

# Buckinghamshire New University

## Access and participation plan 2020-21 to 2024-25

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## 1. Assessment of performance

Since our founding in 1891 as the School of Science and Art in High Wycombe, the mission of Buckinghamshire New University (Bucks) has been to transform lives through employment-focused and skills-based teaching. Our vision, encapsulated in our University Strategy 2016-2021, is to be a leading university for professional and creative education and applied research. Our educational aim is to provide highly accessible university learning that will transform lives and nurture abilities in all our graduates to enable them to succeed and ultimately change their world.

Bucks maintains a highly diverse student intake with the access and participation data dashboard (OfS APDD) revealing we are above the sector average for our mature (49.9% vs 27.8%) and Black, Asian and minority ethnic (BAME) (42.4% vs 31.1%) population of students. The diversity in our student body reflects our long-standing and highly successful work to reach out to under-represented groups in higher education, to provide an environment and form of education that meets their needs, and to support them into high levels of graduate employment. Building on our success, and consistent with our enduring mission, we are developing our widening participation work still further in order to pioneer routes into higher education for the hardest-to-reach communities.

**Partner context:** Bucks validates and franchises courses for a number of *partner providers* and more detail of these relationships is set out in our strategic measures. The specialist nature or geographical location of some partner providers can present a very different demographic profile to the ‘taught at’ Bucks cohort. As an illustration; UCFB<sup>1</sup>, our largest partner has campuses in West London and Manchester and is 90% male, 86% young and 22% BAME; whereas our business students at Mont Rose College in East London are 96% mature and 69% BAME. For comparison, ‘taught at’ Bucks students based in High Wycombe and Uxbridge, are 62% mature, 48% BAME and 36% male (derived from raw data, OfS APDD). Partnership numbers have increased significantly in recent years, while at the same time some previous partners are no longer validated by Bucks. This has a significant impact on institutional level trajectories, and analysis of disaggregated data at Bucks and partner level is critical to developing impactful strategy.

*The data in this section are from the OfS access and participation data dashboard (APDD) accessed March-June 2019 or referenced internal student datasets. Some of the OfS metrics are not of statistical significance or have low confidence rates due to the size of the University, but trends and proportions are indicative and used in our self-assessment. Objectives that form part of our Target and Investment Plan are referenced.*

### 1.1. Higher education participation, household income, or socioeconomic status

#### Access

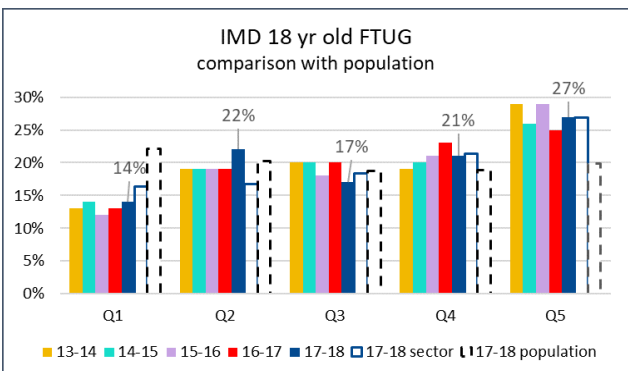
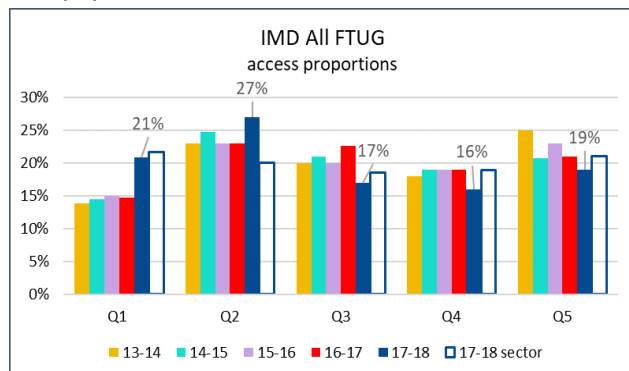
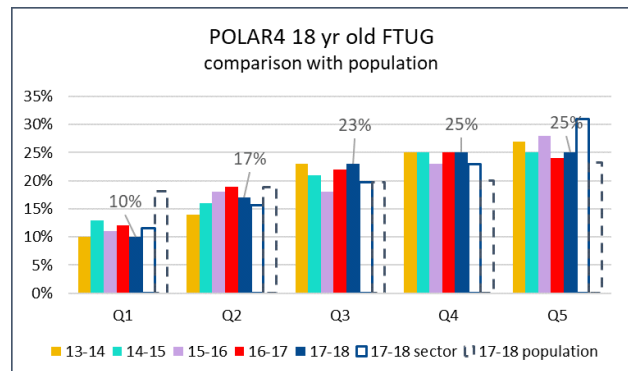
- 1.1.1. Bucks attracts most of its students from South-East England and London, which is an area of high participation with few POLAR4 Q1 areas. Our ‘taught at’ Bucks Student Profile dataset (February

<sup>1</sup> University Campus of Football Business

2019) shows that a significant proportion of undergraduates at our two main campus' come from within 25 miles of that campus (High Wycombe campus: 60.8% (13.6% from town); Uxbridge: 83.8%), and our partners providers show similar patterns for their locations.

- 1.1.2. Overall, POLAR4 access proportions at Bucks are similar to the sector. However, Q1 18-year olds are under-represented at Bucks, Q2 are not, and Q3-4 are over-represented when compared to the population and Q5 is not.

- 1.1.3. IMD (Index of Multiple Deprivation) distribution shows a higher proportion of students from combined Q1&2 than the sector. The increase in the proportion of these students in 2017-18 is attributable to increasing numbers at partner providers, which deliver programmes franchised by Bucks. For programmes 'taught at' Bucks, the figures for 2015-16 are useful as a baseline and these quintiles show lower proportions. Bucks show similar figures to the sector for combined Q1&2 and Q3-5 proportions when compared to the population.



(OfS APDD)

- 1.1.4. Although recognising that the OfS wishes to increase participation in under-represented areas, the data suggest that IMD may be a more meaningful metric for assessing whether the University is successful in widening participation in higher education to disadvantaged groups, particularly given our local context in an area of high participation, close to London. Despite Buckinghamshire being the second least deprived county council area in England, disaggregated data reveals huge contrasts, with some parts of the local urban area being among the most deprived wards in the country.<sup>2</sup>
- 1.1.5. Parental education is also an influencing factor, which can make access to higher education the difference between an aspiration and an expectation. Where recorded, the majority of students are the first generation in their family in higher education. Overall, Bucks students are less likely than sector (Bucks 34%; sector: 50% (L0, L4, 2014-2018 Bucks SAR dataset)) to have a parent with higher education. We believe that the high levels of enrolment at Bucks by students from more deprived areas and by those who are first-generation students demonstrate success in raising aspiration and widening access to higher education.

We will aim to increase access for POLAR4 Q1 [Target ref: PTA\_1].

<sup>2</sup> Deprivation in Buckinghamshire (2015) Bucks County Council Available: <https://www.buckscc.gov.uk/media/4513664/deprivation-in-buckinghamshire.pdf> [Accessed 15/07/19]

## Success

### Non-continuation

- 1.1.6. There are no statistically significant gaps in full-time continuation. For both POLAR4 and IMD indicators, Bucks is

	12-13	13-14	14-15	15-16	16-17
POLAR4	-2pp (2.4pp)	-3pp (2.8pp)	1pp (2.8pp)	-2pp (2.7pp)	0pp (2.7pp)
IMD	5pp (4.2pp)	2pp (4.2pp)	3pp (5.1pp)	1pp (5.3pp)	2pp (5.4pp)
<i>Bucks /(sector) FTUG non-continuation gap Q1&amp;2/Q3-5 (OfS APDD); percentage points (pp)</i>					

similar or better to sector for Q1&2 and slightly below sector for Q3-5. There is an inconsistent and non-statistically significant difference (+10pp since 2011) for continuation between part-time IMD Q1 and Q5, consistent with the sector, which will be monitored.

### Attainment

- 1.1.7. There is no gap in full-time good honours rates between those from POLAR4 Q1&2 and Q3-5. There is a downward trajectory for closing the gap for the most deprived (IMD Q1) full-time students, in contrast with sector.

	13-14	14-15	15-16	16-17	17-18
POLAR4	0pp (5.1pp)	-1pp (5.9pp)	-1pp (5.4pp)	1pp (5.7pp)	-3pp (5.2pp)
IMD	12pp (12.1pp)	13pp (12.9pp)	14pp (12.7pp)	7pp (12.4pp)	5pp (12.1pp)
<i>Bucks /(sector) FTUG attainment gap Q1&amp;2/Q3-5 (OfS APDD)</i>					

Data suggests that part-time students from the

	13-14	14-15	15-16	16-17	17-18
POLAR4	7pp (10pp)	-1pp (10.5pp)	2pp (9.6pp)	9pp (10.4pp)	2pp (9.5pp)
IMD	26pp (18.1pp)	19pp (19.1pp)	24pp (19.1pp)	11pp (18.3pp)	15pp (18.0pp)
<i>Bucks /(sector) FTUG attainment gap Q1/Q5 (OfS APDD)</i>					

least deprived areas (IMD Q3-5) have historically better outcomes than those from more deprived areas (IMD Q1&2) but there are no statistically significant gaps due to low numbers.

We will aim to close the attainment gap between IMD Q1 and Q5 students [Target ref: PTS\_1]

## Progression to employment or further study

- 1.1.8. There is no statistically significant or consistent gap in employment outcomes between POLAR4 or IMD Q1&2 and Q3-5 in the five years to 2016-17. The difference between full-time

	12-13	13-14	14-15	15-16	16-17
POLAR4	6pp (3.9pp)	5pp (4.3pp)	-2pp (4.5pp)	1pp (3.4pp)	3pp (3.2pp)
IMD	5pp (6.7pp)	3pp (6.5pp)	0pp (6pp)	-7pp (6pp)	0pp (4.9pp)
<i>Bucks /(sector) FTUG progression gap Q1&amp;2/Q3-5 (OfS APDD)</i>					

	12-13	13-14	14-15	15-16	16-17
POLAR4	7pp (7.1pp)	3pp (8.0pp)	9pp (8.0pp)	1pp (6.1pp)	10pp (6pp)
IMD	4pp (9.7pp)	-4pp (9.6pp)	4pp (8.9pp)	-8pp (8.7pp)	1pp (7.1pp)
<i>Bucks /(sector) FTUG progression gap Q1/Q5 (OfS APDD)</i>					

POLAR4 Q1 and Q5 progression is neither consistent nor statistically significant, and represents the progression outcomes of fewer than 10 students. There is a non-statistically significant spike in the gap for part-time IMD Q1&2 vs Q3-5 in the last year of data which results from a decline in Q2 progression rates and a rise in Q5.

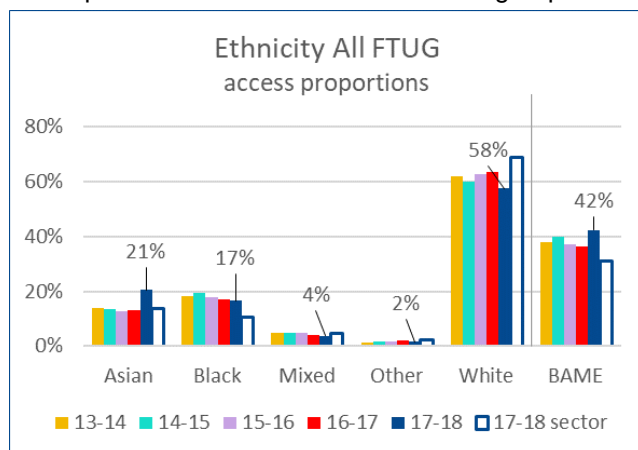
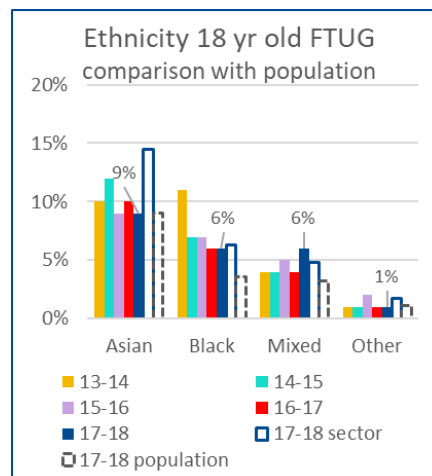
We will aim to close the progression gap for POLAR4 Q1 versus Q5 students [Target ref: PTP\_1]

- 1.1.9. Bucks students tend to take on employment local to where they have studied which is similar to the sector. For those who are working or studying, and who studied at our High Wycombe or Uxbridge campus, 52% were employed in the local area (Bucks and Greater London)—with 24% of those who studied at High Wycombe working in Bucks (and 15% in the town); 44% of those who studied at UCFB Etihad found employment in Lancashire, and 45% of those at UCFB Wembley found employment in London and Middlesex (DHLE 2016-17).

