

University of Bradford

Summary of access and participation plan [2020-21 to 2024-25]

What is an access and participation plan?

Access and participation plan sets out how higher education provider will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education.

You can see the full access and participation plan for University of Bradford at <https://www.bradford.ac.uk/access-and-participation/>

Key points

At the University of Bradford, we place equality, diversity and inclusion and a commitment to social mobility at the centre of our mission and ethos. As the University of and for Bradford, we recognise the significant social and economic challenges of our region. We have provided our response to the new priorities in section 5 pages 24 to 27 of the Plan

Fees we charge

At the University of Bradford, the maximum fees charged are:

- £9,250 for full-time students
- £6,935 for part-time students.
- £11,100 for accelerated degrees

You can see a full list of fees for courses at the University of Bradford at <https://www.bradford.ac.uk/money/fees/>

Financial help available (Details in section 4 pages 23 – 24 of the Plan)

To increase accessibility and reduce dropping due to unaffordability, we offer financial support to students from underrepresented groups.

Undergraduate Bursary Scheme. £500 in Y1, £600 in Y2 and £700 in Y3. Eligibility: new Home/EU full time students commencing in 2020/21, with family income of under £30,000. Students must be fully engaged, attending lectures, handing in coursework and sitting examinations.

UK Academic Excellence Scholarship. £1,000 per annum, for 3 years. Eligibility: Home students achieving AAA or higher at A Level or equivalent (Foundation years are not considered as part of this scholarship), from a low participation group as defined by POLAR areas 1 and 2, domiciled in the UK and studying for their first degree.

Sanctuary Scholarships: Full tuition fee grant until the student is awarded a status entitling them to access to student finance; £500 per year travel and course costs grant; and pastoral support.

Care Leavers Grant. Cash payment of £1,000 per year. Eligibility: students must have been in the care of a local authority as a child and have household income of under £30,000.

Information for students (Details in section 4 pages 23 – 24 of the Plan)

Prospective and current students receive information on the financial support available through our website and intranet; in our printed mini-guide prospectus; at Open Days and Applicant Visit Days; through our Student Handbook; through our Student Life Service; and through our Students' Union.

We also give prospective students information on the fees for the duration of their course: through our website; in the offer letter; at Open Days and Applicant Visit Days; through our online pre-enrolment portal; through our Student Contract and associated Important Information

What we are aiming to achieve (Details in section 2 page 7 of the Plan)

We work collaboratively with key partners to remove barriers to Higher Education (HE), which students from underrepresented groups face, to create tangible, positive change for students, communities and businesses. Our 5 year plan details an ambitious mission and establishes challenging aims and objectives that seek to improve access for specific groups, eradicate attainment gaps, and achieve significant reductions in progression gaps for those groups most significantly affected. We have reflected our access and participation ambitions in our University KPIs.

Based on assessment of our performance, we have identified the following areas on which to focus our work with all targets to be reached by 2024/25:

- **Students from low HE participation, household income or socio-economic status** - We will eradicate the 8.9% attainment gap (good honours) for students from low participation/financially disadvantaged backgrounds. We will reduce the 7.4% progression gap (graduate employment) for students from financially disadvantaged backgrounds to 2%.
- **Black, Asian and minority ethnic students (BAME)** - We will eradicate the 10.7% attainment gap (good honours) by 2024/25. We will reduce the average 6.6% progression gap for BAME students to 3%.
- **Asian Females** - We will reduce the 14.4% progression gap to 6%.
- **Disabled students with mental health disabilities** - We will eradicate the 11.1% attainment gap (good honours). We will reduce the 20.2% progression gap for disabled students with mental health disabilities to 3%.
- **Care leavers** - We will reduce the 40.8% access gap between care leavers and the general population to 10.8%.
- **White Working-Class Males (WWCM)** - We will reduce our 3.2% access gap for WWCM, compared to the current sector position, to 1%.
- **Refugees** - We have made a written commitment to this group but are not setting aims / objectives due to the lack of reliable national data on which to define the gap.

What we are doing to achieve our aims (More details on pages 10 to 19 of the Plan)

We are delivering our plan through 13 workstreams below:

