a Black Students society in 19/20 to support with curriculum and overall sense of belonging experience.

**BAME Student Ambassadors** - Case studies in the 2019 UUK NUS *Black, Asian and minority ethnic student attainment at UK universities: #ClosingtheGap* publication demonstrate that employing BAME Ambassadors can have a positive impact on the student experience, therefore we will appoint BAME Student Ambassadors for each school.

## Alignment with other strategies

The Access and Participation Plan clearly aligns with the UCB Equality and Diversity Strategy. The well-established Access, Participation and Equal Opportunities Committee chaired by a Pro-Vice-Chancellor addresses all issues of equality of opportunity, including the APP. The Committee provides advice to both the Vice-Chancellor and Academic Board. The Pro Vice-Chancellor (Access, Participation and Equal Opportunities) has responsibility for advising UCB's executive management, senior management, and other appropriate administrative and academic staff and committees of UCB on equal opportunities matters. This post holder regularly updates the committee on student outcomes by Protected Characteristics and underrepresented groups. The Access, Participation and Equal Opportunities Committee also monitors compliance with the Equality Act 2010, engages with the work of the AdvanceHE and ensures that Equality Impact Assessments are carried out for all relevant areas, policies, procedures etc.

The Teaching, Learning and Assessment Strategy (2015-2020) includes links to the inclusive curriculum and meeting the needs of the diverse student body at UCB. The strategy will be reviewed during 2019/2020, we will aim in the new strategy 2020-2025 to have a much more explicit link within the strategy to aid with the work we are undertaking as part of the Access and Participation Plan going forwards.

## 2022 update – alignment with other strategies

In 2021 we developed a new Learning and Teaching (L&T) Strategy, with accessible and inclusive teaching and learning as one of its three pillars. The L&T strategy is complemented by a new Student Success Strategy, which sets out how we will ensure that all students at UBC succeed in their courses and go on to positive outcomes. Both strategies are explicitly linked to the APP, and in particular, are aimed at achieving the same targets and strategic goals.

## Strategic measures

### Access

**The following measures are intended to support our goal to maintain recruitment of students from underrepresented groups and support the OfS Key Performance Measure 1 - Gap in participation between most and least represented groups:**

**Curriculum 2020** – During 2018/2019, we undertook a review of our curriculum across further education, higher education and apprenticeship provision. We believe that the new courses will be attractive to many students from underrepresented groups in higher education and we will continue to market these courses to these cohorts, particularly through our links with local further education colleges. As a result of this review, which included consultation with staff, students and industry partners, we are developing new courses areas as follows:

- **Access courses** - we have recently developed an Access to Higher Education in Social Science and Health to enable mature learners to re-engage with education at level 3 and progress onto our HE programmes. We will continue to expand our access and foundation year provision, initially targeting the health, community and education sector.
- **Health-related degrees** – we will be introducing apprenticeships and full undergraduate degrees in both Adult Nursing and Physiotherapy from 2020.
- **Accounting and Finance** – we will be introducing a new undergraduate course in 2020, this will increase progression opportunities for our Level 3 Business and Finance students.

**Degree and Higher Level apprenticeships** – we will continue to develop this area working with industry partners.

## 2022 update – new curriculum developments – Supporting OfS priority D

We pride ourselves on the flexible provision that we offer to students, with a variety of entry points depending on a students' prior qualifications and interests. We are already a substantial provider of Foundation Degrees, and of apprenticeships from level 2 to 6. We have expanded our Access to HE provision to cover business and computing courses, as well as health and social sciences, providing mature students with a flexible entry route to HE.

We are intending to offer Higher Technical Qualifications from 2023 onwards, initially in digital fields, and over time, in areas such as health. Offering Foundation Degrees allows us to recruit and support many non-traditional HE students who may not otherwise have had an opportunity to access Higher Education. Our offer is very successful, with many of our students going on to 'top-up' to level 6, and some progressing to level 7. We will continue to enhance this offer, particularly through our new Engineering and Sustainable Construction offer, which will include level 4 and 5 qualifications from 2023. This will enable us to attract more male students from low participation areas into higher education study.

Our new partnership with the University of Warwick is opening opportunities for us to offer innovative routes through apprenticeships via our 'ticket to 6' concept, where UCB delivers level 4 apprenticeship standards to students, who are automatically given access to Warwick's suitable degree apprenticeships without the need for the usual A Level requirements. We are also working jointly with Warwick, working across the West Midlands community of employers in target sectors to establish a demand for apprentice employment to match the demand from potential employees. Over 2023-24 we expect a significant increase in apprentices studying our Nursing, Nurse Associate and Assistant Healthcare Practitioner qualifications.

Warwick are also supporting us to raise attainment with our own level 2 and 3 students to enable them to progress to HE. We already do substantial work in this area, and are expanding to offer small group maths and English support to students retaking maths or English GCSE from 2022-3.

**Internal progression from FE to HE** - Using the experience, we have gained via our 'Move up to Uni' initiative, a series of timetabled sessions in June and September, which will be organised to present to all Level 3 students. Staff, to include our careers team, student finance and admissions, will facilitate a structured programme to inspire transition into higher education and the salary ranges aligned to careers requiring a Level 5-6 qualification.

## **Continuation**

**The following measures are intended to support our goal to decrease the gaps in non-continuation for our students from the least represented group (POLAR 4 Q5) and the our most deprived students (IMD Q5) and support the OfS Key Performance Measure 3 – Gaps in non-continuation between the most and least represented groups:**

**Applicant Days** – A real test-drive experience. Building on our existing strengths and current outreach activities, we will design and implement specific Applicant Days to help students develop a sense of career pathways and gain an understanding of the scope and range of opportunities available to them and how and what needs to be achieved in order to be successful. Alumni and employers will provide keynote presentations.

**Late applicants** - Students applying during clearing will be positively identified and a programme of additional tutorials will be included within timetables to ensure students know where they can go for additional support and who they should see. Staff from support areas will be responsible for reaching out to those students to arrange face-to-face meetings and reiterate support.

**Induction and transition** – Continued development of the induction programme at all levels to create a greater sense of belonging for all student cohorts, in particular, this measure will contribute to improving continuation rates for the most deprived students and those from areas of least participation in higher education. This builds on the research by the NUS (2011) and Thomas (2012). Feedback from students regarding the 2018/19 induction was positive, going forwards there will be much more involvement from the Student guild in the full induction programme in order to further develop this work. Developing a 'sense of belonging' is crucial to our retention and success. Our data shows that UCB needs to work with our student community to improve retention and engender a sense of belonging.

