

University of Bristol - Access Agreement 2013 Entry

1. Background

The University developed its first Access Agreement in 2005 for students entering the University from 2006/07 to 2010/11. Subsequent revisions reflected a review of our student finance package, in the light of experience in the first year of operation, a comprehensive review of long-term milestones for widening participation and changes to the government grant package. The move to a new financial environment in 2012/13 necessitated a more fundamental review, the outcomes of which were reflected in our 2012 Access Agreement.

In the last year, significant environmental changes have resulted in plans for substantial growth in student numbers. This, coupled with more detailed discussion with university staff, students' union sabbatical officers and partner organisations, has led us to refine and adjust plans. The outcomes are reflected below.

In parallel with the arrangements for 2013/14 described here, we will continue to honour financial commitments to students admitted to the University on financial support packages described in previous Access Agreements.

2. Context

The University of Bristol's Access Agreement is founded on a two-fold commitment to:

- Sustained enhancement of the educational experience of our students.
- Widening participation in Higher Education in general and to Bristol in particular.

The University of Bristol has an ambitious Education Strategy, which aims to provide a world-class student educational experience based on excellent teaching and state-of-the-art facilities and student services. Undergraduate fee income plays, and will continue to play, an important part in sustaining and enhancing the quality of this experience.

At the same time, the University is committed to having a student body that is diverse in terms of background and experience, with all the cultural and educational benefits that this brings. This commitment is reflected in a longstanding and active programme of widening participation. Our first widening participation strategy was published in 1999 and our fourth strategy covers the period 2009-16, driving a wide range of initiatives, including plans for on-going participation in collaborative projects supporting long-term aspiration- and attainment-raising as well as actions intended to diversify Bristol's student population more specifically.

3. Tuition Fees

With effect from 2012, the University of Bristol intends to charge an annual tuition fee of £9,000 (increasing annually in line with inflation, where permitted) for all UK and EU students on full-time undergraduate programmes and full-time PGCE programmes¹.

Tuition fees for UK and EU students studying on a part-time basis will be calculated on a pro-rata basis, using the £9,000 fee as the full-time equivalent rate. In practice, the maximum annual fee charged to any part-time student as a result of this will be £4,500.

The following exceptions to this will apply:

¹ NB. People who study Veterinary Science as a second undergraduate degree will have to pay the full cost fees (£18,450 a year in 2012/13).

- Students who are entitled to a fee waiver as part of our student finance package (see paragraph 5.3).
- Students undertaking a year of study abroad or an industrial work placement, during which a tuition fee of £1350 p.a. will be payable².

It is anticipated that undergraduate tuition fees will generate 'additional' income above the basic fee of around £32.1 million³ in 2013/14, rising to £39.5 million by 2016/17 (steady state). (Set in the context of significant loss of government teaching grant and capital funding) As indicated in **Appendix One**, an increasing amount will be re-invested in student financial support and other measures designed to underpin our strategy for widening participation.

4. Expenditure on Additional Access Measures

From 2012/13, The University of Bristol will invest approximately 31% of its additional fee income in additional access measures, to include: financial support for students from low income backgrounds and a comprehensive programme of activities to support outreach and retention of students from under-represented groups.

4.1 Assessment of Access and Retention Record

The University of Bristol is a highly selective, research-intensive University. For entry in October 2011, we received an average of 10.6 home applications for every place (with some programmes receiving over 30 applications per place). The average UCAS tariff score of our 2011 entrants was 489.7 (the equivalent of 4 A grade 'A' Level passes). By contrast, average secondary attainment in the Bristol area is among the poorest in England, with an average NQF/QCF tariff score of 685.5 per student (the equivalent of 3.2 C grade 'A' Level passes), compared with the English average of 728.3 per student (NB the UCAS tariff and NQF/QCF tariffs are not calculated on the same basis so cannot be directly compared with each other⁴).

A recent feasibility study, undertaken by *IntoUniversity* noted that:

- Bristol has 39 LSQAs (Lower Super Output Areas) in the most deprived 10% nationally. Of these, 14 are in the most deprived 3% and 4 in the most deprived 1%.
- In the sub-domain of children and young people, 82 Bristol LSOAs fall within the most deprived 10% nationally in the domain of Education, Skills and Training deprivation. Of these, 17 LSOAs are in the most deprived 100 areas in England and Illminster Avenue West in Filwood is the most deprived LSOA in England.
- Of England's core cities, Bristol has the second lowest proportion of low income children progressing to higher education.
- Black and minority ethnic pupils, those children with free school meal eligibility and pupils with English as an alternative language under-perform at all levels in Bristol.
- In 2008, it was established that around 21,900 (27%) children live in poverty in Bristol. In Lawrence Hill, this rises to almost 60% - the bottom percentile of all wards nationally.

Beyond the Bristol area, the University draws students primarily from the south of England, where average income levels are relatively high. A predominantly traditional subject portfolio also has some impact on attractiveness of programmes to widening participation students.

These characteristics create some very specific challenges when it comes to diversifying our own undergraduate intake (as opposed to playing our part in raising student aspirations and widening participation in Higher Education more generally).

² Where a year of study abroad is a fully integrated part of a programme of study, we would wish to be able to charge the full fee of £9,000 p.a.

³ £9.7m from students progressing under the current system and £22.4m from students entering the University under the new system

⁴ The UCAS tariff attributes a value of 120 points to a grade A at 'A' level, whereas the NQF/QCF tariff attributes a value of 270 points to a grade A.

Given this context, the University of Bristol's strategy for Widening Participation has been deliberately built around a combination of aspiration- and attainment-raising activity in local schools (often undertaken in collaboration with other local HE providers and designed primarily to widen participation in the Higher Education sector generally); more targeted activities, designed to attract the most able students to Bristol and a contextualised approach to admissions, which ensures that poor school performance is taken into account when selection decisions are made. Despite this very comprehensive and well-established approach, the University of Bristol has had only limited success in realising its ambitions in the area of widening participation. (Detailed data are provided at **Appendix Two**.)