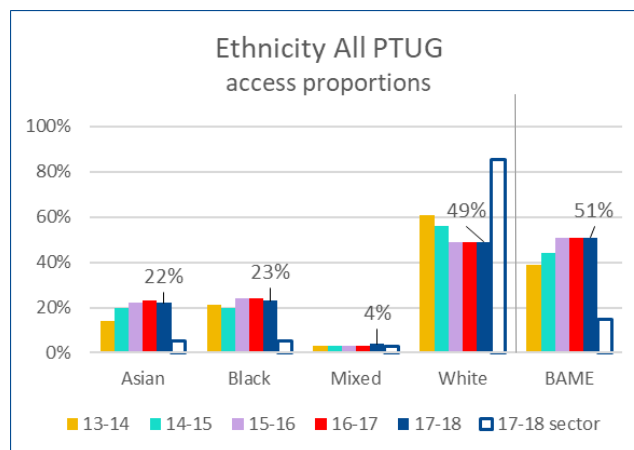
## 1.2. Black, Asian and minority ethnic students

### Access

- 1.2.1. Bucks is successful in attracting students from all ethnicities (we collect data for Gypsy, Roma & Traveller (GRT) students but numbers are low). There are gaps in proportions when compared to the higher education sector and the population, between the different BAME groups and White students—however these are positive in favour of BAME groups who make up 42% of enrolling students. The proportion of BAME 18 year old students (primarily Black students) is more than the proportion in the population. Black students are also most likely than other groups to be the second generation in their family to go into higher education (39%; Asian 27%; White 33% (*L0, L4, 2014-2018 Bucks SAR data*)). 51% of part-time students are from BAME groups.



(OfS APDD)



### Success

#### Non-continuation

- 1.2.2. Full-time BAME continuation is good and better than White continuation at Bucks (and similar to White continuation in previous years). Black continuation rates are considerably better than the sector where there is a gap, and have improved over five years. There is a non-consistent gap between other-ethnicity and all other ethnicity students. The fluctuation is due to small numbers (30-40 students/year) and thus we will monitor continuation for these learners.

	Asian	Black	White	Other	Mixed
12-13	91%	86%	90%	No data	93%
13-14	90%	90%	91%	No data	80%
14-15	84%	87%	90%	90%	84%
15-16	87%	88%	88%	80%	85%
16-17	91%	91%	89%	80%	89%
	(90%)	(85%)	(91%)	(88.5%)	(88.8%)
Denominator	1,420	370	300	40	90
Bucks/(sector) FTUG continuation rates (OfS APDD)					
	Asian	Black	White	Other	Mixed
12-13	-2pp	5pp	1pp	No data	-4pp
13-14	0pp	-1pp	2pp	No data	11pp
14-15	4pp	1pp	3pp	0pp	4pp
15-16	1pp	0pp	2pp	10pp	3pp
16-17	-1pp	-1pp	-1pp	10pp	0pp
Bucks FTUG continuation gap with all other ethnicities (OfS APDD)					

## Attainment

- 1.2.3. Historically there has been a BAME/ White attainment gap for full-time provision and a gap between Black students and all other ethnicities but the gap is closing. The gap for Black students is considerably smaller than for the sector, demonstrating that Bucks has been successful in improving attainment for Black students. Value-added analysis of internal attainment data supports the need to address an attainment gap of 0.13 once entry tariff and subject mix are excluded.

	Asian		Black	
	White	All	White	All
13-14	21pp	18pp	25pp	22pp
14-15	19pp	14pp	17pp	13pp
15-16	17pp	11pp	24pp	20pp
16-17	9pp	5pp	18pp	16pp
17-18	11pp (10pp)	9pp (8pp)	9pp (23pp)	7pp (21pp)
<i>Bucks/(sector) FTUG attainment gap with White/ All other students (OfS APDD), (data for 'Mixed' not shown due to small numbers)</i>				

- 1.2.4. Part-time numbers at L6 are low—our predominant part-time cohort aligns primarily with the BSc (Hons) Professional Practice suite of programmes, which are designed to support top-up to degree for NHS employees and registrant professionals. There is a large good honours attainment gap between BAME students and White students (30-50% range in five years but low numbers in the dataset (sector: 28% in 17-18), OfS APDD), highlighting a larger percentage of BAME students achieving 2:1/2:2 outcomes. Further analysis is required to understand better the factors affecting attainment and thus proactive measures to redress.

We will aim to close the attainment gap between BAME and White students [Target ref: PTS\_2, PTS\_3, PTS\_4]

## Progression to employment or further study

- 1.2.5. There are no significant overall gaps for full-time progression into highly skilled employment between different ethnicities or between BAME students and White students. Overall, Black students have better progression rates (17-18: 69%) than White (64%) and Asian (63%) students (heavily weighted towards health subjects and NHS employment). Progression rates are below sector (sector: BAME 70%; White 74%) and a strategic priority.

	BAME	Asian		Black	
	White	White	All	White	All
12-13	-1pp	6pp	7pp	-9pp	-11pp
13-14	-3pp	1pp	3pp	-11pp	-11pp
14-15	-2pp	0pp	1pp	-4pp	-4pp
15-16	-5pp	1pp	3pp	-9pp	-9pp
16-17	-2pp	1pp (3pp)	2pp (3pp)	-6pp (5pp)	-6pp (4pp)
<i>Bucks/(sector) FTUG progression gap with White/ All students (OfS APDD), (data for Mixed not shown-small numbers)</i>					

- 1.2.6. While progression rates have stayed consistent, there is a non-statistically significant difference in progression for part-time BAME students which has increased since 2012-13 from 2% to 21% in 2016-17. This period has seen declining partner part-time students, sharply declining White part-time student numbers (320 in 12-13, 90 in 16-17), steady BAME numbers and a changing part-time course profile so it is difficult to draw any conclusions from the data.

We will aim to close the progression gap between BAME students at Bucks and White students in the sector [Target ref: PTP\_2]

### 1.3. Mature students

#### Access

- 1.3.1. As a vocational university, Bucks attracts a large proportion of mature students and is above sector average. 50% of full-time students in 2017-18 were 21 or over. A large proportion of these are nursing students and business students at partner providers. Almost all part-time students are mature.

U21	21-25	26-30	31-40	41-50	51+
50%	13%	7%	15%	12%	3%
2017-18 FTUG access by age (OfS APDD)					

	13-14	14-15	15-16	16-17	17-18
FTUG	33% (25%)	37% (26%)	37% (27%)	35% (27%)	50% (28%)
PTUG	91% (89%)	94% (88%)	97% (88%)	97% (89%)	99% (87%)
Bucks/(sector) mature access (OfS APDD)					

#### Success

##### Non-continuation

- 1.3.2. In contrast to the sector, our mature continuation rates (91.0% in 2016-17; sector: 84.8%) show a strengthening trajectory and are higher than for younger students (88.5%)—this reflects the ‘above the TEF subject benchmark’ continuation indicator (92.3% v 90.2% 3-year benchmark) for our large nursing cohort (73% mature).

	Mature	Young
12-13	87%	91%
13-14	87%	91%
14-15	86%	89%
15-16	89%	86%
16-17	91% (85%)	89% (92%)
Bucks/(sector) FTUG continuation rates (OfS APDD)		

##### Attainment

- 1.3.3. There is no significant gap between the attainment of young students and that of mature students in contrast to the sector where there is a gap of 10%.

	Mature
13-14	-3pp
14-15	-6pp
15-16	-2pp
16-17	2pp
17-18	3pp (10pp)
Bucks/(sector) FTUG attainment gap with young (OfS APDD)	

#### Progression to employment or further study

- 1.3.4. Compared to the sector, the gap in progression between young and mature students moving into highly skilled employment or further study is large and statistically significant (18% vs. 3.4% sector, 2016-17) in favour of mature students who are more likely to obtain (or already be in) highly skilled employment. Although young students are not an OfS under-represented group, it is a priority to reduce this gap.

	Mature
12-13	-24pp (-7pp)
13-14	-29pp (-7pp)
14-15	-25pp (-5pp)
15-16	-26pp (-3pp)
16-17	-18pp (-3pp)
Bucks/(sector) FTUG progression gap with young students (OfS APDD)	

### 1.4. Students with disabilities

#### Access

	Full-time, All UG			Part-time, All UG		
	13-14	15-16	17-18	13-14	15-16	17-18
Declared disability	285	240	255	70	40	35
% of all students	13.6% (12%)	1.2% (13%)	9.1% (15%)	7% (10%)	7% (12%)	7% (15%)
% of 'taught at' Bucks	14.4%	12%	13%	7%	7%	7%
Bucks/(sector) proportion of students declared with disability (OfS APDD)						

	13-14	15-16	17-18 (no.)
Cognitive/ Learning	8.6%	6.6%	4.7% (130)
Mental Health	1.7%	1.4%	1.1% (30)
Sensory/Med./Physical	2.2%	1.6%	1.9% (50)
Social/Communication	0.3%	0.7%	0.6% (20)
Multiple impairments	0.7%	0.8%	0.8% (20)
FTUG disaggregated by disability type (OfS APDD)			

- 1.4.1. Although at first glance, access to Bucks for students with declared disability shows a negative trajectory which goes against the sector trend, 13% of full-time ‘taught at’ Bucks students are declared as having a disability and proportions have been consistent with the sector over five years. The decline appears to relate to data collection from new partner providers and improvements are now in place to address data return issues. However, the proportion for part-time students is consistently 7-8%, which is below sector average and may relate to subject choice. Most declared disabilities are related to cognitive and learning difficulties.

We will aim to increase the proportion of full-time and part-time students declaring a disability [Target ref: PTA\_2, PTA\_3].



## Success

### Non-continuation

- 1.4.2. There is no significant gap in continuation between students with disabilities and those with no known disability, and there has not been one in five years. This is in line with the sector and suggests that students with disabilities are supported to continue their studies at Bucks. There are no gaps for any disaggregated group. There has been a declining non-statistically significant gap for students recorded as having a mental health disability but numbers are small and no data is available for 16-17.

	Disability	Non-dis.	Gap
12-13	87%	90%	2%
13-14	84%	91%	6%
14-15	87%	88%	1%
15-16	87%	87%	0%
16-17	91% (89%)	89% (90%)	1%
<i>Bucks/(sector) FTUG continuation rates/gap (OfS APDD)</i>			

### Attainment

- 1.4.3. There is no attainment gap for disabled students, which contrasts favourably with the sector and reflects the strong support on offer to disabled students. Students with cognitive/learning difficulties or sensory/medical/physical show no negative gap within attainment, with the latter group having better (but not statistically significantly) attainment outcomes than non-disabled students. No OfS APDD data is available for the remaining disaggregated groups.

	Disability	Non-dis.	Gap
13-14	60%	59%	0%
14-15	61%	56%	-6%
15-16	58%	58%	0%
16-17	58%	56%	-2%
17-18	61%	60%	1% (3%)
<i>Bucks/(sector) FTUG attainment rates/gap with students with no disability (OfS APDD)</i>			

## Progression to employment or further study

- 1.4.4. There is no significant or consistent gap in progression for disabled students. There is no OfS APDD data available at disaggregated level except for students with cognitive/learning disabilities. Internal DLHE data shows that this is due to small numbers but the largest group (cognitive/learning) does show similar progression rates to non-disabled students.

	Disability	Non-dis.	Gap
12-13	62%	55%	-7%
13-14	57%	58%	1%
14-15	58%	59%	1%
15-16	68%	58%	-10%
16-17	62%	65%	1.8%
<i>Bucks FTUG progression rate/ gap with students with no disability (OfS APDD)</i>			

## 1.5. Care leavers

### Access

- 1.5.1. Research suggests that 12% of care leavers have entered higher education by the time they are 23, and there is an estimated sector intake of 550-600 care leavers per year<sup>3</sup>. Currently, care leaver data are not part of the OfS APDD and, at Bucks, numbers are low or students do not always declare this status. This information is requested at application stage and is tracked through onto the student record system for reporting. In 2017-18 there were 21 declared care leavers at L0 and L4 (Bucks SAR). We aim to increase disclosure of care leaver status and, as care leaver data improves, more reliable analysis of performance will be possible.

Aligned with supporting heightened disclosure, we will endeavour to increase care leaver numbers. As data is very limited, we propose an increase from an indicative 3.8% (17/18 baseline (21 care leavers from 550 care leavers in the sector/year)) to 5% (28 care leavers) by 2025 [PTA\_4].

### Non-continuation

- 1.5.2. Internal continuation data show that most care leavers (82.5% at L4, L5 in 2015-2018 (Bucks SAR)) continued their studies at Bucks but numbers are too low to draw conclusions.

<sup>3</sup> Harrison, N, *Moving on up: Pathways of care leavers and care-experienced students into and through higher education* (2017)  
Available: <https://www.nnecl.org/file/HERACLESFinalreport.pdf> [Accessed 15/07/19]

### Attainment

- 1.5.3. The number of care leavers at L6 in the last three years was fewer than 10 per year so no meaningful attainment data is available, though pass rates for this small number were similar to non-care leavers.

### Progression to employment or further study

- 1.5.4. The number of care leavers recorded in the DLHE in the last three years was fewer than 10 per year so no meaningful progression data is available.

## 1.6. Intersections of disadvantage

### POLAR4/ IMD ethnicity

#### Access

- 1.6.1. The POLAR4/ ethnicity proportions at Bucks reflect the sector picture. 52% of students are White POLAR4 Q3-5 and 39% of students are White and IMDQ3-5. The IMD profile differs, for example 30% are BAME and IMDQ1&2 (sector: 21%).

17-18	BAME	White	17-18	BAME	White
POLAR4Q1&2	7% (7%)	20% (20%)	IMDQ1&2	30% (21%)	18% (21%)
POLAR4Q3-5	21% (22%)	52% (50%)	IMDQ3-5	13% (11%)	39% (47%)
Bucks/(sector) FTUG access rates (OfS APDD)			Bucks/(sector) FTUG access rates (OfS APDD)		

#### Success

#### Non-continuation

- 1.6.2. There are no statistically significant continuation gaps, though BAME students from POLAR4/IMD Q1&2 are more likely to continue at Bucks than the sector average.

