

The University of Bradford

Access and Participation Plan 2025-26 to 2028-29

Introduction and strategic aim

The University and the City

We are proud to be the University of and for Bradford with global reach; we place our local communities and people of the City, and the wider region, at the heart of our mission and values. This is not only because we are a civic university and predominantly a local recruiter, but also because we intentionally serve the needs of the region, strive to disrupt economic and social inequalities, and, in so doing, contribute to place-based transformation. Critical leadership and embedding of intersectional EDI to make our diversity count and deliver impact is the driving force in the design and delivery of our academic portfolio and wider student experience.

The Bradford Metropolitan District is located within West Yorkshire and, with a population of over 546,400, it is the fifth largest local authority in England. Bradford has the fourth highest proportion of under 15-year-olds in England, representing nearly 22% of the district's population. The district is known for being ethnically and culturally diverse, with 43% of the population being from minoritised British ethnic groups and, of this, 74% from Asian or Asian-British backgrounds. Accompanying the abundant opportunities presented by Bradford's young population and rich ethnic diversity, the region nevertheless faces several significant socio-economic challenges. Bradford is the 13th most deprived local authority in England and the 5th most income deprived, and unusually for its size Bradford is home to only one university.

The impact of income deprivation is demonstrated by nearly one third of children in the district living in poverty. Bradford is the 6th most employment-deprived local authority, with an employment rate of 70%, 6 percentage points (pp) below the national average. According to official ONS data, 12% of working age residents in Bradford have no qualifications and the West Yorkshire Combined Authority's 'State of the Region' report informs us that only 61% of working age residents hold a Level 3 qualification and above, 8 pp behind the national rate. This socio-economic context means that young people from the Bradford district are accessing and progressing through the education system in more challenging circumstances than many of their peers nationally. As stated in the Commissioner's Report on Children's Services in Bradford, *"many children and young people in the city will require support if they are to achieve good outcomes."*

Delivering excellent **Access, Continuation, Attainment/Award and Progression** outcomes, and creating an academically supportive yet stimulating environment, is fundamental to the student offer and experience at Bradford. In working closely with key regional organisations, to support and champion mutual ambitions for improvement and growth, our institutional strategies shape our endeavour to *"be a university city that shares knowledge in order to strengthen health, wealth and confidence across the many communities in which our students, staff and alumni participate."* These ambitions are underpinned by the University's values of 'excellence', 'trust', 'innovation' and 'inclusion' and shaped around our core strategic themes of 'people', 'place' and 'performance'.

Our Students and Staff

At the University of Bradford (UoB), people are our greatest asset, and we recognise that everyone in our community is central to achieving our mission "to drive sustainable social and economic development through outstanding teaching, research and innovation" and our vision of "a world of inclusion and equality of opportunity where people want to, and can, make a difference." Our unwavering commitment to equality of opportunity and social inclusion is about putting people at the heart of the University and it is why they are promoted, embedded, and celebrated in everything that we do.

The total student population of Bradford is over 11,600 students, of which approximately 7,920 are studying at undergraduate level, and nearly 6,900 of these are domiciled in the UK. The remainder are split between our postgraduate taught (over 3,400), postgraduate research (approximately 220) and professional development/short course provision (CPD; 294). While the University attracts and welcomes students from across the globe, 71% of our undergraduate student population are 'home fee-paying'. Approximately 54% of these are from the Bradford district, with a further 29% from the wider Yorkshire and Humber region. Given this predominantly local catchment area, our undergraduate student body shares many of the demographic characteristics of the regional population.

While some traditionally disadvantaged groups, such as those from ethnically minoritised communities or areas of multiple deprivation, are underrepresented across the HE sector as a whole, these groups constitute most of the undergraduate student body at UoB. Indeed, we actively work to reduce barriers of access where

structural, socio- and economic-disadvantage exists, as can be seen in our contextualised admissions processes and other widening access initiatives. We are proud of our successes in this area and passionate about our sustained commitment to raising aspirations, widening access to HE, and ensuring high quality education is available to all individuals who have the potential to succeed.

Our staff fully recognise and embrace the wider context of Bradford, the regional environs that shape the University community, actively championing the delivery of inclusive, transformative education. Their professional endeavours are supported by the University's People Strategy. Underpinned by 'whole career' staff development frameworks, this sets out a vision to develop and empower our staff to achieve best possible practice through the continual enhancement of their practice.

Our staff and students unite as a community under the shared banner of 'Team Bradford'. This ethos helps to build a sense of belonging and create a vibrant and inclusive culture in which staff and students work co-operatively with shared purpose. Embedded as a strategic theme within our University strategy is our commitment to Equality, Diversity, and Inclusion (EDI), which permeates all that we do, and underpins all of our key initiatives. Our APP is a key aspect of this work, led centrally from the Centre for Inclusion and Diversity (CfID).

Risks to equality of opportunity.

We aim to make university a welcoming and safe place in which all students can succeed regardless of previous experience as a minoritised group or from socio-economic disadvantage, recognising also the intersectional impact of these factors. Our EDI and Learning, Teaching and Student Experience (LTSE) Strategies are geared to remove systemic barriers to high achievement and **Progression** into high skilled employment. This is critical to develop improved lifetime prospects for young people and mature students coming from local communities. To achieve this, we need to understand well both the local population and our students, empowering us to develop the institution that meets their needs and aspirations. Addressing the EoRR through data analysis has helped us gain better knowledge around the risks faced by our potential and enrolled students.

To analyse our quantitative data from the OfS, colleagues in our Planning and Performance team produced a PowerBi dashboard that we have used to identify gaps and therefore set **Access, Continuation, Completion, Award** and **Progression** targets for our APP. This data has been shared with and evaluated by members of our APP Group who have discussed key trends evident in the data, contributing to the identification of groups and targets areas detailed in **Annex A**, which contains all data figures.

Throughout the document, BME refers to the sum of all students from minoritised ethnic groups. While we adopt the collective term BME to refer to people who are Black, Asian or from another minoritised ethnicities, we recognise that this term is problematic. The term does not reflect their position as a global majority or that individuals have been minoritised through social processes and asymmetrical power rather than existing in statistical minorities. As an evidence-led EDI organisation, we seek to speak and write in specific terms about members of our university community, acknowledging where individuals are minoritised rather than in a minority or under-represented.

Risks 1 to 4 Knowledge and Skills, Information and Guidance, Perception of Higher Education and Application Success Rates. UoB attracts a large proportion of students who identify as Asian (74% of students 18 and under), with approximately 80% of these from IMD2019 Q1+Q2. 83% of our students are from Yorkshire and the Humber. Our recruitment of Black students (8% overall) is good compared to the UK population (4%) but below the sector average (11%), with 87% of these coming from IMDQ1+2. A low proportion of our students are White (12%) with approximately 50% of them being from IMD2019 Q1+Q2. This asymmetry in recruitment raises concerns that young White people from areas of multiple deprivation in our main recruitment areas are susceptible to **Risks 1 to 3**.

Male students constitute 41% of the UoB FT UG population. We are concerned that this indicates a lower understanding of the benefits of university, with a negative perception of HE generally and of some subjects in particular. For example, in the Faculty of Health Studies (FoHS) men represent only 6% of applicants for Nursing.

In the Faculty of Engineering and Digital Technologies (FoEDT) there is an under-representation of female students (22%). We recognise systemic and structural factors that militate against the **Progression** of women into engineering. Traditional attitudes and perceptions still discourage young women and girls from regarding engineering as a viable career option. Consequently, they may not prepare early enough in their career planning for a trajectory that will qualify them for entry into Engineering or Computer Science at HE (specifically in relation to Maths).

Both gender imbalances are due to low application rates; there is no evidence to indicate differential application success rates (**Risk 4**).

Our students tell us (APP consultation) that, prior to application, some candidates find it hard to communicate with the University. They say information on the website can be difficult to navigate, especially for those who are first in family applying to HE and those lacking family support. Some were finding it hard to imagine studying at university due to imposter syndrome (**Risks 1 to 3**).

Students who had full family support were more able to make informed choices and found navigating university life easier. Students reported that being able to attend Open and Experience Days and receiving career advice and guidance at secondary schools and colleges was critical to overcoming **Risks 1 to 4**.

We are acutely aware of the disadvantage faced by the group we refer to as **CARE** students (**Care** experienced, **A**sylum seekers, people from families associated with the **A**rmed forces, **R**efugees, **G**ypsy **R**oma and **T**ravellers and **E**stranged). From the national picture, and our own work in the community in partnership with e.g. Bradford's Virtual School for Looked After Children and City of Sanctuary, we know that candidates from these groups are highly susceptible to **Risks 1 to 4**.

Once students enrol, they would welcome more support in navigating university life. Some students are challenged by the cultural change to HE. This can be due to a range of issues, such as the need for independent study, which suits some students better than others.

Risks 5 Limited choice of course type and delivery mode. Some students said that they signed up to second choice courses because their first choice was not available. Students in the Faculty of Management, Law and Social Sciences (FoMLSS) expressed views that the student voice is not fully considered in programme planning. Also, many young people from areas of deprivation seek employment rather than entering HE, the likelihood of which could be increased if more apprenticeships can be made available.

Risks 6 and 7 Insufficient academic support and Insufficient personal support. Some of our datasets on Continuation, Completion and Award, along with NSS survey data and information from our student consultation (detailed in **Annex A**) reveal susceptibilities to **Risks 6 and 7**, which negatively impact on the outcomes we want for our students.

Between 2018-2022, there is a trend that UoB's NSS scores have lagged slightly behind the sector. For the academic year 2021/22 UoB was 5 pp or more behind the sector for Teaching on my Course; Assessment and Feedback; Academic Support; Organisation and Management; and Overall Satisfaction. In the 2022 to 2023 survey, we were similarly behind sector for Teaching on my Course; Academic Support; and Organisation and Management. This raises concerns around **Risks 6 and 7**.

