2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Bath Spa University against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

Bath Spa University's ambition and strategy as detailed in the 2019-20 access and participation plan:

> The Bath Spa University vision is to be a leading university in creativity, culture and enterprise. Through inspirational teaching and research, we transform students' lives and our ambition is to encourage as broad a range of students as possible to participate in a university experience at our institution and support them in achieving their academic potential and career ambitions.

To further that ambition we will continue to build upon a history of successful widening participation practice that extends throughout the student lifecycle from outreach programmes with primary schools to graduation, postgraduate study and employment, and has been shown by our own evaluation work and that across the sector to narrow gaps in equality of opportunity for underrepresented groups. The university's senior management are leading on a whole provider approach to narrowing gaps in equality of opportunity in access, success and progression that will be embedded at all levels within the institution. Our strategic priorities are to:

• Reduce gaps in equality of opportunity in relation to participation in higher education by developing knowledge about the benefits of higher education and supporting aspiration, attainment and progression among potential applicants from underrepresented groups by providing a well-targeted and progressive programme of effective outreach activity

• Increase the participation of those underrepresented groups identified in the assessment of our current performance by safeguarding and sustaining fair access across the university's provision

• Improve the retention and success of all our students with a strong strategic focus on enhancing the student learning experience, encouraging those from groups or subgroups identified in the assessment of our current performance where there are gaps in equality of opportunity in relation to retention rates or attainment outcomes to access the relevant elements of the university's student support package, and encouraging all students to access the full range of educational and cultural opportunities that are available to them

• Improve student progression by actively encouraging students to participate in the full range of interventions and opportunities available at the university, with a particular emphasis on encouraging the participation of those from groups or subgroups where there are gaps in equality of opportunity in relation to progression to highly skilled employment or further study

• Contribute to national and regional widening participation and access initiatives through collaborative working in support of national access ambitions and priorities

• Evaluate the effectiveness of our planned activity

• Contribute to the sector's understanding of effective practice by delivering and sharing research.

Target groups
We will continue to build an evidence base of student access, retention, success and progression over time to monitor and address gaps in equality of opportunity at our institution. The following priorities are based on the gaps in equality of opportunity that were identified in the 2017-18 assessment of our current performance.

Pre-entry outreach
Groups and subgroups that will be prioritised in the university's pre-entry outreach programme are:

• Young people from NS SEC 4, 5, 6, 7 & 8 backgrounds who live in areas of relative deprivation where participation in higher education is low, as identified by POLAR data, particularly those with an eligibility for free school meals and/or little or no parental experience of higher education, or who attract Pupil Premium funding

• People from particular ethnicities including BAME groups and white males from lower socioeconomic groups

• Potential mature applicants, especially those with no previous experience of higher education and from low participation neighbourhoods, those not currently on Access to Higher Education Diploma programmes, and those who may want to undertake part-time study

• People with a disability, SpLD or mental health condition

• Young people from a care background

• Young carers

• Young people estranged from their families

- People from Gypsy, Roma and Traveller communities
- Refugees
- Children and adults from Armed Forces families.

Access

The analysis of our current performance has identified that to address gaps in equality of opportunity in access to our institution the university's access priorities will be:

- Young students from areas of low higher education participation, low household income and/or low economic status
- Mature students, especially those from areas of low higher education participation, low household income and/or low economic status
- Disabled students
- Undergraduate and PGCE ITT students from BAME groups
- White male and female students from areas of low higher education participation, low household income and/or low economic status
- Refugees and students from Gypsy, Roma or Traveller communities
- Care leavers
- Students from Armed Forces families.

The analysis of our current performance identified that the following gaps in equality of opportunity in retention, success and progression are those that need to be addressed as a priority:

Retention

- Young students from POLAR low participation postcode areas
- Mature students with no previous higher education from POLAR low participation postcode areas
- White male undergraduate students from POLAR low participation postcode areas.

Success

- Young students from POLAR low participation postcode areas
- Students from BAME groups
- Students who disclosed disabilities other than specific learning difficulties or mental health issues
- Students who had disclosed that neither parent had attended higher education
- Mature students with no higher previous education from POLAR low participation postcode areas, particularly those who progressed from an Access to Higher Education Diploma
- Care leavers.

Progression to highly skilled employment or further study

- Young first degree students
- Students from POLAR low participation postcode areas, including mature students with no previous higher education
- Students from BAME groups
- Students who have disclosed a disability, SpLD or mental health condition
- Care leavers.

2. Self-assessment of targets

The tables that follow provide a self-assessment by Bath Spa University of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Bath Spa University's 2019-20 access and participation plan.

Any optional commentary provided against the targets is given in Annex B.

