University of Bolton

Access and participation plan   2020-21 to 2024-25

1. Assessment of performance

This APP demonstrates that the University is highly successful in attracting one of the most socially inclusive

The proportion of students at the University from P4Q1 is 19%. T

Figure 5. Attainment Quantile 5 compared with quantile 1 percentage point difference for full-time students

There has been a lot of fluctuation across IMD Q1 to Q5 for part-time students since 2012/13. From 2013/14 to 2015/16 there appeared to be a trend showing a decrease in progression outcomes for IMDQ1, falling from 79.5% to 70.8%. Despite the latest year showing an improvement, as there is an increasing gap over a five year period the University will set a new target.

Figure 7. Progression by IMD Quantile for part-time students

students of 4pp. The gap between Asian and White students is wider at 8pp. In 2016/17 79% of our Asian students continued their studies compared to 90.3% nationally. The gap between Mixed and White is 9pp. We are therefore setting new targets to address these gaps. While there is a gap between Other and White of 10pp, the numbers are very small for Other (40 students) so we will not set a target but monitor performance closely.

The continuation rate for part-time BAME students at the University in 2015/16, was 80%, well above the sector average at 58.1%. However, this still represents a gap of 5pp between BAME and white part-time students. This gap has increased over the past four years of data and we will monitor this to ensure that it is reduced.

Figure 9. Continuation rate of part-time BAME students

An analysis of the OfS datasets reveals that there was a 7.7% point gap in continuation rates between part time white students and part time Asian students in 2015/16. This has increased from a negative gap of 14.3% in 2013/14. The University recognises that the number of part-time Asian students is low (23 of 30 Asian students in 2015/16 continuing) so it will monitor this data and should the gap between part-time Asian and White students increase in relation to continuation then a target may be set in the future.

In order to better understand any structural and unexplained patterns in the continuation rates of our students the University has commissioned research specialists in our Psychology department to analyse the last three \ H D U V ¶ R I F R Q W L Q X D W L R Q G D W D L Q J U H D W H U V W D W L V W L F D O G H W D This analysis is designed to recognise the confounding of variables including gender, subject, age, ethnicity, mode of study, Disability, POLAR4 and IMD classification as predictor variables.

The project will apply linear regression and cluster analysis techniques to deliver probability expectations of continuation based upon these characteristics. This should help to inform structural and unexplained gaps. Initial results should be available in the autumn 2019, with the report subsequently available by the e1(er)5e BAM7g
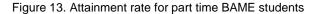
our white students. This represents a statistically significant equality gap of 30 percentage points. This gap is growing in contrast to a marginal decline nationally. We will set a target to deal with this gap.

There is also a statistically significant gap between attainment for White students and all ethnicities except White (21pp). The underlying principal groups impacting on this gap are Black and Asian which we are already setting specific targets to address and this will therefore impact on this measure.

Figure 10. Proportions of students at UoB getting a good degree by ethnicity

Figure 11

The attainment rate for part time BAME students in 2017/18 was 45%. This is above the sector average and on an upward trajectory; however there is still a gap of 25pp between BAME and white part-time students. The data is too small to disaggregate between specific ethnicities so we will monitor this performance closely.

Figure 13. Attainment rate for part time BAME students

Please see page 6 for information relating to the proposed statistical analysis of attainment data.

Progression to employment or further study ±data analysis from the OFS Dataset

Graduate Level Employment

There is a statistically significant gap of 16 percentage points between Asian and White full-time students at the University (48% compared with 64%) in terms of graduate level employment.

The gap is smaller between Black full-time at 4pp and the overall graduate level employment rate is 60%, much closer to the national data at 69.3% and white students at the University of 64%. We will moni5.32 841 TJ ETn

Similarly, there is a gap of 22pp between part-time Black and part-time White students going into graduate level employment but this gap reflects just 8 out of 13 part-time Black students. We will monitor these numbers and the outcomes for these students during the course of this APP.

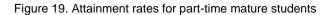Figure 15. Progression by ethnicity for part-time students:

All Employment

In terms of students in all employment, there is also a gap for Asian students. This shows a 14 percentage point gap between Asian (73.8%) and White (87.8%) students.

