Office for Students | OfS

2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by The University of Bradford 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

The University of Bradford's ambition and strategy as detailed in the 2019-20 access and participation plan:

The University's 2019-20 Access and Particaption sets out ambition to undertake a wide-ranging series of activities to increase access for under-represented groups, and improve continuation, attainment, and progression to employment and further study for all undergraduate students. The plan also set strategic ambition to continue to grow collaborative outreach activities through the Go Higher West Yorkshire Consortium.

The University's 2019-20 Access and Participation set out to improve access, success and progression for specific target groups, as summarised from the original plan below:

- Access: to increase access for mature students, care leavers, refugees and asylum seekers, white economically disadvantaged males, and students from low participation neighbourhoods.

- Success: to increase continuation from Year 1 to Year 2 across all full time undergraduates, increase the percentage of all undergraduates achieving good honours, to reduce the awarding (attainment) gap between white students and students from all Black, Asian, and Minority Ethnic Backgrounds, between those students with BTEC qualifications and those with other qualifications, and to increase the numbers of students receiving financial support through Disabled Students Allowance and Care Leaver Scholarships.

- Progression: to increase the number of undergraduate students progressing to employment or further study, and specifically to improve progress amongs those students from low socio-economic backgrounds, first in family, white economically disadvantaged males, BAME backgrounds, and asylum seekers and refugees.

- Collaborative Outreach: to work with Go Higher West Yorkshire to increase strategic partnerships with schools and colleges and increase outreach with young people from areas of low participation and care leavers.

2. Self-assessment of targets

The tables that follow provide a self-assessment by The University of Bradford 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 The University of Bradford'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)	To incrementally increase the % of young, full-time, first degree entrants from low social classes, from the 2015 HESA PI baseline level	2014-15	56%	57%	58%	Percentage	2019-20	59.5	Expected progress
T16a_02 (Access)	To incrementally increase the % of young, full-time, first degree entrants from low participation neighbourhoods, from the 2015 HESA PI baseline level	2014-15	13%	14%	16%	Percentage	2019-20	10.5	No progress
T16a_03 (Student success)	To incrementally increase the level of full-time undergraduates in receipt of DSA support, from the 2015 HESA PI baseline level	2014-15	8%	9%	10%	Percentage	2019-20	10.2	Expected progress
T16a_04 (Student success)	To increase the number of care-leavers in receipt of the care-leavers scholarship to 40 annually	2013-14	25	40	40	Headcount	2019-20	19	No progress
T16a_05 (Student success)	To incrementally increase the % of full-time undergraduates who pass and proceed from Year 1 to Year 2	2013-14	82%	86%	87%	Percentage	2018-19	91.5	Expected progress
T16a_06 (Progression)	To incrementally increase the % of full-time undergraduates who progress into employment or further study, from the 2014 HESA PI baseline level in table E1a	2013-14	87%	89%	90%	Percentage	2017-18	90.5	Expected progress
T16a_07 (Student success)	To incrementally increase the % of undergraduates who achieve good honours degrees	2013-14	74%	78%	79%	Percentage	2019-20	85.6	Expected progress

T16a_08 (Access)	To increase the percentage of mature full-time first degree entrants from the 2018 HESA PI baseline level in table t2a	2016-17	22%	23%	24%	Percentage	2019-20	25.1	Expected progress
T16a_09 (Access)	To increase the number of care leaver entrants	2016-17	10	11	12	Headcount	2019-20	17	Expected progress
T16a_10 (Access)	To increase the number of full-time first degree refugee entrants	2016-17	22	25	30	Headcount	2019-20	19	Expected progress
T16a_11 (Access)	To increase the proportion of full-time first degree entrants who are white economically disadvantaged males	2016-17	2.5%	3%	3.5%	Percentage	2019-20	2.7	No progress
T16a_12 (Success)	To reduce the attainment gap between white and BME students obtaning good honours degrees	2016-17	12%	10%	8%	Percentage	2019-20	6.9	Expected progress
T16a_13 (Progression)	To increase the proportion of students undertaking an international study abroad or work placement opportunity who are from low socio-economic backgrounds	2017-18	13%	14%	15%	Percentage	2019-20	41	Expected progress
T16a_14 (Progression)	To increase the proportion of students undertaking an international study abroad or work placement opportunity who are from black and minority ethnic groups	2017-18	28%	29%	30%	Percentage	2019-20	61.7	Expected progress
T16a_15 (Progression)	To increase the proportion of students undertaking an international study abroad or work placement opportunity who are white economically disadvanged males	2017-18	6%	7%	8%	Percentage	2019-20	5.6	No progress
T16a_16 (Progression)	To increase the proportion of students undertaking an international study abroad or work placement opportunity whose parents do not have a higher education qualification	2017-18	44%	45%	46%	Percentage	2019-20	53.3	Expected progress
T16a_17 (Progression)	To increase the proportion of students participating in the Bradford Mentoring Programme who are from low socio-economic backgrounds	2017-18	66%	67%	70%	Percentage	2019-20	66.7	Limited progress