16-17	BAME	White
POLAR4Q1&2	95% (92%)	87% (90%)
POLAR4Q3-5	88%	88%
IMDQ1&2	90% (86%)	87% (88%)
IMDQ3-5	91%	89%
Bucks/(sector) FTUG continuation (OfS APDD)		

#### Attainment

- 1.6.3. The data reflects the known attainment gap between BAME and White students (described in section 1.2), and the lack of consistent trend suggests that intersectionality with POLAR4 and IMD quintile has little role to

	POLAR4		IMD	
	Q1&2	Q3-5	Q1&2	Q3-5
13-14	15%	23%	24%	16%
14-15	25%	20%	8%	19%
15-16	35%	24%	13%	22%
16-17	9%	16%	14%	10%
17-18	15%	19%	16%	7%
FTUG attainment gap between BAME and White students in same quintile (OfS APDD)				

	POLAR4		IMD	
	BAME	White	BAME	White
13-14	-5%	3%	11%	2%
14-15	5%	-0%	3%	14%
15-16	10%	-1%	2%	11%
16-17	-3%	4%	6%	2%
17-18	-5%	-1%	7%	-2%
FTUG attainment gap between Q1&2 and Q3-5 students, BAME or White (OfS APDD)				

play. There has historically been a statistically significant attainment gap between the most deprived BAME students (IMDQ1/2) and White students. Though the gap for IMDQ3-5 BAME students is smaller, there is no current or consistent statistically significant gap for this intersection suggesting that the BAME attainment gap at Bucks is not particularly influenced by participation or deprivation quintile.

#### Progression

- 1.6.4. There are no significant gaps in progression into highly skilled employment for this intersection—neither POLAR4/IMD quintile, nor ethnicity appear to influence progression rates.

16-17	BAME	White
All	66%	64%
POLAR4Q1&2	55%	56%
POLAR4Q3-5	56%	60%
IMDQ1&2	66%	63%
IMDQ3-5	67%	64%
FTUG progression rate (OfS APDD)		



## POLAR4/ IMD gender (focus on males)

### Access

- 1.6.5. 60% of students enrolling at Bucks were male in 2017-18, up from 46% five years ago. This increase is attributable to increasing partner numbers and the proportion is 42% for 'taught at' Bucks students, the same as in 2013.

	Male		Female	
IMD	Q1&2	Q3-5	Q1&2	Q3-5
13-14	16%	30%	21%	33%
17-18	28%	31%	21%	21%
<i>Bucks/(sector) FTUG access rates (OfS APDD)</i>				

- 1.6.6. Male and female students come from POLAR4 Q1/2 and Q3-5 in the same proportions (27%/73%) and IMD Q1&2 and Q3-5 (50%/50%). There has been an increase in the proportion of male IMD Q1/2 students, related to partner provider cohorts (OfS APDD).

### Success

#### Non-continuation

- 1.6.7. There are no statistically significant gaps for this intersectionality—female continuation is higher, irrespective of participation or deprivation quintile.

	16-17	Female	Male
POLAR4Q1&2		94%	86%
POLAR4Q3-5		91%	87%
IMDQ1&2		92%	85%
IMDQ3-5		93%	88%
<i>Bucks/(sector) FTUG continuation (OfS APDD)</i>			

#### Attainment

- 1.6.8. There is a statistically significant gap (5yr average of 11pp) for males who have poorer outcomes than females. Males are not classed as a disadvantaged group but the intersectional data for POLAR4 and IMD shows that there are no statistically significant or consistent gaps when these intersections are considered (though there is a small gap whereby POLAR4 Q1/2 males have better attainment than Q3-5 males). The attainment gap pattern between IMD

	Female	Male
13-14	64%	54%
17-18	66%	54%
<i>FTUG attainment (OfS APDD)</i>		

	POLAR4		IMD	
	Q1&2	Q3-5	Q1&2	Q3-5
13-14	1%	11%	8%	11%
14-15	22%	15%	24%	15%
15-16	5%	10%	8%	4%
16-17	5%	10%	12%	8%
17-18	1%	9%	7%	13%
<i>Bucks FTUG attainment gap between Male and Female students in same quintile (OfS APDD)</i>				

	POLAR4		IMD	
	Female	Male	Female	Male
13-14	5%	-5%	13%	10%
14-15	-4%	3%	9%	19%
15-16	1%	-4%	12%	17%
16-17	3%	-1%	7%	10%
17-18	1%	-7%	9%	3%
<i>Bucks FTUG attainment gap between Q1&amp;2 and Q3-5 students of same sex (OfS APDD)</i>				

Q1&2 and Q3-5 students of the same sex is similar for males and females, reflecting the data in section 1.1 and suggesting no intersectional influence on male attainment from quintile. The attainment gap between male and female students in POLAR4/ IMD quintiles is also similar, suggesting no intersectional influence on quintile attainment from sex.

- 1.6.9. Value-added analysis of internal attainment data shows that there is an unexplained gap of 0.18 once entry qualification and subject mix are taken into account. Males (and particularly BAME males) have poorer attainment than females, which is not influenced by levels of deprivation or participation areas and an argument could be made that raising the attainment of males should be a target at Bucks.

### Progression

- 1.6.10. Within the sector, there is no gap between progression into highly skilled employment for females and males, but at Bucks, the rate for male progression is generally below that of the sector, while female progression is only slightly below. Although not significant, this should be targeted with the similar attainment gap. IMD intersection does not appear to be a factor as the gap is similar for all quintile comparisons. There are no statistically significant or consistent gaps for the POLAR4 intersection.

	16-17	Female	Male
All		69%	58%
POLAR4Q1&2		52%	59%
POLAR4Q3-5		67%	50%
IMDQ1&2		68%	59%
IMDQ3-5		70%	58%
<i>FTUG progression rate (OfS APDD)</i>			

	16-17	Female	Male
All		69%	58%
BAME		71%	56%
White		68%	59%
<i>FTUG progression rate (derived, OfS APDD)</i>			

- 1.6.11. The intersection of ethnicity and sex does not explain the gap as males as a group show a gap. This suggests that there is a gap in progression between males and females, which is not related to level of deprivation, levels of participation or ethnicity but is linked to the attainment gap. Other potential factors such as subject choice require further analysis.

## 1.7. Other groups who experience barriers in higher education

- 1.7.1. We have not previously collected data for other groups who experience barriers in higher education but we will start to do so in 2020 with the launch of a new student record system. Data are collected for the purposes of complying with the Equalities Act and we will embed this into our ongoing self-assessment of our progress in promoting access and success to all groups.

## 2. Strategic aims and objectives

### 2.1. Target groups

- 2.1.1. Bucks aims to reduce barriers to higher education, enabling all who we can to succeed—and making a real difference to the lives of people from all backgrounds. Whilst having national reach, we particularly serve the needs of learners who are less geographically mobile (71% are local students) within the local environs of our campuses—High Wycombe, Uxbridge and Aylesbury. Bucks is proud of its success in widening participation to higher education for under-represented groups and for adding value so that disadvantaged groups achieve comparable outcomes to their cohort. Work will continue to reduce the gap in participation between the most and least represented groups of 18-year olds (OfS KPM1; PTA\_1) and to encourage the participation of more students with disabilities. Through a personalised approach to develop an individualised package of support for transition into HE. Working with students, their families, carers and outside agencies to ensure that they get the support that they need to succeed.
- 2.1.2. With some exceptions, we are satisfied that the most underrepresented groups in the population are well represented at Bucks and the focus of our Access and Participation Plan for 2020-21 to 2024-25 will be on maintaining this diversity while securing better outcomes for our students both within the University and beyond. Overall, the University's data indicate that we need to target a significant amount of our access and participation work on reducing the attainment and progression gaps for all BAME students (OfS KPM4), and in particular male students. The University also wishes to address the progression gap for young students, although they are not an OfS disadvantaged group.
- 2.1.3. For these reasons, we intend to rebalance our financial investment with an increased focus on success and progression compared to previous years. We will continue to invest in local outreach programmes—but widening access to underrepresented and disadvantaged groups is an inherent part of our mission, embedded in our recruitment strategy, highly successful and difficult to disaggregate. The University feels strongly that investing in improving outcomes for these students should be a strategic priority. As with all the stages of the student lifecycle and target groups, we will monitor access rates and adjust our strategy should there be a worsening of performance.
- 2.1.4. Within our local context and self-evaluation, we have reflected on the recommended sector-wide OfS KPMs and made the following observations:

	OfS KPM	Bucks
1	Gap in participation between most and least represented groups	Gap in POLAR4 quintile 1 access—aim to increase Q1 numbers [PTA_1]
2	<i>Eliminate the gap in participation at <b>higher-tariff</b> providers between the most and least represented groups</i>	<i>Not applicable to Bucks</i>

3	Reduce the gap in non-continuation between the most and least represented groups	No gap (in contrast to sector)
4	Reduce the gap in degree outcomes (1sts or 2:1s) between White students and Black students.	Gap in attainment—continue positive trajectory for FT BAME (and specifically Black) students and increase understanding of gap for PT BAME students [PTS_2-5]
5	Reduce the gap in degree outcomes (1sts or 2:1s) between disabled students and non-disabled students.	No gap (in contrast to sector)

2.1.5. This table summarises target groups and lifecycle stage focus. The references are to targets in the Target & Investment Plan, while the italics refer to additional written commitments.

Target group	Student lifecycle stage		
	Outreach & Access	Non-continuation & Success	Progression
<b>POLAR4 Q1 18yr olds</b>	► Gap in entry rates between POLAR4 Q5 & Q1 (PTA_1); ► <i>Applications reported to Study Higher project to 3% (NCOP).</i>		► Difference between POLAR4 Q1 and Q5 progression (PTP_1).
<b>IMD Q1</b>		► Difference between IMD Q1 and Q5 attainment (PTS_1).	
<b>BAME</b>		► Difference between White and BAME students (PTS_2, 3, 4); Difference between all other ethnicities and Black students (PTS_5); ► <i>Maintain nil gap (≤0pp) for Black students.</i>	► Progression rate for BAME students (PTP_2); ► <i>Maintain nil gap (≤0pp) for BAME students.</i>
<b>Younger students</b>			► <i>Gap between younger and mature students.</i>
<b>Students with disabilities</b>	► Entry rates (PTA_2, 3).		► <i>Maintain nil gap (≤0pp) for students with disabilities</i>
<b>Care leavers</b>	► <i>Disclosure of care leaver status</i> ► Intake numbers for care leavers [PTA_4].		
<b>IMD/POLAR4 intersections</b>		► <i>Difference between male and female FT students.</i>	
<b>Groups who experience barriers in HE</b>	► <i>Application rates for students from under-represented groups.</i>		

## 2.2. Aims

2.2.1. Our overarching aims in relation to access and participation are informed by our existing high levels of success in relation to access, some striking achievements in student success and, despite our accomplishments, an ongoing challenge in relation to progression into highly skilled employment.

These aims are:

- To ensure that by 2023 we increase the proportion of disabled, POLAR4/ IMD Q1, 18-year-old applicants, care leavers, and focus on marginalised groups [PTA\_1,2,3,4].
- To ensure that by 2023 continuation is above sector for all students, in particular for young and White learners.
- To ensure that by 2023 all attainment gaps are reduced, with IMD, BAME and male attainment being targeted [PTS\_1,2,3,4,5].
- To ensure that by 2025, gaps in students' transition rates into highly skilled employment have been effectively eliminated with a targeted approach for young, POLAR4 Q1, BAME and male learners [PTP\_1, 2].

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## 2.3. Objectives

### Access

Our data show that Bucks does not face significant challenges to its ability to provide access to higher education for most groups, though we recognise that it is important to ensure we maintain our existing high levels of equality in access. Objectives that form part of our Target and Investment Plan are referenced.

2.3.1. Our targeted objectives for Access are to:

- Increase representation of disabled students.
- Increase representation of students from areas of lowest participation.
- Adopt a new and ambitious focus on groups where equality may be harder to achieve.
- Maintain high levels of equality in relation to access for all groups.

2.3.2. We will focus outreach efforts on increasing applicants from young people in areas of low participation ensuring they are fully informed about the high-quality support offered by the University and further encouraged to apply to Bucks. As a 'local' university in an area of high participation, we recognise that this is a challenging objective.

▶ We will reduce the ratio of entry rates for POLAR4 Q5: Q1 from baseline 2.7:1 to 1.8:1 in 2024-25 (PTA\_1) and aim to achieve parity by 2035.

2.3.3. We are eager to increase the representation of disabled students at the University, particularly part-time students where numbers are low. Building on our record of student success and progression for disabled students, we will be enhancing our access work to reach out to applicants who disclose a disability ensuring we advise them of the high-quality support offered by the University, so they are encouraged to apply to Bucks. We aim to reach the sector average for enrolments from disabled students (14%).

▶ We will increase full-time disabled students' participation from 9% (2017-18 baseline data) to 12% in 2022-23 and 14% in 2024-25 (PTA\_2), and

▶ We will increase part-time disabled students' participation from 7% (2017-18 baseline data) to 9% in 2022-23 and 10.5% in 2024-25 (PTA\_3)

2.3.4. As part of our wider commitment to improve care leaver enrolment data collection we will ensure that all new students are advised of the advantages of declaring this status, particularly in terms of accessing additional support. This will happen at enrolment and also as part of any engagement with student support services. Evidence suggests that by making fully transparent the personalised package of support (3.1.18) at point of application this encourages care leavers to apply and disclose as they would see the positive benefits of registering as a care leaver.

▶ We aim to increase disclosure of care leaver status.

▶ We will increase intake of care leavers from 21 students (3.8% of estimated sector intake) to 28 students (5% in 2025 [PTA\_4]).

2.3.5. Drawing on our existing successes as a widening participation institution, focused on providing opportunities for all, we will develop our strategy by seeking to ensure greater equality of access to even more marginalised groups, especially ones where we feel we can have the greatest impact.