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Young full-time degree entrants. Target and milestones were calculated on rolling average of data from 2012/13 to 2013/14.	Other (please give details in Description column)	11.8%	13.5%	14.0%	Percentage	2019-20	14.5	Expected progress
T16a_02 (Access)	All undergraduate BME entrants. Target and milestones were calculated on rolling average of internal data from 2012/13 to 2013/14.	Other (please give details in Description column)	7.9%	9.5%	10.0%	Percentage	2019-20	13	Expected progress
T16a_03 (Access)	Mature full-time degree entrants. Target and milestones were calculated on rolling average of data from 2012/13 to 2013/14.	Other (please give details in Description column)	19.0%	20.7%	21.0%	Percentage	2019-20	29.6	Expected progress
T16a_04 (Access)	PGCE ITT (All Phases) BME entrants. Target and milestones were calculated on rolling average of internal data from 2012/13 to 2013/14.	Other (please give details in Description column)	4.6%	5.8%	6.0%	Percentage	2019-20	4.8	Limited progress
T16a_05 (Access)	PGCE ITT (Primary) male entrants. Target and milestones were calculated on rolling average of internal data from 2012/13 to 2013/14.	Other (please give details in Description column)	21.0%	22.6%	23.0%	Percentage	2019-20	27	Expected progress

T16a_06 (Student success)	Qualify or continue at same university. Target and milestones were calculated on rolling average of data from 2010/11 to 2012/13.	Other (please give details in Description column)	93.2%	94.3%	94.5%	Percentage	2018-19	89.6	No progress
T16a_07 (Student success)	Qualify or continue at same university. Target and milestones were calculated on rolling average of data from 2010/11 to 2012/13.	Other (please give details in Description column)	92.4%	93.2%	93.4%	Percentage	2018-19	85.7	No progress
T16a_08 (Student success)	Qualify or continue at same university. Target and milestones were calculated on rolling average of data from 2010/11 to 2012/13.	Other (please give details in Description column)	89.3%	92.0%	92.5%	Percentage	2018-19	87.1	No progress
T16a_09 (Student success)	Student retention and success as measured by gaining QTS. Target and milestones were calculated on rolling average of internal data from 2012/13 to 2013/14.	Other (please give details in Description column)	88.5%	88.9%	90.0%	Percentage	2019-20	85.6	No progress
T16a_10 (Progression)	HESA E1a Emplyment Indicators: Leavers obtaining first degree from full-time courses. Employment including further study.	2012-13	93.8%	95.8%	96.0%	Percentage	2016-17	96.1	Expected progress
T16a_11 (Progression)	HESA Destination of Leavers from Higher Education: percentage of UK domiciled full-time respondents in graduate level employment.	2012-13	55.4%	58.0%	59.0%	Percentage	2017-18	67.6	Expected progress
T16a_12 (Student success)	Achievement of a 1st or 2(i) for UK-domiciled BME students as compared with BSU average	2015-16	9 perecntage points gap	7 percentage points gap	6 percentage points gap	Percentage points	2019-20	3.6	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Other/Multiple stages)	University-wide strategic steering group monitors and evaluates progress towards the delivery of the measures, targets and milestones set out in this and future Access Agreements. Target expressed as meetings per year	2015-16	4	4	4	Other	2019-20	4	Expected progress
T16b_02 (Other/Multiple stages)	University Student Experience Advisory Group. Target expressed as meeting per year	2015-16	4	4	4	Other	2019-20	4	Expected progress
T16b_03 (Access)	Working with partner school or college coordinators to establish a framework, ideally based on a Learner Progression Framework model and HEFCE targeting guidelines, in which to deliver sustained, progressive, targeted and evaluated programme of outreach activity. Target expressed as number of institutions.	2013-14	10	12	12	Other	2019-20	13	Expected progress
T16b_04 (Access)	Build outreach programmes based on learner progression framework model for partner academy and trust schools. Target expressesd as number of events per institution per year.	2012-13	0	0	0	N/A (see description / commentary)	2019-20	0	Expected progress
T16b_05 (Access)	Sustaining the work of the Western Access Progression Agreement Steering Group in the south west region. Target expressed as number of meetings.	2015-16	3	3	3	Other	2019-20	3	Expected progress
T16b_06 (Access)	Deliver GCSE tutoring in target schools in collaboration with the University of Bath. Target expressed as number of pupils.	2015-16	1,500	1,500	1,500	N/A (see description / commentary)	2019-20	0	No progress