Over the four year period from 2008/09 to 2011/12, the proportion of undergraduate applications from under-represented groups has increased in only four categories (mature students; disabled students, local students and students from low participation neighbourhoods) with the proportion of applications from all other categories (students from low performing schools; socio-economic groups 4-7 and minority ethnic groups) declining.

Over the same period, progress in diversifying the University's undergraduate intake has followed a similar pattern, with small improvements in only four categories (students from low participation neighbourhoods; mature students; disabled students and local students). The proportion of students from low performing schools, students from socio-economic groups 4-7 and from minority ethnic groups has fallen.

A focus on conversion from application to intake has however delivered some success. Looking at the same 4-year period, we have converted increasing proportions of students from low performing schools; social economic groups 4-7; low performing neighbourhoods and local postcodes. Viewed over a longer timeframe (2008/09 to 2011/12), conversion has improved in all but two categories.

In endeavouring to achieve a better understanding of this pattern of undergraduate applications and intake, we undertook a major review of the way in which we monitor progress in this area. Drawing on work undertaken by our Widening Participation Research Cluster, we made a conscious decision to move away from assessing our performance against the HESA sector average benchmarks, in favour of developing our own milestones, linked, in most cases, to the Russell Group median, which was felt to provide a more relevant context for self-assessment. The University currently falls significantly short of the majority of these milestones, details of which are provided at **Appendix Two**.

The University's track record in the area of undergraduate retention is substantially better (according to HESA performance indicators, of the students aged under 21 who entered the University in 2007/08, only 3.6% withdrew without completing their programme) but we have some evidence that we are less successful in retaining students from some under-represented groups. For example, the withdrawal rate for mature students entering the University in 2006/07 was 12.1%. Further analysis to improve our understanding of trends is underway and the results will be used to inform future interventions in this area.

In most respects, the profile of our PGCE intake is either in line with or better than that of our key comparators⁵ and other local providers⁶. In 2011/12, we recruited a cohort which was 39% male; 60% female (which compares with 29% male: 71% female for the comparator group and 25% male: 75% female for the local group) 42% were categorised as 'mature' (compared with 49% of the comparator group and 47% of the local group). Our biggest challenges in this area relate to the recruitment of minority ethnic students. In 2011/12, non-white students made up only 6.47% of our PGCE applications and 5.07% of intake (compared with 12% intake to the benchmark group and 6% intake to local comparators).

⁵ The Institute of Education; University of London and the Universities of Bath; Birmingham; Cambridge; East Anglia; Exeter; Manchester; Nottingham; Oxford; Southampton and Warwick

⁶ Bath Spa University; UWE; and the Universities of Bath and Gloucestershire

4.2 Expenditure

This assessment of current progress has led us to conclude that substantial investment in additional access measures is called for. In 2013/14, a total of £10.1m will therefore be invested in these measures, rising to £12.2m in 2016/17 (steady state). This represents around 31% of total income from additional fees. All of this expenditure will be OFFA countable. A high level summary of how this investment will be attributed in steady state is provided in the table below. The amounts quoted will rise annually with inflation (assuming that fee levels also rise to reflect inflation). The balance of investment across different categories reflects assessment of current priorities. For example, increasing investment in outreach has been prioritised over supporting retention but we have nevertheless recognised the need for some additional transitional support for students from under-represented groups. This balance will be reviewed in the light of progress. In particular, improved recruitment of students from low income backgrounds has the potential to impact significantly on the cost of our student finance package, which may need to be adjusted in future years. Further detail is provided in **Appendices One and Three**.

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|----------------------------------|--------|
| Outreach activities | £2.6m |
| Progression/retention activities | £0.6m |
| Student Finance Package | £9.0m |
| TOTAL REINVESTMENT | £12.2m |

5. Additional Access Measures

Additional access measures fall into three main categories:

- Outreach activities
- Progression/retention-related activities
- Student financial support

Our intended approach in each of these areas is described in more detail below:

5.1 Outreach activities

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| The University of Bristol will increase investment in outreach activities by £1.75m - from £0.85m per annum in 2011/12 to £2.6m per annum by 2016/17 (steady state). |
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The University of Bristol has an established programme of outreach activity, working both collaboratively with partner institutions and in our own right to diversify the University's own student population as well as to widen participation in Higher Education more generally.

Aimhigher We were an active member of the Aimhigher West region for a total of 7 years, providing leadership for school-based mentoring and tutoring programmes across the region and contributing to a wide range of aspiration- and attainment-raising activities including residential summer schools. Every year, the University worked with over 6,000 students, supporting primary school children through to mature learners.

Realising Opportunities The University is a member of Realising Opportunities (RO), a unique collaboration of 12 research intensive universities working together to promote fair access and social mobility of students from under-represented groups. The Partnership was awarded the Times Higher Education, Widening Participation Initiative of the year 2012 in recognition of their leading work in this area. The Realising Opportunities programme provides support for students through interventions designed to raise aspirations and enable them to demonstrate potential for success at a research intensive university. These interventions are offered both at their local participating university, and nationally, so that the student can tailor the programme to meet their own needs and interests. The programme includes a national conference which is a

compulsory element for all participants. Each student is supported through the programme by a student e-mentor. The mentor, an undergraduate student from one of the 12 universities, provides ongoing support and encouragement. Successful completion of RO, which includes a robust academic element, will result in additional consideration given to applications through UCAS from all 12 universities, and the potential for an alternative offer worth up to 40 UCAS points from 10 universities, including the University of Bristol.