We have identified reduced levels of **Continuation** for White students compared to our BME students (Fig 16). The gap is wider for White female students compared to White male students (Fig 22). A different pattern is apparent for **Completion** with both Asian and White male students having lower **Completion** rates than female students.

Student consultation indicates that many struggle to engage with their Personal Academic Tutors and find academic support could be better tailored to meet their needs (**Risk 6**). There is a need for guidance on assignments and exams and consistency in related communications.

Students from IMD2019 Q1+Q2 are consistently awarded a First or Upper Second class degree at lower rates than Q3+Q4. The intersectionality of IMD2019 and POLAR4 quintiles with ethnicity revealed that proportionally fewer BME students are awarded a higher class of degree than White students regardless of their IMD2019 or POLAR4 status. Thus, while geographical markers are important, BME identity corresponds to further susceptibility to **Risks 6 and 7**.

Risk 8 Mental Health. The Counselling and the Mental Health Advice team offer BACP accredited support to students. The service sees around 9% of the UoB population, which aligns with sector averages. There is an imbalance in gender access (with significantly lower number of male students accessing) and in disability (with disabled students making up a disproportionately high number of users). There is no difference in access based on ethnicity.

Students raised several issues as contributing to stress and putting at risk their mental health. These included finding it hard to access sufficient information, navigating loans and arranging/moving accommodation. Financial challenges (overlapping **Risk 10**) increase stress and anxiety. Some students are traveling a

significant distance, which is particularly difficult for those with caring responsibilities. Students also spoke of the need for greater integration of self-care and mental health support within each degree programme.

Risk 9 Ongoing Impacts of Coronavirus. Secondary school aged pupils in the North-East, Yorkshire and the Humber experienced the greatest loss of learning time during the pandemic (2.3 months compared to 1.2 in the South-East of England). Nationally, indications of impact on attainment gap include: the gender gap increased (in favour of female students), between lower and higher income families (increased) and worsening decline in academic outcomes in the North of England.

The gap in **Completion** rates for students from IMD2019 Q1 to Q4 compared to Q5 grew for those who were completing in the pandemic years, possibly indicating an increased effect of COVID for students from CARE groups and others who already experience multiple disadvantages, including those from minoritised ethnic backgrounds. Reflecting a national trend, our **Continuation** rates improved in the academic year 2019-20, coincident with the implementation of COVID regulations. Numbers dropped back to slightly below level pre-COVID levels in 2020-21. It is too early to get consistent data to indicate an ongoing COVID **Risk 9**.

Risk 10 Cost Pressures. Many students say they are struggling with the financial burden of HE (overlapping **Risk 8**). This affects a high proportion of UoB students who are from lower ABCS quintiles and students with parental or caring responsibilities. Finances can be difficult for mature students, who reduce their paid work hours to attend university. Others also need paid work to support themselves/their families during their studies.

In the period covering academic years 2019-20 through 2022-23, UoB provided financial support of nearly £1M in response to hardship to 966 home UG students, who received an average of £1,005 each. We spent a further approximately £30K providing emergency housing to students. The call on hardship funding was particularly high during the pandemic and since the increase in costs of living. We expect this need to continue and potentially grow in the in the coming years.

Risk 11 Capacity Issues. Resources 'related to higher education' vary depending on the programme being studied, and the circumstances of the individual student. The risk of inequality related to access to resources in HE is potentially more acute for the following groups:

- Students from low IMD quintiles who may struggle to access resources, e.g. adequate accommodation, sufficient digital devices for study, or transportation to curricular, co-, and extra-curricular activities.
- Students with physical and/or mental health challenges, or neurodiverse students, may require assistive technology or additional learning aids to support their studies.
- Mature students and/or students who are first in their family to study in HE may be at greater risk of needing additional resource to access and succeed in HE (e.g. additional study support/materials).

While these are all noteworthy issues across the sector, at UoB the risks are either low or have been mitigated due to:

- A large proportion of students being local, compared to some other HEIs. With many students living in their family home, which reduces the need to access accommodation.
- Grants are available for students to help with living expenses or equipment to assist their studies.
- Addressing digital exclusion through ensuring sufficient digital resources for all, UoB has a range of student computing facilities on campus with long and short laptop loan schemes. Our new Virtual Desktop Infrastructure makes it possible to access learning and teaching software from anywhere at any time via any device.
- Support from the Disability Advice Service for students with declared disabilities to access resources and assistance enabling their studies from comprehensive Learning Support Profiles. The Service also supports students not previously diagnosed with a disability and/or health condition through our four-stage fully-funded diagnostic assessment process.
- Free and unrestricted access to additional academic support services/sessions/resources such as Academic Skills, the Library, the Language Centre. Introduction of 'Step up to HE' programme and self-access resources to directly support those accessing HE from 'non-traditional' backgrounds such as low participation areas and mature students.

Using equality impact assessments during the annual centralised student number planning will assess any risks to equality of opportunity in terms of on programme facilities, and access to in-, co- and extra-curricular activities are continually monitored and mitigated.

Risk 12. Progression from Higher Education (including into higher degrees)

Students from lower IMD2019 quintiles are less likely to **Progress**, with a **Progression** gap of approximately 11 pp. This **Progression** gap is larger than the **Award** gap for the same group of students, suggesting that there are additional barriers to accessing skilled employment for this group. This intersects with a **Progression** gap for BME students who are more susceptible to Risk 12 than their White peers.

Students from minoritised ethnic groups feel they are not, or would not be, considered for better paid jobs. This matches data showing that, while BME students are in a majority at UoB, their rate of **Progression** is lower than for White peers. This may reflect a less diverse employment market and possibly and accompanying inequalities that continue to exist in workplaces, as demonstrated by the DfE Longitudinal Educational Outcomes reports over the last 5 years. The **Award** gap may also be a contributing factor, having an impact on confidence and competitiveness.

Other students less likely to **Progress** to skilled employment include those from Bradford district and those eligible for Free Schools Meals (FSMs). Students arriving aged 18 are less likely to **Progress** than mature students, with the gap in one faculty being 24 pp. This suggests that readiness for employment is influenced by maturity/life experience.

Our consultation revealed that students would like to see more graduate opportunities, more focus on career development specifically in their last year, with more focus on the last semester. They want to see these opportunities across all curriculum areas, welcoming mentoring, and placement opportunities with better communication about next steps.

Objectives

Our analysis of the risks identifies a range of points in the student life where there is a gap for students of certain characteristics compared to others. We have used consistent gaps to help us develop our **Objectives**. Our ethos and delivery across the student lifecycle are underpinned by the principle of equity and intersectionality. In taking this forward we recognise that we cannot solely provide interventions in isolation for individual groups. For this reason, we include two **Objectives** aimed at a range of students with characteristics that are different but demand related solutions. We have also taken account information received from Students and Staff during the consultation period.

The data above and in **Annex A** highlight some areas of concern in different programmes or Faculties. These **Objectives** are designed to improve our performance in risk areas across the campus with the knowledge some parts of the University require more direct action than others. The base line data for target setting is from 2021/22 OfS data for fulltime UG students, including those enrolled for an integrated Level 7 award.

ACCESS

With growth, by the academic year 2030-31 we will increase the proportion of students we recruit from the following characteristics:

Objective 1 Male students from 39.8% to 46% of the University population, with improved gender balance across all programmes (reference in the Targets file is PTA_1)

Objective 2 Students overall from areas of multiple deprivation in IMD2019 Q1+Q2 to increase from 77.5% to 80% including White students in IMD2019 Q1+Q2 from 13.1% to 18% of the University population (PTA_2)

Objective 3 Black Students from 7.7% to 12% of the University population (PTA_3)

Objective 4 Traditionally under-represented and/or disadvantaged groups:

- CARE students to increase from 5.3% to 8.0% (PTA_4)
- students declaring mental health concerns from 3.5% to 6.0% (PTA_5)
- students with declared parenting and/or caring responsibilities from 0.4% to 1.0% (PTA_6).

CONTINUATION, COMPLETION, AWARD and PROGRESSION

By better understanding the needs of our student population, including the impact of systemic disadvantage and the intersecting factors of identity and circumstance that influence outcomes, and with better tracking of students we will reduce the gaps in **Continuation, Completion, Award and Progression** as follows:

Objective 5 Continuation gap will be reduced

- from 0.9 to 0.3 percentage points between male and female students (PTS_1)
- from 1.0 to 0.5 percentage points between students declaring a disability or neurodiversity and all other students (PTS_2)

Objective 6 Completion gap will be reduced

- from 10.8 to 0.3 percentage points between CARE students and all others (PTS_3)
- from 12.1 to 4.0 percentage points between students with declared caring and/or parental responsibilities and all other students (PTS_4)

Objective 7 Award gap will be reduced

- from 12.7 to 4.0 percentage points between White and BME students (PTS_5)

Objective 8 Progression success will be increased

- 72.2% to 76% for female Asian students (PTP_1)
- 67.6 to 72% for male Asian students (PTP_2).

Intervention strategies and expected outcomes

Intervention strategy 1: Equality of Opportunity for Access (Objectives 1 to 4)

Objectives and targets Intervention 1

To enable young people of primary and secondary school age value attending university and to support the provision of activities that improve their life experiences, enabling them to be on the academic track required to gain qualifications necessary to enter HE.

The activities within this intervention include in-school and college, in-community and in-university activities that are age and education stage appropriate. The activities are designed to combine supporting educational achievement in schools with raising awareness around career opportunities and the connection between higher education and realising these employment opportunities. Various activities can be duplicated across different settings.

Our overarching **Access** objective is to create a position that for a wide range of different target groups, the concept of university becomes more common place, and confidence grows to believe university is a place “I can access.” To this end, we believe that multiple touchpoints through the development of young people is more likely to be successful than one off opportunities. Wherever possible, we will deliver multiple interactions to the same young people as they move through the key stages.