T16b_07 (Access)	Deliver GCSE tutoring in target schools in collaboration with the University of Bath. Target expressed as number of tutors.	2015-16	60	60	60	N/A (see description / commentary)	2019-20	0	No progress
T16b_08 (Access)	Provide a programme of activities to support children in care and care-leavers working with local and regional HEIs and colleges to support young people and local authority care teams in the region. Target expressed as number of meetings.	2013-14	8	10	10	Other	2019-20	9	Limited progress
T16b_09 (Access)	Primary programme. Consists of three sessions, two school-based and one on campus, although we offer schools flexibility. Collaborative programme with the University of Bath. Target expressed as number of programmes.	2014-15	9	10	10	Other	2019-20	20	Expected progress
T16b_10 (Access)	Programme of targeted aspiration-raising generic campus visit days based around student life and finance IAG. Target expressed as number of events.	2015-16	24	25	25	Other	2019-20	5	No progress
T16b_11 (Access)	Subject-based events. Curriculum-based and university subject taster sessions. Target expressed as number of events.	2015-16	14	20	20	Other	2019-20	15	Limited progress
T16b_12 (Access)	School and college based aspiration and attainment-raising events with young people. Target expressed as number of events.	2015-16	23	25	25	Other	2019-20	79	Expected progress
T16b_13 (Access)	Promoting access to the professions to young people from WP backgrounds. Target expressed as number of events.	2015-16	5	10	10	Other	2019-20	13	Expected progress
T16b_14 (Access)	Promoting men into into Primary and Early Years 2-day taster course. Target expressed as number of participants.	2015-16	18	22	23	Headcount	2019-20	0	No progress
T16b_15 (Access)	Outreach work with Access to Higher Education Diploma and	2015-16	10	14	15	Other	2019-20	11	Limited progress

	mature students. Target expressed as number of events.								
T16b_16 (Access)	Parent evening events based around HE and finance IAG. Target expressed as number of events.	2015-16	18	20	20	Other	2019-20	5	No progress
T16b_17 (Student success)	Proactive targeting of support services for students with behaviours and characteristics associated with greater risk of withdrawal.	2014-15	Reviewed annually	Reviewed annually	Reviewed annually	N/A (see description / commentary)	2019-20		Expected progress
T16b_18 (Progression)	Student engagement with careers and employability services. Target expressed as proportion of total student population.	2015-16	50%	58%	60%	Percentage	2019-20	35.2	No progress
T16b_19 (Progression)	Work placements and work-related learning. Target expressed as number of placements.	2015-16	450	550	600	Headcount	2019-20	700	Expected progress
T16b_20 (Progression)	Uptake of University-sponsored paid internships. Target expressed as number of internships.	2015-16	50	50	50	Headcount	2019-20	45	Limited progress
T16b_21 (Other/Multiple stages)	Participate in the NERUPI Consortium to develop innovative approaches to assess the impact of widening participation interventions across the student lifecycle and contribute to the the sector's understanding of effective practice. Target expressed as attendance at meetings per year.	2015-16	4	4	4	Other	2019-20	4	Expected progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£1,139,364.00	£957,000.00	-16%
Financial Support	£1,472,500.00	£1,095,000.00	-26%

4. Action plan

Where progress was less than expected Bath Spa University has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_04	Although this target was discontinued and so not included in the 2020-21 to 2024-25 Plan, we will continue to encourage BME participation in all phases of PGCE ITT through our recruitment strategy, which in future we plan will be a blend of face-to-face and virtual delivery.
T16a_06	Although this target was discontinued and so not included in the 2020-21 to 2024-25 Plan, student continuation remains a strategic priority and the steps that the university will take in the future through its whole-cohort approach are set out in the 2020-21 to 2024-15 Plan. In 2020-21 the university induction week activity was delivered through a blend of on-line and face-to-face activity.
T16a_07	The continuation of young students from POLAR low participation areas remains a strategic priority, and from 2020-21 progress will be measured using an OfS-agreed target based on gap analysis. The steps that the university will take in the future to make expected progress against this related target through its whole-cohort approach and reviewed bursary provision are set out in the 2020-21 to 2024-15 Plan. In 2020-21 the university induction week activity was delivered through a blend of on-line and face-to-face activity.