Western Access Progression Accord (WAPA) The University was involved in the development of the WAPA through its contribution to the Access Pathways Research Project. The WAPA, which has met its original aims of bringing greater clarity, coherence and certainty to progression opportunities for Access to Higher Education learners in the region, was ratified by the University in 2007. Following the closure of the WVLLN, the University has remained an active participant in the progression agreement through representation on the WAPA Steering Group. The University is also committed to supporting the regional Access Validating Agency, the OCNSWR, chairing its Higher Education Access Committee and with representation on the Board.

University of Bristol specific initiatives The University also offers a comprehensive outreach programme targeting students from primary age through to mature learners. Our Access to Bristol scheme provides sustained curriculum enrichment for 'A' Level students across 15 different subject streams, with the Law stream forming part of the College of Law's *Pathway to Law* programme, an innovative initiative to provide opportunities for students from state schools in England who are interested in a career in law and will be first generation attendees at university. Established by the College of Law and the Sutton Trust, the programme targets students from under-represented backgrounds and provides support throughout years 12 and 13, and beyond into university.

Since 2004 the University has been a co-sponsor of a new Academy school in South Bristol which replaced the former Witherwood Community School. The Merchants' Academy opened in 2008 and the University has played an active role from the start, providing senior level specialist input to the Board of Governors, as well as work placements, outreach engagement and funding for a community-based research project amongst other activities. This commitment will continue as the Academy becomes more established and the University will support its development as an 'all-through' school.

In 2010/11, we invested a total of £0.85m in outreach activities. Transition to a new environment (marked by the introduction of higher tuition fees and by the discontinuation of the Aimhigher scheme) provides the opportunity to increase our total investment in this area by £1.75m (to £2.6m by the time we reach steady state in 2016/7) and, at the same time, to review the focus of our outreach programme to ensure that it supports progress towards our milestones for widening participation, as effectively as possible.

In particular, we are:

- Increasing emphasis on activities designed to support conversion from application to acceptance and then intake. Since its inception in 2007, our personal adviser scheme, which provides targeted support to mature applicants and applicants from schools with low HE progression rates has had a positive impact on conversion. During the period 2007-2009⁷, conversion from offer to intake for target groups rose from 62% to 68% (mature applicants) and from 25% to 31% (applicants from schools with low HE progression rates). We aim to build on this by expanding the scheme. Customer Relationship Management software, introduced during 2011/12, will be harnessed to support this. We are also embedding across all programmes contextualised offers to applicants from low-performing schools (in keeping with the outcomes of research undertaken by our Widening Participation Research cluster).

⁷ In 2010, the basis on which applicants were targeted was refined, making meaningful comparison for 2010 and 2011 entry difficult. However, early indications are that mature students and students from SW schools with low HE progression rates targeted by the scheme have continued to convert well.

- Expanding the Access to Bristol scheme, building on its success in improving application to intake conversion rates among participating students (In the 2009/10 and 2010/11 admissions cycles, 25% and 28% respectively of applicants who had participated in the Access to Bristol scheme went on to study at the University, compared with overall applicant to intake conversion rates of 9% and 9.5%). Included here is an ongoing commitment to the *Pathways to Law* scheme. Our intention is that, in future, summer school and other Bristol-specific outreach initiatives will become a more integral part of these programmes and an enhanced student funding package will be available to students who have participated in the scheme. We will also explore the feasibility of replicating the internship element of *Pathways to Law* in other relevant streams of the wider Access to Bristol scheme.
- Making provision to continue to work collaboratively with the Universities of Bath and Exeter to support generic widening of participation in higher education, through a new programme of summer schools targeted at year 11 students in the local area.
- Working in partnership with universities in the south west, through Universities South West (USW), the membership organisation for the 13 Higher Education Institutions in the South West. A cooperative organisational structure has been agreed, with individual universities leading on key areas along with meetings and some regional events. The work will include: sharing and building upon best practice in widening participation; joint planning of provision in the region and identification of future areas for collaboration; coordination of regional networks and events specialising in key areas (e.g. disabled learners; care leavers and the progression of Access to HE Diploma learners); developing coherence and consistency in data collection and data protocols to facilitate monitoring and evaluation; identification and promotion of future opportunities for promoting further collaborative delivery mechanisms.
- Making provision to embed the Realising Opportunities scheme, once the current HEFCE-funded pilot comes to an end. The Realising Opportunities Strategy Group has unanimously agreed that the 12 participating institutions will commit to future funding, continuation of the programme and development of a business plan which will ensure the ongoing development of the programme to 2016. Each of the 12 universities has agreed a financial contribution of £35,000 p.a. to support delivery in 2013/14. As with the Access to Bristol scheme, the University of Bristol intends to link its summer school provision more closely to this initiative in future.
- Seeking to improve educational attainment in the local area by establishing a partnership with *IntoUniversity* whose programme, already well-established in London, has an impressive track record, with 70% of participating year 13 students progressing directly to Higher Education (as compared with a national average of 24% for students receiving free school meals). A comprehensive feasibility study has already been completed and *IntoUniversity* are now actively seeking a Bristol venue.
- Proposing to broaden the scope of our student financial advice provision, integrating this with our personal adviser scheme for widening participation applicants to include pre-arrival advice on student finance options.
- Reaffirming our commitment to – and expanding the work of - our Widening Participation Research Cluster, in order to ensure a firm evidence base for our outreach and contextualised admissions activity.
- Assessing the feasibility of establishing a new progression route to facilitate access to the University. As scoping work for this element of our plans has not yet commenced, it remains difficult to provide more precise details of this development. Options for consideration will include progression routes which are specific to our professional programmes (particularly Medicine, Dentistry and Veterinary Science) as well as more broadly-based models. It seems likely that any such development will be progressed in partnership with an FE- or another HE-provider.