**Wellbeing and mentoring** – we will continue to develop our successful programme of wellbeing support for student. We have Wellbeing and Mental Health Advisors that are allocated to each academic school with a remit to support continuation for Level 4 students. In addition, staff undergo mental health training, this is complemented by additional mental health awareness sessions and a number of staff throughout the organisation will be trained as mental health first aiders.

**Mind-set development** – Many of our students join us from disadvantaged backgrounds, facing psychological barriers which can affect their engagement, learning and ability to succeed. In 2019/20, we committed to pilot a mind-set development session during induction for new undergraduate students joining an identified course (low engagement/progression) within the Business School. The session aims to improve motivation, resilience and overcome barriers to success. We will evaluate the pilot\* and, if successful, incorporate the mind-set session into the induction programme for all new undergraduate students joining us in 2020/21 (\*evaluate via student feedback after the event and through monitoring attendance and assessment outcomes).

**Academic school-based societies** – academic teams will work with the Guild of Students to develop a range of school-based societies to enhance the senses of belonging and community. Feedback from students (particularly from our local and commuter students) suggests that they would prefer these specific-based societies rather than joining cross university groups. We have agreed that society membership fees can be paid for using Kick-Start funds (our targeted financial support initiative) therefore removing any financial barrier that could prevent a student participation.

## **2022 Update – continuation – supporting OfS priority C**

Our new Student Success Strategy provides a framework of activity to support students to remain on course and fulfil their potential. This includes extensive use of Learner Analytics to track student engagement with their course, the campus and learning resources. Our Student Engagement Team

make extensive use of Learner Analytics to target students who seem to be falling behind with their studies to put in place holistic support to enable students to get back on track. Preliminary data shows a significant positive impact of this work on student retention, which we are expanding over 2022-23.

We will make significant changes to our induction and welcome week, to include an extended induction period during weekly Graduate Advantage sessions, and a focus on students establishing a sense of belonging and confidence initially, before being given specific sessions on academic skills and career pathways. This will have a positive impact on those students who either fail to submit assignments early in their course, or whose attendance drops during the first semester (which is often a sign of likely academic failure later).

During 2022-23 we will begin the process of signing up to the Student Minds mental health charter, and will be working to embed positive mental health interventions in the curriculum and in academic support over the subsequent academic year.

### **Attainment**

**The following measures are intended to support our goal to decrease the gaps in degree outcomes (1sts or 2:1s) for our students from the least represented group (POLAR 4 Q5), our most deprived foundation degree students (IMD Q5) and our BAME students. They will also support OfS Key Performance Measure 4- Gap in degree outcomes (1sts or 2:1s) between white students and black students:**

**Development of an inclusive curriculum** - we will continue to develop inclusive curriculum content, design and delivery as part of our measure to improve outcomes for BAME and the most deprived students. This work will be led by the Directorate of Teaching and Learning Enhancement and the senior lecturers for Teaching and Learning Enhancement. This will include compulsory training, which will cover the use of appropriate case studies, teaching and learning strategies, use of language, and appropriate assessment strategies. Student involvement will be central to our approach, and we will engage students as curriculum consultants to ensure they understand this work and can confidently take part in the co-creation of the curriculum.

**Bespoke academic skills support** - Development of the ASET work piloted in the School of Education, Health and Community in 2018/19. We identified that there were a significant number of Asian students in the School of Education, Health and Community who have poorer degree outcomes. Many of these students are local to UCB coming from areas of high deprivation and are older females. In this particular case, we conducted a pilot programme to introduce a more focused way of providing academic support. We already have a comprehensive academic support system through our Academic Skills Centre, which guarantees all students a minimum time allocation of 30 minutes' support per week. Our aim through the pilot programme for Childhood Studies students was to provide more targeted timely intervention. Based on the model used at the University of Sydney, we piloted an Academic Skills and English Test (ASET) that was completed by Level 4 students after arriving at UCB. The results from this assessment will enable us to build student profiles, identify 'at risk' students and help inform the content of 'embedded' academic sessions / help establish possible changes to the Academic Skills Module taken by Level 4 students. The initial results from this pilot suggest that the information gained from the ASET can be used to provide a more bespoke approach to additional support and on the basis of this, we aim to integrate the test into our newly-revamped Graduate Advantage module for all students at Level 4, allowing us to provide more targeted support and intervention.

**BAME mentoring** - In 2018/19, we piloted a one-year mentoring programme with a group of final year BAME students from different courses identified as having the potential to increase their degree classification. The programme, run by an external organisation, aimed to offer one-to-one support to the students to help them overcome personal barriers affecting their ability to study. Mid-year evaluation suggests that while the students are positive about their mentoring experience, it has had no significant impact upon assessment grades or attendance to date. The programme has, however, provided insight into some of the challenges being faced by BAME students, which will be used to develop future targeted interventions. A final evaluation will take place at the end of the academic year which will influence our decision to continue with the pilot, make changes to its design in order to increase likelihood of success or consider different interventions to improve BAME student degree outcomes.

**Joint UCB/Guild of Students Retention Strategy** – We will be working more closely with the Guild of students on joint activities to enhance retention of our students.

## **2022 update – attainment – supporting OfS priority C**

We have made substantial progress in this area and have a specific action plan linked to closing attainment gaps between white and Black, and white and Asian students.

In 2022/23, we intend to develop a UCB inclusive framework for curriculum design and delivery which will be developed by a working group over 9 months. The working group will be comprised of staff across UCB (academic and professional services) Our students, Guild of students will work as co-creators on this project. The framework will be underpinned by the following:

- Anti-racist curriculum
- Intersectional
- Anticipatory approach in curriculum design
- Address success for all whilst addressing obstacles that impact students with protected characteristics
- Embedding equity in curriculum design and delivery
- Assessment which is an enabler for all our students to equally succeed on and progress from their programme of study

The framework will be published for the start of the academic year 2023/24 and will aim to do the following:

- Implemented as part of approval/re-approval work and for panels
- Embedded into module reviews
- Function as a guide for programme/department level enhancement work

From 2022/23 there will be a roll-out of our bespoke inclusivity intervention '4by4' and evaluation training. The training has four workshops which are:

- Developing diverse and inclusive reading and resource lists
- Enhancing inclusivity in learning and teaching
- Understanding your awarding gaps /inclusive assessments
- Inclusive assessment unpacking (for selected areas or those who would like to 'opt-in')

Each of these will end with evaluation, underpinned by Theory of Change

The 4by4 training will be bespoke to each of our ten departments. Departments will be required to develop an action plan, across 5 years and they will decide what needs to be prioritised. Of course, as 4by4 will be bespoke in intent, each department will have the option to have a) workshops in one year or b) delivered across a four-year period. Irrespective, the aim of 4by4 is that this work is on-going and will be revisited, every two years as enhancements progress over time.