Risks to equality of opportunity Intervention 1

Risk 1 Knowledge and Skills. We will help young people to be aware of the reasons to enter HE from an early age and throughout their development. We will also engage with adults as influencers of young people in community settings. We will support the development of skills in the form of achievement at school or college and, by increasing familiarity with university through information sessions or hands on activities, we will help ensure they know how to apply to higher education and what to expect.

Risk 2 Information and Guidance. We will reach out to young people and adults in a wide range of settings, including schools and colleges and community-based groups. By engaging people in community groups, we will achieve contacts and build relationships in settings that are more appropriate to their needs.

Risk 3 Perception of Higher Education. By interacting directly with young people both off and on campus, we will break down barriers to change the perception that university is “not for people like me.” We will help young people to discover that many career pathways are only possible with a HE qualification and when they arrive at university they will be well supported to succeed.

Risk 4 Application Success Rate. We ensure that our process of selecting applicants to receive an offer is equitable. We accept a broad range of qualifications for entry into our programmes, including widening the subjects that accept T-levels. Our Progression Scheme is designed to benefit undergraduate applicants whose personal and educational circumstances mean they could be less likely to receive an offer based on our standard entry criteria. We will continue to make HE more affordable with a range of bursary and scholarships including, Undergraduate Bursary Scheme, UK Academic Excellence Scholarship, Sanctuary Scholarships and Adult Dependent’s Grant, Childcare Grant and Parents Learning Allowance. Many of our qualifications in subjects allied to health require an interview. We provide online interview guidance via a podcast so that, regardless of background, all candidates are aware of what is expected. Bespoke interview training is offered on a case-by-case basis to CARE group applicants.

The Undergraduate Bursary Scheme is available to all undergraduate students whose household income is assessed at being under £30,000 per year. It’s worth £500 to first years, £600 to second and £700 to third and any further years .

UK Academic Excellence Scholarship is a cash scholarship worth up to £3,000 (over the duration of a three-year degree) to all Home students who achieve AAA or higher in their A-levels (or equivalent) and are from a low participation area as defined by POLAR 4 in quintile areas 1 and 2.

Sanctuary Scholarships provides scholarships to enable new students seeking asylum, or those already granted refugee status who cannot access student finance, to participate in higher education. Successful applicants for the Scholarship Award at the University of Bradford will be offered a tuition fee-remitted (i.e. no fees) place at university until such time as they are awarded status that entitles them to access student finance (if at all), a Travel and Course Costs Grant of £4,000 a year as well as a personal support will be available to enable students to identify and overcome barriers to achievement on their degree programme and for their future careers.

Adult Dependent's Grant maximum award is £3,438. This grant helps students who are financially responsible for another adult. This will usually be a husband, wife, partner or civil partner, but other adults can sometimes be considered. The dependent adult cannot be a child or earn more than £3,796 per year.

Childcare Grant covers up to 85% of childcare costs and is up to £193.62 per week (for 1 child) or £331.95 per week (for 2 or more children). Students must have children under 15 (or under 17 if they have special educational needs) and childcare provider must be OFSTED registered.

Parents Learning Allowance grant is paid in 3 instalments throughout the year alongside maintenance loan for maximum £1,963. Student is automatically assessed for this as part of their student finance application after confirming they have dependent children.

We offer a wide discipline foundation year for school and FE leavers who have not achieved the entry requirement to degree level study. Entry to the Foundation year requires 72 UCAS points, creating opportunity for students with a wide range of level 3 outcomes. On **Completion** of their studies students can **Progress** into many different degree programmes, with targeted transitional support from academics from the target degree programme being tutors during the Foundation Programme. This also impacts on **Risk 3**.

Risk 5 Limited choice of course type and delivery mode. We have a wide provision of programmes at UoB with different modes of delivery with more traditional didactic approaches becoming less prevalent with the inclusion, for example of simulation suites, enquiry-based learning and team-based learning. We will investigate a new suite of programmes to match demand that is heavily influenced by a need for less academic only approach, with a more hands on experiential education alongside the academic such as through a wider provision of apprenticeships. This also impacts on **Risks 3, 11 and 12**.

| Activity | Description | Inputs | Outcomes | Crosses |
|---|--|--|--|--|
| <p>Act 1.1</p> <p>Primary and Secondary Outreach Programmes</p> <p>Obj 1 to 4</p> | <ul style="list-style-type: none"> Engage primary school pupils in developmental activities that will improve their chances of success, including academic visits to schools and pupils to University for STEM experiences and other activities. Collaborate with external partners in delivery of enrichment activities in primary schools Target schools and colleges with low HE participation, focusing on activity at key decision points in a student's education journey GHWY sector-focused careers and education pathway days for Y7 to Y12 Engage secondary pupils and FE students to provide with information, workshops and talks supporting career knowledge and aspiration, understanding of HE, dispel myths, build confidence to support the application process, and understand student finance Scholarships provided for students including Undergraduate Bursary Scheme, UK Academic Excellence Scholarship (please see page 6 for more information) Identify and administer the Howard Opportunities Scholarship for White males from areas of multiple deprivation. (please see page 39 for more information) | <ul style="list-style-type: none"> Partnerships with Schools, Schools Linking Network, Tutor Trust, Into University, IVE (We Are Innovative), Virtual School for Looked After Children Outreach and Recruitment Officers Academic teams CfID, Local Activity Partnerships team Student Ambassadors GHWY UniConnect STEM laboratory <p>9 staff FTE, and 1,200 hours of Student Ambassador time.</p> | <ul style="list-style-type: none"> Development of knowledge and skills required to advance into HE Provision of information, advice and guidance for applying to and attending HE Improved perception of higher education and reduce myths Build confidence, communication skills and independence Broadening of career aspirations and awareness of higher education Increased applications to and enrolment to HE and UoB. | <p>All Actions in this intervention overlap and support each other.</p> <p>Intervention 1 crosses with all others, being the feeder of contextual groups and individuals into HE.</p> <p>More specific cross references are mentioned as appropriate</p> |

| Activity | Description | Inputs | Outcomes | Crosses |
|---|--|---|---|---------|
| <p>Act 1.2 Dedicated Outreach and Recruitment resource to support</p> <ul style="list-style-type: none"> • CARE group • White in low ABCS quintile • Women into Engineering • Men into Nursing and other Allied Health Professions <p>Obj 2 and 4</p> | <ul style="list-style-type: none"> • Targeted webinar activity to support engagement in the Bradford Progression Scheme • Engagement in regional events to support under-represented/minoritised groups • Engagement of young people through partner organisations • Invitations to bespoke activity days on campus across faculties and in STEM laboratory • Promotion of scholarships to support under-represented groups • Building inter-cultural capacity amongst staff for appropriate and meaningful interactions • GHWY 'Care to Go Higher' CPD programme to equip those around care-experienced learners to have supportive conversations about the range of HE opportunities and options. | <ul style="list-style-type: none"> • Dedicated outreach and recruitment teams • Visits to campus, faculty activities • Faculty teams • Student Ambassadors • Working collaboratively with Virtual School for Looked After Children, Bradford Council City of Sanctuary and GHWY • Identify target young people in schools and through partner groups • Collaboration with Service Children's Progression Alliance Hub • CfID training / workshops • UniConnect • STEM Laboratory <p>2.75 staff FTE 150 hours of Student Ambassador.</p> | <ul style="list-style-type: none"> • Development of knowledge and skills required to enter to HE • Provision of information, advice and guidance, tailored to meet the needs of under-represented groups • Applicants supported to access the UCAS application process • Improved understanding around finance and loans • Improved perception of higher education and reduce myths • Increased confidence, communication skills and independence • Increased applications to and enrolment to HE and UoB. | |

| Activity | Description | Inputs | Outcomes | Crosses |
|---|--|--|---|---------|
| <p>Act 1.3 15-week Maths English and Science tutoring to Year 11 students.</p> <p>Obj 1 to 4</p> | <ul style="list-style-type: none"> Recruit up to 600 pupils at risk of failing GCSE Maths and/or English and/or Science will be recruited through schools and community settings Students join weekly tutorials in school, on campus or in community setting Tutorials delivered by trained university students and recent graduates to groups of 4 to 6 pupils for 1 hour at a time. | <ul style="list-style-type: none"> CfID, Local Activity Partnerships team for recruitment, administration and training of student tutors University students and recent graduates Schools and community venues Partnerships with 12 secondary schools or more, Bradford City AFC, African Community Centre, Virtual School for Looked After Children Schools, Schools Linking Network <p>0.8 FTEs, and 2,550 hours of Student Ambassadors.</p> | <ul style="list-style-type: none"> Achievement of a Grade 4 or above at GCSE in Maths and/or English and/or Science Achievement of results on average better than students who have not attended the programme Improved outcomes compared to end of Key Stage 2 predictions Trend of positive correlation between hours of tutoring and GCSE grade already evidenced in Maths Improved confidence for post 16 decisions Development of role models for young people | |
| <p>Act 1.4 UoB designed bespoke Scout badges, one representing each of our Faculties.</p> <p>Obj 1 to 3</p> | <ul style="list-style-type: none"> Approximately West Yorks 200 Scouts between 11-14 years (30% female) are invited to participate in practical, Faculty specific Experience Days to achieve their badges. Four days are delivered annually. Targeted Scout groups in from areas of multiple deprivation, IMD2019, POLAR4 quintiles Q1 or Q2. | <ul style="list-style-type: none"> CfID Local Activity Partnerships team University administrative and academic staff from each faculty West Yorkshire Scout leaders <p>1 staff FTE, and 24 hours of Student Ambassadors.</p> | <ul style="list-style-type: none"> Increase familiarity with the UoB campus, and improve knowledge of higher education Gain hands on experience of faculty activities Build confidence, communication skills and independence Raise aspirations Increased applications to and enrolment to HE and UoB. | |