2.3.6. We will consolidate and enhance our work with the following marginalised groups and aligned interest groups to improve access opportunities: Military families, Gypsy, Roma and Traveller communities, and Young Carers.

► We will increase the application rates into higher education for students who have interacted with at least one Bucks outreach activity and are from an under-represented group. Currently there is no baseline data for this and thus our target is to capture our own baseline data (2018-2020) for reporting in 2020-21 and then an ambitious increase above that baseline.

- 2.3.7. We will continue our collaborative outreach work with Study Higher (NCOP) working on the approved Phase 2 programme of work. The Study Higher programme has agreed a collaborative target to increase application rates to higher education from target schools by 2021.

► We will support this target of increasing applications reported to Study Higher project to 3% of the Study Higher target schools.

## Success

- 2.3.8. In our self-assessment section, we noted data demonstrating continuing challenges in ensuring the success of all students. We believe the continuation of young students is a cause for some concern and warrants intervention. We also observe a converging BAME attainment gap and, although not a statistical intersection with either ethnicity or IMD, male students have significantly worse attainment than females and represent a challenge to Bucks. Our objectives are to:
- Nurture an academic community to which students feel they belong to ensure strong retention for all learners.
  - Work in partnership with Bucks Students' Union to package the 'Big Deal'<sup>4</sup> extra-curricular activities within the wider student community to improve the sense of belonging for all.
  - Drive best practice in supporting attainment for all learners, BAME and male students.
  - Use value-added scores to understand better, differential attainment.
  - Embed predictive data analytics to enable curriculum monitoring and inform targeted initiatives to support specific learner needs.
- 2.3.9. By nurturing an inclusive, supporting community, we will proactively maintain the current lack of significant gap in continuation rates between Black and White students, particularly as the Bucks student community changes with new intake patterns and demographics. We will also monitor continuation for the currently small group of other-ethnicity learners.

► The baseline gap is -2pp continuation in favour of Black students and we will maintain a gap ≤0pp and retain non-significance in difference.

- 2.3.10. We will embed sector best practice to reduce the full-time and part-time attainment gap for BAME students. Although OfS KPM 4 focuses on Black students, our data suggests that we should target the attainment gap for all BAME students:

► Difference in degree attainment between White and BAME full-time students (PTS\_2) will be targeted from baseline gap of 11pp to 0pp by 2025, and

► In alignment with this target, the difference in degree attainment between White and BAME full-time students (PTS\_3) will be targeted from baseline value-added gap of 0.13 to below 0.00 by 2025.

► Difference in degree attainment between White and BAME part-time students (PTS\_4) to reduce from baseline 50pp to 0pp in 2025.

<sup>4</sup> The 'Big Deal' offer run by the Students' Union and supported by the University, enables students to participate in a full range of opportunities—sports, volunteering, representation, accredited skills courses and societies—and to develop new skills by removing cost as a barrier to participation.

► Difference in degree attainment between all other ethnicities and Black full-time students (PTS\_5) will be targeted from baseline gap of 7pp to 0pp by 2025.

- 2.3.11. We will work closely with our key partners in disseminating our strategy for raising attainment (3.1.59 and 3.1.60), together with supporting their own initiatives e.g. *Next25* Scholarship programme (3.1.61), to reduce the gap in IMD Q1/5 attainment.

Difference in degree attainment between IMD Q1/5 (PTS\_1) to reduce to 10pp by 2025

- 2.3.12. We will explore the reasons for the male attainment gap so that we are able to target measures that will reduce it and impact positively on intersectional groups. Our analysis of the reasons for this gap will consider the impact of our profile—a vocational university with significant but typical gender bias in STEM, Arts and Healthcare subjects.

► Internally the difference in degree attainment between male and female full-time students will be targeted from baseline value-added gap of 0.18 to below 0.00 by 2025.

### Progression

- 2.3.13. The APDD data shows statistically significant gaps in progression for younger students and male students, neither of which are target groups. The University's strategic objectives are to increase the opportunities for all its students to enter highly skilled employment. We will continue to interrogate employability data to understand the complex interactions between demographic factors and subject choice in influencing employment outcomes, particularly for our younger students.
- 2.3.14. Our TEF data (2018)<sup>5</sup> shows an extremely high level of employment in our students (FT94.4%; PT 97.7%), particularly notable as most do not enter further study. Student leavers suggest that the chance of achieving a move to highly skilled employment within 6 months is influenced by the practical and immediate need for a job and income, in addition to long-established low confidence and reduced cultural capital.
- 2.3.15. Our objective is to ensure the curriculum enables all learners to practise and consolidate their transferable employability skills, thus enabling early and successful engagement with graduate level employment opportunities.

► Reduce the gap between POLAR4 Q1/5 students from a rolling average target of 7pp to 5pp by 2025 (PTP\_1).

► Progression rate for BAME students to increase from baseline 66% to 74% (ref: sector rate for White students, 17-18) by 2024-25 (PTP\_2).

► Maintain the existing lack of progression rate gaps into highly skilled employment between BAME and White students where the baseline gap is -2% and not significant, and between non-disabled and disabled students where baseline gap is 1%.

► Reduce the gap between younger students and mature students entering highly skilled employment or study to less than 5% in 2025 by raising younger student progression rates.

<sup>5</sup> TEF 2018 provider data (OfS)



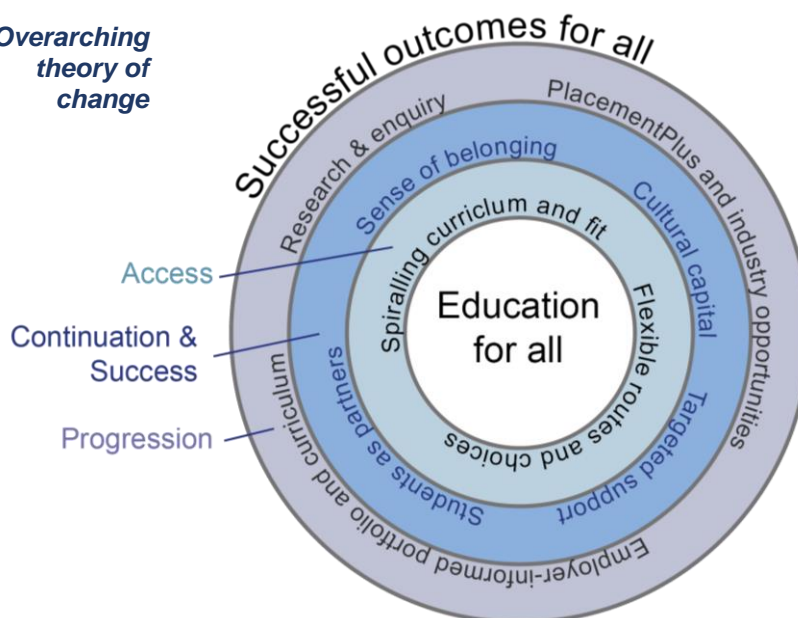
## 3. Strategic measures

### 3.1. Whole provider strategic approach

#### Overview and alignment with other strategies

- 3.1.1. Our overarching theory of change for how we will improve outcomes for students from disadvantaged groups has emerged as part of our wider endeavour to develop an aspirational new University Strategy— *Impact 2022*. This will be implemented in September 2019 and builds on our existing Strategic Plan for 2016-21 which already sets out an ambitious agenda for the institution to ensure that Bucks is a leading University for professional and creative

**Overarching  
theory of  
change**



education and applied research. Student success and consistency in outcomes for students feature throughout the strategy. Bucks is an inclusive learning community and it is our aim to ensure that our courses and services enable success for students from diverse backgrounds and with differing needs. As a University with a large proportion of students from underrepresented and disadvantaged groups, it is our ambition to improve absolute outcomes for all students, and not simply to close internal performance gaps. Thus, our overarching theory of change is centred on improving attainment and employment outcomes for target groups by improving these outcomes for all.

- 3.1.2. We will operationalise our new *Impact 2022* Strategy building upon our successes in widening participation and social mobility by firmly embedding an ambitious approach to access, support and progression, which encompasses all our learners. We have specifically ensured that a strategic approach to employability and learning & teaching are embedded in the implementation of the *Impact 2022* strategy, rather than any separate policies, thus ensuring a consistent and 'one-university' approach.
- 3.1.3. Equality and diversity: This plan is informed by, and in turn informs, the University's commitment to equality, diversity and inclusion (EDI). Annual EDI objectives are approved by Council and cover a range of initiatives in relation to both students and staff. To ensure a consistent and 'one-university' approach from 2019, the APP strategic measures and OfS APDD will form part of student EDI reporting into Council. We value diversity and inclusivity and want everyone to be treated with respect whoever they are, however, they identify, and whatever characteristics they feel are important to their identity. We promote equal opportunity across all the 'protected characteristics' defined in the Equality Act 2010.
- 3.1.4. Learning, teaching and assessment: Within learning and teaching, the University's key objective is the development of inclusive practice informed by the University's overall strategic aim of ensuring that the University provides for students an inclusive learning community. We pursue this objective principally through the Access and Participation Plan objectives and implementation.

- 3.1.5. Employability: The core of the University employability strategy (part of *Impact 2022*) is to significantly and rapidly improve rates of highly skilled employment for all students, which are below sector. This is embedded in the Access and Participation Plan as it impacts on all underrepresented and disadvantaged groups in our national context (with the exception of mature students).
- 3.1.6. Students as partners: The University and the Bucks Students' Union work together actively to promote a robust and inclusive strategic approach. Students' Union officers attend all key governance committees including Council, Senate and Education Committee as well as annual subject monitoring meetings (SAMMs). The VP Education & Welfare directly informs policy and initiatives through being an active member of several working groups. There are student representatives on all programmes, who work in partnership with the University to address the interests of all students. In addition, the wider extra-curricular environment is underpinned by the Students' Union '*Big Deal*' scheme, which was introduced in 2008 and recognised by the then Director of Fair Access as a vehicle for removing barriers to participation.

See section 3.2 for information on how students were involved in the development of this plan.

#### Access and Participation Steering Group

- 3.1.7. Our widening participation work is overseen by the Access and Participation Steering Group, which meets six-weekly and reports to the University's Education Committee, and ultimately Senate and Council. This group is led by the Pro Vice-Chancellor and includes representation from the Students' Union, Vice Chancellor's Office, Academic Registry, Directorate for Student Success (student support; learning & teaching; employability), Strategic Planning team, Academic Schools, Student Recruitment & Outreach, and Finance.

#### Sub-contractual arrangements with partner providers

- 3.1.8. As referenced in the self-assessment section, Bucks has academic delivery agreements with external partner providers. This Plan covers all students studying a Bucks validated/franchised programme<sup>6</sup> where the fee is above the basic fee cap. Some of these providers have also published their own Access and Participation Statements and these partner providers may have other additional validating bodies.
- 3.1.9. We have consulted with partner providers and have had scrutiny of their plans and invited input into our own. We have shared our expectations and partner providers have committed to work towards improving access and outcomes for under-represented and disadvantaged groups.
- 3.1.10. We have worked closely with our partner providers to discuss and agree a strategic approach to our respective Access and Participation Plans, informed by analysis of the disaggregated data gaps relevant to each partner. We will continue to work in partnership in the data capture, monitoring and reporting of the targets. Although our broader ambition and strategic priorities apply to all students, some specific activities and measures, practicably apply only to 'taught at' Bucks New University students (or in the case of one measure, to a specific partner UCFB).

#### Data and evaluation

- 3.1.11. In order to monitor and evaluate impact of the work and initiatives we will implement a specific objective to enhance our data capturing and reporting capability. Research<sup>7</sup> strongly suggests that clear reporting, and understanding, of diversity characteristics aligned to targets and measures underpins an inclusive culture. The University has a maturing reporting capability and we intend to improve the data capture of specific targeted groups, e.g. GRT communities, in addition to monitoring

<sup>6</sup> University Campus of Football Business (UCFB), Mont Rose College, Global Banking School, Regent College, European School of Osteopathy, London School of Science and Technology, David Game College

<sup>7</sup> Universities UK: BAME student attainment at UK universities#closingthegap (2019). Available: <https://www.universities.ac.uk>. [accessed 24/5/19]

target group engagement with the student support measures. Heightening our data capture and reporting will also enable better alignment with partner providers and their access and participation monitoring. Thus, at a strategic level we will invest in, and embed a new business intelligence approach in 2020-21, informing all aspects of our in-year and annual monitoring. The University will also complete the implementation of a new student record system in 2020, which will enable agile reporting to support monitoring and evaluation.

- 3.1.12. The new business intelligence system will be the foundation for reporting, for analysis and for all aspects of performance management—providing a clear line of sight to all staff of University priorities in relation to access and participation.

## Access

### *HEAT*

- 3.1.13. Bucks will continue to subscribe to HEAT, the Higher Education Access Tracker, and proactively engage and analyse the data report, ensuring that outreach work is responsive and ensuring impact towards meeting our targets. The HEAT reports, in addition to our strategic measure of significantly enhancing our data capture and reporting capability will ensure a more robust monitoring of impact against target and investment.
- 3.1.14. HEAT report (2016-17) confirms the increasing numbers of learners engaging with outreach activities ensuring that the Young Participation Rate aligns with national continuation into Higher Education. Bucks outreach has strongly (40% engaging at age 16) engaged with targeted groups above national average; Asian learners (19% Bucks; 10% HEAT member's average) and an increasing engagement with POLAR4 Q1/2 (31% (16-17); 24% (15-16)). The impact of Bucks outreach on attainment shows above national average for good honours (69% Bucks; 68% sector) and employability (90% Bucks; 89% sector).
- 3.1.15. Five-year development: within 2019-20 we will proactively utilise the data reports as a core performance indicator. From 2020-21 the analysis will be firmly embedded within our strategic oversight of key performance measure for outreach activities.