From 2022-23 students will be encouraged to complete short diagnostic quizzes that can help signpost them towards relevant support, depending on their responses. The quiz on *Readiness to Study* helps students identify initial academic support needs and supports action planning in initial tutorials. This is complemented by completion of the Academic Skills and English Task (ASET) – see above.

To work alongside the above support mechanisms, for 2022/23, lecturers will be expected to provide more academic literacies input within taught sessions. This will take place at relevant points in a session, whilst also delivering subject content (for example, a video being used to deliver subject-related content, could also be exploited in a way that supports/encourages notetaking). Relevant skills outcomes will be identified per level, though lecturers will be able to use information from ASET/A-SET and action planning tutorials to tailor academic skills focus.

## **Progression and Employability**

The following measures are intended to support our goal to decrease the gaps in progression rates for our students from areas of least representation (POLAR 4 Q3-5) , our most deprived students (IMD Q3-5) and our BAME students (in particular our Asian students):

**Development of postgraduate provision** – we are reviewing and promoting all postgraduate pathways available to students as part of their career development, and will introduce new pathways from 2020 to include Prosthetics, Sport, Exercise and Health Science and Accounting and Finance.

**Focus on the curriculum to develop strong employability and enterprise skills, including work placements.** We are increasing the number of credit bearing employability modules and introduced work experience as a requirement across many curriculum areas and schools, with the planned Curriculum 2020 changes seeing a further planned expansion, for example:

School of Education, Health and Community students will get work experience across all three years of their undergraduate programme;

- Students on Early Childhood Studies participate in 200 hours of work experience at both Levels 4 and 5. Following the successful delivery of an optional Level 6 module 'Enhancing Employability for Professional Practice', this module will now be included as a core module on this programme.
- This will be reinforced by the introduction of 'Graduate Competences', which will be assessed across Levels 4, 5 and 6. UCB is an early adopter of these national standards developed with employers in the sector and will provide both a sharp focus on the development of work-based competences, but also a consistent means of demonstrating this to employers.

Business School students will have an 'Opt-Out' one year paid work experience placement on most (still to be determined) courses. This is supported by employability modules at both Level 4 and 5.

**Alumni Mentor schemes** - in order to target specific groups of students, Hired has been working in partnership with UCB schools to develop two pilots aimed at establishing a programme for students on courses that have below benchmark progression into employment and/or further learning. Namely; BA (Hons) Early Childhood Studies and BA (Hons) Business Enterprise. The Alumni Mentor pilot aims to inspire students and build their confidence to believe they can achieve a positive progression by working with alumni from similar social and cultural backgrounds that have successfully made the transition into the world of work. Alongside this, in response to requests from students in the School of Education Health and Community, we will be developing relationships with their parents and families to raise aspirations with regards to progression to appropriate employment and improving knowledge of the opportunities availed to this group of students.

**Continuation of enterprise activities** - UCB is part of the ERDF funded BSeen Enterprise project and provides support to students and alumni looking to set up their own enterprise or to become self-employed. The programme has proven to be very successful and in the next phase of development, UCB will investigate how this support can be targeted and delivered in way that engages BAME and disadvantaged students.

## **2022 update – progression and employability – supporting OfS priority C**

Our new Student Success Strategy has a substantial employability focus, building on the work above to provide students with enhanced skills that employers need at each level of study. This will include work with students on goal setting and action planning linked to their future career aspirations.

We are revising employability sessions, firstly at Level 6, to provide additional support for students in their final year. These new sessions will cover topics such as graduate schemes, career options, interview types and tips, employers networking and sessions from employers. The plan will then be to look at all sessions run throughout Level 4 and 5 in 2023-24, to ensure clear progression of support throughout the student journey.

The development of a new role based on the My Community, My Career project (described above). This will be a coaching role carrying a caseload and targeting specific groups for additional structured 121 / workshop support throughout their final year. The aim of which is to improve graduate outcomes / progression, based on the evidence of effectiveness gathered from the evaluation of the My Community, My Career project.

## **Collaboration with Schools**

UCB continues to support schools and colleges from across the Greater Birmingham area at primary, secondary level and post-16 level. Pupils who progress into higher education at UCB from a select number of these schools and colleges will also be eligible for the targeted support through the Kick-Start Scheme.

We are a member of, and have Executive Board Representation of, the Titan Partnership (a partnership of over 40 schools and colleges within the North West of Birmingham). We are supporting school improvement and aspiration-raising through school board representation in a number of trusts.

UCB also has a board representative of the Learning Trust for Excellence (a Cooperative Trust of seven schools working together in the north of the Greater Birmingham area).

We have also set up an Independent Specialist College with Wilson Stuart School for 19-25 year old learners with high needs; a member of UCB staff is a member of the trust board.

We will also continue with our *Vocational Advantage Scheme* which provides a vehicle for intensive work with a number of secondary schools in low participation neighbourhoods, encouraging them to improve vocational course provision for 14-19 year olds by taking advantage of free support from UCB tutors and involving young people in extension activities to improve their eligibility to progress into HE. This provision is also closely aligned with UCB's vocational HE offer and should assist in encouraging those school pupils to see vocational awards as a means to progress to higher education, if it helps achieve their goals. This activity may be phased out as we phase in activities more directly linked to attainment-raising.

CPD events with teachers and careers advisors play a fundamental part of our WP and schools liaison activity. CPD events include four general curriculum events and three specific events focusing on our hospitality, food and sports-related courses and more recently, our new courses in the areas of Adult Nursing, Public Health and Health Promotion and Physiotherapy. CPD events are pivotal in ensuring that teachers and careers officers are fully aware of our offer and that students applying with varied entry requirements such as BTEC and NVQ qualifications and A-levels have equal consideration and will be offered a place at UCB. Evidence from students and alumni success are also incorporated within the event to underpin employability and equal opportunity.

The unique opportunity UCB provides (FE to HE progression) helps teachers and careers advisors support school pupils post-16 and post-18. Many comment that the vocational pathway offered at UCB ensures that all pupils can aspire to higher education and have equal choice.