| Activity | Description | Inputs | Outcomes | Crosses |
|---|--|---|--|---------|
| <p>Act 1.5 Growth in Equilibrium</p> <p>Aspiration raising activities in schools, colleges and the community.</p> <p>Obj 1 to 3</p> | <ul style="list-style-type: none"> • An ecosystem of activity delivered to the Ravenscliffe area in Bradford, estate with most deprived 10% of households, 70% of residents are white • Similar activities to be delivered at Bradford City AFC, 95% of season ticket holders at BCAFC are white and 30% consider themselves to be of low income • Homework clubs for Primary and Secondary School pupils • Engage parents in discussions on support • UoB led health workshops and supervised clinics • Sports activities delivered by partners • UoB outreach team to deliver in community centres • City council Careers and Technical Education Teams and Skills House to work with community centres. | <ul style="list-style-type: none"> • CfID Local Activity Partnerships team • Placements teams in FoHS and FoLS • Outreach and Recruitment team • Student Ambassadors • Partnerships for activity centres with Ravenscliffe Gateway Community Centre and Ravenscliffe Community Youth Centre • Delivery partnerships with Bradford City council Careers and Technical Education and Bradford Skills House, Bradford Park Avenue FC, Bradford Bull Rugby League, IVE, Into University • Local Primary Care Network. <p>1.2 staff FTEs, and 240 hours of Student Ambassadors.</p> | <ul style="list-style-type: none"> • Increased engagement in school • Improved achievements in school • Learning by example from our student tutors (“people like me can”) • Increased awareness of Health issues, the impact on daily life, improved health outcomes • Engagement through sports, helps recruit to homework clubs • Sports and Homework clubs create platforms for careers awareness sessions and UoB outreach and recruitment team • Broadening of career aspirations and awareness of higher education • Increased applications to and enrolment to HE and UoB. | |

| Activity | Description | Inputs | Outcomes | Crosses |
|--|---|--|---|-----------------------------|
| <p>Act 1.6 Apprenticeship business development and case management</p> <p>Obj 1 to 4</p> | <ul style="list-style-type: none"> • Market testing of potential new Degree Apprenticeship (DA) programmes – with employers, with other DA providers • Development of strategic plan and implementation model for apprenticeship provision at UoB • Develop and implement an end-to-end apprenticeship management system to build further capacity, manage quality/compliance, and ensure sustainability • Deliver events to support internal understanding of DA model and to support the development of new apprenticeship programmes • Development of outreach activity and marketing materials to promote the distinctive features of DA study, especially as they may relate to access for under-represented, CARE, groups. | <ul style="list-style-type: none"> • Market insight team • Degree Apprenticeship Quality Manager • Business/Industrial partners in the community • Faculty programme development teams • Academic programme development and outreach activity <p>Aptem £35K per year, 1.5 FTEs.</p> | <ul style="list-style-type: none"> • Wider choice for students, especially those from backgrounds with low participation rates • Growth in apprentice learner numbers • Greater insight into progress and support need among different groups of learners to inform enhancement in design and delivery of apprenticeship provision, with consideration of APP target groups, where applicable. | <p>Intervention 2 and 4</p> |

| Activity | Description | Inputs | Outcomes | Crosses |
|--|--|---|--|---|
| <p>Act 1.7 Pre-Arrival transition support for students with existing mental health difficulties and neurodivergent students</p> <p>Obj 4</p> | <ul style="list-style-type: none"> • One to one bespoke support for students with existing diagnosis • Support and presence at Applicant Experience Days and Open days | <ul style="list-style-type: none"> • Mental health Manager • Mental health Advisors in collaboration with Disability Advisor. <p>0.1 staff FTE.</p> | <ul style="list-style-type: none"> • Increased engagement with local Schools and Colleges and their students • Better support and recruitment of young people with disclosed mental health concerns or neurodivergent. | <p>Intervention 2</p> <p>Intervention 3</p> |

Total cost of activities and evaluation for Intervention 1 Equal of Opportunity for Access

The total cost in 2025-26 for Activities 1.1 to 1.7 in 2025-26 will be £1,495k, and £6,446k over the four years to 2028-29. Additionally, there will be a cost of research and evaluation of £118k over the four years of the intervention.

Summary of evidence base and rationale for Intervention 1

UoB has a well-established history of working in partnership across the District and Region to raise the aspiration and achievement of young people motivating them to advance into HE. Our suite of Access activities has been developed in response to the evaluation of our on-going programme of outreach and in the context of our evaluation of **Risks 1 to 5** and the evolving body of research literature on 'what works'. The literature we have used to draw our conclusions and plan is listed in Annex B.

Evaluation Intervention 1

Underpinning research evaluation hypotheses:

- Active and consistent participation in activities designed to enable disadvantaged students who are under-represented at UoB to increase their aspiration, understanding and awareness of HE as an option. Engendering more informed decision making for post 16 education will increase the likelihood of an application to HE.
- Raising attainment at GCSE will increase the likelihood of application to HE in the future.
- Collaborative activity with schools, community centres and other stakeholders working with our target groups will increase confidence and skills, aspiration and motivation resulting in increased likelihood of application to HE.

A theory of change (ToC) will be developed for each hypothesis (Theories of Change for attainment-raising initiatives - TASO). ToC to support triangulation of qualitative and quantitative data to strengthen understanding of impact.

| Activity | Outcomes | Method(s) of evaluation | Summary of publication plan |
|----------|--|--|--|
| Act 1.1 | <ul style="list-style-type: none"> Development of knowledge and skills for HE Improved perception of HE with increased confidence, skills and independence Broader career aspirations, increasing applications and enrolment at university Scholarships. | <p>Type 2 Empirical evidence generated through:</p> <ul style="list-style-type: none"> Activity monitoring Pre and post activity survey/questionnaires for participants Feedback from student ambassadors; university and school-based staff working with participants Track success of Scholarship recipients Data analysis to identify correlation between activity participants and entry to UoB in relevant year (UoB and Go Higher WY data). | <ul style="list-style-type: none"> Quarterly review data presented through APP governance Annual summative reporting through APP governance Showcasing of delivery/impact at annual UoB learning and development event for staff (forthwith; Showcasing LDES) and external conferences. |
| Act 1.2 | <p>As above, and:</p> <ul style="list-style-type: none"> Tailored resources providing information and guidance to under-represented groups. | As above | As above. |
| Act 1.3 | <ul style="list-style-type: none"> Achieve Grade 4 or above at GCSE in Maths and/or English and/or Science On average participants higher results than control group Positive correlation between hours tutored and GCSE grade. | <p>Type 2 Empirical and Type 3 Causal evidence generated through:</p> <ul style="list-style-type: none"> Pre and post activity questionnaires for activity participants Attendance monitoring Monitoring GCSE results for participants; comparisons with key stage 2 data and control group. | <ul style="list-style-type: none"> Annual analysis and reporting of data in line with GCSE results Showcasing LDES and sharing with external partners and conferences. Publication in appropriate research journal. |

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| Act 1.4 | <ul style="list-style-type: none"> • Familiarity with HE and UoB campus with practical experiences • Increased confidence, communication skills and independence • Raised aspirations more enrolments to HE/UoB. | <p>Type 2 Empirical evidence generated through:</p> <ul style="list-style-type: none"> • Monitoring attendance and engagement • Number of participants gaining different badges • Pre and post activity questionnaires/discussion groups for participants and scout leaders • Data analysis to identify correlation between attendance and entry to UoB (UoB data). | <ul style="list-style-type: none"> • Quarterly reporting through APP governance on attendance and achievements and feedback • Annual summative evaluation report • Showcasing LDES. |
| Act 1.5 | <ul style="list-style-type: none"> • Improved engagement in school and achievement • Healthier living • Broadening of career aspirations and HE awareness • Increased applications to HE. | <p>Type 2 Empirical evidence:</p> <ul style="list-style-type: none"> • Monitoring of attendance and levels of engagement • Pre and post activity questionnaires/discussion and feedback from participants, local leaders, parents and teachers • Analysis to identify correlation between attendance and entry to UoB (UoB and Go Higher data). | <ul style="list-style-type: none"> • Quarterly reporting through APP governance on engagement and emerging findings • Annual summative evaluation report • Showcasing LDES. |
| Act 1.6 | <ul style="list-style-type: none"> • Wider programme choice for applicants • Growth in apprentice learner numbers • Greater insight into progress and support needed among different groups of learners. | <p>Type 1 Narrative data:</p> <ul style="list-style-type: none"> • Case studies of students from under-represented groups accessing HE through apprenticeships. <p>Type 2 Empirical evidence:</p> <ul style="list-style-type: none"> • Ongoing analysis of student enrolments, Continuation, Completion, and Award to identify impact on under-represented groups • Consultation with applicants, their parents/guardians, employers and students pre- and post-enrolment. • Analysis of Go Higher data/triangulation of internal data outreach data to identifying access trends. | <ul style="list-style-type: none"> • Case studies to be collated and published on UoB web pages on an ongoing basis • Analysis of consultation data to be reported in line with collection cycle as formative tool • Quarterly analysis of student data • Showcasing LDES. |

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| <p>Act 1.7</p> | <ul style="list-style-type: none"> • Increased engagement with local Schools and Colleges • Better support and recruitment of young people with mental health concerns or neurodivergence • Neuro-divergent friendly careers advice | <p>Type 1 Narrative data:</p> <ul style="list-style-type: none"> • Case studies of students with disclosed mental health concerns or neurodivergence. <p>Type 2 Empirical evidence:</p> <ul style="list-style-type: none"> • Questionnaires/discussions and feedback from target students, schools and colleges | <ul style="list-style-type: none"> • Data from case studies analysed and reported anonymously through APP governance as a formative tool. • Analysis of consultation data to be reported in line with collection cycle as formative tool. • Showcasing LDES. |
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Intervention strategy 2: Understanding our students to improve Continuation, Completion and Award (Objectives 5 to 8).