There is a gap of around 8.5 percentage points in terms of levels of all employment for Black (79.3%) students compared with White (87.8%) students.

1.3 Mature students

Access ±data analysis from the OfS Dataset

The proportion of full-time mature students at the University has grown to 54.5% in 17/18 compared to 27.8% nationally392%)5(05r92%t-)6(of)-6( )50 595.32 841.92 re W* n BT /F1 10.56 Tf 1 0 0 1 49.56 456.91 Tm 0 g 0 G

Figure 19. Attainment rates for part-time mature students

Our full-time UG mature students outperform our young students over the past 5 years. In 2017/18, 65.9% of mature students are in graduate level employment compared with 53.2% of our young students representing a negative gap of 12.7ppThis however is under the national position of 75.7%. Similarly the levels of graduates in all employment from DLHE data is higher for our mature students (85.4%) when compared to our younger students (79.4%)

If we consider those undertaking part-time study, then both young and mature students fare much better. Progression for part-time mature students is 82.0% (8%.222(d7a)4/)1 &pres 22ti(ag44 (1e5(ati)-222(1 4)110(5ᵀf 1 0oJ 6)]

1.4 Disabled students

The proportion of full-time disabled students at the University is 17.3% in 17/18 compared to 14.6% nationalo. 0095.

Figure 22. National KPM 4 ±reducing the gap in degree outcomes (1st and 2:1s) between disabled and non-disabled students

Progression to employment or further study

Figure 24. Progression by disability type for part-time students

As a result of the small cohorts, we are not setting specific targets for the disaggregated disabilities but the University will address improvements within its strategic measures, and will ensure that progression across the different disability types is reported and monitored through data sets and targeted interventions.

1.5 Care leavers

Access ±data analysis from UoB data

The number of care leavers at the University is very small and it has not been possible to ascertain a national figure for comparison. Nevertheless, we are aware that the absolute number of care leavers in 2017/18 has dipped to a low of just 8 students compared with a high in 2016/17 of 27 students. We will therefore commit to increase the proportion of care leavers at the University during the course of this APP but are not setting a target given the very small numbers and proportions involved.

We are committed to working with our local councils to understand the number of care leavers in the system and the proportion of those going into higher education so that we can benchmark ourselves more effectively in the future and potentially set new targets.

Success and Progression ±data analysis from UoB data

Given that our current number of care leavers is very low we have not been able to conduct a meaningful analysis of the success and progression of these students. When the numbers increase we will ensure that

smaller, with just 2 percentage points between P4Q1&2 males (21%) and females (23%). Again, these are much higher than the national position for P4Q1&2 males (12%) and females (15.7%).

We have identified a falling proportion of male full-time undergraduates at the University. Although this falling proportion (39.4% in 17/18 compared nationally to 44.1%) is as a direct result of a rapidly growing Adult Nursing course which started in 2014/15, our overall numbers of male students has fallen to 730 in 17/18 from 780 in 13/14.

Figure 25. Proportion of UoB full-time UG Entrants by Gender

Reported in our E&D Report 2016-17, in the overall Bolton population, women very slightly outnumbered men in 2015-16, making up 50.4% of the total population (all ages), which is a slight decrease from 2001

We have identified a problem with continuation rates of male students at the University. Having carried out further analysis of the intersection of males with other underrepresented groups we conclude that the driver for this issue is gender and not the intersections with gender as there are gaps across most areas as shown below:

Figure 26. Continuation by gender

Intersection	Male	Female	Gap
Mature	75.2%	87.4%	12.2pp
White	81.4%	86.7%	5.3pp
Asian	54.9%	84.8%	29.9pp
Black	68.9%	86.9%	18pp
With disability	75.9%	85.3%	9.9pp
IMD1	69.8%	85.5%	15.7pp
IMD2	71.8%	85.2%	13.4pp

Source: Continuing or qualified as % of population inferred from OfS APP Dataset

Attainment

Nationally, the number of BAME students from P4Q1&2 gaining a good honours degree has increased by 4.4 percentage points between 2015/16 and 2017/18 from 65.7% to 70.1%. At UoB, this number has decreased from 50% in 2015/16 to 45% in 2017/18. A discussed above, we will target BAME student attainment generally, including but not just from P4Q1&2.