### *Local areas of low participation*

- 3.1.16. Working closely with our college partners in Bucks College Group (BCG), (located across Buckinghamshire, but most specifically in the Aylesbury area—an area of lowest participation), we have agreed a targeted approach for students at key decision points in their academic journey; providing immersive experiences to L2 students to enable aspiration and career benefits through higher education. In addition, we will continue to ensure students have a clear view of the feeder routes into higher education and exposure to advice and guidance, undertaken through our own outreach activities and our involvement in the NCOP Study Higher activities. We will build on our success in supporting aspiration for disadvantaged learners who, due to employment and caring responsibilities, have reduced geographical mobility through our new Aylesbury campus offer (launching in 2019 with a nursing offer) and partnership working with BCG.
- 3.1.17. Five-year development: In collaboration with key partners, we will develop a Health and Social Care academy in 2019-20 at our Aylesbury Campus. Over the period of this plan we will develop our portfolio into an attractive option for those in this low participation area, and continue actively promoting transition into HE from L2 students in this area.

### *Care leavers*

- 3.1.18. Bucks provides a package of support for care leavers and information is available on the website and at open days. We recognise that care leavers can experience disruptions to their education and face particular challenges in transitioning into a new environment with varying levels of external support. National data shows that care leavers are statistically more likely to have SEN recorded at school and

have lower KS4 attainment/UCAS tariff.<sup>7</sup> Our support offer includes help with applications; flexible entry routes (e.g. foundation year); 52-week University accommodation contracts; financial support; mentors; and advice for teachers and social workers working with looked-after children. As part of our wider work on improving data collection and analysis, we will embed the recording of care leaver status by September 2020 to ensure that appropriate support is offered from first contact.

- 3.1.19. Five-year development: Over the period of this plan we will ensure that our support offer evolves to meet the needs of care leavers. We will review our approach to admissions by 2021 and consider introducing contextual offers for care leavers.

#### ***Students with disabilities***

- 3.1.20. To maintain our strong recruitment of disabled students and promote a sense of belonging, we will build on our work with the National Disability Arts Collection & Archive (NDACA) which was launched at our High Wycombe campus in May 2019. Working closely with the Students' Union in 2020 and aligning with their own initiatives, we will utilise this wealth of unique resources, seeking to find new, and innovative opportunities to integrate the disability arts movement into learning & teaching and making firm links into our curriculum.

- 3.1.21. Five-year development: It is our intention to full incorporate equalities into our curricula. Over the period of this plan we will consider developing a distinctive offer for students with disabilities. We will use the NDACA to promote disability access to HE through open annual events that showcase the archive. Alongside an inclusive curricula and initiatives targeting integration of disability and equality we will further develop our bespoke offer to students who wish to access university but have a disability, to remove disability as a barrier to HE.

#### ***Non-traditional entry options***

[All disadvantaged and under-represented groups]

- 3.1.22. As part of our strategic *Curriculum Renaissance* University-wide transformation programme we have embedded the foundation year (wFY) for all undergraduate provision, enabling students to enter higher education that would otherwise be prevented by entry tariff or perhaps discouraged by a lack of confidence or pre-requisite academic study skills. The aim is to enable students to make the right choice of degree course and so enhance chances of future success and progression. Current data suggest that retention is high overall (above Bucks average 2018-19). We will continue to monitor longitudinal achievement and retention as learners continue through their programmes to inform impact of the wFY strategic initiative.
- 3.1.23. At Bucks, foundation years are a vital tool in our strategy to widen participation and open the doors of the University to all who can benefit. Our foundation years attract greater proportions (vs. FTUG Year 1) of younger students (60% vs 49%), more BAME students (62% vs 47%), more disabled students (15% vs 12%) and more students with mental health issues (5% vs 3%). We also find that they attract higher proportions of students who are local to the University, and more from low participation neighbourhoods (21% vs 7%) (Bucks Student Profile dataset, February 2019).
- 3.1.24. The University seeks also to extend opportunities to enter higher education by its extensive development of degree apprenticeships, enabling those who favour this form of work-based learning to achieve higher and degree level qualifications. We believe these opportunities are likely to support mature learners' entry into higher education, as well as those from low-income families or with caring responsibilities enabling 'earn while you learn'.
- 3.1.25. Five-year development: Our longer-term aim is to ensure that foundation years are promoted in the sector as a route into higher education which actively promotes the widening participation agenda. 80% of our foundation year students feedback that they actively chose a foundation year course, citing reasons such as needing 'to adapt to University', often after a break from education; the need to

'update academic skills'; address under-confidence with academic study; and improve chances of success in meeting likely study challenges further on in the course. Many of these students have recognised that they may face challenges and have a strong belief that starting with a firm foundation will increase their chances of succeeding in their degree and career.

### ***Marginalised groups***

[Gypsy, Roma and Traveller; Military families; Young carers]

- 3.1.26. Drawing on the specialist expertise of some of our academic staff who are already engaged with marginalised communities, we will refocus some of our outreach investment towards the following groups, which are under-represented in the higher education sector. This will necessitate changes to data collection, as some of these indicators are not currently recorded at enrolment. The characteristics and needs of these groups pose new challenges for the sector but offer an opportunity for Bucks to build on its success and adopt a more ambitious approach.
- 3.1.27. Gypsy, Roma and Traveller: GRT communities present unique challenges: logistical (transient environment); cultural (parental expectations); social (negativity/bullying); educational (lack of engagement); language; and financial (inability to obtain support). Continuing to follow best practice<sup>8</sup> recommendations, we will utilise existing relationships with local schools, and draw upon the expertise of Bucks staff already working with GRT communities and networks. By putting a bespoke training and development offer to leaders developing curriculum and policy, and teachers developing academic materials, we expect to be able to demonstrate impact in this arena by 2022.
- 3.1.28. In building our social policy research base in factors affecting marginalised groups, we have invested in a PhD scholarship opportunity focussing on the cultural challenges aligned with higher education aspiration and parental influence on decision-making. From late 2019, the PhD students will be working with our networks of transient communities to research and disseminate key recommendations on access to higher education highlighting sector-best practice.
- 3.1.29. Five-year development: Over the period of this plan we will work towards launching a GRT pledge to support successful entry into HE, and we will support other HEIs to do the same.
- 3.1.30. Military families: We have signed the Armed Forces Covenant and are proud to have a Silver award under the Defence Employer Recognition Scheme. Bucks will develop outreach activity to focus on the needs of children of military families. This group faces challenges related to mobility during childhood and family separation; parental deployment; access to further education provision and student finance; as well as a sense of non-identification and disengagement stemming from a transient upbringing. A focus on this group draws on our relevant course portfolio, and research expertise in military and security themes, as well as our existing offer of distance learning and flexible entry. We are located very close to two RAF bases (RAF Halton and RAF High Wycombe) and we are developing stronger links with military family stakeholders, which is informing our strategic approach.
- 3.1.31. Using the experience of our ex-military academic staff and existing military collaborations, we will develop a new outreach programme in 2020, targeting children of all ages from military families. We will:
- initiate contact with local primary and secondary schools with high numbers of military children with a view to developing a targeted visiting programme,
  - update dedicated online guidance for military families, offering targeted advice on UCAS personal statements and highlighting the contextual impact of mobility.

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<sup>8</sup> Mulcahy E., et al, *The underrepresentation of Gypsy, Roma and Traveller pupils in higher education*. (2017) London, Kings College. Available: <https://www.kcl.ac.uk/study/assets/pdf/widening-participation/the-underrepresentation-of-gypsy-roma-and-traveller-pupils-in-higher-education.pdf> [accessed 22/5/19]



- 3.1.32. Bucks will ensure wider dissemination of best practice through its growing involvement in the Service Children's Progression Alliance (SCiP Alliance)<sup>9</sup> informing the wider regional and UK engagement activities.
- 3.1.33. Five-year development: Over the period of this plan we will aim to achieve Gold in the Defence Employer Recognition Scheme and to develop closer links with existing and new military partners.
- 3.1.34. Young Carers: Bucks currently offers specialist support for young carers (student carers) on a case-by-case basis. The issues student carers face include interruptions to study; increased anxiety; lack of sleep; pressure to stay at home (and therefore either do not progress to higher education, or indeed experience difficulties whilst studying); financial pressures due to limitations on parental income; and, a feeling of isolation. We recognise that some of our students will have caring responsibilities and to best support the student as a carer, we will work with individuals to minimise the impact this will have on their studies. The Student Wellbeing Officer is the first point of contact for carers. We will signpost the student to appropriate services either before or following completion of the Student Carer's Plan, monitor that a Student Carer's Plan is completed (or updated), where this is required, receiving a copy of all completed plans, collate of data and reporting on the implementation of the policy and be the main contact for prospective students with caring responsibilities
- 3.1.35. Five-year development: Over the period of this plan we will ensure that our current support offer meets the needs of student carers by seeking enhanced engagement with specialist bodies.

***NCOP – Study Higher collaboration***

[Low participation neighbourhoods]

- 3.1.36. The University is committed to delivering the aims, and related targets, of Study Higher in collaboration with its key partners: Oxford University, Oxford Brookes University and the University of Reading. The aim of the Study Higher NCOP is to increase progression to higher education from target wards by 3% between 2016 and 2021. Study Higher is working towards this aim by delivering, to targeted geographical areas, a range of aspiration raising events and activities to young people as well as providing high-quality, impartial advice and guidance about the variety of higher education opportunities on offer. Bucks will continue its collaborative outreach work with Study Higher (NCOP) extending our Simulate Your Future innovative initiative into Phase 2; utilising a simulation mobile vehicle to extend outreach to key NCOP demographics and mature learners. The Study Higher programme has agreed a collaborative target, which will form part of Bucks' targets.

***Improving diversity in sports education through collaboration***

[BAME, Females, IMD]

- 3.1.37. Our data shows that our largest partner, UCFB, has a predominantly White, male intake, which significantly differs from Bucks' own 'taught at' student cohort. A collaborative approach with multiple interventions to encourage girls to consider sports education is delivered with key partners of UCFB including *Women In Football* and *Kick It Out*. A series of events and activities take place at both campuses as well as targeted activities in schools and colleges. There is a strong focus on case studies and role modelling, highlighting UCFB's female graduate success stories in the industry as well as students visiting classrooms to talk about their experiences in higher education and the journey ahead. Measurable impact of this work would include the increase of applications and enrolment from female students, which will be tracked and monitored internally.

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<sup>9</sup> SCiP Alliance, Available: <https://www.scipalliance.org/resources> [accessed 22/5/19]



### ***Mental health data analytics collaborative project***

[All students]

- 3.1.38. Bucks is part of a successful OfS Challenge Competition project which will, by 2022, develop world-leading educational data analytics and intervention tools within Bucks, University of East London and University of Northumbria to transform the student experience across mental health, wellbeing and engagement, which will impact positively upon student outcomes and generate models of good practice for the sector. Bucks will be piloting educational data analytics for the identification of students exhibiting signs and behaviours associated with poor mental health and utilising student community insights to inform communication and engagement initiatives. Outcomes that will enable a thriving mind-set amongst all students and improve mutual engagement between students and their University.
- 3.1.39. Five-year development: Over the period of this plan we will continue seeking collaborative research working opportunities which can contribute towards increasing opportunities for all in higher education, within and outside the sector. We aim to be involved in at least one collaborative research project in each year of this Plan.

### **Continuation**

#### ***Transition***

[All disadvantaged groups]

- 3.1.40. The University will move to an enhanced strategic approach to retention, focusing interventions across the student lifecycle, and at key moments of transition into, through and out of higher education. With no significant gaps in retention, the intention is to improve absolute rates for all groups of students and to exceed sector average.
- 3.1.41. The new Directorate of Student Success strategy— '*transition in, through and onwards*'—directly aligns with the work monitored by the Access and Participation Steering Group. The current approach has a focus on interventions around the following key areas for retention:
- ensuring accurate attendance monitoring and actions to promote attendance, and to understand and reduce non-attendance, and
  - introducing rapid reassessment and alternative assessment to improve resilience and recognise different learning styles.
- 3.1.42. The implementation of *Curriculum Renaissance* transformation project approach in 2017-18 has shown benefits in our continuation data with no significant gaps identified. BAME learners are showing stronger continuation compared with White learners, and Mature stronger continuation compared with young learners.

#### ***Sense of belonging***

[All, especially BAME, Mature, Disabled]

- 3.1.43. At Bucks we want all students to feel a sense of belonging, whatever their age, ethnicity, circumstances or background. Evidence<sup>10</sup> highlights the importance of building a sense of belonging and academic community for all our learners through aligning peer mentors, personal tutors and subject-based community activities. In implementing the new *Impact 2022* Strategy, we will particularly focus on initiatives which inform strong continuation for all. Recognising the different personal and transitional needs of our students at whichever point they join a course, we will use best practice<sup>11</sup> in recognising the benefits of peer mentors, close community building and, ease of transition. Within this

<sup>10</sup> Thomas L, *Building student engagement and belonging in HE at a time of change. What Works? Student Success* (2012). Available: [https://www.heacademy.ac.uk/system/files/what\\_works\\_final\\_report.pdf](https://www.heacademy.ac.uk/system/files/what_works_final_report.pdf) [accessed 22/5/19]

<sup>11</sup> Sanders J, Rose-Adams J, *Black and minority ethnic student attainment: A survey of research and exploration of the importance of teacher and student expectations* (2014), Widening Participation and Lifelong Learning 16(2) 5-27

approach— '*Bucks Engage*', we will refocus induction and transition arrangements to include; developing resilience; engendering belonging; and developing academic and life skills. Our strategic objective will build upon our research expertise in Positive Psychology in Education<sup>12</sup> focusing on the concept of 'strengths' thus ensuring the initiative aligns with best practice and is enabled to be clearly disseminated across all staff.