Objectives and targets Intervention 2

This intervention strategy focuses on the academic, 'on-programme' experience of students at UoB, with the aim of removing direct, indirect and/or perceived barriers to succeed in and beyond academic studies. In designing this intervention, we have borne in mind the data gathered in Annex A, which indicates that the likelihood of **Continuation, Completion and Award** can vary for different groups at different points across the student life cycle. For example: White students are less likely than BME students to Continue (Fig 15), White and BME are equally likely to Complete (Fig 21), although both White and BME male students are less likely to complete than White and BME female students (Fig 22) and White students are more likely than BME students to receive a high **Award**, regardless of intersectional characteristics (Figs 28 and 31).

This inconsistent challenge to different groups through the student lifecycle indicates that systemic improvement in our environment is necessary, so that everyone can succeed at all stages. While we develop inclusive initiatives to impact on all students, we have also designed our interventions to focus attention on those who experience social and/or systemic disadvantage, taking account of intersectional impact, where need is greatest. This builds on our Decolonising the Curriculum workstream in the current APP underpinned by the principles of enhancing students' sense of belonging; the development of curricula that deconstruct biases of colonialism; a culturally inclusive environment that enables all to succeed; and the celebration of our rich diversity and heritage. Successes include our Learning Partnership Programme, Decolonising the Curriculum Card and the diversification of learning materials, resources, role models and case studies.

In recognition of systemic disadvantage that can impact cumulatively on student outcomes, our approach to addressing our **Award** gap across Intervention strategies 2 and 3 is woven through action to improve **Continuation, Completion and Award** with the development of a decolonised approach to learning teaching and our University culture.

Key activities in this intervention include improving data collection and reporting at programme level, and data literacy among academic staff, with the aim of increasing visibility and awareness of any disparities among cohorts with different characteristics to inform targeted interventions and enhancements. These data-related activities are fundamental to ensure that gaps or disparities in **Continuation, Completion, Award and Progression** are identified in a timely way and can inform bespoke interventions at the point of greatest impact - i.e. at programme level.

This intervention strategy also delivers activities that seek to streamline and 'join up' academic support within a more pro-active and responsive framework. Thereby improving insights into the needs of individuals, as well as cohorts of students, and identifying ways of improving on-programme and wrap-around support. Activity to provide additional tailored support is developed with training in cultural awareness with capacity building for academic teams, e.g. ethnically minoritised students, students who experience difficulties with mental health and wellbeing, CARE students and neurodivergent students.

These initiatives collectively aim to foster a pro-active and data-informed approach to help academics adapt their practice, ensuring that all students have access to resources and the guidance needed to foster high achievement. The overarching process is to continue our decolonising approach, ensuring programme design, delivery and behaviours are not based on historical legacies, such as the characteristics of who historically accesses and succeeds in HE.

Staff development and student partnership activity will also support the delivery of Intervention Strategy 2, designed to achieve positive cultural change at individual, team, and organisational levels.

Risks to equality of opportunity Intervention 2

Risk 1: Knowledge and skills. Through greater use of programme-level data, we will be able to identify more quickly and effectively disparities and/or inequalities in **Continuation, Completion and Award** outcomes between different groups of students. This will allow for more timely and targeted interventions to support any apparent and/or emerging gaps in knowledge or skills for particular groups.

Risk 6: Insufficient academic support. Through a new academic support framework and training programme for academic teams, we will be able to offer a more flexible and inclusive approach to 'on-programme' support. This, combined with a new case management system, will improve proactive identification of students who appear to require additional support to engage with and succeed in their

programme of study. The joining up of student services and academic teams via the case management system will also mean that students can be supported in a holistic way, with stronger links between pastoral and academic support interventions. Using our case management system, we will review how different groups of students, are engaging and progressing on their programme. This will allow quicker coordination of a range of support interventions, e.g. for students with ongoing complex mental health, additional need challenges, or those with caring responsibilities. Embedding Intercultural Development Index (IDI), our Learning Partnership Programme and supporting activities will build the cultural capabilities of our staff and support an increase in student belonging for **Continuation** and **Completion**, and a reduction in the **Awarding** gap.

Risk 9: Ongoing impacts of coronavirus. One of the key elements in mitigating the ongoing risks/impacts of the coronavirus pandemic is to ensure that data is monitored to identify any emerging trends that may require further scrutiny and/or intervention. Both the enhancement to programme-level data reporting and the addition of student support reporting through the new case management system will allow us to more effectively monitor such trends.

| Activity | Description | Inputs | Outcomes | Crosses |
|--|--|---|--|--|
| <p>Act 2.8 Programme Data Insight and Literacy</p> <p>Obj 5 to 7</p> | <ul style="list-style-type: none"> • Student Data Mapping • Review and revision of Programme Data Insight Application • Development of data literacy/programme monitoring resources for programme leaders and other academic staff • Development of Faculty portfolio data insight reports | <ul style="list-style-type: none"> • Learning, Teaching and Quality Enhancement Team • Data Centre • Faculty Associate Deans for Learning and Teaching • Programme Leaders <p>1.0 staff FTE.</p> | <ul style="list-style-type: none"> • Increased awareness and literacy among programme teams of disparities in access and achievement data among different student groups • Informed interventions developed and implemented at programme level to address equality risks/gaps • Improved Continuation, Completion and Award. | <p>All actions within this intervention overlap.</p> <p>The intervention as a whole crosses with Interventions 3 and 4</p> |
| <p>Act 2.9 Student Insight, Engagement and Success Project</p> <p>Obj 5 to 7</p> | <ul style="list-style-type: none"> • Implementation of Advocate Case Management System across all areas of support and wellbeing and relating to wider student/staff conduct • Review of academic support for each discipline area to feed into central redesign and determine which (redesigned) model would be appropriate to implement • Redesign and implementation of Academic Support framework/model (to be executed via Advocate) • Increase closer working and understanding across teams supporting student wellbeing. • Decol activity • Cultural competency building | <ul style="list-style-type: none"> • Student Experience and Success Team • Associate Director, Academic Experience • IT Services • Security Team • Academic staff • CfID staff • Initial implementation of Advocate £56k • Ongoing license of Advocate £21k/a +5% <p>1.0 staff FTE.</p> | <ul style="list-style-type: none"> • Academic Support Framework and Workflow • Central referral form for all student-facing support services • Central 'casework' data dashboard identifying trends in support service demand across different groups • Greater insight into support need/ intervention data among different student groups to inform enhancements of student services • Early identification of wellbeing concerns from all staff at UoB and stakeholders. | |

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| <p>Act 2.10 Developing academic teams with cultural competency for improved service to students experiencing mental health concerns and improving their own wellbeing</p> <p>Obj 5 to 8</p> | <ul style="list-style-type: none"> • An awareness raising programme for tutors on spotting the signs of mental health distress and deterioration • Training for conversations with students about mental health concerns or wellbeing • How to signpost • Managing risk and how to refer safely • Managing boundaries and self-care • GHWY e-learning for student facing staff to better understand background, experience and needs of minoritised learners. | <ul style="list-style-type: none"> • Head of Student Wellbeing • Mental Health Advisors coordinated via Mental Health Manager • Academic staff • CfID • UniConnect <p>0.8 staff FTE.</p> | <ul style="list-style-type: none"> • Tutors supported in role • Increased collaborative working between support services and academic staff • Mitigated risk for students struggling with mental health and minoritised groups • Increased Continuation and Completion rates • Reduction of the Award gap • Improved Progression rates • Increased student satisfaction | |
| <p>Act 2.11 Develop assessment strategies that are authentic, maintaining standards and accessible for all students regardless of background or identity.</p> <p>Obj 5 to 8</p> | <ul style="list-style-type: none"> • Initiate and deliver a review of assessment processes • Consultation with students • Account of professional body requirements • Embedding of authentic and accessible approaches | <ul style="list-style-type: none"> • LTSES staff • Associate Deans L&T <p>0.8 staff FTE.</p> | <ul style="list-style-type: none"> • Increased Continuation and Completion rates • Reduction of the Award gap • Improved Progression rates • Increased student satisfaction | |

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| <p>Act 2.12 Improved information flow for better on programme service from tutors for CARE and other minoritised students.</p> <p>Obj 5 to 8</p> | <ul style="list-style-type: none"> • Embedding additional data collection in our pre-enrolment portal to encourage disclosure • Sharing (consented) information with academic teams/academic tutors, with training resources on ways to develop an empowering environment • Development of tailored support packages for under-represented groups including named contacts, enhanced service offer and financial support where appropriate for example Care experienced students (including care leavers) studying at the University of Bradford are eligible to receive a grant of £1,000 for each year of study. Information is given on the website, including how to apply, eligibility criteria and named points of contact. | <ul style="list-style-type: none"> • Two Student Life Advisers to act as dedicated on programme support for these groups. • Development of University CARE associated activities to embed better processes, awareness and delivery across the institution <p>0.2 staff FTE.</p> | <ul style="list-style-type: none"> • Increased student satisfaction levels • Improved Continuation, Completion, Award and Progression outcomes for CARE students. | |
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Total cost of activities and evaluation for Intervention 2 Understanding our students to improve Continuation, Completion and Award.

The total cost in 2025-26 for Activities 2.8 to 2.13 in 2025-26 will be £296k, and £1,257k over the four years to 2028-29. Additionally, there will be a cost of research and evaluation of £20k over the four years of the intervention.

Summary of evidence base and rationale for Intervention 2

Drawing on our experience and taking account of 'what works' research and related body of literature, we have identified that effective use of data analytics alongside the provision of targeted, holistic wrap round pastoral support to students designed to respond to their needs will result in better outcomes across the student lifecycle.