Nationally, attainment rates for female students from P4Q1&2 has improved steadily from 75.4% in 2015/16 to 78.3% in 2017/18.Similarly, the number of female students from P4Q1&2 graduating with a good

Success

We have outlined in this plan our ongoing strategic focus on improving the continuation rates of all undergraduate students at the university. We have noted a particular problem with continuation rates for

- x Evaluation Framework
- x Appointment of a Monitoring and Evaluation Officer
- x Steering Group
- x Student Consultation
- x Board of Governors Oversight

The University has committed to invest in the necessary resources to deliver its targets, including new staffing appointments such as substa Q W L D O   V W U H Q J W K H Q L Q J   R I   R Xh Ua ß p oPr ß n GoeRnlt of P H Q W   a Monitoring and Evaluation Officer leading improvements to outcomes including retention.

In addition, Baroness Newlove joins the University of Bolton as Pro Vice Chancellor (Access and Widening Participation). She is a Working Peer, previously working at ministerial level. As a high profile motivational V S H D N H U   S U H V H Q W H U   D Q G   : R P H Q ¶ V   & K D P S L R Q   V K H   D F W V   D V   U R experience that someone from a working class background can become a successful Peer of the Realm. She will undertake regional outreach and play a leading role in University Open Days, aiming to inspire students from diverse backgrounds to achieve their aspirations. She not only believes that victims of crime need to be supported, but also that those who can be seen as victims of their own family circumstances or background should receive the support from the educational system to help realise their full potential. She retains her connections in the national political arena, whilst also increasing the profile of the University including through external visits and TV/Radio appearances.

Our radical new approach to our institutional philosophy (TIRI) and our course portfolio strategy (Platinum Courses) since 2015-16 is already demonstrating tangible dividends in student continuation and completion, confirming the appropriateness of our bold approach.

Outcomes:

Collaborative work not specifically included in measures below

The University Group continues to grow and as we form strategic alliances relevant to this APP. The University sponsors the Bolton UTC. In a strategic alliance with local apprenticeship provider Alliance Learning we are encouraging local people from all underrepresented groups into further and higher education, particularly those who might not normally take up further study. The Anderton Outdoor Activities Centre has recently joined the Group, providing team and confidence building programmes for Bolton College and University students to support transition into HE, continuation and engagement

Strategic measures

Access

Commitment to   improve the participation rate of Care Leavers

Although we have good relationships with the councils in Rochdale and Oldham in relation to looked after children, there is currently very little shared understanding and collaboration in the Bolton and Bury area. As a result the number of care leavers at the University is very low.

We will sign the Care Leavers Covenant and will enhance current initiatives and interventions for care leavers with the aim of increasing the number of care leavers at the University by 2024/25. We are already an active partne U L Q W K HAfter R&NL H0 G U H Q) R U X P ¶ Z K L F K L V D F R O O D E R U D W L Y H S U R to support progression into higher education.

 : H F X U U H Q W O \ U X Q D S U R M H F W I R U \ H D U   D Q G   V W X G H Q W V sL Q 5 R F is a 9-week aspiration and confidence-raising programme to support the acquisition of transferable skills amongst looked after children. This is part of a wider GM Higher project (non-NCOP funded).

We will continue to offer our Care Leaver Bursary, which is worth £1,000 per year for the normal duration of the course and will continue our involvement in the Greater Manchester Care Leaver Awards. From 2020 duration o

(3) LEAP (The Learning Excellence Achievement Pathway)