- Introducing new initiatives, designed to support our aim of increasing the number of BME students undertaking a PGCE at the University. Specifically, we plan to:
 - Build on our existing programme of school-based mentoring and tutoring by increasing both the overall number of mentors/tutors and, where possible given employment/legislation constraints, the proportion of mentors/tutors from BME backgrounds. We also propose to raise the profile of career opportunities in teaching within the group by supplementing the training which all mentors/tutors receive with academic input from the University's Graduate School of Education.
 - Introduce sessions focusing on HE advice and guidance into our Graduate School of Education's existing CPD programme for newly-qualified teachers, offering free places for teachers based in schools meeting widening participation criteria. To achieve this, we will draw on the HE advice and guidance expertise of the University's Undergraduate Recruitment and Widening Participation team as well as the academic staff in the Graduate School of Education.
 - Increase our support for the *Path into Teaching* programme, coordinated by the University of the West of England.

Because part-time provision is relatively small-scale and associated fee levels do not require OFFA regulation, we have not included specific plans for investment in diversifying part-time intake. However, existing initiatives include work undertaken in relation to our part-time BA in English Literature and Community Engagement, targeted at local mature students with little or no experience of higher education. Short courses have been developed with community organisations including the Black Development Agency, the Single Parent Action Network, SILAI for Skills and the Eden House Project, which supports women involved in the criminal justice system. These courses are designed to facilitate progression (7 out of 17 entrants to the part-time BA in 2010/11 had completed a short course). Outreach is also an integral part of the degree programme; each student runs a community project, such as a reading group⁸;

Outreach plans have been discussed with our Students' Union President and Vice-President (Education), who contributed actively both on an individual basis and through participation in discussions at a widening participation strategy away day. A more detailed summary of plans for investment in activity to support outreach, conversion and retention is provided at **Appendix Three**. All expenditure included in this table relates to activity which is 'countable' according to the definition provided in the OFFA guidance. Our widening participation strategy also contains plans for continued improvement of fair admissions procedures.

5.2 Progression/retention-related activities

While the University of Bristol's overall track record in student retention is strong, we will increase investment in activities which provide support for the specific challenges which students from widening participation backgrounds often face in making the transition to university-level study by £0.22m – from £0.4m per annum in 2011/12 to £0.62m by the time we reach steady state in 2016/17.

While the University has a strong track record in the area of student retention, we recognise that students from widening participation backgrounds often face specific challenges in making the transition to university level study and that this is reflected in higher than average withdrawal rates for a number of under represented groups. We currently invest £2.1m p.a. in student welfare services and £1.2m p.a. in student careers and employability support. In 2011/12, a further £0.4m was allocated to initiatives specifically designed to provide support in the area of retention of students from under-represented groups. We now plan to increase this by around £0.22m (to £0.62m by the time we reach steady state in 2016/17) in order to:

⁸ Organisations with whom students are working include Bristol Libraries, the Bristol Drugs Project and the National Autistic Society.

- Expand our peer mentoring and peer assisted study programmes, which have been successfully piloted in two faculties.
- Review university-level induction and transition support more widely to ensure that students from non-traditional backgrounds continue to be as well supported as possible.
- Enhance our student support provision to ensure it meets the needs of under-represented groups effectively.

For further details, please *see Appendix Three*.

5.3 Student financial support

5.3.1 Undergraduate Support

As part of our strategy for widening participation, we have made a clear commitment to ensuring that, as fees increase, students with genuine financial need are in receipt of good advice and appropriate financial assistance. Our aim is to ensure that no student has legitimate reason to be deterred from applying to Bristol because of their inability to meet the costs of living and studying here.

To underpin this aim, the University's core Financial Support Package for full-time undergraduate students entering the University in 2013 will deliver:

- A reduced tuition fee of £3,500 p.a. for all students whose residual household income is £15k or below. ***These students will pay no more for their education than they would under the previous financial arrangements.***
- A reduced tuition fee of £4,500 p.a. for all students whose residual household income is £20k or below.
- A reduced tuition fee of £6,000 p.a. for all students whose residual household income is £25k or below.

In addition, we will offer an enhanced financial support package to full-time undergraduates who have participated in our Access to Bristol scheme. This will deliver:

- A full tuition fee waiver and an annual maintenance bursary valued at £3750 for those Access to Bristol 'graduates' who have a residual household income of £25k or below. ***These students should be able to complete their studies at Bristol without incurring any debt in respect of either tuition or maintenance costs.***

Students eligible for our financial support package will be given the option to convert £2,000 p.a. of their fee waiver entitlement into a cash bursary.

All the above amounts are valid for 2013/14 and will increase annually in line with inflation (assuming that tuition fees also rise to reflect inflation). Eligibility will be determined in accordance with the SLC assessment of household income for state support purposes.

Embedded within this package are awards to be made through the National Scholarship Programme. For full-time students, these awards are offered as fee waivers, as an integral part of the student finance package described above. Students have the same option to convert part of their fee waiver to a cash bursary but the proportion of this bursary funded through the NSP will not exceed £1,000. Awards made through the National Scholarship Programme will be made where a student's residual household income is £12,000 or below. The matched funding element of NSP awards is paid in a student's second year. Thereafter, a student continues to receive funding under our standard student finance package.

NSP awards to part-time undergraduates will be made using the same household income criteria but part-time students will not be eligible for additional funding, over and above the NSP specified match-funding, through the University's own student finance package.

In the event of demand exceeding award availability, we will prioritise those students with the lowest household income levels, whilst ensuring that the ratio of part-time to full-time awards is in line, as far as possible, with the ratio of part-time to full-time student numbers.

Our student funding office's analysis of the costs of living and studying in Bristol suggests that, for those students in lower income groups, our core student finance package, combined with state support (in the form of both tuition fee loans and maintenance grants/loans) and some part-time working should comfortably ensure that eligible students have sufficient funding at their disposal to cover normal tuition and maintenance costs while at the University.