Evaluation Intervention 2

Underpinning research evaluation hypotheses:

- Improved data collection and analysis will lead to better targeting of interventions and enhancements to support **Continuation** and **Completion**.
- Improving alignment between academic support and pastoral care will enhance the student experience and lead to better student outcomes.
- Understanding students' needs will facilitate the development of targeted, bespoke interventions at the point of greatest impact.

| Activity | Outcomes | Method(s) of evaluation | Summary of publication plan |
|----------|---|---|--|
| Act 2.8 | <ul style="list-style-type: none"> Increased awareness and literacy among programme teams of disparities in access and achievement data Informed interventions developed and implemented at programme level to address equality risks/gaps Improved Continuation, Completion and Award outcomes | <p>Type 1 Narrative evidence:</p> <ul style="list-style-type: none"> Case studies of how data has been used to inform effective activities to address equality risks. <p>Type 2 Empirical evidence:</p> <ul style="list-style-type: none"> Annual staff survey post programme monitoring data release demonstrating staff feel more empowered and are more aware of how to support students at risk. Student feedback and consultation, NSS scores reflecting Risks 6 and 7 Data analysis on Continuation, Completion and Award rates with focus on at risk groups (UoB data) | <ul style="list-style-type: none"> Quarterly review data presented through APP governance Annual Faculty Portfolio Monitoring Group report identifying priority actions linked to APP Objectives and related progress updates Case studies to be published on LTSE web pages Showcasing of delivery/impact at annual UoB learning development event for staff (forthwith; Showcasing LDES). |
| Act 2.9 | <ul style="list-style-type: none"> Academic Support Framework and Workflow Centralised management of student services and 'casework' data dashboard Greater insight into support need/intervention data among different student groups Early identification of wellbeing concerns from all staff and stakeholders Ability to review out of hours concerns via Security logs. | <p>Type 2 Empirical evidence:</p> <ul style="list-style-type: none"> ToC data generated through delivery of services. Analysis of student support services data Data analysis on Continuation, Completion and Award rates with focus on at risk groups (UoB data) | <ul style="list-style-type: none"> As above Annual reports from teams supporting student wellbeing including Advocate Team. |
| Act 2.10 | <ul style="list-style-type: none"> Increased Continuation and Completion rates Mitigated risk for students struggling with mental health Tutors supported in role Increased collaborative working between support services and academic staff. | <p>Type 2 Empirical evidence:</p> <ul style="list-style-type: none"> Annual analysis of NSS scores reflecting Risks 5 to 8 Qualitative conversations with personal tutors and support services staff to assess improved understanding and capacity to identify students at risk and levels of collaborative working | <ul style="list-style-type: none"> Reporting through APP governance at milestone point defined in the ToC Annual reporting at Faculty, Learning and Teaching Committee and APP governance Showcasing LDES |

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| Act 2.11 | <ul style="list-style-type: none"> • Increased Continuation and Completion rates • Reduction of the Award gap • Increased student satisfaction | <p>Type 2 Empirical evidence:</p> <ul style="list-style-type: none"> • Data analysis on outcomes for the student life cycle, including degree outcomes. • Annual analysis of NSS scores reflecting Risks 5 to 8 | <ul style="list-style-type: none"> • Reporting through APP governance at milestone points defined in the TOC. • Annual reporting at Faculty, Learning and Teaching Committee and APP governance. • Showcasing at LDES |
| Act 2.12 | <ul style="list-style-type: none"> • Increased student satisfaction levels • Improved Continuation, Completion and Award outcomes for CARE students. | <p>Type 1 Narrative evidence:</p> <ul style="list-style-type: none"> • Case studies, focus groups, interviews and consultation with academics and students. <p>Type 2 Empirical evidence:</p> <ul style="list-style-type: none"> • Data analysis on outcomes for the student life cycle for declared CARE students (UoB data). | <ul style="list-style-type: none"> • Case studies analysed and reported anonymously through APP governance as a formative tool • Quarterly review data and annual summative reporting presented through APP governance • Showcasing LDES. |

Intervention strategy 3: Student wellbeing to improve Continuation, Completion and Award (Objectives 5 to 8)

Objectives and targets Intervention 3

This intervention focuses on pastoral support at the University, ensuring that students are not impacted in their **Continuation, Completion and Award** due to barriers associated with their identity, background or circumstance. Due to the overlap and close working with academic engagement services there is likely to be a gain of positive impact on **Progression, Intervention 4**.

Building inter-cultural capacity to support all minoritised students will enable staff to better understand the needs of students and contribute to an improved sense of belonging and better outcomes, from **Continuation** through to **Award**. This includes use of the Student Mental Health Charter programme, which the University has recently signed up to, ensuring we have constant benchmarking and scaffolding for all wellbeing initiatives across the institution and supporting our relationship building with local external wellbeing partners. We also explore the various routes by which students with the highest needs are identified, ensuring that referrals into support services can also come from practical support sessions (i.e. when receiving financial support, including accessing our food pantry). This requires upskilling of staff as part of a mutual training programme across teams.

Within this intervention, there is a focus on the additional support provided to CARE and other minoritised students from a pro-active pastoral angle. Using UCAS data as well as student self-disclosure, we will offer a tailored package of care to these students as well as using case management technology to flag a need for enhanced conversations when they engage with additional support such as counselling, requesting financial assistance or when academic concerns are raised.

The continued use of data analysis (enhanced by our implementation of a more sophisticated case management system) ensures that where disparity in access to services occurs (e.g. lower use of mental health services amongst male students and higher amongst disabled students) we can begin closer working with sector colleagues and the Student Union to explore systemic causes and means of addressing via training and student communication campaigns.

Risks to equality of opportunity Intervention 3

Risks 6 and 7 Insufficient Academic Support and Insufficient Personal Support. Students with a range of characteristics, including ethnically minoritised students and the CARE group are likely to be more susceptible to these risks unless we take deliberate steps to make the environment more adaptable to their needs. This includes the academic sphere and areas related to the cost of living (**Risk 10**) and social support (linked with a sense of belonging). Our intentional decolonising and cultural capacity building work will support the development of an inclusive environment.

Risk 8 Mental Health. This requires proactive approaches (staff development and awareness, early identification of relevant students, welcome week talks, positive campaigns on campus and in accommodation) and reactive approaches (crisis support, referring to external services, counselling provision). All of these will be reviewed and acted on as part of our membership of the University Mental Health Charter. This also focuses on staff wellbeing as research (e.g. that of TASO) indicates that university staff wellbeing is a significant predictor of student wellbeing.

Risk 10 Cost Pressures. The idea that cost-of-living support was a short-term, post-COVID response has now been accepted as incorrect and research supports an embedded long-term commitment. This requires a review of how the university targets bursaries, a permanence to our food pantry, increase in hardship fund availability and use of the new case management system to better process needs for money related support. Also, these case appointments will be used to review co-morbid needs such as potential disability or mental health support. There is a continued need to establish positive relationships with external providers of support, such as the Voluntary and Community Sector Alliance, via our wellbeing partnership board.

Risk 11 Capacity Issues. While the university does not own student accommodation, we do have a formal relationship with The Green, a third party operated accommodation service based on campus. We work with The Green and other local providers to establish wellbeing support for our students in their accommodation. This includes the use of our case management system to create a single referral link for students to attend our wellbeing partnership group, and regular meetings to discuss any emerging themes of concern.

| Activity | Description | Inputs | Outcomes | Cross |
|--|---|--|--|---|
| <p>Act 3.13 Staff development for inter-cultural competency to deliver positive cultural change.</p> <p>Supports</p> <p>Obj 5 to 8</p> | <ul style="list-style-type: none"> Provision of the Intercultural Development Index and related support to academic and support teams across all faculties. Increase reach of Learning Partnership Programme Recruitment of Anti-racist and Decol Ambassadors | <ul style="list-style-type: none"> CfID staff <p>0.2 staff FTE.</p> | <ul style="list-style-type: none"> Increased cultural competency amongst staff and students. Students report an increased sense of belonging Increased student satisfaction levels Improved Continuation, Completion, Award and Progression outcomes for minoritised students. | <p>2.10</p> |
| <p>Act 3.14 On programme support improving inclusivity for students who experience social and/or systemic disadvantage</p> <p>Supports</p> <p>Obj 6 to 8</p> | <ul style="list-style-type: none"> Sharing (consented) information with academic teams/academic tutors, with cultural competency resources improving service to minoritised students, those with mental health concerns and neurodivergent students, and those who are otherwise reluctant to access support services at times of need. Encourage students concerned with their mental health to engage in physical activity. Series of 4-week programmes over the academic year Dialectical Behaviour Therapy based group courses. | <ul style="list-style-type: none"> Counselling and Mental Health team staff Student Wellbeing Officer Unique fitness Academic tutors <p>0.5 staff FTE.</p> | <ul style="list-style-type: none"> Enhance student skills such as self-regulation and mindfulness Increased retention and achievement for students diagnosed (or awaiting diagnosis) as neurodivergent Increased Continuation for all students regardless of background or identity | <p>All actions with this intervention overlap.</p> <p>The intervention as a whole overlaps with Interventions 2 and 4</p> |