- 3.1.44. Five-year development: From 2019/20 we will develop and implement our new '*Bucks Engage*' initiative developing staff understanding of community building and aligning school subjects into support infrastructures. Early adopters will be in place for 2020 and full adoption for 2020-21 onwards across all Schools.
- 3.1.45. Aligned with this strategic approach is the successful work of the Bucks Students' Union and their '*Big Deal*'. The '*Big Deal*' offer enables students to participate in a full range of free opportunities—sports, volunteering, representation, accredited skills courses and societies—and to develop new skills by removing cost as a barrier to participation. Research by Red Brick<sup>13</sup> indicates that the '*Big Deal*' plays a key role in retention with 30% of the student population who had seriously considered leaving acknowledged that engagement with the '*Big Deal*' was a factor in their decision to stay. The University will work closely with the Students' Union to ensure that a coherent 'building of community' supports the diverse learner population and their needs—and is informed by the excellent work being undertaken in the Students' Union.

#### **Financial support ('taught at Bucks' students)**

[Low income families, Low participation, Care leavers, Disabled]

15-16 & 16-17	In receipt of NSP/ BSP	
	Yes	No
Non-withdrawals	94.8%	90.7%
Passed	90.8%	83.3%
Degree 1st or 2.1	59.9%	51.7%
<i>Bucks SAR dataset 2015-16, 2016-17</i>		

- 3.1.46. We have analysed our attainment data comparing those who have received financial support ('taught at' Bucks) and those who have not. Bursaries were withdrawn in 2017-2019 but reintroduced for 2019-20 following further analysis of their impact in previous years. The data for those in receipt of hardship funds are inconclusive and numbers are too small to draw conclusions, however the data for those in receipt of bursary support shows that they are more likely to stay, pass, and obtain good degree outcomes.
- 3.1.47. Naturally, there are many factors at play beyond the need for financial support—further granular analysis is needed and will be undertaken in 2019-20, in order to target support where it is most likely to improve outcomes and to suit student needs. A look at entry tariff does suggest that those with a lower tariff and in receipt of bursary support, achieve better degree outcomes than those without (<240 old UCAS tariff: 61% good honours for those in receipt of a bursary vs. 48%, 2015-17). Indicative data also suggests that BAME males have also seen impact, with those in receipt of a bursary more likely to pass (BAME males 85% vs 68%; White males 93% vs. 86% in 2015-17) and obtain a good degree. We will continue to refocus our bursary support to target those most in need of financial assistance and target resources where they are most likely to have impact.
- 3.1.48. The purpose of financial support is:
- to encourage and support students from underrepresented backgrounds to attend University,
  - to make accessible a higher education experience which would not be possible without financial support,
  - to support these students to stay in higher education, to commit to independent study and to attain good outcomes,

<sup>12</sup> Worth, P, Smith, M. *New Perspectives in Positive Psychology Theory? The Students' Voice: Early Report on an On-going Project. International Journal of Existential Psychology and Psychotherapy*, [S.I.], v.7, n.2, p.5, Nov. 2018. Available: <http://journal.existentialpsychology.org/index.php/ExPsy/article/view/236> [Accessed: 11/06/19].

<sup>13</sup> Quality Students' Union SED (Dec 2018) Bucks Student Union

- to ensure students with particular needs, such as student carers, commuting students and mature students gain the most that they can from their University experience, and

3.1.49. Bucks offers the “Student Success Bursary Programme”, which includes eligibility criteria to reflect our ambition as a widening participation institution. This programme is aimed at supporting, amongst others, mature, commuting students, care leavers, estranged students and student carers. One provision of the programme is the “Bucks Hardship fund”, which provides discretionary financial assistance for students to help access and remain in higher education. To reflect better the needs of our students, for example nursing students, these bursaries are available all year round rather than just through the academic year.

3.1.50. Eligibility criteria are based on the current NASMA guidelines, with additional criteria to support underrepresented groups. The University will give priority to students who: are from low income families; have entered higher education from care; are mature, especially those with existing financial commitments, including priority debts; have a declared disability (especially where the DSA is unable to meet particular costs); are in receipt of the final year loan rate and who are in financial difficulty; are homeless; or care for young children (especially lone parents).

3.1.51. Five year development: currently qualitative student feedback through the SU informs the range of financial support offered, however we intend to use, from 19/20 onwards, the OfS Financial Support Toolkit (survey tool) to assist us in best understanding how students use the support. We particularly want to survey care leavers, student carers and those declaring a disability to ensure we are supporting individual needs appropriately. We are aware of the issues of anonymity of these small groups and will thus ensure restricted dissemination where identification may be possible.

3.1.52. Bursaries for 2020/21: All bursaries for any given academic year are subject to revision before the start of the application cycle for that year. All bursaries in this table are available to students who are ‘taught at Bucks’ and not at partner providers.

Bursary Title	Description	Funding worth to each student	Eligibility Criteria
<b>Student Success Bursary Programme</b>			
Bucks Student Success Programme	Provides a direct benefit to individual students from low income backgrounds and to support progression of students from groups currently under-represented in higher education it provides 100 individual scholarships.	Up to £3,000 over the 3 years/ (£1000/year) per student.	<ul style="list-style-type: none"> <li>✓ Declared residual household income is £25,000 per annum or less,</li> <li>✓ They are entering university for the first time,</li> <li>✓ They have firmly accepted an offer of a place at Bucks,</li> <li>✓ They have applied for Student Finance and will be paying tuition fees in excess of £6,165 per annum (pro-rata for part-time students).</li> </ul>
Short-term loans	Loans are made on a short-term basis, usually for one month and are interest free.	The maximum short-term loan amount is £50 a week or £100 a week for student parents or students with a disability that prevents them from working.	<ul style="list-style-type: none"> <li>✓ UK students who are fully enrolled on a full-time programme at Bucks and in receipt of SLC funding, and</li> <li>✓ Awaiting payment of their statutory student funding.</li> <li>✓ Be experiencing a delay in their student funding and provide proof of the delay if requested</li> <li>✓ Have repaid any previous emergency loan(s) and not have gone beyond the agreed deadline at any time previously.</li> </ul>
Bucks hardship fund	Provides discretionary financial assistance for students to help access and remain in higher education. It is particularly aimed for those students who need financial help to meet specific course and living costs that cannot be met from other sources of support. The fund can	Up to £3000k per year of study per student.  £150/week for students with parental responsibilities, per year of study.	<ul style="list-style-type: none"> <li>✓ Full and part-time students who are in receipt of their maximum financial statutory support package (part-time students must be studying the equivalent of 50% full-time course). Applications are treated either as a 'standard' or a 'non-standard' claim. We assess 'standard' applications under an additional need method that looks at the difference between accepted reasonable expenditure and expected income. If a student has unforeseen circumstances,</li> </ul>

	provide emergency payments for unexpected financial crises. Payments are usually given as grants, which do not have to be repaid.		then an application can be considered under a 'non-standard' assessment. This is designed to identify students who have financial needs and those who are in unforeseen financial difficulty. This should result in most of the available funding being directed towards students with a low income and those who have exceptionally high course related costs.
Care leaver bursary	To complement wider care leaver support package.	Up to £3000k per year of study per student. (£1,000, per year of study).	✓ Disclose when applying to university through the UCAS application form that student has been in care, or upon commencement of studies if by direct entry.
Disability Assistance	£6,000 fund to support students with disability assistance (for laptops and software) to mitigate for the changes to the DSA.	£150 per student.	✓ Registered with the disability service at Bucks and, ✓ A combined household income of less than £25,000 per year.
<b>Other bursaries</b>			
The Clearing Access Bursary	The Clearing Access Bursary supports living expenses for the first year at Bucks. Available for September 2020 entry onto an UG or PG course, and taught full-time on any campus	£1,500 reduction on University hall accommodation.	✓ Clearing applicant ✓ Resident in a POLAR4, Q1 or 2 postcode. ✓ First generation in Higher Education  To be eligible applicants must meet 2 of the 3 criteria

- 3.1.53. We also provide information and support about other sources of financial support, such as childcare grants, tax credits and housing benefit, and work with students with a disability to ensure that they receive the full range of financial support including DSA support and local authority support.
- 3.1.54. Facilitating indirect financial support for low-income students, we will maintain and seek to further develop our highly innovative and award-winning (Gold winner in the Green Apple Environment Awards) *Bucks New Usage* project designed to assist students throughout their time at Bucks. Set up in 2011 through a partnership between the University's Multi-faith Chaplaincy and Bucks Students' Union, it has so far provided more than 4,500 students with recycled homeware items, including pots, pans, kettles, lamps and clothing.
- 3.1.55. Five-year development: Utilising the new data analytics capability we will be able to capture data on whether the financial support packages are effective - continuation, attainment and progression — from 2020-21 onwards. However, as the new capability is implemented, we will embed the OfS Financial Support Toolkit (statistical) into our existing approach to evaluation. We will share findings with senior leadership; colleagues working in student support teams; and with student representatives. This evidence will directly and proactively inform decisions on range and intended impact of the bursary portfolio as well as the overall committed investment.

#### **Financial support (UCFB students)**

[Low income families, Low participation, Care leavers, Disabled]

- 3.1.56. A means-tested variable bursary is available to help undergraduate students from lower income backgrounds fund their studies at UCFB and to ensure that higher education is available to underrepresented groups. Considerations include parental income and number of dependants; POLAR4 quintile; parental HE attendance; care leaver; disability or special needs. UCFB currently interviews all recipients at renewal to assess impact on their outcomes in the previous year.
- 3.1.57. Bursary for 2020/21: All bursaries for any given academic year are subject to revision before the start of the application cycle for that year.

Bursary Title	Description	Funding worth to each student	Eligibility Criteria
Bursary	The bursary can be used for accommodation, travel cards or used towards fees (for applicants not eligible for a tuition fee loan).		All with annual household income of ≤£25,000 Additional contextual criteria (disadvantaged or underrepresented groups) for those with:
		Wembley: £3,500 per year	annual household income of ≤£40,000
		Etiad: £2,500 per year	annual household income of ≤£30,000

## Attainment

### *Data analytics*

- 3.1.58. Research<sup>14</sup> has confirmed that attainment gaps grow as learner's progress in their programme; L4 showing less of a gap and L6 the most—we therefore want to inform our support approach and curriculum design to be inclusive and rigorous. Working closely with our retention strategy we will embed a data analytics (Civitas) platform to enable rich student academic behaviour data to be captured. This approach will allow a clear view of modules, which are proving hurdles to attainment and identify interventions for learners to ensure potential is fulfilled.

### *Attainment programme and curriculum design*

[BAME, IMD]

- 3.1.59. Our data indicate that gaps, in terms of successful outcomes, are experienced by BAME males and those learners from IMD Q1 areas. It is our intention to reduce these gaps across the life of the plan, focusing especially on attainment and progression rates. Internal annual monitoring suggests some specific subject areas which demonstrate the most significant, and consistent attainment gaps. For our PT BSc (Hons) Professional Practice learners (1.2.4) we will further develop our understanding of these disparities and draw on best practice across the sector in reducing and eliminating them. In particular we have realigned investment in the development of a new Student Achievement & Success unit within the Directorate of Student Success to provide learner-facing support to consolidate and enhance academic and knowledge skills - recognising the breadth of learner attributes who engage with our programmes.
- 3.1.60. However we also recognise that our targets provide a challenge which requires us to fully embed a cross university strategy on raising attainment. As part of our *Curriculum Renaissance* strategic transformation project, (with re-focussed investment as noted in section 2.1.3), we have implemented best practice in BAME attainment through adoption of the recommendations of the *Practical Recipes for Student Success (PReSS)* project<sup>15</sup>. The *PReSS* resources are part of a Derby University student attainment project and the deck of 'recipe' cards provide a guide for engagement activities for all our tutors. As all learners have individual needs and there is little intersectionality in our data, we recognise that engagement enhancement activities with both staff and students will be an important driver of change and support our ambitious target. The importance of the cultural change required across all student engagement points is highlighted<sup>16</sup> as central to enabling the impact on learner attainment and thus we will continue to implement this, with milestones that are more ambitious and evaluation to ensure momentum of change continues.
- 3.1.61. Our partners, in particular UCFB, have a strong IMD Q1/2 intake (1.6.6) and thus play a critical role in informing the attainment gap of this target group. Quality assurance annual monitoring ensures oversight of achievement of good honours and specific initiatives have been embedded to best support an inclusive approach. One such innovative new programme has been the *Next 25* Scholarship Programme. It is based on a theory of change that by building a community of student ambassadors—with financial support; communication tools and events; mentorship; EDI training and close exposure to sports industry role models—students from diverse backgrounds can be given the opportunity and encouragement to study and progress to careers in an industry that has traditionally lacked diversity. The original pilot cohort has seen 96% retention and further development of this initiative will see the *Next 25* graduates assisting and developing a programme for future students and graduates at UCFB, helping to increase understanding and respect for diversity in the game.

<sup>14</sup> BAME student attainment at UK universities #closethegap (2019). [www.universities.ac.uk](http://www.universities.ac.uk).

<sup>15</sup> Practical Recipes for Student Success (PReSS) project, Available: <http://uodpress.wordpress.com> [accessed 26/5/19]

<sup>16</sup> Mind the Gap (2018), Available: <http://www.hepi.ac.uk> [accessed 25/5/19]

- 3.1.62. We will evaluate the impact of this new approach through in-year data capture and annual evaluation by each School through the School Annual Monitoring Meeting's (SAMMs). SAMMs have long been robustly embedded as part of the annual reporting cycle, however the focus of these meetings has now moved to impact evaluation—best practice is now formally embedded into the School meetings and thus directly engaged with by course staff.
- 3.1.63. Five-year development: As a core priority, we will monitor this programme of work through audit of staff training, engagement and implementation and for 2019-20 use the annual SAMMs to monitor impact. However from 2020-21 onwards our data analytics capability will enable in-year monitoring of impact and allow agile strategic changes to implementation as required.