(4) The Student Welcome & Induction Framework

(5) Student communications enhancement

(6) Peer Assisted Study Sessions (PASS)

of Kirkpatrick, we¶UH -ƗH¹9/G0EOLVKHG ZLWK DVVHVVLQJ D VWXGHQW¶V UHDFW\
face modules, and a large scale evaluation was conducted as part of the Customer Service Excellence review. Our student questionnaire assessed the impact of the modu OHV RQ VWXGHQWV¶ OHDU\
qualitative comments indicating several examples of how they had changed their behaviour, or reflected on/consolidated their approach to learning as a result. This also applies to staff using the platform as part of their academic practice. We are certainly seeing impacts on the organisational performance as a result of LEAP ±although these take time to appear ±and it is difficult to prove actual causation ±our retention and student outcomes are improving. As of September 2019 we have 64 badges available across 49 LEAP Online sections. In the last academic year (1st September 2018-31st August 2019) 10,020 badges were awarded compared to 4,370 for the previous academic year. 2,572 badges have been awarded between 1st September to 26th September 2019.

As recommended by our students through consultation, we will explore opportunities to engage students in a broader range of activities, including multidisciplinary projects and cross-year activities (and to make use of high-standard University facilities incl. National Centre for Motorsports Engineering); more interactive activities; and the possibility of developing networking events with students across the University, within standard contact time and potentially recognised via LEAP badges. We seek to improve communication and promotion of activities likely to promote a sense of belonging (including social and sporting activities) and to maintain consistency of attendance requirement periods at the University between semesters 1 & 2 (to 7e1 0 0 1 476.38 509.59 Tmh5(s9i)-4(st)5s9it

The Team of Wellbeing and Mental Health practitioners has recently expanded following a significant investment to address the support requirements of students. In addition to working with students with additional needs/disabilities and those who are requiring further pastoral support the Wellbeing Services will be working closely with Careers Service staff. This collaborative work will include the provision of training to assist with the attainment and progression of disabled learners. The Wellbeing Team will also be working closely with Careers to establish new initiatives designed for students and external stakeholders such as employers to improve progression and opportunities for students with disabilities in obtaining graduate level employment.

Measures to address the   Attainment of Black and Asian Students

We have set ambitious targets to improve attainment for both Black and Asian student groups by 2024/25 but recognise that, in order to make progress, a 10-year ambition to close this attainment gap is more realistic.

We are in the process of appointing a new Director of Student Life and Satisfaction, following the previous 'L U H F W R U ¶ V   G H F L V L R Q   W R   P R Y H   W R   D Q R W K H U   S R V L W L R Q   I R U   S H U V review the Job Description, w

be undertaking both desk research and onsite visits to speak to staff and students, with the overall aim of providing a clear set of recommendations for change and improvement.

Measures to address the progression of full and part -time Asian students

- x Utilise early diagnostic and career registration data : Early employability diagnostics with all first

officers on the Steering Group to implement the group ¶ recommendations and actions and to disseminate these to project leaders and the wider university community.

The Monitoring & Evaluation Officer will be key to progressing the evaluation strategy. They will be U H V S R Q V L E O H I R U O H D G L Q J R Q W K H L P S O H P H Q W D W L R Q R I W K H 8 Q L Y aim is to seek to recruit to this post before the end 2019.

Progress and performance data will be formally reviewed by the Steering Group, which will meet at least once per term. It has been proposed that future meetings will be aligned with Senate, so that reports can be provided in to Senate from the Steering Group.

2019-20 is transition year and a variety of approaches will be trialled to see what works, so that they can be in place for when the Access & Participation Plan commences for 2020 onwards. Progress will be reviewed and evaluated, the results of the evaluation will then feed into future activities, based upon that learning. The Monitoring & Evaluation Officer will be expected to source a variety of quantitative internal and external data, undertake analysis of that data, making use of mathematical modelling, complex statistical analysis (such as linear regression and cluster analysis) and visualisation techniques to create accessible and easily interpreted results that are robust and credible. They will also be expected to undertake qualitative research using both primary and secondary sources, employing a range of qualitative research techniques, such as facilitating focus groups and running surveys, including organising and managing the support of student researchers or other volunteers when required.