Our Students' Union President and Vice-President (Education) played an active role in helping us to develop this package and worked with us to ensure that proposals were informed by focus group work with both current students and in local schools to clarify the levels of support which would be most attractive to widening participation students both during the application process and after arrival at the University. During 2012/13, we plan to undertake more comprehensive research to determine the impact of our student financial package and this may lead to further refinement of the package for future cohorts. We will involve the Students' Union team in scoping this work.

While we are confident that, for most students, this package should provide an appropriate level of support, we are, in addition to the core package, investing in hardship funds to provide an additional safety net for those UK undergraduate students who, through no fault of their own, find themselves in financial difficulty during their studies. In 2013/14, a total of £410k will be set aside for this purpose. In addition to the £130k increase applied for 2012/13, this includes an additional £60k, which will be available to support students with the purchase of course books and materials. Priority for these funds will be given to students with the greatest financial need, taking into account the other financial support which they receive as well as their ability to undertake part-time work (we recognise, for example, that students with dependents and those on particularly intensive courses may not be able to work part-time during their studies). On the basis of past experience, it is estimated that approximately £360k will be allocated from this fund to students from groups countable by OFFA.

In parallel with the arrangements for 2013/14 described in this document, we will continue to honour our financial commitments to students admitted to the University on financial support packages described in previous Access Agreements.

A more detailed breakdown of our proposed levels of investment in student financial support is provided in the separate **OFFA Annex B**. Note that, for now, we have assumed that plans to grow student numbers will not increase the cost of the student finance package. However, this will be kept under review as the package beds in.

5.3.2 PGCE Support

The majority of PGCE students will be able to access financial support from other sources. We do not therefore believe that a financial support package mirroring our undergraduate support package is appropriate. However, we feel that there is still a case for a small scale package to ensure that PGCE students from low income backgrounds are not deterred.

In 2013, the University of Bristol will therefore offer a more limited financial support package for PGCE students, delivering:

- A bursary of £9k for students with a first class undergraduate degree, whose residual household income is £42k or below and who is not already in receipt of bursary funding of £5k or above from another source.
- A bursary of £5k for students with an upper second class undergraduate degree; whose residual household income is £42k or below and who is not already in receipt of bursary funding of £5k or above from another source.

- An initial assessment will be made on the basis of SLC data, as in the case of our undergraduate support package. Any student identified as having a residual household income of £42k or below will move on to the second phase of assessment.
- In the second phase of assessment, we will factor in any bursary support which students are eligible for from other sources. Any student who meets the academic criteria detailed above and not eligible for a bursary of £5k or above from another source would be eligible for a University of Bristol bursary.

This will ensure that financial support is targeted at those most in need. As a good proportion of BME students currently apply for PGCE streams which do not readily attract bursary funding from other sources, we anticipate that there will also be indirect benefit for efforts to increase the number of students from minority ethnic backgrounds undertaking a PGCE.

The PGCE support package will be reviewed on an annual basis, within the context of any potential changes in wider bursary availability.

6. Targets and Milestones

For the purposes of this Access Agreement, the University of Bristol will assess progress in widening participation against a combination of progress measures which, between them, are designed to assess:

- The specific impact of a number of key outreach initiatives.
- Year on year progress in diversifying our applicant and student population.
- Year on year progress in improving conversion of under-represented applicants.

Bearing in mind the range of outreach activities which we plan to offer, we intend to measure year on year progress in attracting a wider pool of applicants by focusing particularly on each of the following categories (although additional measures included in our 2012 Agreement have also been retained for continuity of monitoring):

- Applicants from low performing schools
- Applicants from socio-economic groups 4-7
- Local applicants

Progress measures for each of these are provided at **Appendix Four**. In each case, we have included new measures, to assess improvements in application to intake conversion.

As far as possible, measures have been calculated taking account of the expected impact of a number of specific outreach initiatives (the Access to Bristol scheme, summer school programme and personal adviser scheme), each of which also has more detailed performance targets associated with them (also detailed at **Appendix Four**).

Measurement of the University's intake profile will be focused on the low school performance category, reflecting the role which this plays in our contextual approach to admissions. Measures relating to mature student intake have been included for continuity.

The recent decision to grow our undergraduate numbers substantially means that continuing to measure progress in diversifying intake by looking at under-represented groups as a percentage of total intake is no longer meaningful. For each intake-related measure, we have therefore added the number of students which the original percentages might have been expected to deliver. Monitoring against these numbers will give a more accurate picture of progress.

All progress measures have been informed by more detailed analysis of progress against the institutional milestones detailed in **Appendix Two** and will be re-calculated annually to reflect assessment of our progress to date. In addition, it should be noted that we intend to carry out further research, for example, to better understand the impact of educational standards in the

Bristol area on our ability to progress at the specified rates; we may need to adjust the progress measures contained in this agreement for future years to reflect the findings.

7. Monitoring and Evaluation

Progress in delivering our widening participation strategy is carefully monitored by the University's Education Committee, chaired by the Pro Vice-Chancellor (Education and Students) and including representation from all faculties as well as the Students' Union.

In addition, the Education Committee (through its Admissions, Recruitment and Widening Participation Strategy Group – also chaired by the Pro Vice-Chancellor Education, with a membership which includes admissions and widening participation expertise as well as Students' Union representation) requires each of the University's faculties and relevant support services divisions to submit, and report against, an annual action plan, containing detailed actions which support the delivery of the Widening Participation Strategy. Specific initiatives are also evaluated using a range of quantitative and qualitative measures, a number of which are included in our Access Agreement (please see **Appendix Four**).

The Widening Participation Strategy Implementation Group (a working group of the Admissions, Recruitment and Widening Participation Strategy Group) conducts a detailed annual review of progress against commitments contained in this Access Agreement, reporting key conclusions, achievements or concerns to the Admissions, Recruitment and Widening Participation Group, which has responsibility for overseeing compliance and monitoring progress against the targets contained in the agreement, on behalf of the Education Committee.