## Progression

### ***Graduate capital and graduate employability***

[BAME, Males, Younger students]

- 3.1.64. As part of a fundamental review of our careers and business-facing work within the new Directorate of Student Success, we have refocussed investment to emphasise the importance of student opportunities engaging with businesses for industry visits, work placements and industry-authentic activities.
- 3.1.65. The University recruits a high proportion of its undergraduate student population from the Buckinghamshire Thames Valley area with 61% of Bucks students coming from within 25 miles of the main campus. Evidence suggests that many of the students attend what is their local university due to family commitments or low confidence. Although the local authority area has particularly high social mobility performance,<sup>17</sup> there are inconsistencies between localities, ethnic group and life stages.
- 3.1.66. Bucks is a vocational university and employment is the natural outcome for Bucks graduates (94.4% - higher than the benchmark of 93.9%<sup>18</sup> with a below sector 7.6% choosing further study). However, the Buckinghamshire Thames Valley LEP area itself is unique in having the highest proportion of very small companies in Britain, with 88.3% employing 10 or fewer people, whilst it has also the lowest (13%) employment in the public sector<sup>19</sup> in the country. For those graduates who are restrictions on job mobility and reduced cultural capital, the myriad and varied choices available—unique in the Bucks area—pose a hurdle to navigating the highly skilled employment market.
- 3.1.67. Confidence and cultural capital have been shown to play a part in the achievement of highly skilled employment. In Buckinghamshire, selective grammar schools are extremely unlikely to recommend attendance at the local university and our outreach work indicates that the experience of not being selected for grammar school at the age of eleven affects the confidence of pupils in non-selective schools. Data indicates that once in employment, Bucks graduates have a strong trajectory to highly skilled jobs (85% for Bucks and NSD from subject benchmark<sup>20</sup>) suggesting that industry environment provides the necessary infrastructure and support to gaining the confidence and awareness of career choices available.
- 3.1.68. Recognising research on the alignment of graduate capital and graduate employability<sup>21</sup>, we have devised our PlacementPlus spiralling curriculum framework to impact on 2019-20 learners with a core employability L4 module and e-learning awareness raising. At L5 a core graduate employability skills

<sup>17</sup> Social mobility in Great Britain: fifth state of the nation report (2017), Social Mobility Commission Available: <https://www.gov.uk/government/publications/state-of-the-nation-2017> [Accessed 18/06/19]

<sup>18</sup> TEF 2018 provider data (OfS)

<sup>19</sup> Bucks Thames Valley LEP Skills Hub report *Labour Market Intelligence* 2018 Available: <https://www.buckstvllep.co.uk/wp-content/uploads/2018/07/LMI-Report-2018.pdf> [Accessed 1/5/19]

<sup>20</sup> TEF 2019 provider metrics (OfS)

<sup>21</sup> Tomlinson, M, *Forms of graduate capital and their relationship to graduate employability* (2017) Education and Training 59 (4) 338-352



module will ensure that all learners; undergraduate and apprenticeships, will engage with industry-engagement activities; work-based learning, authentic live projects, work-related learning and work experience. The focus of the PlacementPlus scheme is on supporting our students in enabling the five graduate capital pillars; identity, social, cultural, psychological and human, together with embedding a universal offer of high-quality work-related learning experiences for all students on all programmes. Aligned to the PlacementPlus implementation (strategic investment focussed as referenced in section 2.1) we will embed industry and alumni engagement activities and employer networking opportunities specifically focusing on building social and cultural capital for our students.

- 3.1.69. Many of our programmes are validated by professional bodies which helps students progress into employment, but we also work collaboratively with a wider group of employers via 'industrial advisory boards' to ensure that our programmes meet their needs as well as those of our students.
- 3.1.70. Five-year development: Over the period of this plan, we will actively monitor the gap between male (specifically BAME) and POALR4 Q1 students' progression into higher skilled employment, plus that of other students. For 2019-21 monitoring will be through Graduate Outcome Survey and internal student surveys, together with longer term LEO data. However we expect the impact of the new programme of work, due to timings, to be primarily internal surveys of impact for the duration of current APP.

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## 3.2. Student consultation

### Students as partners in widening participation

- 3.2.1. As referenced at 3.1.6, student representation and consultation is embedded in all aspects of strategic development and governance and therefore helps shape the University's in all areas, including access and participation policy. The Students' Union actively participates in the Access and Participation Steering Group and students are members of the aligned working groups and helps to co-ordinate the engagement of the wider student body with widening participation priorities. Student representatives from all walks of life work closely with the University and are involved in curriculum development, student support, module evaluation, policy development, working groups and governance committees—all activities and groups which embed our widening participation strategy in their work.
  - The Students' Union is working with the University to tackle the BAME engagement and attainment gap by establishing events, workshops, trips and taster sessions to enthuse a wider audience. In partnership with the University, they have also started a series of 'mixers' aimed at particular groups (BAME, LGBT, wFY etc.). There is a BAME representative on Education Committee as a result of Students' Union lobbying.
  - Students actively take part in the NSS and Retention working groups which both impact on the strategic objectives in this Plan. The Students' Union also organises retention activities, identifying the programmes with highest levels of attrition and working with teams to identify complementary activities such as guest speakers, team building activities, and participation in Students' Union societies and sports. The Students' Union is also directly contributing towards our success and progression measures via the 'Big Deal' skills session programme which it runs.
  - Student representatives attend every subject annual monitoring meeting (SAMM) where disaggregated student success and progression data is discussed. School specific action plans are also reviewed where intervention is deemed necessary.
- 3.2.2. This strong partnership forms a solid foundation for fostering ongoing consultation on access and participation measures.

## Plan development

- 3.2.3. Students' Union sabbatical officers, as members of the Access and Participation Steering Group, participated in the development of this Plan. The officers (some of whom come from target groups), were able to review the performance data and were also referred to the student-focused advice published by the OfS. Student Union officers were invited to and participated in an AdvanceHE session on tackling the BAME attainment (along with academic and professional staff members). Feedback from this session helped shape one of the main aspects of this Plan—measures to address the BAME attainment gap, and also amplified awareness of the issue among staff. This session highlighted non-centralised initiatives taking place in Schools as a result of student feedback—for example, students on music programmes had fed back to lecturers that the music being studied was very 'white' and did not reflect the student profile which was ethnically diverse. The course material was overhauled to create a better balance of music from different origins. The Students' Union representation in the Group coordinated the student response to the draft Plan and provided final feedback to the Group at the review stage prior to submission. The Students' Union is also represented at Council where the Plan was discussed and approved. The University felt that feedback from the Students' Union was positive (the Plan being clear, student-focused and moving in the right-direction) and no changes were requested. Overall, there are few significant gaps between OfS target groups and other students at Bucks and there is a wider aspiration from the student body for the University to close gaps with the sector for all students and subjects, particularly for progression into highly skilled employment.
- 3.2.4. The Union did express a wish for the University and Union to work closely together in 2019-20 to consult with a broader range of students with differing needs and the Steering Group committed to reviewing engagement routes and the involvement of the Student Council. With the help of the Students' Union, we will establish a students' forum, specifically focused on the needs of students from a range of different backgrounds, and with representation from members of the University's Access and Participation Steering Group. Over the period of this plan, we intend for this forum to support the ability of the sabbatical officers to represent the interests of all target groups, particularly students or groups of students who do not (or are unable to) currently engage with the Union. This will help us to ensure that the needs of all groups of students are considered, particularly BAME students, mature students, those who commute or have caring responsibilities, and students on placements. To maximise impact, we will aim for the programme of engagement to align with key monitoring milestones and evaluation activities.
- 3.2.5. The Students' Union has provided a statement (see annex).

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## 3.3. Evaluation strategy

### Strategic context

- 3.3.1. In 2018-19 the Access and Participation Steering Group's ability to respond effectively in-year to evidence-based changes in approach was reviewed and the Steering Group now has four working groups reporting; Evaluation & Data, Outreach & Access, Student Support, and Success & Progression. The new structure will be reviewed in September 2019 for effectiveness, however early indicators suggest that the structure enables a more agile reporting and monitoring approach; supportive of the needs of the current Access and Participation Plan 2019-20. The Access and Participation Steering Group remains responsible for the development of the University's Access and Participation plan and:
- ensures there is effective consultation with the University community,
  - provides ongoing and effective evaluation of the University's initiatives, targets and milestones in widening participation,

- collects and reviews institutional data on widening participation and retention measures, identifying areas of concern, opportunities, and recommended actions,
- makes recommendations to relevant University committees concerning the effectiveness of the University's approach to access, success, progression or financial support, and
- Identifies and disseminates within the University features of good practice in relation to access, success, progression and financial support.

3.3.2. We have completed the OfS self-assessment tool—and this in turn informed the gaps identified in this Plan and provides confidence that our strategic objective to improve data collection, data analysis and evaluation of activities should enable us to meet our strategic aims. The primary conclusion from completing the exercise was that the University has undeveloped systems and processes for analysing student outcomes at disaggregated levels. This in turn has presented a challenge to the University's ability to develop sophisticated evaluation programmes and target support to the area's most in need. By investing in data capability the University will seek a clearer understanding of baseline performance and the impact of targeted intervention measures. This will mainly take the form of increasing the capacity and capability of skilled resource in the Strategic Planning Team, particularly in data analytics, evaluation methodology, and higher education policy. To support this work, the University will also invest non-HFI capital in new business intelligence systems for data analytics and student records.

3.3.3. In order to monitor and evaluate impact of the work and initiatives we will implement a specific objective to enhance our data capturing and reporting capability. Research<sup>22</sup> strongly suggests that clear reporting, and understanding, of diversity characteristics aligned to targets and measures underpins an inclusive culture. The University has a maturing reporting capability and we intend to improve the data capture of specific targeted groups, e.g. GRT communities, in addition to monitoring target group engagement with the student support measures. Heightening our data capture and reporting will also enable better alignment with partner providers and their access and participation monitoring. Thus, at a strategic level we will invest in, and embed a new business intelligence approach in 2020-21, informing all aspects of our in-year and annual monitoring. The University will also complete the implementation of a new student record system in 2020, which will enable agile reporting to support monitoring and evaluation. The new business intelligence system will be the foundation for reporting, for analysis and for all aspects of performance management—providing a clear line of sight to all staff of University priorities in relation to access and participation.

#### Programme design

3.3.4. The programme of work has been specifically designed through a research-informed approach reviewing the targeted groups' needs and identifying best practice from the sector. The ambitions in driving forward research in the subject areas related to GRT marginalised groups and BAME attainment have been reinforced through Bucks' two new PhD opportunities in each defined area. These PhD opportunities have been recently recruited to and will directly inform Bucks' approach, particularly when the research outcomes are disseminated in 2022-23.

#### Evaluation design and implementation

3.3.5. Until recently, evaluation of measures has primarily been survey/ feedback based and focused on inputs rather than outcomes. Where this feedback is positive, the view has been that an activity is therefore successful. For example, attendees at a transition workshop are asked to feedback on the experience in a survey. Some internal datasets do allow for a more outcomes approach to evaluation—for example, we use financial support and attainment data to determine if those in receipt

<sup>22</sup> Universities UK: BAME student attainment at UK universities#closingthegap (2019). Available: <https://www.universities.ac.uk>. [accessed 24/5/19]

have better outcomes. They do, although this does not prove causality. We have also started to link continuation and attainment data with a range of other sources, including anonymised student support service customer data—again, this has allowed us to analyse the correlation between targeted services and outcomes for different groups.

- 3.3.6. The strategic implementation of the data capturing, monitoring and reporting project will inform the emerging robustness of our evaluation of impact. Until 2022, we will utilise a mixture of automated and manual data capturing to ensure transparency of implementation and impact across the University and engagement with the milestones. Comparative metrics between those who have engaged with activities and those who have not will provide some initial idea of impact. We will use evaluations to design subsequent interventions and enable the Steering Group to determine progress in meeting our ambitions and goals.
- 3.3.7. As we launch the new student record system, data analytics and business intelligence solution, we will have a more robust evaluation in place. We will align evaluation with key work-stream milestones reporting to the Steering Group. The Group is responsible for ensuring that the programme of actions and interventions undertaken within the context of the plan is fully evaluated and on a rolling basis. Our evaluation programme examines each intervention and draws on both quantitative and qualitative evidence to assess its impact. Internal metrics will be used together with published external datasets—OfS (TEF and APP), HEAT and NCOP data, however we are aware that in many cases, there is a time-lag between implementation and measure of impact through external sources and thus we will work closely to ensure that all data sources are utilised to ensure monitoring and evaluation is impactful.
- 3.3.8. This is particularly the case for our progression measures such as PlacementPlus (3.1.68), where impact is unlikely to be seen within the lifetime of this Plan. The evaluation of highly-skilled employment rates is challenging due to the longitudinal nature of employability. However, we will initiate an ongoing evaluation process for the new PlacementPlus programme which will focus on engagement with our new placement management system, student feedback, internal employment capture and employer feedback/ module marks. Student feedback will be captured informally and also through the Career Confidence Survey issued at the beginning of the PlacementPlus Sprint as part of the initial welcome and introduction which will then be repeated at each level/year of the programme to assess the development of career confidence in our students. Longer-term, this will be linked to employment outcomes data for analysis.
- 3.3.9. In addition to the evaluation of the PlacementPlus programme of work (above – 3.3.8) the other main focus of our evolving evaluation programme will be the reduction of the BAME and IMD attainment gap (3.1.59) The measures planned apply to all students and we do not intend to introduce a control element to our evaluation as this would be incongruous with our objective of 'success for all'. We anticipate that outcomes will improve absolutely for all students with a more inclusive curriculum, and that gaps will close. However we do recognise that, due to the nature of the programmes and expected impact, a differing balance of qualitative and quantitative evaluation will be required. The work in evaluating the impact of *PReSS* programme will involve audit of staff engagement and implementation across the curricula together with quantitative monitoring of module level achievement, in the first instance through annual monitoring (3.1.60) and then, as data analytics capability is embedded, through in-year oversight of achievement. We appreciate that introducing data analytics is a change project and strategic leadership, through the PVC Education, will ensure new methods of evaluation are firmly embedded and used as core key performance indicators.