| Activity | Description | Inputs | Outcomes | Cross |
|---|--|--|---|-------|
| <p>Act 3.15 Improve partnership with local NHS including Mental Health Services and further development of Student Mental Health Ambassador role</p> <p>Supports</p> <p>Obj 6 and 7</p> | <ul style="list-style-type: none"> Establish the Bradford Student Wellbeing Partnership Work in partnership with HE and FE from Bradford with colleagues from NHS primary and secondary care, social services, WY Police and third sector with a focus on wellbeing support NHS involvement in Welcome Week NHS, continue to offer psychoeducational group work to students. Regular Liaison with NHS Mental Health Advisor Recruit students and train to be Mental Health Ambassadors | <ul style="list-style-type: none"> Associate Director of Student Wellbeing Head of Student Wellbeing Mental Health Service Manager Mental Health Advisors Student Wellbeing Officer Staff from Counselling and Mental Health Service Recruit Student Mental Health Ambassadors, 12 per year. 0.4 staff FTE. £5000 ambassador costs – 300 hours. | <ul style="list-style-type: none"> Improved working relationships, referral pathways clarified, and working groups on partnership projects established Increased support for students with complex needs in their access to NHS pathways. Decrease in risk cases Positive peer role modelling Reduction in need for crisis interventions due to pro-active working. | |
| <p>Act 3.16 Responsive financial support to students who experience social and/or economic disadvantage</p> <p>Supports</p> <p>Obj 6 to 8</p> | <ul style="list-style-type: none"> Award of non-repayable grants and interest-free loans. Operation of emergency food pantry for students in hardship Provision of a holistic approach which ensures that emergency financial support is accompanied by longer-term interventions and initiatives Short- and long-term laptop loans Emergency housing for students experiencing homelessness Covering the £200 DSA contribution through a non-repayable grant. | <ul style="list-style-type: none"> Head of Student Life Student Life Advisers Student Life Manager Internal funding to cover the financial support of £350K/year for a hardship fund 2.8 staff FTEs. | <ul style="list-style-type: none"> Reduced stress and anxiety for students experiencing social and/or economic disadvantage. Improved Continuation, Completion, Award and Progression outcomes for students experiencing social and/or economic disadvantage, including CARE students and others accessing financial support. | |

| Activity | Description | Inputs | Outcomes | Cross |
|---|---|---|--|-------|
| <p>Act 3.17 The link between financial difficulties and student Mental Health</p> <p>Supports</p> <p>Obj 5 to 7</p> | <ul style="list-style-type: none"> • Give opportunity to self-refer to our Counselling & Mental Health Team on application for hardship support • Provision of a holistic approach to ensure emergency financial support is accompanied by longer-term interventions • Upskilling of Student Life Team & Counselling & Mental Health Team staff to be equipped with the skills and knowledge to discuss the link between mental health and financial hardship • Online resources for students on link between mental health and spending. | <ul style="list-style-type: none"> • Student Life Team & Counselling & Mental Health Team staff. <p>0.1 staff FTE.</p> | <ul style="list-style-type: none"> • Empower students to make positive budgeting choices • Reduced stress and anxiety • Increase in number of students applying for student Support Fund, who are also being supported by the Counselling & Mental Health Team. | |
| <p>Act 3.18 Application for Student Mental Health Charter Award</p> <p>Supports</p> <p>Obj 5 to 8</p> | <ul style="list-style-type: none"> • Student Minds led programme which introduces a whole institution approach to wellbeing • Collaborative working to promote mental health wellbeing within the curricula • Supports UoB to introduce collaborative working against evidence-based structures with an aim of improving staff and student wellbeing. | <ul style="list-style-type: none"> • Multiple teams and services across the University. <p>0.1 staff FTE.</p> | <ul style="list-style-type: none"> • UoB to become accredited by the Student Mental Health Charter by the end of 2025/26. | |

Total cost of activities and evaluation for Intervention 3 Student wellbeing to improve Continuation, Completion and Award

The total cost in 2025-26 for Activities 3.14 to 3.19 in 2025-26 will be £602k, and £2,556k over the four years to 2028-29. Additionally, there will be a cost of research and evaluation of £24k over the four years of the intervention.

Summary of evidence base and rationale for Intervention 3

The UoB's Student Support and Wellbeing Services are well used and valued by students across the University, including our mental health support services. We will build on our established services to address the areas identified for development through our service evaluation, student consultation and a review of literature on the factors that impact on student mental health.

Our institutional evaluation and consultation align with the body of literature examining student mental health and wellbeing literature we have used is in Annex B.

Evaluation Intervention 3

Underpinning research evaluation hypothesis:

- Improved collaborative working across internal and external services and stakeholders will support student wellbeing and result in improved outcomes.
- Increased access to financial and hardship support will improve student wellbeing and increase **Continuation** and **Completion**.

| Activity | Outcomes | Method(s) of evaluation | Summary of publication plan |
|----------|--|--|---|
| Act 3.13 | <ul style="list-style-type: none"> • Increased student satisfaction levels • Improved Continuation, Completion, and Award outcomes for minoritised students • Increased cultural competency amongst staff and students • Students report an increased sense of belonging. | <p>Type 1 Narrative evidence:</p> <ul style="list-style-type: none"> • Case studies, focus groups, interviews with staff and students. <p>Type 2 Empirical evidence:</p> <ul style="list-style-type: none"> • Increased Continuation and Completion rates • Reduction in the Award gap • Year analysis of NSS scores reflecting Risks 5 to 8 <p>Annual staff survey</p> | <ul style="list-style-type: none"> • Reporting through APP governance at milestone point defined in the ToC • Annual reporting at Faculty, Learning and Teaching Committee and APP governance. • Showcasing LDES |

| Activity | Outcomes | Method(s) of evaluation | Summary of publication plan |
|----------|--|--|---|
| Act 3.14 | <ul style="list-style-type: none"> Enhance student skills such as self-regulation and mindfulness Increased retention and achievement for students diagnosed (or awaiting diagnosis) as neurodivergent. | <p>Type 1 Narrative evidence:</p> <ul style="list-style-type: none"> Case studies, focus groups, interviews and consultation with students. <p>Type 2 Empirical evidence:</p> <ul style="list-style-type: none"> Data analysis on outcomes for the student life cycle for students declared as neurodivergent. | <ul style="list-style-type: none"> Data from case studies analysed and reported anonymously through APP governance as a formative tool Quarterly review data and annual summative reporting presented through APP governance Showcasing of delivery/impact at annual UoB learning development event for staff (henceforth; Showcasing LDES). |
| Act 3.15 | <ul style="list-style-type: none"> Foster better working relationships, clarify referral pathways and create working groups on partnership projects Increased support for students with complex needs in their access to NHS pathways Decrease in risk cases Reduction in need for crisis interventions due to pro-active working. | <ul style="list-style-type: none"> Type 2 Empirical evidence: Monitor outcomes through the student life cycle for students with declared Mental Health concerns (UoB records) Monitoring of complaints from students regarding failed referrals. | <ul style="list-style-type: none"> Data from case studies analysed and reported anonymously through APP governance as a formative tool Quarterly review data and annual summative reporting presented through APP governance Showcasing LDES. |
| Act 3.17 | <ul style="list-style-type: none"> Reduced stress and anxiety Increased Continuation and Completion rates Reduced stress around Risk 10 | <p>Type 1 Narrative evidence:</p> <ul style="list-style-type: none"> Case studies with interviews of students receiving financial support or laptop loans. <p>Type 2 Empirical evidence:</p> <ul style="list-style-type: none"> Data analysis to identify outcomes through the student life cycle for those from under-represented groups receiving financial support (UoB records). | <ul style="list-style-type: none"> As above. |

| Activity | Outcomes | Method(s) of evaluation | Summary of publication plan |
|----------|--|--|--|
| | | | |
| Act 3.17 | <ul style="list-style-type: none"> Empower students to make positive budgeting choices Reduced stress and anxiety Increase in number of students applying for student Support Fund, who are also being supported by the Counselling & Mental Health Team. | <p>Type 1 Narrative evidence:</p> <ul style="list-style-type: none"> Case studies with interviews of students receiving financial support. <p>Type 2 Empirical evidence:</p> <ul style="list-style-type: none"> Monitor the number of students applying for student Support Fund and being supported by the Counselling & Mental Health Team Monitor outcomes through the student life cycle for those receiving financial and Mental Health support (UoB records). | <ul style="list-style-type: none"> As above. |
| Act 3.18 | <ul style="list-style-type: none"> UoB to become accredited by the Student Mental Health Charter end of 2025/26 | <p>Type 2 Empirical evidence:</p> <ul style="list-style-type: none"> Monitoring of progress towards and achievement of Student Mental Health Charter Student feedback at programme level and NSS scores. | <ul style="list-style-type: none"> Quarterly review data to be presented through APP governance. Annual Student Services report to Learning and Teaching Committee, to update on progress towards Charter Annual reporting on NSS scores through APP governance and Learning and Teaching Committee Showcasing LDES. |

Intervention strategy 4: Positive Progression (Objective 8)

Objectives and targets Intervention 4

The overarching aim is to build the capacity of students to be effective career planners, who understand the dynamics of the labour market, and have the skills, connections, confidence, and understanding of their value to make a successful transition into employment or further study beyond graduation. We have found the chance of positive Progreession is related to student characteristics, for example, while White female students are more likely to **Progress** than White male students, both are more likely to **Progress** than BME students (Fig 34). Low socio-economic background also reduces the chances of positive **Progression** (Fig 36).

The activities within this intervention include establishing a new institution-wide framework to enable consistency in embedding graduate skills into curricula and extra-curricular provision, improved use of data to inform enhanced designed and delivery of targeted services for those students most at risk of not **Progressing**. We will provide bespoke programmes, delivered in partnership with business and community organisations, aiming to build the social and cultural capital and confidence of those at-risk students/graduates. This work will also tap into the Bradford District Inclusive Employers Network to support local employers to develop more inclusive employment practices and workplace cultures.

Some activities described in this intervention are open to all students, however we are aware that students from more vulnerable groups might need extra encouragement to take part in voluntary aspects, e.g. BME and CARE students who may have received less support entering HE or may not possess the cultural capital to facilitate **Progression**. This will include identification and motivation of those students known, through our new systems (**Interventions 2 and 3**), to need more support.