At an operational level, responsibility for delivery and monitoring rests with the Widening Participation team, reporting to the Director of Student Recruitment, Access and Admissions.

8. Provision of Information to Students

Details of tuition fee levels and of the financial support available to students will be routinely published in our prospectus and on our website.

Our Student Funding website includes information to enable students to work out the likely costs of studying at Bristol and to identify the various sources of funding (including both government and University of Bristol support) which they might be able to draw on to support themselves during their studies.

Over the next few years, we also aim to widen the scope of our personal adviser scheme for widening participation applicants to ensure that targeted applicants have the opportunity to access student funding advice prior to taking up their place at the University.

Information on tuition fee levels and of the financial support available to students will also be made available, in a timely manner, to UCAS and to the SLC, as they reasonably require, to populate their applicant-facing web services.

9. Equality Act 2010

This Access Agreement sets out how we will sustain and improve access, retention and attainment among people from under-represented groups. Equality considerations have been embedded into the design of this Agreement. We have analysed and reviewed relevant equality data to help us to identify groups that are particularly under-represented, developing targeted actions as appropriate to improve the diversity of our student body.

Appendix One
Investment of Additional Fee Income – Transition Period

| | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 (steady state) |
|----------------------------------|--------------|---------------|---------------|---------------|---------------------------|
| Outreach activities | £1.86m | £2.6m | £2.7m | £2.5m | £2.6m |
| Progression/retention activities | £0.9m | £0.6m | £0.6m | £0.6m | £0.6m |
| Student Finance Package | £5.4m | £6.9m | £8.1m | £9.0m | £9.0m |
| TOTAL REINVESTMENT | £8.1m | £10.1m | £11.4m | £12.1m | £12.2m |
| % of additional fee income | 29.5% | 31.3% | 32.0% | 31.6% | 31.1% |

Appendix Two
Progress in Widening Participation to the University of Bristol

| WP Category | Application Milestone | Actual Applications 2008/09 | Actual Applications 2009/10 | Actual Applications 2010/11 | Actual Applications 2011/12 |
|--|-----------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Mature Students | 11.4% | 7.7% | 8.4% | 9.1% | 9.5% |
| Students from low performing schools / colleges ³ | 46% | | 30.8% | 26.4% | 17.9% |
| Students from Low Participation Areas ² | 17.7% | 13.6% | 14.8% | 14.5% | 14.1% |
| Socio-economic groups 4-7 | 25.2% | 19.8% | 13.7% | 13.6% | 13.6% |
| Minority ethnic students | 19.1% | 15.3% | 14.1% | 12.8% | 13.8% |
| Disabled students | 4.6% | 4.7% | 4.8% | 5.6% | 6.0% |
| Local students | 6% | 3.7% | 3.6% | 3.6% | 3.8% |

| WP Category | Intake Milestone | Actual Intake 2008/09 | Actual Intake 2009/10 | Actual Intake 2010/11 | Actual Intake 2011/12 |
|--|------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Mature Students | 9% | 5.3% | 5.2% | 4.4% | 5.9% |
| Students from low performing schools / colleges ³ | 40% | | 27.1% | 25.3% | 18.1% |
| Students from Low Participation Areas ² | | 5.5% | 11.9% | 10.4% | 9.9% |
| Socio-economic groups 4-7 | | 14.9% | 13.4% | 11.6% | 11.3% |
| Minority ethnic students | | 10.9% | 10.8% | 10.0% | 8.8% |
| Disabled students | | 6.8% | 6.2% | 7.1% | 7.3% |
| Local students | | 4.2% | 5.2% | 5.0% | 5.7% |

Note that, whilst application milestones are set for all categories, intake milestones are only be set for mature students and low performing schools (the two categories which we take active account of in the selection process).

Most milestones are calculated by benchmarking our position against Russell Group comparators. The exception is low performing schools which are defined as those which in the previous year ranked in the bottom 40 per cent of all schools and colleges for the average score per 'A' Level entry, the average score per 'A' Level entrant or the percentage of students applying to HE. The methodology which underpins this particular milestone was developed by the University's Widening Participation Research Cluster and is based on detailed analysis of entry grades and degree outcomes of Bristol students admitted from both widening participation and non-widening participation backgrounds. If achieved, our current milestone would deliver an intake profile comparable to the median within the Russell Group. Over the next few years, further research will be undertaken, for example, to assess any possible impact of the poor quality of state secondary education in the University's primary catchment area on the University's ability to achieve its long term goals. It is possible that the above milestones may need to be revised further to reflect the outcomes of this work.

Appendix three
Investment in Activities to support Outreach and Progression/Retention

The following table summarises the approximate allocation of funding to support outreach and student progression/retention over the period from 2013/14 until the new funding arrangements reach steady state in 2016/17. The exact breakdown is likely to vary year on year as plans evolve.

| Outreach activities | 2013/14 | | 2016/17 | |
|---|--|---------------|--|--------------|
| | Coverage | Cost | Coverage | Cost |
| Awareness-raising activities including: Schools outreach | 10,000 students (primary – post 16) | £210k | 12,000 students (primary – post16) | £210k |
| Mature student-related activity | 1500 students | | 2000 students | |
| Open days | 2 | | 2 | |
| Summer Schools | 160 year 12 students | £80k | 160 year 12 students | £80k |
| Access to Bristol scheme | 500 year 12 students | £120k | 575 year 12 students | £120k |
| WP Marketing materials | | £25k | | £25k |
| WP Research Cluster | | £200k | | £200k |
| Collaborative Activity including: | | £ | | |
| Realising Opportunities | 30 year 11 students | £35k | 30 year 11 students | £35k |
| Summer school delivered in collaboration with the universities of Bath and Exeter | 50 year 11 students | £65k | 70 year 11 students | £65k |
| Into University partnership | 1500 students (years 9-13) | £100k | 2000 students (years 9-13) | £100k |
| Personal adviser scheme | 200 mature applicants 670 applicants from schools with low HE progression rates | £110k | 350 mature applicants 1150 applicants from schools with low HE progression rates | £110k |
| Pathway/progression route development | | £200k | | £200k |
| Faculty initiatives | | £400k | | £300k |
| WP team salaries to support outreach | | £1.0m | | £1.1m |
| Support for relationship with Merchants' Academy/Brymore UTC Link | | £20k | | £20k |
| PGCE-related outreach including: Path into teaching Mentoring and tutoring CPD | 10 mentors 2 CPD sessions | £16.5k | 10 mentors 2 CPD sessions | £16.5k |
| Total Outreach | | £2.58m | | £2.6m |