T16a_18 (Progression)	To increase the proportion of students participating in the Bradford Mentoring Programme who are from black and minority ethnic groups	2017-18	86%	87%	88%	Percentage	2019-20	87.5	Expected progress
T16a_19 (Progression)	To increase the proportion of students participating in the Bradford Mentoring Programme who are white economically disadvantaged males	2017-18	6%	7%	9%	Percentage	2019-20	0	No progress
T16a_20 (Progression)	To increase the proportion of students participating in the Bradford Mentoring Programme whose parents do not have a higher education qualification	2017-18	43%	44%	45%	Percentage	2019-20	71.4	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 (Access)	Develop tailored strategic partnerships with Bradford Partnership schools, increasing levels of participation in outreach activities and progression to University	2014-15	5	31	35	Headcount	2019-20	43	Expected progress
T16b_02 (Access)	Proactively engage with a wider range of schools and colleges in the Yorkshire and Humber regions to develop partnerships, providing a single point of contact through the delivery of a key account management model	2014-15	10	50	60	Headcount	2019-20	63	Expected progress
T16b_03 (Student success)	To incrementally improve the % of students achieving the Standard Basics (English and Maths at grade 4 or above)	2015-16	34%	40%	42%	Percentage	2018-19	56	Expected progress
T16b_04 (Access)	To increase the number of pupils from low participation neighbourhoods attending the Go Higher West Yorkshire NCOP collaborative Year 10 summer school	2015-16	47	70	120	Headcount	2019-20	123	Expected progress
T16b_05 (Success)	Support for BTEC students through the use of an electronic Learner Support Profile	2017-18	delivered to students with a disability	start delivery of prgramme to BTEC students	deliver to all BTEC students	Headcount	2019-20	0	No progress
T16b_06 (Access)	increase the numbers of young people in public care and care leavers taking part in aspiration rating activites through NCOP	2015-16	116	126	136	Headcount	2019-20	146	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	£460,826.00	£1,110,000.00	141%
Financial Support	£2,710,302.00	£2,686,000.00	-1%

4. Action plan

Where progress was less than expected The University of Bradford 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_02	The University has not identified this group as a target group in the 5-year 2020/21 - 2024/25 APP. This is because, as set out in the commentary column, we believe our work has improved participation such that local postcodes have been lifted out of the lower quintiles. A detailed explanation of our analysis is available in our 5-year APP. The University does, however, remain committed to continuing its outreach work within the Bradford region and beyond, has set strategic measures in relation to collaborative outreach within the 5-year APP, and will keep data under continual review to ensure no gaps in access open up.
T16a_04	The University has committed to significantly increasing the number of students joining who are care experienced in the 5-year 2020/21 - 2024/25 APP. To this end, a Care Experienced Students workstream has been established, which has further reviewed the offer and the ways in which the University seeks to reach these students. The University has made progress in increasing the numbers of students admitted, but students did not claim the scholarship as expected in 2019-20. The University has therefore further increased its communication and support for care experienced students, and has instigated additional measures to keep in active touch with them during the pandemic, and has seen progress in this area during 2020/21.

T16a_11	The University is clear that it must make significant progress in respect of this target, which has been retained as a strategic target in the 5-year 2020/21 - 2024/25 APP. A revised approach to outreach, seeking to build sustained, long term enagement with this target group across the region, to raise aspiration in the longer term is now being implemented as part of our 5-year APP implementation. The University has embedded this work within its collaborative outreach and role models workstreams. Given the nature of engagement required, the University is realistic that progress will need to be seen in the longer term, and that in-year evaluation is key to ensuring that work is progressing as expected.
T16a_15	We are continuing to promote opportunities for all lower socio-economic groups on the basis that this will catch white males in inclusion with others.
T16a_17	The University has specific targets around progression to employment in its 5-year 2020/21 - 2024/25 APP, and is taking this work forward through continued implementation of the Graduate Workforce Bradford project, and other employability initiatives. We also continue to promote the Bradford Mentoring Programme.
T16a_19	We have set strategic targets to improve access for this group in our 5-year 2020/21 - 2024/25 APP. We will continue to promote the Bradford Mentoring Programme, but will also keep both success and progression data under review as our population increases, adn take gaps to address any gaps should they be identified.
T16b_05	The learning from the BTEC success project is now being rolled out across all programmes through the implementation of the new Learning, Teaching, and Student Experience Strategy. The University has not identified students with BTEC qualifications as a target group in its 5-year 2020/21 - 2024/25 APP as they are not under-represented in HE, but will continue its focus outside of its APP.