Have a Go events and masterclasses are extremely popular, but for many schools, the cost of transport is prohibitive. UCB will, where possible, assist with transport costs. For the period 2018/19, 39 Have a Go subject-specific events were held and 342 pupils attended. Nine masterclasses were held for year 12 pupils and 114 pupils attended. To support the work we do with schools and colleges, we regularly send out newsletters featuring graduate success, employment success and student profiles so schools and colleges can track the success of their former pupils and share this with existing pupils.

### **2022 update – collaboration with schools – supporting OfS priority B**

We are developing our existing strategic relationships with schools to focus more clearly on attainment raising, and we are also developing some new partnerships to broaden our work. This work is at a relatively early stage, and in order to develop meaningful and collaborative partnerships with schools we are keen to be flexible about the precise nature of the delivery to suit the schools' needs.

We are extending our work with the charity Governors for schools to encourage our staff to support local schools and colleges through participating in their governance. We already have a number of staff engaged in this way, and a particular strength in staff who are governors of special schools. We have a member of the executive team on the trustee board of Birmingham Special Schools Trust – a collaboration of several special schools in Birmingham. As part of that relationship we work to support CPD and upskilling for teachers, with a particular focus on CPD in literacy and numeracy, and in school leadership.

We are members of the Titan Partnership of Birmingham schools, and are working with the



headteachers to establish the most constructive ways of getting involved in attainment raising in their schools. Once we have jointly worked up a plan, we intend to commence delivery of activities with the partnership schools from January 2023.

As part of our partnership with the University of Warwick, we are jointly supporting GCSE attainment in schools, particularly focused on English and Maths. This is a collaboration between Warwick and UCB students, with support from UCB's English and Maths staff. It includes running mentoring and tutoring sessions for school students who are at risk of not achieving a 4 or above in their GCSEs. We are hoping to develop an academic module in mentoring and tutoring for our HE students for delivery in 2023-24, to support the expansion of the scheme.

We are exploring opening an IntoUniversity centre in partnership with the University of Warwick, based in a disadvantaged area of Birmingham. Whilst we have not formally committed to this yet, all parties are very keen for it to go ahead, most likely from early 2024.

## **2022 update – collaboration with other education providers – OfS priority B**

We have a new partnership with the University of Warwick, replacing our previous accreditation agreement with the University of Birmingham. The Warwick partnership provides accreditation for a wide range of our HE courses, allowing our students to be awarded a Warwick degree. We are also working collaboratively on a wide range of projects, including an expanded curriculum (for instance, adding engineering to UCB's offer), joint apprenticeship offers, student exchanges, the IntoUniversity centre mentioned above, and inclusive curriculum development. One of the aims of the partnership is to enhance the educational offer available to residents of the West Midlands, and to provide new pathways for students to access further and higher education.

As a member of Birmingham and Solihull Institute of Technology, we are working collaboratively with other further and higher education providers in our region to provide innovative pathways to jobs and careers, particularly to students who may not have considered traditional HE.

## **Partnership with Aimhigher West Midlands (including NCOP work)**

We will also continue to spend a considerable amount on maintaining our current, very good levels of recruitment of students from state schools and low participation neighbourhoods by working both collaboratively in the Aimhigher West Midlands partnership with other universities and independently as an institution. The University is a founding member of the institutionally-funded Aimhigher West Midlands partnership with University of Birmingham, Aston University, Birmingham City University and the University of Worcester, working with young people facing multiple dimensions of disadvantage.

The work of the partnership supports the OfS ambition to reduce the gap in HE participation between Polar 4 Quintile 1 and 5 areas at sector level. For the period of this plan, the activity of the partnership will have an enhanced focus on Polar1 students, but students from this postcode area who also exhibit other indicators of disadvantage e.g. eligible for free school meals, from a low IMD background, in care or having a disability, and thus deemed to be some of the most 'hard to reach students'.

As part of its collaborative work with Aimhigher, University College Birmingham will be working with other regional institutions to increase the number of students from POLAR 4 Quintile 1 accessing services to support destinations into post 16 education. We are committed to the longstanding partnership activity in the West Midlands region. Our evidence from both our APP funded work and our NCOP activity shows that increased engagement leads to increased HE participation and thus will contribute to the sector wide ambition to reduce the gap between POLAR 4 Quintile 5 and Quintile 1.

The consortia will provide a progressive and integrated programme of support and advice, to widen participation in higher education at sector level. Post-16, whilst the intensive face to face work of the partnership will cease, we will continue a programme of communication and signposting to enable students to engage with the programmes and activities offered by our partner higher education institutes and neighbouring consortia as part of their recruitment activity. In delivering the programme we will

engage with parents and guardians, schools and other influencers. Our activity will seek to complement any activity funded by the Office for Students such as the NCOP, but also sustain proven activity subject to resource available.

Drawing on the expertise of the partnership developed over many years, and also more recently through the National Collaborative Outreach Programme (NCOP), we will work collaboratively with cohorts of learners in their 11-16 phase of education on a sustained progressive programme of activity. This activity will be tailored to the needs of learners, but typically involve mentoring from undergraduates and other role models, residential opportunities and a range of progressive activities to address aspirations, awareness, attainment, access and application. This provides a progressive and integrated programme of support and advice to widen participation in HE at sector level. Post-16, while the intensive face-to-face work of the partnership will cease, we will continue a programme of communication and signposting to enable students to engage with the programmes and activities offered by our partner HEIs and neighbouring consortia as part of their recruitment activity. In delivering the programme, we will engage with parents and guardians, schools and other influencers. Our activity will seek to complement any activity funded by the OfS such as the NCOP, but also sustain proven activity subject to resource available.

The Aimhigher Data Service enables us to track our participants, whose GCSE outcomes and rates of entry to HE have typically exceeded those of their less advantaged peers. In addition, our programme evaluation will continue to add to the body of evidence in the sector about 'what works' to widen participation in these most hard to reach groups.

For many years, the partnership has acted as a single point of contact to help schools make the most of the support available from our partner HEIs and we will continue to do this in the operation of the NCOP Hubs during the first part of this plan. We will also ensure there is sustainability of this activity, while recognising that there may now be other partnerships who will be providing some of this service in areas we have previously serviced.

## **2022 Update – UniConnect and AimHigher West Midlands**

During 2022-2023, the AimHigher West Midlands partnership will come together to scope new requirements set by the OfS to support attainment raising and closer collaborative working with schools, with a view to develop a longer-term regional offer. This offer will be research led and support schools and the sector in its changing priorities. As a partnership of regional HEIs, we are committed to working in collaboration to support schools and learners to raise attainment across the West Midlands. As part of the Aimhigher West Midlands Partnership we will also continue to deliver the OfS Uni Connect programme supporting learners to make informed decisions about their future education and career choices whilst working collaboratively across the region to help drive learner attainment.