- **'The Bradford Academic'** – This Workstream has embedded the expectation of a deep and nuanced understanding of issues related to equality, diversity and inclusion, and social mobility within 'The Bradford Academic: Career Journey'.
- **Role models programme** – This workstream has included role models at all stages of the student lifecycle, for all groups of underrepresented students and from within our staff community, student body, alumni and broader networks to inspire ambition for access and to enable our students to excel and progress.
- **Learning Partnership** - Learning Partnership has provided support for programme leaders, module leaders and tutors to enhance their understanding of the lived experiences of students from different backgrounds, and how their teaching/student support practice impacts upon students. This is already yielding positive change in our university practice.
- **De-colonising UniBrad** – This Workstream co-ordinates decolonising across the university. Decolonising UniBrad goes beyond the curriculum. It seeks to decolonise all aspects of our University. We see decolonising as a journey, and becoming a fully anti-racist institution as the destination and outcome. This workstream is formed of six groups working on different areas of decolonising. The groups intersect with areas of work and strategies in the university, for example, "Staff" intersects with the People Strategy, "Curriculum and Library" sits within one of the nine enabling groups for the University Learning, Teaching and Student Experience Strategy, "Research" links into the Research and Innovation Strategy.
- **Active and collaborative learning and Assessment and feedback programme** – These 2 Workstreams are informed by work linked to the new Learning, Teaching and Student Experience Strategy (LTSES). A robust LTSES delivery plan is being delivered to support the achievement of our APP. We have developed and are implementing a baseline curriculum standards framework (the 'Bradford Curriculum Blueprint') and associated processes to support a model of programme development, learning design, and assessment practice that delivers inclusive, flexible, and engaging learning experiences for all students. In May 2022, the University's Executive Board approved our institutional Higher and Degree Apprenticeship (HDA) Strategic Intent statement. Details available on page 28.
- **Graduate Workforce Bradford** - The Graduate Workforce Bradford project is now in the last three months of operation (ends Sept 2022). The project team and partners are continuing to deliver activities and events, with an emphasis on activities which address the deliverables/targets that are not met as of right now. We are also focusing on the internal and external evaluations of the project; this includes corroborating and reconciling data across various platforms and sources as part of our broader analysis of project outputs. In addition, planning has begun for a final project dissemination event to be held in September 2022. We are in the process of identifying potential areas that could be sustained as "legacy outputs" of GWB after the end of the project.
- **Transition** – We have developed and implemented a University-wide transition offer for all students. The aim of the workstream is to ensure that all students are supported through their studies, from Induction through to and beyond Graduation, with a clear transition offer at all levels of study, via a diverse portfolio of transition support. The workstream defines Transition in the broadest sense and includes the early pre-enrolment transition of students in their HE journey all the way through their studies to the point of graduation and then beyond as alumni.

- **Wellbeing College** – This Workstream oversees the development and implementation of the University of Bradford Wellbeing College, a partnership with Bradford District Care NHS Foundation Trust. The aim of the College is to provide contextualised wellbeing support to students and staff within the University, offering further access and choice in mental health and wellbeing support for those who need it.
- **Peer Mentoring for Wellbeing** – This Workstream coordinates the development of a peer mentoring for wellbeing model designed to improve the wellbeing of students. Drawing from the successful lessons of the OfS-funded ‘PGR Connect’ Project, this Workstream ensures this is further embedded across the University’s peer support provision. The workstream is currently looking at how to best align with the Student Mental Health Ambassador role, which is a new role created as part of an OfS-funded project.
- **Care Leavers Package** - The CARE Working Group oversees the development and implementation of the University-wide engagement and support for all care experienced students. This workstream is also reviewing the offer for estranged, young adult carers, asylum seekers and refugees and children from military families. The agreed overall aim of the workstream is to ensure that all care experienced students are supported into and through higher education, with a clear offer of support at all stages of their journey.
- **University of Sanctuary** - The Workstream coordinates the development and implementation of University-wide engagement and support plan for all asylum seeker and refugee students. It works closely with the wider CARE workstream to align the offer with other University practice where appropriate, while also continuing to develop a bespoke and tailored offer that meets the specific needs and seeks to address the barriers often encountered by asylum seekers and refugees. This workstream builds links with local organisations, particularly the City of Sanctuary.
- **Schools and Local Activity Partnerships: Raising Pupil Achievement** - We are reprofiling the previous Collaborative Outreach workstream under the revised title, Schools and Local Activity Partnerships: Raising Pupil Achievement. We are well positioned to support and raise attainment in schools, with a focus on Key Stage 4, and supporting activities for primary school age children. Our mechanisms for delivery and evaluation come through various strands of the University and external partnerships that work through our refocused APP workstream. A wide range of outreach activities have taken place including academic sessions delivered by our four Faculties, our bespoke STEM centre and information and guidance sessions delivered by the Outreach and Recruitment Team.

How students can get involved (Details in section 3.2 page 20 of the Plan)

We worked with the Students’ Union to gather student input into the design of our APP through formal consultation, listening events and student survey. Students are included in the APP workstreams.

Evaluation – how we will measure what we have achieved (details in section 3.3. page 21 of the Plan)

Our plan is delivered through evidence-led programme of activities that works. We will continue to use our evaluation approach – Bradford Action Research Cycle and Process [BARCaP] constituting 5 overlapping stages: map actions; take actions; evaluate/reflect; specify learning; and review and refine actions. BARCaP guides the overall delivery and implementation of all strategic measures at both micro and macro levels, to produce both action outcomes and research outcomes.

The areas covered by our evaluation include:

- the programme design
- the impact of the initiatives we are doing to achieve our aims
- individual workstreams outlined above
- the impact on achieving our overall aim of improved access and an inclusive environment.

The Access and Participation Coordination Group oversees and coordinates the programme-level activities associated with our plan. The Access and Participation Workstream Sponsors Group provides a forum to share progress on delivering workstreams, monitor impact on our target groups, to ensure we are addressing our aims and discuss areas of overlap and mutual effort to maximise the potential impact of work.

We will publish evidence from our evaluations on our website by January 2024.

Contact details for further information

You can contact Riley Power at r.power@bradford.ac.uk for further information.