T16a_08	Although this target was discontinued and so not included the 2020-21 to 2024-25 Plan, student continuation remains a strategic priority and the steps that the university will take in the future through its whole-cohort approach are set out in the 2020-21 to 2024-15 Plan. In 2020-21 The mature student transitional summer school was delivered on-line, and the university induction week activity was delivered through a blend of on-line and face-to-face activity.
T16a_09	Although 85.6% of trainees gaining QTS was below our expected 2019-20 milestone, a further 6.5% of 2019-20 entrants were continuing their PGCE ITT programme in 2020-21. This target was discontinued and so not included in the 2020 -21 to 2024-25 Plan, however the retention and success of our PGCE ITT trainees remain strategic priorities. The evaluation of the measures put in place from March 2020 fed into the planning and of the delivery of the 2020-21 PGCE with QTS programmes, including the trainee induction programmes, provisions for the autumn, spring and summer terms, school/settings placements, and the adaption of mentor training and support. The university will set this into the context of guidance from the Department for Education.
T16b_06	This target was discontinued. Agreement of the Director of Fair Access and Participation and notification that no resubmission of the 2019-20 plan would be required was confirmed by email on the 1st March 2020.
T16b_07	This target was discontinued. Agreement of the Director of Fair Access and Participation and notification that no resubmission of the 2019-20 plan would be required was confirmed by email on the 1st March 2020.
T16b_08	Although this delivery-based target was discontinued and so not included in the 2020-21 to 2024-25 Plan, access to higher education for care-leavers and on-course support remain strategic priorities for the university. We will continue to collaborate through our networks to enhance our practice, and will work to expand the scope and reach of our outreach activity, through bespoke provision and conversations with school and college coordinators to ensure young people in care are included in cohorts that engage with our general outreach programme. Through working with SWLAC and SWISS, we are expanding our use of virtual platforms to deliver events and IAG for those that support care-experienced learners.
T16b_10	Although this delivery-based target was discontinued and so not included in the 2020-21 to 2024-25 Plan, evaluation has shown that campus visits and the opportunities they provide for learners to interact with higher education students and staff are an important element of outreach provision to support the progression to higher education for learners from underrepresented groups. In 2018-19 this milestone was exceeded, and Covid-19 restrictions permitting, from 2020-21 we hope at a minimum to maintain the 2018-19 level of on-campus activity.
T16b_11	Although this delivery-based target was discontinued and so not included in the 2020-21 to 2024-25 Plan, the demand for subject-based activity remains high. In 2020-21 we are working to expand our range of online subject-based activity with academic staff, students and evaluation professionals, and will explore the platforms that we can utilise for this delivery.

T16b_14	Although this target was discontinued and so not included in the 2020 -21 to 2024-25 Plan, we will continue to encourage male participation in all phases of ITT through our recruitment strategy. We will also continue to particularly encourage our male students to engage with the university's primary outreach programme and reading schemes to obtain extended paid and fully-supported work experience in primary school settings.
T16b_15	Although this delivery-based target was discontinued and so not included in the 2020-21 to 2024-25 Plan, access to higher education for mature learners has become an increasingly important strategic priority for the university. We are working through the Western Vocational Progression Consortium to review and update the IAG provided through the online Lifepilot resources, which is a one-stop website which aims to support and inspire adults to progress to higher education, from a range of starting points. The university is working with Bath College to deliver the RESTART programme, to ensure that people from the local community have an accessible opportunity to reskill in order to maximise employment and progression opportunities. The outreach team and Lifepilot are working with RESTART colleagues to offer support for those whose journey may subsequently involve progression to higher education.
T16b_16	Although this delivery-based target was discontinued and so not included in the 2020-21 to 2024-25 Plan, the importance of engagement with parents, carers and supporters is recognised. In response to the evaluation of our recent provision, we will continue to provide support and deliver activity through the formats and platforms that are assessed to be the most engaging.
T16b_18	Although this delivery-based target was discontinued and so not included in the 2020-21 to 2024-25 Plan, engagement with our students to support their progression into skilled employment or higher-level study remains a strategic priority and methods of engagement will continue to evolve in response to the needs of students, the job market and the impact of the Covid-19 pandemic.
T16b_20	Although this delivery-based target was discontinued and so not included in the 2020-21 to 2024-25 Plan, sponsored internships remain an important component of the university's Careers and Employability strategy. Now that we have developed and successfully piloted virtual internships, we have these partnership arrangements and resources set up ready to deliver, either as stand-alone opportunities if pandemic restrictions remain, or alongside traditional internship opportunities in a blended model of delivery when pandemic restrictions are eased.

5. Confirmation

Bath Spa University confirms that:

Student engagement
Have you worked with your students to help them complete the access and participation plan monitoring student submission?
Yes
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?
Yes

Verification and sign off	
Bath Spa University has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	

Accountable officer sign off	
Name	Professor Sue Rigby
Position	Vice-Chancellor

Annex A: Commentary on progress against targets

Bath Spa University's commentary where progress against targets was less than expected.

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
The commitments related to this target were met. In 2019-20 despite the Covid-19 pandemic, we delivered 90% of our planned events to widen access to all phases of our PGCE ITT programmes. This included supporting Train to Teach events in geographical areas where we could engage with more people from BME groups.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We extended our participation in Train to Teach events to those that were held outside of the south west region. In response to the Covid-19 pandemic, we delivered three of our planned PGCE ITT information evenings in a virtual format.