5. Confirmation

The University of Bradford 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	
The University of Bradford 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 Shirley Congdon
Position	Vice Chancellor

Annex A: Commentary on progress against targets

The University of Bradford's commentary where progress against targets was less than expected.

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
All activities identified in the 2019-20 APP have been implemented. It is important to note that our POLAR4 profile has a smaller percentage in Quintile 1 when compared to POLAR3, due to rebasing of the dataset.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The University's 19-20 APP made commitment to undertaking significant outreach and collaborative outreach activities, and this work has been vigorously pursued.

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
All measures identified in the 2019-20 APP have been implemented.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Over the last two years, the University has radically overhauled its offer for care experienced students, widening the definition of which students quality to ensure that all students who have experienced care (for any period and at any age) can benefit from this scholarship. The University has also increased communications, enabling students who meet the wider definition to self-declare at enrolment, provided named contacts, issued pro-active communications to those who do self-declare advising them they are eligible for the scholarship, and all work was co-created with care experienced students. The University also participated in the pilot of a quality mark for the support of Care Leavers run through NNECL and understands it will be awarded the quality mark in late spring 2021. The University has achieved an increase in the number of care experienced students joining the University overall.

Target reference number: T16a_11
How have you met the commitments in your plan related to this target?
All activities identified in the 2019-20 ApP have been implemented.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The University has reviewed its approach to this target, and recognises that sustained, long term engagement is required to make progress in this area. This remains one of our highest priorities, and we now recognise the need to take a more strategic, whole-systems approach to raising aspiration for this group.

Target reference number: T16a_15

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

We have implemented all measures set out in the our 2019-20 APP.   However, as we have not increased the overall population of white economically disadvantaged males, we have been unable to achieve this specific measure, and numbers of students in this target group are too small to make statistical analysis meaningful.

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

Given the low numbers, we have not implemented any additional steps in relation to this specific target, but as above we continue to make every effort to improve access for white economically disadvantaged males but recognised that this needs long term and sustainable interventions.

Target reference number: T16a_17

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

All measures set out in the 2019-20 APP have been implemented and we are close to meeting this target.

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

Since completing out 2019-20 APP, we have been awarded OfS funding for our Graduate Workforce Bradford programme and implementation began in 2019-20. This project includes additional targetted measures to improve the progression to graduate employment for BAME students and Asian male and female students in particular.

Target reference number: T16a_19

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

All measures in the plan have been implemented. However, as we have not increased the overall population of white economically disadvantaged males, we have been unable to achieve this specific measure, and numbers of students in this target group are too small to make statistical analysis meaningful.   Two additional students participating in the programme would achieve the target.

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

Focus has been placed on work to identify long-term, sustainable initiatives to improve access for this group.

Target reference number: T16b_05

How have you met the commitments in your plan related to this target?
No - this is because, following submission of the University's 2019-20 APP, the University reviewed its BTEC Success Project and decided to refocus work in a different direction which would be more effective and impactful.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Following the production of the 2019-20 APP, the University reviewed and revised its BTEC Success Project, drawing in the expertise of a new staff member with significant expertise in this area. Following this review, the University decided to refocus the project towards work which would address structural inequalities, rather than focusing on 'fixing individuals'. The revised project was taken forward, and developed frameworks in which curricula were revised and redesigned to recognise and respond to the variety of qualifications new entrants arrive with, with the provision of focused in-curriculum workshops and activities. The University is confident that this revised approach has been more impactful than designing interventions aimed at individual students, and is part of our focus on providing inclusive and accessible learning, teaching, and assessment.

Annex B: Optional commentary on targets

The University of Bradford's commentary on any of the targets listed in Section 2.