| | | | | |
|--|--|--------------|---|-------------|
| Progression/retention activities | | | | |
| Student Navigation Network | 5000 first year undergraduates | £20k | 7000 first year undergraduates | £20k |
| Peer Assisted Learning scheme | 600 first and second year undergraduates | £10k | 1200 first and second year undergraduates | £10k |
| Disability support | | £5k | | £5k |
| Enhanced student services support | | £95k | | £101k |
| WP team salaries to support retention | | £111k | | £117k |
| Other continuing progression-related activities(student job shop, student finance website, student funding advisers etc) | | £372k | | £394k |
| Total Progression/Retention | | £613k | | 647k |

**Appendix Four
Progress Measures**

1. Activity-Based Measures

Access to Bristol Scheme

| | Actual Number 2009/10 | Actual Number 2010/11 | Actual Number 2011/12 | Target Number 2012/13 | Target Number 2013/14 | Target Number 2014/15 | Target Number 2015/16 | Target Number 2016/17 | Target Number 2017/18 |
|------------------------|---|---|---|---|---|---|---|---|---|
| Participating Students | 225 | 269 | 280 | 500 | 525 | 550 | 575 | 600 | 600 |
| | Actual Number 2011 Entry | Target Number 2012 Entry | Target Number 2013 Entry | Target Number 2014 Entry | Target Number 2015 Entry | Target Number 2016 Entry | Target Number 2017 Entry | Target Number 2018 Entry | Target Number 2019 Entry |
| Applications | 92 | 108 | 108 | 200 | 210 | 220 | 230 | 240 | 240 |
| Intake | 23 | 27 | 27 | 60 | 67 | 70 | 73 | 76 | 76 |

Summer Schools

| | Actual Number 2010 | Actual Number 2011 | Target Number 2012 | Target Number 2013 | Target Number 2014 | Target Number 2015 | Target Number 2016 | Target Number 2017 |
|------------------------|---|---|---|---|---|---|---|---|
| Participating Students | 120 | 155 | 160 | 160 | 160 | 160 | 160 | 160 |
| | Actual Number 2011 Entry | Target Number 2012 Entry | Target Number 2013 Entry | Target Number 2014 Entry | Target Number 2015 Entry | Target Number 2016 Entry | Target Number 2017 Entry | Target Number 2018 Entry |
| Applications | 70 | 82 | 90 | 98 | 106 | 114 | 122 | 125 |
| Intake | 16 | 32 | 35 | 37 | 39 | 41 | 43 | 45 |

Personal Adviser Scheme

| Actual Conversion to intake | | | | | Target Conversion to intake | | | | |
|--|---------------|---------------|------------------|---------------|-----------------------------|---------------|---------------|---------------|---------------|
| | 2008 Entry | 2009 Entry | 2010 Entry | 2011 Entry | 2012 Entry | 2013 Entry | 2014 Entry | 2015 Entry | 2016 entry |
| Local (excl mature) | 27% | 31% | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mature | 62% | 68% | 48% ⁹ | 54% | 52% | 54% | 56% | 56% | 56% |
| Low progression South West | N/A | N/A | 34% | 35% | 38% | 40% | 42% | 42% | 42% |
| Low progression West Midlands | N/A | N/A | 27% | 20% | 27% | 31% | 33% | 35% | 35% |
| Number of Offers on which data is based | | | | | | | | | |
| Local (excl mature) | 562 | 497 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mature | 114 | 112 | 189 | 218 | 200 | 300 | 350 | 350 | 350 |
| Low progression South West | N/A | N/A | 594 | 290 | 600 | 600 | 700 | 800 | 900 |
| Low progression West Midlands | N/A | N/A | 63 | 20 | 50 | 70 | 100 | 125 | 150 |

Peer Mentoring and Peer Assisted Learning schemes

| | Actual Number 2010/11 | Actual Number 2011/12 | Target Number 2012/13 | Target Number 2013/14 | Target Number 2014/15 | Target Number 2015/16 | Target Number 2016/17 |
|-------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Peer Mentoring Scheme | | | | | | | |
| Coverage | 3765 | 3765 | 3765 | 4600 | 6500 | 6500 | 6500 |
| Participating students | 154 | 181 | 400 | 500 | 600 | 650 | 650 |
| Peer Assisted Learning | | | | | | | |
| Coverage | 265 | | 500 | 1000 | 1500 | 2000 | 2000 |
| Participating students | 30 | | 75 | 100 | 200 | 350 | 400 |

NB both schemes operate on an 'opt-in' basis. The *coverage* figure therefore relates to the number of students that the scheme is offered to and the *participants* figure relates to the number who choose to participate.

⁹ For 2010, the geographical catchment for mature students targeted through the scheme was extended beyond the local area. The drop in conversion between 2009 and 2010 entry was therefore anticipated and is not seen as an indication of loss of impact.