Target reference number: T16a_06
How have you met the commitments in your plan related to this target?
The commitments in the 2018-19 Access Agreement that related to this target for the 2018-19 entrant cohort were met. If entrants in this cohort met the eligibility criteria, they were prioritised for the Bath Spa University Bursary award and funding through the university's Access Fund.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
For the 2019-20 entrant cohort all commitments in the 2019-20 Plan were met. From March 2020, a blend of online and on-campus learning and teaching, and online learning and teaching only was delivered according to Covid-19 restrictions. In 2019-20, the university also reviewed its No-Detriment Policy for the semester 2, trimester 2 and 3 assessment period to support our entire student body in their studies during the Covid-19 pandemic. This included the introduction of alternative assessments

Target reference number: T16a_07
How have you met the commitments in your plan related to this target?
The commitments in the 2018-19 Access Agreement that related to this target for the 2018-19 entrant cohort were met. If entrants in this cohort met the household income eligibility criteria, they were prioritised for the Bath Spa University Bursary award. Entrants were also a priority group for funding through the university's Access Fund.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
For the 2019-20 entrant cohort all commitments in the 2019-20 Plan were met. From March 2020, a blend of online and on-campus learning and teaching, and online

learning and teaching only was delivered according to Covid-19 restrictions. In 2019-20, the university also reviewed its No-Detriment Policy for the semester 2, trimester 2 and 3 assessment period to support our entire student body in their studies during the Covid-19 pandemic. This included the introduction of alternative assessments.

Target reference number: T16a_08
How have you met the commitments in your plan related to this target?
The commitments in the 2018-19 Access Agreement that related to this target for the 2018-19 entrant cohort were met. If entrants in this cohort met the eligibility criteria, they were prioritised for the Bath Spa University Bursary award. Entrants were also a priority group for funding through the university's Access Fund.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
For the 2019-20 entrant cohort all commitments in the 2019-20 Plan were met. From March 2020, a blend of online and on-campus learning and teaching, and online learning and teaching only was delivered according to Covid-19 restrictions. In 2019-20, the university also reviewed its No-Detriment Policy for the semester 2, trimester 2 and 3 assessment period to support our entire student body in their studies during the Covid-19 pandemic. This included the introduction of alternative assessments.

Target reference number: T16a_09
How have you met the commitments in your plan related to this target?
The commitments related to this target were met. On-course academic and pastoral support, including the university's personal tutor system, additional learning and writing development support welfare, finance, disability and careers advice and guidance services, and school-placement support was provided for PGCE ITT trainees. Eligible trainees received a Bath Spa University PGCE Minimum Standard Bursary award or Individually assessed bursary awards, and a proportion of the Bath Spa University Access fund was allocated specifically for PGCE ITT trainees.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
From March 2020 the Covid-19 pandemic had an impact on the implementation of the PGCE ITT curriculum. National and local control measures to reduce the spread of the virus, school closures, disruptions and individual school circumstances, as well as the individual health and well-being of PGCE ITT trainees necessitated adaptations to the implementation of the curriculum. For PGCE ITT trainees the university followed Department for Education guidance about the award of QTS. Additional steps taken to mitigate the impact of the pandemic included: ● Meetings held with schools/settings to gain a secure understanding of different approaches ● Assignment tasks that required face to face teaching experience were adapted to offer alternative approaches for PGCE ITT trainees supporting online (asynchronous) learning ● PGCE ITT trainees who were experiencing very different approaches to teaching and

learning within teaching groups were given additional support
● All university inputs moved to online delivery
● Adaptation of mentor training from face-to-face inputs both at university and in school to online
● Additional support was given to schools for mentoring the university's PGCE ITT trainees in light of the pressures of Covid-19
● Moderation was moved online

For the 2019/20 cohort the university was able to make QTS recommendations based on its prior knowledge of the trainees and the judgements of their school mentors. A small number of trainees did not have sufficient evidence for the QTS recommendation at the end of 2019/20, and the DfE provided funding to allow them to continue their training until December 2021 by which time they would have had sufficient evidence to complete successfully.

Target reference number: T16b_06
How have you met the commitments in your plan related to this target?
This target was discontinued. Agreement of the Director of Fair Access and Participation and notification that no resubmission of the 2019-20 plan would be required was confirmed by email on the 1st March 2020.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
This target was discontinued. Agreement of the Director of Fair Access and Participation and notification that no resubmission of the 2019-20 plan would be required was confirmed by email on the 1st March 2020.

Target reference number: T16b_07
How have you met the commitments in your plan related to this target?
This target was discontinued. Agreement of the Director of Fair Access and Participation and notification that no resubmission of the 2019-20 plan would be required was confirmed by email on the 1st March 2020.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
This target was discontinued. Agreement of the Director of Fair Access and Participation and notification that no resubmission of the 2019-20 plan would be required was confirmed by email on the 1st March 2020.