## Office for Students Challenge Competition: Industrial Strategy and Skills

UCB, in partnership with the University of Birmingham and Newman University, has successfully secured £500,000 from the OfS for **student funding**. This has been awarded over a 3-year period, effectively covering academic years 2019/20 to 2021/22 and the project addresses two main issues:

- To improve the rates of progression of students from underrepresented groups, particularly those from minority groups and those with disabilities
- To address skills gaps by ensuring that interventions are developed to enhance graduate outcomes that respond to and reflect local labour market demands

With its focus on underrepresented groups, the aims and objectives of this project are fully aligned with the Access and Participation Plan and at UCB, will be titled '**My City My Career**'. The project will address these issues by developing highly-targeted approaches using employability-related data analytics to identify current students by the start of their final year. The project will then craft a personalised programme through their final year and up to two years' post-graduation. At the same time, graduates within two years of graduation will be targeted and invited onto the programme. The approach taken will combine current best practice across the three institutional partners, while also creating innovative and bespoke approaches and solutions, based on:

- a. Individualised support for our most at risk students via the new role of a **Progression Coach** to create a student/graduate-centred blended learning approach. This is not a one-size-fits-all programme as it aims to offer choice and a variety of flexible interventions to nurture independent decision-making.
- b. Working with **regional employers, agencies and alumni** to develop enhanced mentoring programmes, students will be inspired by 'just like me' role models, building self-worth and professional networks.
- c. Enhanced support in the areas of work-based and enterprise learning including access to the ERDF funded BSeen enterprise project
- d. **Targeted employer approach from key economic sectors** identified in the West Midlands Combined Authority local industrial strategy (offering 'good jobs' and sustainable higher wages). These employers are vital to the creation of a local inclusive talent pipeline and seek greater involvement with educators to boost innovation and diversity.
- e. **Financial allowance:** This will facilitate greater mobility by supporting out of pocket expenses e.g. the cost of travel to an interview.
- f. **Reverse mentoring**, testing to what extent the underrepresented groups and organisations come closer together and are willing to learn and adapt through greater relationship building and transparency. It will test new ways of building core transferable skills and offers a new direction of influencing organisational change.
- g. **Personalised marketing**, utilising participant postcode data to boost initial engagement, trialling marketing methods in community hotspots and via peer networks.

### Financial support

We will continue with our cashless bursary, known as the Kick-Start Scheme, to support students throughout their student lifecycle. The scheme was introduced in 2018/19 and initial evaluation evidences high levels of engagement (84% of awarded funds being spent) and satisfaction amongst UCB's student body, with positive comments about usefulness and value of the scheme. The main goal of this financial support is to improve gaps in non-continuation and attainment from our underrepresented groups of students. We will continue to develop the offer as the scheme grows, regularly evaluating student feedback and working closely with curriculum areas to identify a diverse range of products and services that are beneficial to our student body.

Financial support provided under this agreement is for students considered as new to the University from 2018/19 and in subsequent years as follows:

- a) A Kick-Start Scheme award of £300 for all UK, EU and Channel Isle full-time undergraduate and PGCE students, which permits spending on a range of learning resources (e.g. uniform, kit and books) and on selected on-campus services.

This will be for every taught year of their course, providing they are not repeating study and are not on placement.

b) UCB will give an additional £500 Kick-Start award, at the beginning of semester 2, to every UK student admitted from 2018/19 onwards who are enrolled on a full-time foundation or bachelor's degree or PGCE who:

- have a residual household income of less than £25,000 (assessed by Student Finance) AND
- meet the residency criteria of Student Finance England, Wales, NI, Scotland AND
- are not repeating study AND
- are not on placement.

This will be for every taught year of their course where they continue to meet the eligibility criteria.

c) UCB will provide UK and EU students progressing directly from a full-time UCB FE level course onto a full time undergraduate programme or from one of our identified partner institutions with a laptop or tablet, free of charge. This is in addition to a minimum award of £300 via our Kick-Start Scheme.

e) UCB will provide all UK, EU and International new first year students enrolling on identified courses with an electronic device preloaded with course-specific resources in their first year.

f) UCB will give a £1,150 fee waiver to PGCE students admitted in 2020/21 who completed an undergraduate course at UCB in 2019/20.

g) Home and EU students studying a full-time MA/MSc/MBA who have obtained a First or equivalent on their undergraduate degree at UCB in the prior academic year will receive a £1,150 fee waiver.

h) Other financial support for students

UCB is committed to helping students who find themselves experiencing financial difficulty. We have a range of additional funds and measures to assist in this respect, including:

- Not charging a tuition fee for the year that sandwich students spend in placement  
Informing applicants, during induction and through promotional materials, about UCB's range of support funds which offer targeted financial support to help overcome unexpected financial difficulty.
- Providing fee waivers for certain UCB students progressing to one of our master's courses.
- Support with the cost of dyslexia/psychological diagnostic testing for the purpose of accessing Disabled Student Allowance (DSA) and fully-funded contribution towards prescribed assisted technology.

UCB is committed to supporting care leavers access higher education. Learners identified through UCAS are awarded the following during their first year of study:

- Up to four weeks to pay the £100 security deposit necessary to secure accommodation for students choosing to stay in UCB halls of residence.
- A rent contribution of £275 payable in semester 1.
- A UniKitOut essentials starter pack ([www.unikitout.com](http://www.unikitout.com)) ready for when you move into our halls of residence.
- £200 cash payment in semester 2 (subject to satisfactory attendance).

### **3.2 Student consultation**

We have consulted on our plans with students through the use of a questionnaire, and focus groups to assess students' view of their attachment to and sense of belonging to UCB, academic support and progression advice. In addition to this, we undertake continuous feedback from students regarding the effectiveness of support and the work of the University through online methods such as Pop up Portal questions and the Student Voice Forum and in person through our Student Conference, 'The Listening Project'. The outcomes of all of this work have been used to inform the type of activities to further support underrepresented groups of students at UCB. We have also undertaken extensive consultation with the Guild of Students (the elected student representative body, which has a broad range of officers whose remit covers development, education, welfare and community representation at UCB, among other areas) with regards to both the Access and Participation Plan and the introduction of the Kick-Start Scheme). Students are represented via the Guild of Students on the following groups and committees; The BAME working Groups, the LGBT Working Group, Curriculum and Quality Committee, Academic Board, Validation and Approvals Committee.