Reference Number	Optional commentary
T16a_01	Given that nearly 60% of the University's intake is comprised of young, full-time, first degree entrants from low social classes, the University has not identified this group as a target group in its 5-year APP 2020/21 - 2024/25. However, the University remains committed to supporting this group and will ensure through regular data monitoring that this level of intake is maintained or grown, and has made commitment in the 5-year APP to continuing with collaborative outreadh activities.
T16a_02	The University notes that this target was originally based on POLAR3 data. The data set has now been rebased to POLAR4, and is therefore not directly comparable. Analyses of available data indicates an important change in the classification by quintile of a number of Bradford postcodes from POLAR3 to POLAR4. The proportion of postcodes in quintile 1 in Bradford MBC with a BD postcode has dropped from 22.3% to 13.9% from POLAR3 to POLAR4 (where there is a mapping in both POLAR versions). This corresponds to a drop in the proportion of 18 and 19 years olds from 18.4% to 12.7% in the lowest quintile. The proportions are different because 18/19 year-olds are not distributed evenly across postcode areas. We believe that this indicates that our work in widening participation in these areas has contributed to an overall improvement in participation rates in these neighbourhoods, and that rather than not achieving expected progress, our work has lifted these postcode regions from being areas of low participation to being areas of higher participation.
T16a_03	Data relates to all UK UG students, not just new entrants. Given the government reductions in DSA funding since our initial targets in this area were set, the University is proud of its performance in this area. Although the University has not set this specific measure as a strategic aim in its 5-year APP 2020/21 - 2024/25, the University remains committed to admitting disabled students and supporting them (and has set aims relating to the success and progression of students with declared mental health disabilities). The University's work as set out in our APP 2019-20 will continue, and the University is currently reviewing and enhancing its Learner Support Profile processes to ensure they are as effective and accessible as possible, as well as progressing the measures set out in our 5-year APP.
T16a_04	
T16a_05	Makes use of HESA PI 3a.

T16a_06	HEIDI+, GO, UK FT UG not unemployed. The University has made strategic commitment in its 5-year 2020/21 - 2024/25 APP to improving progression for specific groups of students (BAME, Asian females, students with mental health disabilities, students from low socio-economic backgrounds). In addition to continuing with the implementation of the Graduate Workforce Bradford project, the University continues to develop and implement a wide range of enhancements to its strong employability offer, including further enhancments to placements and work-based learning opportunities, improved data capacity, increased international opportunity, further development of the HEAR, and further regional partnerships. The University has also approved and is now implementing a new Learning, Teaching, and Student Experience Strategy which will further embed employability within both the curriculum and wider University endeavours. Since writing the 2019-20 APP, the University has been awarded significant OfS funding for the Graduate Workforce Bradford project, which aims to increase progression to employment, specifically for students from Asian backgrounds. Implementation of this project began in 2019-20.
T16a_07	UK First Degree outcomes. University targets in this area are now focused on specific awarding (attainment) gaps. The University has approved and is now implementing a new Learning, Teaching, and Student Experience strategy, which is further embedding inclusive learning, teaching, and assessment practices at the heart of programmes. The University has made strategic commitment in its 5-year 2020/21 - 2024/25 APP to eradicating all awarding (attainment) gaps, and is now actively implementing the strategic measures set out in the 5-year APP.
T16a_08	
T16a_09	The University participated in pilot work with NNECL to develop a quality mark for the support of care experienced students. This enabled the University to review and refocus its offer for care experienced students. The University is currently working to strengthen its regional collaborative working with regard to care experienced students, strengthening partnerships with the local authority and Virtual School.
T16a_10	The University has now increased its level of financial support for refugees and asylum seekers through increasing the value of the Sanctuary Scholarship. The University has also strengthened its relationship with regional groups supporting refugees and asylum seekers, including the local authority and the City of Sanctuary team.
T16a_11	
T16a_12	UK First Degree outcomes.
T16a_13	Making use of SEC4-7. The University is proud to have been awarded the highest level of Erasmus+ Funding in England and the second highest level in the UK. Given our student population comprises 60% of students from low socio-economic backgrounds, this means that we have been able to target opportunities to this group, and make significant progress. An application to the Turing Scheme has been made to continue this work.

T16a_14	The University is proud to have been awarded the highest level of Erasmus+ Funding in England and the second highest level in the UK. Given our student population comprises over 70% of students from BAME backgrounds, this means that we have been able to target opportunities to this group, and make significant progress. An application to the Turing Scheme has been made to continue this work.
T16a_15	Making use of SEC4-7.
T16a_16	The University is proud to have been awarded the highest level of Erasmus+ Funding in England and the second highest level in the UK. An application to the Turing Scheme has been made to continue this work.
T16a_17	
T16a_18	
T16a_19	Category is so small that no statistical evaluation is possible.
T16a_20	
T16b_01	Data from Go Higher West Yorkshire
T16b_02	
T16b_03	
T16b_04	Data from Go Higher West Yorkshire
T16b_05	
T16b_06	Data from Go Higher West Yorkshire