Target reference number: T16b_08
How have you met the commitments in your plan related to this target?
The commitments related to this target were broadly met. The university's outreach and student wellbeing teams worked with the South West Universities Care Leavers

Consortium (SWLAC) and virtual heads to provide information and a programme of activity for children in care and IAG for care-leavers and their supporters. While outreach sessions were offered, the uptake of the provided activity in terms of the number of sessions that were able to be delivered, evaluation and tracking data entered on HEAT was reduced as a result of the Covid-19 pandemic.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

In 2019-20 we continued our work with SWIIS, which is a large foster care agency supporting young people across the country. In collaboration with their Education Officers, we delivered two campus visits in 2018-19, to provide guardians with higher education guidance and support the aspirations of the learners. More events were planned for 2019-20, but these were postponed as a result of the Covid-19 pandemic.

Target reference number: T16b_10

How have you met the commitments in your plan related to this target?

The majority of the campus visit days in the outreach programme are delivered in June and July of each year. Although the normal number of events were offered and bookings secured meeting our commitment, the Covid-19 pandemic disrupted the delivery of this element of the outreach programme. As a consequence, opportunities for the synchronous evaluation of activity and entering data on HEAT were substantially reduced.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Some campus visit days took place before March 2020. Activities in the campus visit day element of the primary programme scheduled after this date were delivered virtually. The establishment and development of long-term relationships with school and college coordinators through the learner progression framework approach has been crucial to ongoing engagement through the Covid-19 pandemic. In the summer of 2020, the engagement of school and college colleagues in our conversations to determine their preferred modes of outreach delivery should the Covid-19 pandemic continue was very useful in helping us to understand what delivery methods we should develop to best support them in continuing learner engagement with our 2020-21 outreach programmes.

Target reference number: T16b_11

How have you met the commitments in your plan related to this target?

The majority of subject-based activity in the outreach programme are campus based, but both campus and school-based activity is usually delivered in June and July of each year. Although subject-based events and workshops were offered, the Covid-19 pandemic disrupted the delivery of this element of the outreach programme and so while this commitment was met, it was unable to be fully delivered.
As a consequence, opportunities for the synchronous evaluation of activity and entering data on HEAT were substantially reduced.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Towards the end of 2019-20 online workshops were offered. The establishment and development of long-term relationships with school and college coordinators through the learner progression framework approach has been crucial to ongoing engagement through the Covid-19 pandemic. In the summer of 2020, the engagement of school and college colleagues in our conversations to determine their preferred modes of outreach delivery should the Covid-19 pandemic continue was very useful in helping us to understand what delivery methods we should develop to best support them in continuing learner engagement with our 2020-21 outreach programmes.

Target reference number: T16b_14

How have you met the commitments in your plan related to this target?

A taster event promoting teaching as a profession was delivered, but the format of the original men into primary PGCE ITT taster programme was reviewed in 2018-19 after lack of uptake of this provision in the previous two years. In those years of low uptake, it is possible that recruitment to this programme may have been influenced by policy changes relating to teacher training routes and national bursary and scholarship support for PGCE ITT (Early Years and Primary), and the Department for Education focus on recruitment to key secondary subjects, to the extent that primary ITT in general, and men into early years and primary ITT were no longer recognised in national recruiting campaigns. In 2019-20 a Saturday Taste of Teaching Day was delivered for all who were interested to find out more about teaching and ITT.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

In response to the Covid-19 pandemic, we delivered the remainder of our planned PGCE ITT information evenings in a virtual format.

Target reference number: T16b_15

How have you met the commitments in your plan related to this target?

The commitments related to this target were broadly met, and while a number of visits to Access to Higher Education Diploma courses were made, demand for this activity was not as high as in previous years.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Sessions for mature students where they could engage with an outreach advisor and current mature students were delivered at virtual open day events

Target reference number: T16b_16

How have you met the commitments in your plan related to this target?

The university met its commitments in the 2019-20 Access and Participation Plan relating to this target. As in previous years, our initial planning meetings with school and college coordinators in our outreach programme included the offer to support their parent/carer events. However, as well as the impact of the Covid-19 pandemic on our planned events and school/college uptake after March 2020, over the lifetime of this target the nature of school and college engagement with parents/careers has changed and demand for this activity has decreased.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Parents and supporters are offered sessions at the university's virtual campus visits and Thursday talk sessions. The university continues to jointly fund and participate in the consortium that delivers the online Careerpilot resource. Engagement with the Careerpilot parent/carer zone webpages increased to 35,000 hits in 2019-20 from 30,000 in 2018-19. The most popular pages were:
- What are the choices for my child at 16-18?
- When can my child leave school?
- What are vocational qualifications and where do they lead?
- What is further education and what courses do they offer?
- How much will it cost for my child to go to university?