The Access and Participation Plan was also shared with a Guild of Students-led student panel prior to board approval for feedback and comment. In addition, the Deputy Vice Chancellor also chaired a focus group with student ambassadors (many of whom have progressed internally from Level 3 at UCB) for feedback and comment regarding the plan and the overall student experience. The students were very supportive of the activities highlighted in the plan and in particular made suggestions regarding the implementation of the following:

Induction and transition, Academic school-based societies, Development of an inclusive curriculum (particularly in relation to assessment) and the development of the Kick Start scheme. This feedback has been included in the plan and in some cases it will be the Guild of Students leading aspects e.g. academic school based societies.

### **2022 update – student consultation**

The update to this APP in 2022 has been developed in conjunction with student representatives, and in response to feedback from our FE and HE students. In particular representatives from our Guild of Students have had substantial input into the APP summary accompanying this plan.

### **Statement from Guild of Students**

We are proud of the ever developing partnership we have with the University on working in partnership to deliver the best student experience possible for students here at UCB, and have been actively involved in shaping and directing many of the initiatives the University have introduced into this Access and Participation Plan. We are very confident in our ongoing meaningful inclusion in monitoring and evaluating this plan.

We would like to note the University's commitment to supporting Guild-led initiatives, such as the development of course-based societies, as well as the true partnership approach towards bringing the best aspects of the University and the Guild together for the greater benefit of our current and future students.

We are particularly supportive of the work the University is undertaking to improve retention and success, and to ensure that barriers to the progression and success of BAME learners are tackled. We also welcome the ability for students to make use of their bursary provision to take part in student life, particularly through funding their access to societies. We will be undertaking research ourselves over the next academic year to find out which aspects of Guild engagement most effectively support retention and success, as well as exploring the Guild's role in identifying students at risk of drop out, to support the University in this area.

- Ross Loveitt, President

### **3.3 Evaluation strategy**

All strategic measures described within this plan have been designed to help us achieve the targets that we have set in relation to access, success, attainment and progression. Our targets are evidence-based utilising the dataset analysed in our Assessment of Performance. The success of our strategic

measures will be regularly reviewed using a range of methods, including:

1. We will produce an action plan for each intervention clearly identifying:
  - What we aim achieve and how this will be undertaken
  - Who will be responsible for the intervention
  - Dates for ongoing progress monitoring and evaluation
  - A timescale for completion and final evaluation report

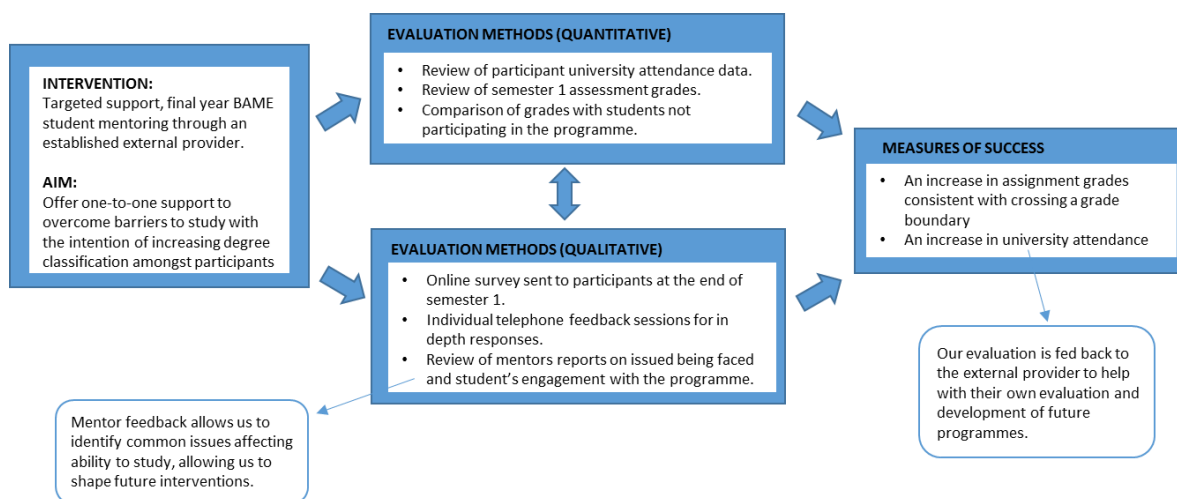
The purpose of our ongoing evaluation is to assess whether the interventions/activities being undertaken are having a positive effect on the target group and ultimately helping us to achieve the targets identified within this plan.

2. We will report each term on the progress of our interventions to the appropriate committee. These include; the Academic Board and its subcommittees (i.e. Curriculum and Quality Committee and Access, Participation and Equal Opportunities Committee) and the Governing Body and its subcommittees (i.e. Student Services and Standards Committee).
3. At specific times of the year (when data becomes available) and whilst interventions/activities are being undertaken we will use university data (i.e. attendance, retention and withdrawal statistics) alongside information gathered via the embedded personal tutorial process to help us monitor effectiveness. We will also use a variety of methods as part of our evaluation to capture changes in the behaviour of students. This will include surveys, questionnaires, focus groups and regular communication with the Guild of Students.
4. Where targets relate to continuation we will use in-year retention and attendance data to gauge the success of interventions and activities alongside data captured via learner analytics and the identification of at risk students via tutorials. This will be reported through Quality Monitoring meetings.
5. Appointment of Pro Vice-Chancellor Access, Participation and Student Experience to lead on the Evaluation and reporting of the targets and the progress of the plan and appointment to a Data Analyst role – responsibility for monitoring, evaluation and reporting on progress across the institution with information being disseminated at Executive Management Team meetings (bi-weekly) and Academic Management Team meetings (monthly).
6. We have introduced Enhanced Monitoring, which will be implemented by the Pro-Vice-Chancellor Quality or the Chair of the Governing Body, for areas where progress against targets is reported as being below the level expected.

We will continue to adopt a trial and error approach to our interventions (e.g. BAME mentoring pilot 2018/19), therefore, it is vital that we have a robust evaluation strategy in place to measure success and ensure that resources are targeted effectively. Where evidence suggests that a small-scale pilot intervention is showing positive results we will aim to build on its success by rolling-out on a larger scale to provide targeting support to more students. These groups will be identified based upon our targets set within this plan to ensure resources are targeted appropriately to work towards closing our identified gaps.

We are committed to a trial and error approach and where our ongoing evaluation suggests that an intervention/activity is not effective, or having limited success, we will look to make changes or utilise resources elsewhere.