Once the Monitoring & Evaluation Officer is in post, one of their first tasks will be to convene a small Z R U N L Q J J U R X S L Q F O X G L Q J P H P E H U V R I W K H 8 Q L Y H U V L W \ ¶ V 4 X D O L W the Evaluation and Impact Framework, early in 2020. This will also adopt and tailor a version of the Kirkpatrick model to ensure consistency of language with University operations. We do of course already evaluate what we do including programme design, using an organic process of trialling revised approaches and determining whether they work, whilst also embedding the best features, working in a consultative way and bringing the users with us, and creating anticipation and demand for the revised approaches prior to launch. This has occurred over several years with respect to the lifecycle of a programme. Specifically, using the Kirkpatrick framework:

<u>Reaction: Measuring perceptions of the educational experience</u>

$ V S D U W R I W K H 8 Q L Y H U V L W \ ¶ V 6 W X G H Q W (Q J D J H P H Q W) U D P H Z R U N their experience via a range of mecha

Guide. Following feedback from an external academic specialist, internal advisors, employers and students, the assessment strategy is finalised and scrutinised by an Approvals Panel.

<u>Behaviour: Application of learning to practice</u>

When designing a programme, learning outcomes are developed which test practical and transferable skills, and allow students to demonstrate how their knowledge and understanding can be applied to practice. Assessment methods employed within University programmes include research projects, work-based projects, skills portfolios and role pays (e.g. law mutes and mock interviews). Approvals Panels assess the range, validity, fairness and inclusivity of assessments (amongst other factors).

<u>Results: The measurement of graduate outcomes</u>

The University has a five-year Employability, Enterprise and Appre   E ET Q   0 595.3c ich ET Q q 0.000008871 0 5

whilst they are awaiting Student Finance England to assess their eligibility for core funding. Emergency Loans are capped at £320 for 2019/20.

Food Vouchers/Travel Vouchers ±Food Vouchers are available to any student who can demonstrate that they have insufficient funds to purchase food. Food vouchers are issued throughout the academic year and are awarded by the Deputy Student Services Manager on the recommendation of either the Student Funding Advisor, Mental Health Advisor or University Counselling Service. Food vouchers are normally issued up to the value of £50 per applicant.

Hardship Support Grants - Students with children or caring responsibilities, students with a disability or final year students are considered a priority for financial support payments from the fund are subject to a robust income and expenditure assessment. Students who have a financial shortfall can receive up to £1000 per academic year. Students without a shortfall of income and when an assessment demonstrates a surplus can be considered for a non-standard award capped at £300.

5. Appendi x

*course type not listed

Inflationary statement:

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

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

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

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	Backstage Academy (training) Ltd 10036456	£9,250
First degree	RTC Education Ltd 10008455	£8,100
First degree	Salford City College 10005032	£9,250
First degree	Shockout Arts Ltd 10041563	£9,250
First degree	The Growth Company Limited 10004177	£6,165
Foundation degree	Backstage Academy (training) Ltd 10036456	£9,250
Foundation degree	Salford City College 10005032	£9,250
Foundation degree	Shockout Arts Ltd 10041563	£9,250
Foundation degree	The Growth Company Limited 10004177	£6,165
Foundation year/Year 0	Shockout Arts Ltd 10041563	£9,250
HNC/HND	Bolton College 10000794	£6,165
CertHE/DipHE	*	*
Postgraduate ITT	Aquinas College 10000330	£8,500
Postgraduate ITT	Bolton College 10000794	£7,500
Postgraduate ITT	Salford City College 10005032	£8,000
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

Part-time course type:	Additional information:	Course fee:
First degree		£6,000
Foundation degree		£6,000
Foundation year/Year 0		£6,000
HNC/HND		£6,000
CertHE/DipHE		£6,000
Postgraduate ITT		£4,500
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	RTC Education Ltd 10008455	£4,050
First degree	The Growth Company Limited 10004177	£5,200
Foundation degree	Alliance Learning 10000238	£6,000
Foundation degree	Salford City College 10005032	£6,000
Foundation degree	The Growth Company Limited 10004177	£5,500
Foundation year/Year 0	*	*
HNC/HND	Bolton College 10000794	£3,082
CertHE/DipHE	*	*
Postgraduate ITT	Bolton College 10000794	£3,300
Postgraduate ITT	Salford City College 10005032	£4,000
Postgraduate ITT	The Growth Company Limited 10004177	£3,300
Accelerated degree	*	*