Target reference number: T16b_18

How have you met the commitments in your plan related to this target?

The university met its commitment to provide an evidence-based and inclusive employability programme through an aspirational model of delivery. However, since this target and its milestones were established there have been significant changes in how the service is delivered and how student engagement with the service is measured. After a restructuring of university professional services an online MyCareer system was introduced in 2018-19, and in 2019-20 most bespoke careers sessions were no longer delivered as part of the undergraduate curriculum. In 2018-19 33.2% of undergraduate students engaged with the MyCareer system. This increased to 35.3% in 2019-20.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

A new employability identity approach was introduced to help students understand how they are developing their career thinking and employability over the course of their higher education journey. This is based around the three stages of Explore, Experience and Progress.

Additional provision in 2019-20 included:
- a new events programme for career learning and development called Workfest at 3 points in the year that attracted over 1400 bookings from more than 500 students
- two 'business bus' events to take students to local creative industry employers to help them gain an understanding and confidence in working in the creative sector.
- The brokerage, development and delivery of 45 virtual internships to enable our students to engage in paid professional work from home
- The GradTalent Development Agency created 12 graduate roles
- The relaunch of MentorMe, our industry mentoring scheme, using a new software platform. Over 180 mentors have signed up to help our students develop industry

understanding and networks
- 100 final year students were awarded grants of up to £200 to help them launch their talents as freelancers, sole traders and self-employed
- 55 small business ideas were given funding of £250 - £1000 to develop their idea
- engagement in the development of short digital animated resources to enable 'on-the-go' career learning.
- our first socially led experiential employability learning programme was created with local charity Musica
- a creative industry studio residency programme called 'Emerge' was introduced for 35 graduates.

Throughout the Covid-19 pandemic the Careers and Employability service continued to offer personalised one-to-one support for hundreds of students and graduates through online appointments and eGuidance services.

Target reference number: T16b_20
How have you met the commitments in your plan related to this target?
The university met its commitment to deliver sponsored internships in 2019-20 in challenging and unprecedented circumstances
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
In the Covid-19 pandemic, many of our traditional internship opportunities were cut short or disappeared. The creative sector was particularly hard-hit cutting off a significant supply of opportunities for our students. In response the university's Careers and Employability Service developed fully-funded virtual internships to enable organisations to benefit from our students' talents and for our students to earn money. This was particularly important as many of our students had also lost their part-time income through the collapse of the hospitality sector. The internships were focused on third sector and small to medium enterprises (SMEs).

Annex B: Optional commentary on targets

Bath Spa University's commentary on any of the targets listed in Section 2.

Reference Number	Optional commentary
T16a_01	In the 2020-21 to 2024-25 plan, all statistical targets milestones were replaced with OfS-agreed gap analysis targets and milestones.
T16a_02	In the 2020-21 to 2024-25 plan, all statistical targets milestones were replaced with OfS-agreed gap analysis targets and milestones.
T16a_03	In the 2020-21 to 2024-25 plan, all statistical targets milestones were replaced with OfS-agreed gap analysis targets and milestones.
T16a_04	In the 2020-21 to 2024-25 plan, all statistical targets milestones were replaced with OfS-agreed gap analysis targets and milestones.
T16a_05	In the 2020-21 to 2024-25 plan, all statistical targets milestones were replaced with OfS-agreed gap analysis targets and milestones.
T16a_06	There was an improvement in the continuation rate between 2017-18 and 2018-19. The latest internal bursary evaluation data (2019-20 entrants) for year 1 progression to year 2 showed, as in previous years, that bursary recipients progressed at a higher rate than those without a bursary, regardless of household income level. This was still the case when accounting for POLAR4 Quintile, and age on entry, ethnicity and disability status. In the 2020-21 to 2024-25 plan, all statistical targets milestones were replaced with OfS-agreed gap analysis targets and milestones.
T16a_07	The percentage provided is based on POLAR4 data and so is an indicative measure of progress. The original target was based on POLAR3 data, which has been discontinued in HESA tables for the 2018-19 academic year of entry data release. The latest internal bursary evaluation data (2019-20 entrants) for year 1 progression to year 2 showed, as in previous years, that bursary recipients progressed at a higher rate than those without a bursary, regardless of income level. Bursary award-holders from POLAR4 Quintiles 1, 2 and 3 progressed at a higher rate than their peers from the same POLAR4 quintile who did not receive an award. The progression gaps were: Quintile 1 15.2 percentage points; Quintile 2 14.7 percentage points; and for Quintile 3 0.6 of a percentage point. In the 2020-21 to 2024-25 plan, all statistical targets milestones were replaced with OfS-agreed gap analysis targets and milestones.
T16a_08	The latest internal bursary evaluation data (2019-20 entrants) for year 1 progression to year 2 showed, as in previous years, that bursary recipients progressed at a higher rate than those without a bursary, regardless of household income level. This was still the case when accounting for POLAR4 Quintile, and age on entry, ethnicity and disability status. In the 2020-21 to 2024-25 plan, all statistical targets milestones were replaced with OfS-agreed gap analysis targets and milestones.