An example of evaluation for our BAME mentoring 2018/19 is outlined below:



## Evaluation of financial support (Kick-Start)

We are committed to using the OFFA toolkit to evaluate the effectiveness of our financial support. The Kick-Start Scheme was introduced to new students joining UCB in 2018/19 replacing the fee-waiver scheme that was previously offered. The Scheme is managed by our Access & Participation Officer who works closely with the UCB's Engagement Partner from the John Smith Group to deliver the scheme.

The Kick-Start Scheme offers targeted financial support via a cashless bursary worth up to £800 each academic year. Funds can be spent on a range of study related items available via an online shop, on campus in cafeterias, the resource centre and on specific Guild of Students activities and products. Funds were awarded to 1,859 students, with 662 (36%) of these receiving the higher, means-tested award, of £800. Mid-year student feedback, collected via a student satisfaction survey, and through liaison with the Guild of Students evidences high levels of student satisfaction with the scheme with 70% of students stating they would have struggled with course-related costs without financial support.

The Scheme will continue to grow in coming years as funds become available to progressing students in each year of study. With this in mind, we continuously work with curriculum areas to develop a diverse range of products, activities and services that complement study and enhance the student experience. Whilst the Scheme is not yet available to final year students we are already developing a specific offer for this group, with a focus on being graduate ready, in order to aid progression into employment or further study. We will monitor the impact of the scheme on the whole student journey using university data following the first full cycle. i.e. on completion of academic year 2021/2021

We will use the OFFA toolkit commencing academic year 2019/20 to help evaluate the effectiveness of our financial support.

### 3.4 Monitoring progress against delivery of the plan

We will continue to monitor progress against targets through our Performance, Measures and Targets documents. This is agreed and then monitored on a regular basis by our Governing Body through the subcommittee Student Services and Standards, which includes elected student representation. This committee meets at 3 points during the academic year and is responsible for the agreement, and the monitoring of targets set for performance, including those within the Access and Participation Plan. The outcomes of this are then reported by the Chair of this committee to the full governing body. We will recruit to a new executive level role of Pro Vice-Chancellor Access, Participation and Student Experience early in 2019/2020 and the post holder will take the lead for the monitoring of the plan, reporting to the Executive Management Team and the governing body at regular intervals.

We have appointed a member of staff to monitor (at specified points) the effectiveness of the initiatives highlighted and the ongoing impact of the interventions put in place. They will work closely alongside one of the University's Data Officers and the Quality Monitor Officer. Where appropriate, they will use the toolkit of resources developed by OFFA/OFS e.g. Self-Assessment Toolkit and Financial Support Toolkit, and will report the ongoing effectiveness of the strategies at cross university subcommittees of Academic Board (Academic Standards, Quality and Enhancement Committee and Equal Opportunities). Evaluation of the financial support, including the newly-implemented cashless bursary system, will also be monitored by the same member of staff and reported on in the same way. Where we have programmes that are specific to smaller cohorts of students, the effectiveness of these will be shared at cross university groups such as the Academic Management Team and Senior Management Team.

Where we identify that performance is not improving or is worsening we will instigate our internal Enhanced Monitoring process, which will involve additional research into the area and detailed action planning for improvement which will be overseen by the PVC Widening Access and participation.

The outcomes of our evaluation programme will be used to measure progress against targets set in this Access and Participation Plan, and against smaller programme level targets, e.g. we will work with a specific group of BAME students and evaluate the impact of this work by measuring their degree outcomes, attitudes to work and progression, and their destinations. The success of this programme will determine whether we expand this type of targeted intervention into a larger cohort of students going forward. We will share the good practice identified across our student success work with our Academic Management Team (a cross university management group) and where evaluation shows that programmes have had a positive impact, we will use this forum to support implementation of such initiatives university-wide (where appropriate). Beyond UCB, we would be able to share our findings and resulting improvements to practice within regional HEI collaborative groups, i.e. Universities West Midlands, Aimhigher West Midlands.

#### **4. Provision of information to students**

Information regarding UCB's Kick-Start Scheme (cashless bursaries) and other financial support such as fee waivers is posted on the University's website at [www.ucb.ac.uk](http://www.ucb.ac.uk) (Financial Support). Tuition Fees are also displayed on the UCB website. The Offer Booklets (sent to all applicants who have received an offer from UCB) and Welcome Booklets (sent to students who have accepted a place at UCB) also contain information regarding tuition fees, Student Finance and the Kick-Start Scheme. Additionally, course fee information will be available via UCAS course search. Top-up students will be emailed information about UCB's Kick-Start Scheme.

In addition, staff are available to provide information and guidance with regards to Student Finance and support from UCB (including the Kick-Start Scheme) at HE Open Days, Applicant Days, Progression Evenings, Clearing Applicant Days and during enrolment. This enables students to hear, first-hand, about the tuition fees charged, the support available from UCB and Student Finance, and to ask specific questions. Students and applicants can also seek detailed information and/or help and advice, at any point, by contacting UCB's Information Services Officers based at The Link in the 1st floor Finance Office or by telephone on 0121 232 4180 or 0121 232 4092, or by contacting Student Services. Information, Advice and Guidance (IAG) on a one-to-one basis will be offered by telephone, email and face-to-face.

Social media will also continue to be used to remind applicants and continuing students of various Student Finance messages, promote UCB's Kick-Start Scheme and to direct students to the appropriate webpages.

We will ensure that all local schools and colleges are aware of how to access this information.

We will work with the Guild of Students at UCB to disseminate the information to existing students through Guild communication channels. We will also post a message on students' personal Virtual Learning Environment pages, providing them with a link to the agreement on the website.



The approved Access and Participation Plan will continue to be available via the Policies and Procedures section of the University's website.

#### **Evaluation – 2022 update**

In addition to the monitoring and evaluation set out above, UCB is committed to increasing the range of evaluation work we undertake. We are working with TASO, and with sector bodies, to develop our evaluation plans further, and to disseminate our findings. Our evaluation priorities from 2022-2024 include:

- Evaluating the impact of Learner Analytics on student retention and success (we have applied to be part of a TASO project on this).
- Evaluating the impact of different types of work placement and work experience on student outcomes.
- Evaluating the impact of our inclusive curriculum developments, and particularly of our race equity training, on staff attitudes and behaviours.