Collaborative Activity: Year 11 Summer School with Universities of Bath & Exeter

| | Target Number 2012/13 | Target Number 2013/14 | Target Number 2014/15 | Target Number 2015/16 | Target Number 2016/17 | Target Number 2017/18 |
|------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Participating Students | 50 | 55 | 60 | 65 | 70 | 70 |

Collaborative Activity: Realising Opportunities Scheme

| | Actual Number 2010 | Actual Number 2011 | Target Number 2012 | Target Number 2013 | Target Number 2014 | Target Number 2015 | Target Number 2016 | Target Number 2017 |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Participating Students | 5 | 19 | 35 | 50 | 70 | 70 | 70 | 70 |

| | Actual Number 2011 Entry | Target Number 2012 Entry | Target Number 2013 Entry | Target Number 2014 Entry | Target Number 2015 Entry | Target Number 2016 Entry | Target Number 2017 Entry | Target Number 2018 Entry |
|--------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Applications | 12 | 15 | 20 | 20 | 25 | 25 | 25 | 25 |
| Intake | 0 | 2 | 3 | 4 | 5 | 6 | 6 | 6 |

PGCE: Expansion of Mentoring/Tutoring Programme

| | Actual Number 2011/12 | Target Number 2012/13 | Target Number 2013/14 | Target Number 2014/15 | Target Number 2015/16 | Target Number 2016/17 |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Number of mentors/tutors | 60 | 70 | 75 | 75 | 75 | 75 |
| % BME | 10 | 12 | 15 | 15 | 15 | 15 |

PGCE: CPD Provision

| | Actual Number 2011/12 | Target Number 2012/13 | Target Number 2013/14 | Target Number 2014/15 | Target Number 2015/16 | Target Number 2016/17 |
|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Number of attendees | 0 | 25 | 25 | 25 | 25 | 25 |
| Number from WP target schools | 0 | 10 | 10 | 10 | 10 | 10 |

2. Category-based Measures

Annual Progress Measures - Applications

| WP Category | Actual 2010 Entry | Actual 2011 Entry | App Progress Measure 2012 Entry | App Progress Measure 2013 Entry | App Progress Measure 2014 Entry | App Progress Measure 2015 Entry | App Progress Measure 2016 Entry | App Progress Measure 2017 Entry |
|---|-------------------------|-------------------------|---|---|---|---|---|---|
| Students from low performing schools/colleges | 26.4% | 17.9% ¹⁰ | 18% | 19% | 20% | 21% | 22% | 23% |
| Mature | 9.1% | 9.5% | 9.2% | 9.5% | 10% | 10.5% | 11% | 11% |
| Socio-economic groups 4-7 | 13.6% | 13.6% | 13.7% | 14% | 15% | 15.5% | 16% | 16% |
| Minority Ethnic | 12.2% | 13.8% | 12.9% | 13.2% | 13.7% | 14.2% | 14.7% | 14.7% |
| Disabled | 5.6% | 6% | 5.6% | 5.6% | 5.6% | 5.6% | 5.6% | 5.6% |
| Local students | 3.6% | 3.8% | 3.7% | 4% | 4.4% | 5% | 5.5% | 6% |

Annual Progress Measures – Conversion from Application to Intake

| WP Category | Actual Conv'n 2008 Entry | Actual Conv'n 2010 Entry | Actual Conv'n 2011 Entry | Progress Measure 2012 Entry | Progress Measure 2013 Entry | Progress Measure 2014 Entry | Progress measure 2015 Entry | Progress measure 2016 Entry | Progress measure 2017 Entry |
|---|-----------------------------------|-----------------------------------|-----------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Students from low performing schools/colleges | 6.3% | 9% | 9.6% | 9.7% | 9.8% | 9.8% | 9.9% | 10% | 10% |
| Socio-economic groups 4-7 | 6.7% | 8% | 8% | 8.1% | 8.2% | 8.3% | 8.4% | 8.5% | 8.5% |
| Local students | 10.1% | 13% | 14.3% | 14.4% | 14.5% | 14.6% | 14.7% | 14.8% | 14.8% |

Annual Progress Measures – Intake

Note: The University plans to grow overall undergraduate numbers substantially over the next few years. The Intake-related measures articulated as percentages in our 2012 Agreement are therefore no longer meaningful and the table below therefore also shows the actual student numbers which the original measures would have been expected to deliver.

| WP Category | Actual Intake October 2010 | Actual Intake October 2011 | Intake Progress Measure 2012 Entry | Intake Progress Measure 2013 Entry | Intake Progress Measure 2014 Entry | Intake progress measure 2015 Entry | Intake Progress measure 2016 Entry | Intake progress measure 2017 Entry |
|---|----------------------------|----------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Students from low performing schools/colleges | 25.3% | 18.1% ¹⁰ | 19% | 21% | 23% | 25% | 27% | 28% |
| Students from low performing schools/colleges | 806 | 577 | 605 | 669 | 773 | 797 | 860 | 892 |
| Mature Students | 4.4% | 5.9% | 4.5% | 4.6% | 5% | 5.5% | 6% | 6.5% |
| Mature Students | 140 | 188 | 143 | 147 | 159 | 175 | 191 | 207 |

Withdrawals during first year of study

| WP Category | Actual 2006/07 Entry | Progress measure 2012/13 Entry | Progress measure 2013/14 Entry | Progress measure 2014/15 Entry | Progress measure 2015/16 Entry | Progress measure 2016/17 Entry | Non-WP cohort 2006/07 entry |
|---------------------------|----------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|-----------------------------|
| Socio-economic groups 4-7 | 3.7% | 3.65% | 3.65% | 3.6% | 3.6% | 3.6% | 3.6% |
| Minority ethnic | 2.6% | 2.6% | 2.6% | 2.6% | 2.6% | 2.6% | 3.6% |

¹⁰ We are experiencing issues with UCAS data quality, with a large increase in schools which cannot be matched to DfE school performance data. We believe this partially accounts for the 2011 drop in applications/intake in this category.