T16a_09	In the 2020-21 to 2024-25 plan, all statistical targets milestones were replaced with OfS-agreed gap analysis targets and milestones.
T16a_10	In the 2020-21 to 2024-25 plan, all statistical targets milestones were replaced with OfS-agreed gap analysis targets and milestones.
T16a_11	In the 2020-21 to 2024-25 plan, all statistical targets milestones were replaced with OfS-agreed gap analysis targets and milestones.
T16a_12	In the 2020-21 to 2024-25 plan, this statistical target and its milestones were replaced with OfS-agreed gap analysis target and milestones.
T16b_01	In the 2020-21 to 2024-25 plan, all activity-based other targets and milestones were replaced with OfS-agreed outcome-based targets and milestones based on gap-analysis.
T16b_02	In the 2020-21 to 2024-25 plan, all activity-based other targets and milestones were replaced with OfS-agreed outcome-based targets and milestones based on gap-analysis.
T16b_03	In the 2020-21 to 2024-25 plan, all activity-based other targets and milestones were replaced with OfS-agreed outcome-based targets and milestones based on gap-analysis.
T16b_04	In the 2020-21 to 2024-25 plan, all activity-based other targets and milestones were replaced with OfS-agreed outcome-based targets and milestones based on gap-analysis.
T16b_05	In the 2020-21 to 2024-25 plan, all activity-based other targets and milestones were replaced with OfS-agreed outcome-based targets and milestones based on gap-analysis.
T16b_06	
T16b_07	
T16b_08	A high proportion of the expenditure on campus-based access activity is related to the paid employment of Student Ambassadors and Access and Participation Student Advocates. As reported in the university's 2019-20 Financial Statements, the investment that would have normally been made in the provision of access outreach activity from March to the end of July was reduced in 2019-20 as a result of the Covid-19 pandemic. These resources were reinvested in the university's additional student support measures. In the 2020-21 to 2024-25 plan, all activity-based other targets and milestones were replaced with OfS-agreed outcome-based targets and milestones based on gap-analysis.
T16b_09	In the 2020-21 to 2024-25 plan, all activity-based other targets and milestones were replaced with OfS-agreed outcome-based targets and milestones based on gap-analysis.
T16b_10	In the 2020-21 to 2024-25 plan, all activity-based other targets and milestones were replaced with OfS-agreed outcome-based targets and milestones based on gap-analysis.

T16b_11	In the 2020-21 to 2024-25 plan, all activity-based other targets and milestones were replaced with OfS-agreed outcome-based targets and milestones based on gap-analysis.
T16b_12	In the 2020-21 to 2024-25 plan, all activity-based other targets and milestones were replaced with OfS-agreed outcome-based targets and milestones based on gap-analysis.
T16b_13	In the 2020-21 to 2024-25 plan, all activity-based other targets and milestones were replaced with OfS-agreed outcome-based targets and milestones based on gap-analysis.
T16b_14	Over the lifetime of this target, male recruitment to Primary ITT increased from the baseline of 21% to 27% in 2019-20. In the 2020-21 to 2024-25 plan, all activity-based other targets and milestones were replaced with OfS-agreed outcome-based targets and milestones based on gap-analysis.
T16b_15	In the 2020-21 to 2024-25 plan, all activity-based other targets and milestones were replaced with OfS-agreed outcome-based targets and milestones based on gap-analysis.
T16b_16	In the 2020-21 to 2024-25 plan, all activity-based other targets and milestones were replaced with OfS-agreed outcome-based targets and milestones based on gap-analysis.
T16b_17	In the 2020-21 to 2024-25 plan, all activity-based other targets and milestones were replaced with OfS-agreed outcome-based targets and milestones based on gap-analysis.
T16b_18	In the 2020-21 to 2024-25 plan, all activity-based other targets and milestones were replaced with OfS-agreed outcome-based targets and milestones based on gap-analysis.
T16b_19	In the 2020-21 to 2024-25 plan, all activity-based other targets and milestones were replaced with OfS-agreed outcome-based targets and milestones based on gap-analysis.
T16b_20	In the 2020-21 to 2024-25 plan, all activity-based other targets and milestones were replaced with OfS-agreed outcome-based targets and milestones based on gap-analysis.
T16b_21	In the 2020-21 to 2024-25 plan, all activity-based other targets and milestones were replaced with OfS-agreed outcome-based targets and milestones based on gap-analysis.