## **5. Appendix**

The OfS will append the following items from the fees and targets and investment documents when an Access and Participation Plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)

## Provider fee information 2022-23

### Summary of 2022-23 course fees

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

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

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£9,250
Foundation degree	*	Fee applies to entrants/all students	£9,250
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	Fee applies to entrants/all students	£9,250
Accelerated degree	*	Fee applies to entrants/all students	£11,100
Sandwich year	*	*	*
Erasmus and overseas study years	*	Fee applies to continuing students only	£1,385
Other	*	*	*

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

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	BIRMINGHAM CITY FOOTBALL CLUB COMMUNITY TRUST 10035366 - Football Business Management	Fee applies to entrants/all students	£9,250
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

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

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£6,935
Foundation degree	*	Fee applies to entrants/all students	£6,935
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

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

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

Other	*	*	*
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## Provider fee information 2021-22

### Summary of 2021-22 course fees

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

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

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£9,250
Foundation degree	*	Fee applies to entrants/all students	£9,250
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	Fee applies to entrants/all students	£9,250
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	Fee applies to entrants/all students	£1,385
Other	*	*	*

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

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

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

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£6,935
Foundation degree	*	Fee applies to entrants/all students	£6,935
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

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

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

**Access and participation plan  
Fee information 2020-21**

Provider name: University College Birmingham

Provider UKPRN: 10000712

**Summary of 2020-21 entrant course fees**

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

**Inflationary statement:**

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

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

Full-time course type:	Additional information:	Course fee:
First degree	*	£9,250
Foundation degree	*	£9,250
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	£9,250
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	£1,385
Other	*	*

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

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

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

Part-time course type:	Additional information:	Course fee:
First degree	*	£6,935
Foundation degree	*	£6,935
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

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

Provider name: University College Birmingham

Provider UKPRN: 10000712

## Investment summary

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

### Note about the data:

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

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

**Table 4a - Investment summary (£)**

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Total access activity investment (£)</b>	£1,018,904.00	£1,046,921.00	£1,075,779.00	£1,105,502.00	£1,136,117.00
Access (pre-16)	£500,731.00	£513,203.00	£526,049.00	£539,280.00	£552,909.00
Access (post-16)	£232,174.00	£239,139.00	£246,314.00	£253,703.00	£261,314.00
Access (adults and the community)	£285,999.00	£294,579.00	£303,416.00	£312,519.00	£321,894.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
<b>Financial support (£)</b>	£1,036,350.00	£903,650.00	£826,600.00	£760,000.00	£753,900.00
<b>Research and evaluation (£)</b>	£104,672.00	£107,812.00	£111,046.00	£114,378.00	£117,809.00

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

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Higher fee income (EHFI)</b>	£10,395,225.00	£9,057,878.00	£8,292,798.00	£7,854,728.00	£7,611,013.00
<b>Access investment</b>	6.2%	7.8%	9.3%	10.6%	11.3%
<b>Financial support</b>	9.7%	9.7%	9.6%	9.3%	9.5%
<b>Research and evaluation</b>	1.0%	1.2%	1.3%	1.5%	1.5%
<b>Total investment (as %HFI)</b>	16.9%	18.6%	20.2%	21.3%	22.4%

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

Provider name: University College Birmingham

Provider UKPRN: 10000712

## Targets

**Table 4a - Access**

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
	PTA_1												

**Table 4b - Success**

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the non-continuation gap for students from underrepresented groups	PTS_1	Low Participation Neighbourhood (LPN)	Percentage difference in non-continuation rates between POLAR4 quintile 5 and quintile 1 for first degree undergraduate students	No	The access and participation dataset	2016-17	7.6pp	6pp	4pp	2pp	0	0	
To reduce the non-continuation gap for students from underrepresented groups	PTS_2	Socio-economic	Percentage difference in non-continuation rates between POLAR4 quintile 5 and quintile 1 for other undergraduate students (Foundation degree students)	No	The access and participation dataset	2016-17	5pp	3pp	2pp	0	0	0	Deprivation English IMD
To reduce the attainment gap for students from underrepresented groups	PTS_3	Multiple	Percentage difference in attainment between ABMO IMD Q1&2 and White IMD Q3-5	No	The access and participation dataset	2016-17	28pp	26pp	24pp	22pp	20pp	18pp	
To reduce the attainment gap for students from underrepresented groups	PTS_4	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between White and Black students.	No	The access and participation dataset	2017-18	24.9pp	20pp	16pp	12pp	8pp	6pp	
To reduce the attainment gap for students from underrepresented groups	PTS_5	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between White and Asian students.	No	The access and participation dataset	2017-18	19.3pp	17pp	15pp	13pp	11pp	9pp	
To reduce the attainment gap for students from underrepresented groups	PTS_6	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between White and Black African students.	No	The access and participation dataset	2017-18	27.5pp	25pp	23pp	21pp	19pp	17pp	
To reduce the attainment gap for students from underrepresented groups	PTS_7	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and Asian Pakistani students.	No	The access and participation dataset	2017-18	26.6pp	24pp	22pp	20pp	18pp	16pp	

**Table 4c - Progression**

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in progression rate (highly skilled employment or PG further study) for underrepresented groups.	PTP_1	Low Participation Neighbourhood (LPN)	Percentage difference in progression rates (highly skilled employment or PG further study) between POLAR4 quintile 3-5 and quintile 1&2 undergraduate students	No	The access and participation dataset	2016-17	4pp	3pp	1pp	0	0	0	
To reduce the gap in progression rate (highly skilled employment or PG further study) for underrepresented groups.	PTP_2	Socio-economic	Percentage difference in progression rates (highly skilled employment or PG further study) between IMD Q1&2 and IMD Q3-5 students	No	The access and participation dataset	2016-17	5pp	3pp	1pp	0	0	0	Deprivation English IMD
To reduce the gap in progression rate (highly skilled employment or PG further study) for underrepresented groups.	PTP_3	Ethnicity	Percentage difference in progression rates (highly skilled employment or PG further study) white and Asian first degree students	No	The access and participation dataset	2016-17	7pp	5pp	3pp	1pp	0	0	
To reduce the gap in progression rate (highly skilled employment or PG further study) for underrepresented groups.	PTP_4	Ethnicity	Percentage difference in progression rates (employment or further study) white and BAME students	No	Other data source	2016-17	5.6pp	4pp	2pp	0	0	0	TEF Year 4 Data
To reduce the gap in progression rate (highly skilled employment or PG further study) for underrepresented groups.	PTP_5	Mature	Percentage difference in progression rates (employment or further study) young and mature students	No	Other data source	2016-17	3.3pp	2pp	1pp	0	0	0	TEF Year 4 Data
To reduce the gap in 'above median earnings' or further study between BAME and white part time students.	PTP_6	Multiple	to reduce the gap in 'above median earnings' or further study between BAME and white part time students.	No	Other data source	2016-17	16.2pp	14pp	12pp	10pp	8pp	6pp	TEF Year 4 Data