#### Learning to shape improvements

- 3.3.10. Bucks is an agile and responsive university in terms of its recruitment and thus the learner community profile will continue to reshape as proportions of students with different characteristics shift. We will

therefore remain focussed on informing our approaches by in-depth data analysis, predictive analytics, and our research and evaluation approaches. Thus, the Steering Group will remain vigilant to potential changes, which may be needed as we implement the five-year plan. This awareness is particularly relevant with the wide success the data currently identifies in the lack of gaps in a number of target characteristics; areas we will continue to maintain but also areas where we need to ensure no gap appears. As our data analysis capability improves, so too will our ability to develop appropriate evaluation programmes, to learn from evaluation and to adapt our approach.

- 3.3.11. In order to ensure currency of knowledge of wider sector policy and practice, in addition to internal evaluation, the Education Committee and Senate routinely highlight and discuss key aspects. As we have fully aligned the APP expectations with our *Impact 2022* Strategy, the governance fully supports learning from evaluation. To ensure wider staff awareness and understanding the Staff annual Learning & Teaching conference includes sessions targeted more widely to all academic and professional staff, including Partnership key leads, to nurture a 'whole institution approach.
- 3.3.12. The results of evaluation and research, together with best sector practice, will also inform the vigilance of the Steering Group to ensure that our programmes remain fit for the milestone targets we are working towards. Changes and new approaches over the 5-year plan will need consideration through an annual Enhancement workshop, including our key Partnership leads, informed by our engagement with external networks eg NERUPI. Currently the Steering Group hosts an internally shared bibliography of best practice evidence and supporting papers from other institutions, sector groups, specialist support groups and charities. This resource is constantly updated and searchable, and is used to support the case for proposed measures developed by the Outreach and Learning & Teaching teams.

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### **3.4. Monitoring progress against delivery of the plan**

- 3.4.1. The Bucks Access and Participation Plan has been developed to align directly with the implementation of the Education Strategy and EDI policy. Thus, the monitoring of targets and milestones, are aligned firmly and transparently with University governance structures. This is an overt move away from earlier Access plans, which were implemented along with other strategic initiatives, and thus cross-University engagement has been acknowledged as disjointed.
- 3.4.2. The Access and Participation Steering Group (3.3.1) will oversee the monitoring of progress towards meeting the specific objectives of this Plan as well as the wider performance of the University in terms of achieving equality of opportunity for all groups and at all stages of the student lifecycle. The Bucks Student Union is proactive in the Steering Group working (3.2.4), ensuring implementation, and any changes (3.3.12), are well informed by the student body. The Access and Participation Plan will be parsed into managed projects, aligning with the University approach to strategic programmes of work. The Planning team and Policy Officer will use data capture (3.3.7) to ensure milestones are realised and responsiveness via the Steering Group when implementation is not on-track (this will include the monitoring all lifecycle stage/ target group metrics whether or not there is a current gap). The Group will initiate a strategic review should performance for any group, at any stage of the lifecycle worsen. Accountable to the PVC Education, work-stream owners will fully engage with this approach—and cyclical performance review objectives will align with the strategic measures identified in Bucks' five-year plan. Council will monitor performance against objectives on an annual basis and inform any change in strategic direction or intervention.

## 4. Provision of information to students

- 4.1.1. The University's Access and Participation Plan will be placed on the University's public-facing website and made available on the University's intranet. The University will ensure that all applicants have access to the relevant information they need to make informed decisions about applying to Bucks.
- 4.1.2. The University is committed to ensuring that students are aware of, and receive, the financial support they are entitled to for the duration of their studies. This relies on students agreeing to share their financial information with the University.
- 4.1.3. Information for prospective students is available in the Bucks prospectus, the Bucks website and on UCAS profiles. Information on fees and finance also features prominently at Bucks Open Days and trained staff and students are available to answer questions about financial support. Our Fees and Finance drop-in sessions offer tailored and individual advice and guidance. This will include detailed information on applying for available bursaries and eligibility criteria.
- 4.1.4. We undertake to provide timely and accurate information to UCAS and the Student Loans Company so that they can populate their course databases in good time to inform applications.



## **Annexe—Statement from Bucks Students' Union**

The University have demonstrated a commitment to engaging Bucks Students' Union in their access and participation work. The Chief Executive Officer, Vice President Education and Welfare and Executive Officers are members of the institution's working groups while the President attends the Steering Group. The Union has been routinely consulted about organisational priorities, spending and impact. The University has also consulted with us in relation to the best way to gather student feedback on its access and participation work and we are looking forward to strengthening this partnership next academic year. We feel the University values our work, encompassing the initiatives and schemes we are currently delivering such as 'The Big Deal', and believe it to be a major contributor in attracting, supporting and developing students from widening participation backgrounds, ultimately leading to their successful university experience.

# Access and participation plan

## Fee information 2020-21

Provider name: Buckinghamshire New University

Provider UKPRN: 10000975

### Summary of 2020-21 entrant course fees

\*course type not listed

#### Inflationary statement:

We do not intend to raise fees annually

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

Full-time course type:	Additional information:	Course fee:
First degree	BA (Hons) Integrated Health and Social Care (top-up)	£8,250
First degree	BSc (Hons) Aviation Management for Professionals (distance learning)	£7,700
First degree	BSc (Hons) Specialist Practitioner Qualification (District Nursing), (Community Children's Nursing)	£8,950
First degree	Core full time first degree (including foundation year)	£9,250
Foundation degree	Core full time foundation degree	£9,250
Foundation degree	Cyber Security	£6,000
Foundation degree	Health & Social Care	£8,050
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	Operating Department Practice, all other	£9,250
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	Dancebox Theatre Works 10084951 - Dancebox	£9,250
First degree	David Game College Ltd 10015688 - David Game College	£7,800
First degree	Global Banking School Limited 10042500 - Global Banking School (including foundation year)	£9,250
First degree	London College of Contemporary Arts Ltd 10052868 - LCCA	£9,250
First degree	London School of Commerce & IT Limited 10023434 - LSCI	£9,250
First degree	London School of Science & Technology Limited 10008362 - London School of Science and Technology (including foundation year)	£9,250
First degree	Mont Rose College of Management and Sciences Limited 10023777 - Mont Rose College (including foundation year)	£9,250
First degree	Osteopathic Education and Research Limited 10002344 - European School of Osteopathy	£9,250
First degree	Oxford Business College UK Limited 10020439 - Oxford Business College	£9,250
First degree	RTC Education Ltd 10008455 - Regent College	£8,000
First degree	RTC Education Ltd 10008455 - Regent College (top-up)	£7,500
First degree	UCFB College of Football Business Limited 10043164 - UCFB	£9,250
Foundation degree	London School of Science & Technology Limited 10008362 - London School of Science and Technology	£7,800
Foundation year/Year 0	RTC Education Ltd 10008455 - Regent College	£5,500
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	BA (Hons) Integrated Health and Social Care (top-up) and professional practice (health) courses	£4,750
First degree	BEng (Hons) Engineering Design	£6,900
First degree	Business Law, Law	£4,800
First degree	Business Management (top up)	£4,800
First degree	Core degree programmes	£4,750
Foundation degree	FD Assistant Practitioner	£5,000
Foundation degree	FD Early Years	£4,650

Foundation degree	FD Kitchen Design	£5,600
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 entrants**

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	Newbury College 10004596 - BEng (Hons) Engineering Design	£6,900
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: Buckinghamshire New University

Provider UKPRN: 10000975

### 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 investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. 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>	£179,582.00	£183,173.64	£186,837.11	£190,573.86	£194,385.33
Access (pre-16)	£84,240.00	£85,924.80	£87,643.30	£89,396.16	£91,184.09
Access (post-16)	£95,342.00	£97,248.84	£99,193.82	£101,177.69	£103,201.25
Access (adults and the community)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
<b>Financial support (£)</b>	£1,288,850.00	£1,314,627.00	£1,340,919.54	£1,367,737.93	£1,395,092.69
<b>Research and evaluation (£)</b>	£70,959.00	£72,378.18	£73,825.74	£75,302.26	£76,808.30

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 (£HFI)</b>	£28,026,530.00	£29,164,490.00	£29,855,180.00	£30,497,045.00	£30,473,215.00
Access investment	0.6%	0.6%	0.6%	0.6%	0.6%
Financial support	4.6%	4.5%	4.5%	4.5%	4.6%
Research and evaluation	0.3%	0.2%	0.2%	0.2%	0.3%
<b>Total investment (as %HFI)</b>	5.5%	5.4%	5.4%	5.4%	5.5%

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

Provider name: Buckinghamshire New University

Provider UKPRN: 10000975

## Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the gap in participation in HE for students from underrepresented groups	PTA_1	Low Participation Neighbourhood (LPN)	Ratio in entry rates for POLAR4 quintile 5: quintile 1 students (18-20 year olds)	No	The access and participation dataset	2017-18	2.7:1	2.3:1	2.2:1	2:1	1.9:1	1.8:1	There are few POLAR4 quintile 1 neighbourhoods within the natural catchment area for Bucks. Small numbers mean the ratio fluctuates (5yr average 2.55:1) and we aim for a steady downwards trajectory to <1.8:1 and parity by 2035.
To reduce the gap in participation in HE for students from underrepresented groups	PTA_2	Disabled	Proportion of FTUG declaring disability	No	The access and participation dataset	2017-18	9%	10%	11%	12%	13%	14%	Students with disabilities have good outcomes at Bucks and we aim to attract more applicants with disabilities. However, data capture is incomplete, particularly for partner providers so we will improve data capture to ensure we meet the needs of these students.
To reduce the gap in participation in HE for students from underrepresented groups	PTA_3	Disabled	Proportion of PTUG declaring disability	No	The access and participation dataset	2017-18	7%	8%	8.5%	9%	10%	10.5%	Students with disabilities have good outcomes at Bucks and we aim to attract more part-time applicants with disabilities. We aim to meet the sector average by 2030.
To reduce the gap in participation in HE for students from underrepresented groups	PTA_4	Care-leavers	Intake declaring care-leaver status	No	Other data source	2017-18	21	22	23	24	26	28	Aligned with supporting heightened disclosure, we will endeavour to increase care leaver numbers. As data is very limited, we propose an increase from an indicative 3.8% (17/18 baseline (21 care leavers from 550 care leavers in the sector/year*)) to 5% (28 care leavers) by 2025 (*See Plan for reference).
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the attainment gap for students from underrepresented groups	PTS_1	Socio-economic	Difference in degree attainment (1st and 2:1) between IMD Q1 and IMD Q5 FTUG students.	No	The access and participation dataset	2017-18	15pp	14pp	13pp	12pp	11pp	10pp	This will be targeted to reduce the gap to substantially below sector baseline.
To reduce the attainment gap for students from underrepresented groups	PTS_2	Ethnicity	Difference in degree attainment (1st and 2:1) between White and BAME students FTUG.	No	The access and participation dataset	2017-18	11pp	8pp	6pp	5pp	3pp	0pp	This will be targeted to effectively eliminate the gap by 2025 (any gap to be non-statistically significant and compatible with value-added gap of 0). Milestones set in the 2019-20 plan have been amended based on new data.
To reduce the attainment gap for students from underrepresented groups	PTS_3	Ethnicity	Difference (value-added score) in degree attainment (1st and 2:1) between White and BAME students FTUG.	No	Other data source	2016-17	0.13	0.12	0.08	0.04	0.00	0.00	By using value-added scores to monitor this attainment gap we are taking differences in entry qualifications and subject mix into account. While closing the gap between White and BAME students, we will also be working to enhance achievement for all students, close gaps and improve outcomes across the board.
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 BAME students PTUG	No	The access and participation dataset	2017-18	50pp	40pp	30pp	20pp	10pp	0pp	The PT BAME attainment gap relates to a particular course and fluctuates 30-50pp. This will be targeted to effectively eliminate it by 2030 (any gap to be non-statistically significant).
To reduce the attainment gap for students from underrepresented groups	PTS_5	Socio-economic	Difference in degree attainment (1st and 2:1) between all other ethnicities and Black students FTUG.	No	The access and participation dataset	2017-18	7pp	6pp	6pp	5pp	3pp	0pp	This will be targeted to effectively eliminate the gap by 2025 (any gap to be non-statistically significant and compatible with value-added gap of 0). Milestones set in the 2019-20 plan have been amended based on new data.
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To increase the progression rate for students from underrepresented groups	PTP_1	Low Participation Neighbourhood (LPN)	Difference in POLAR4 Q1 versus Q5 students entering highly skilled employment	No	The access and participation dataset	2017-18	10pp	7pp	7pp	6pp	6pp	5pp	We aim to reduce the gap for progression into highly skilled employment for POLAR4 Q1. Recognising the small numbers, this will be based on a rolling 3 year average target

[illegible]