Risks to equality of opportunity Intervention 4

Risk 10 Cost Pressures. By mobilising university funding and external funding from business and community organisations, we will provide a programme of targeted paid extra-curricular work placements for those students without any prior work experience and at risk of lower **Progress** outcomes.

Risk 12 Progression from Higher Education (including into higher degrees). We have a strong track record of supporting our students to **Progress** into high skilled employment or further study, however we recognise that significant differences remain in the graduate outcomes of students from BME backgrounds compared to their White peers. Experience and practices developed through the OfS Graduate Workforce Bradford project (2019-2022) and the subsequent embedding of those practices, further development of our partnerships with business and community organisations, together with enhanced activities capturing the student voice and student data analysis of **Progress** patterns underpin the focus of our interventions. Through these we will deliver impact at both the institutional structural level(Graduate Skills Framework) and at the individual level for key at risk students through providing targeted, personalised services.

| Activity | Description | Inputs | Outcomes | Cross |
|---|---|---|--|--|
| <p>Act 4.19 New Graduate Skills Framework</p> <p>Supports</p> <p>Obj 5 to 8</p> | <ul style="list-style-type: none"> Implement a new Graduate Skills Framework to all UG programmes Programme bespoke delivery of graduate competency framework embedded into programme curriculum Co-curriculum and extra curriculum activities to embed Graduate Skills Framework into their design and delivery | <ul style="list-style-type: none"> Senate approved Graduate Skills Framework Academic and professional staff development programme coordinated by Learning, Teaching and Quality Enhancement team In programme curriculum design and delivery by academic teams and a range of professional services Institution-wide model for annual student self-review and evaluation of skills benchmarked against Graduate Skills Framework <p>0.7 staff FTE.</p> | <ul style="list-style-type: none"> Programme specifications and Bradford Employability Award incorporate Graduate Skills Framework Students report increased awareness of and understanding of their graduate skills and relevance to studies and employment Students' evaluation of own graduate competencies which identifies improved performance and confidence from Year 1 to final year | <p>All actions within this intervention overlap.</p> <p>The intervention as a whole crosses with Interventions 1, 2 and 3.</p> |
| <p>Act 4.20 Enhanced targeted, personalised Careers Education, Information, Advice and Guidance (CEIAG) and placement/work support for at risk students</p> <p>Supports</p> | <ul style="list-style-type: none"> Establish a Bradford Career and Employability Indicator (CEI) Establish a Career Readiness live dashboard, at programme level, and analysis methodology Design and implement a menu of targeted activities and support, and implement a communication plan, that can be tailored for students at each of the stages of Decide, Plan, Compete, Sorted stages of Career Readiness Planned programme of targeted, personalised CEIAG and placement/work support based on students' CEI and career readiness profile | <ul style="list-style-type: none"> CES faculty focused team and CES Graduate Team Career Readiness and other career related learner engagement analytics e.g. appointment, placement, work data 1:1 and group interview services. Network of engaged employers to support development of human, social and cultural capital, and career confidence of target students through a range of activities e.g. | <ul style="list-style-type: none"> Increased: student participation in IAG appointments, number of placements in FoMLSS and FoEDT, engagement with employers in the curriculum, with alumni as role models Students have increased: awareness of career planning and employability activities, motivation to actively engage in career planning and employability activities Improved graduate outcomes for at risk students, measured through HESA | |

| Activity | Description | Inputs | Outcomes | Cross |
|--|--|--|---|-------|
| Obj 5 to 8 | <ul style="list-style-type: none"> Individual annual plan of activity and support agreed and implemented with each target student | placements, role modelling, coaching. 0.6 staff FTE. | Graduate Outcomes Survey performance. | |
| Act 4.21 Summer Experience Programme and Bradford Graduate Internships programme Supports Obj 5 to 6 | <ul style="list-style-type: none"> Delivery of a 40-place x 6-week summer placement programme primarily targeted at students with a high-risk Career and Employability Indicator Delivery of a 20-place x 10-week graduate internships programme targeting unemployed or underemployed recent graduates Support employers to deliver inclusive workplace practice and cultures. | <ul style="list-style-type: none"> CES Employer and Placement Services Team to lead the delivery of the programme with students and employers Partnerships with Employers £80K university funding towards wage subsidies for SMEs and VSO. 0.1 staff FTE. | <ul style="list-style-type: none"> Gain in confidence and skills around the workplace. Students secure part time work, extended placement, or voluntary work with host employer Increase career awareness, career planning and graduate competencies Graduate secure full-time employment, measured through the HESA Graduate Outcomes Survey | |

| Activity | Description | Inputs | Outcomes | Cross |
|--|---|--|--|-------|
| <p>Act 4.22 Santander University Partnership</p> <p>Supports</p> <p>Obj 5 to 8</p> | <ul style="list-style-type: none"> • An annual programme of activities to take advantage of the opportunities available through the Santander University Partnership • Student scholarships, entrepreneurship bursaries, placement bursaries, competitions, on-line learning resources • Development of an online module for all students on 'managing your personal finances' | <ul style="list-style-type: none"> • Targeted programme engagement (based on OfS B3 thresholds, CEI, career readiness data) with the Santander programme • Promotion of managing your personal finance module to all students • £10K scholarships • £15K entrepreneurship bursaries • £15K Placement bursaries • £10K Student competitions • Open access to learning resources. <p>0.7 staff FTE.</p> | <ul style="list-style-type: none"> • 4 student scholarships (£2.5K each) awarded per year • 3 entrepreneurship bursaries (£5K each) per year • 12 work placements per year • 10 £1K competition prizes per year per year • UoB Santander student ambassadors supporting career focused activities with peers. | |
| <p>Act 4.23 Global Mindset online module</p> <p>Supports</p> <p>Obj 5 to 8</p> | <ul style="list-style-type: none"> • Introduction of an online Global Mindset module • Optional learning programme, offered as a Bradford Employability Award, for all students interested in developing their global mindset • Mandatory module for students undertaking an international opportunity i.e. study or work abroad via Turing programme. | <ul style="list-style-type: none"> • Faculties leads • CES International Opportunities Team • Active identification of and support to students needing encouragement to take part (e.g. CARE and others with declared characteristics) • Programme level the integration of the Global Mindset module as part of the accredited programme. <p>0.3 staff FTE.</p> | <ul style="list-style-type: none"> • Students report growth in their cultural capital, understanding of diversity and inclusion, world perspective • At least 400 students per year complete the module and receive their BEA • Improved performance in student feedback evaluation for all international opportunity programmes e.g. Turing, ISEP. | |

Total cost of activities and evaluation for intervention strategy 4. Positive Progression

The total cost in 2025-26 for Activities 4.20 to 4.24 in 2025-26 will be £263k, and £1,119k over the four years to 2028-29. Additionally, there will be a cost of research and evaluation of £20k over the four years of the intervention.

Summary of evidence base and rationale for Intervention 4

Our APP activities are designed to build on our previous work as part of the Graduate Workforce Bradford initiative (GWB), which worked to address the **Progression** gap for BME graduates. The learning from GWB has informed our approach to continued efforts to further close this gap. We have also drawn on the body of research literature in respect of minoritised and 'at risk' students to identify the most suitable activities for our target groups. The literature we have used is listed in Annex B.

Evaluation Intervention 4

Underpinning research evaluation hypotheses:

- A range of enhanced/bespoke, targeted employability activities will increase the capacity of 'at risk' graduates to successfully **Progress** to a positive graduate destination
- Bringing at risk students together with local employers will break down barriers to employment.

ToC will be developed for each hypothesis (Theories of Change for attainment-raising initiatives - TASO). Theory of change (ToC) to support triangulation of qualitative and quantitative data to strengthen understanding of impact.

| Activity | Outcomes | Method(s) of evaluation | Summary of publication plan |
|----------|--|---|--|
| Act 4.19 | <ul style="list-style-type: none"> • Programme specifications and Bradford Employability Award incorporate Graduate Skills Framework • Students report increased awareness and understanding of their graduate employability skills • Students' evaluation of own graduate competencies which identifies improved performance and confidence from Year 1 to final year. | <p>Type 1 Narrative evidence:</p> <ul style="list-style-type: none"> • Case studies/blogs/talking heads showcasing success for under-represented groups. <p>Type 2 Empirical evidence:</p> <ul style="list-style-type: none"> • Formative student focus groups, listening rooms, blogs and survey activity to measure increased awareness of graduate competencies and their relevance to employment • Monitoring self-evaluation on reflections to measure improved performance and confidence from Year 1 to final year • Analysis of internal and external data (UoB Career Readiness; Graduate Outcomes). | <ul style="list-style-type: none"> • UoB audience: Annual Learning & Teaching Conference, Annual EDI Conference • UoB Annual Report • Regional: Yorkshire Universities website, YU Annual Conference • AGCAS: Phoenix Journal, AGCAS Professional training event • ISE: EDI Resources Hub |

| Activity | Outcomes | Method(s) of evaluation | Summary of publication plan |
|----------|--|---|--|
| Act 4.20 | <ul style="list-style-type: none"> Students increase engagement with employability activities including placements Students increase awareness in employability activities Improved graduate outcomes for at risk students. | <p>Type 1 Narrative evidence:</p> <ul style="list-style-type: none"> As Act 4.20 with focus on target faculties. <p>Type 2 Empirical evidence:</p> <ul style="list-style-type: none"> As Act 4.20 with focus on target faculties placements and feedback from employers Monitoring and analysis of internal and external data (UoB Career Readiness; Graduate Outcomes). | <ul style="list-style-type: none"> As above |
| Act 4.21 | <ul style="list-style-type: none"> As for 4.21 Increased skills and confidence in the workplace More students in part time or voluntary work and extended placements | <ul style="list-style-type: none"> As for 4.21 | <ul style="list-style-type: none"> As above |
| Act 4.22 | <ul style="list-style-type: none"> Scholarships, bursaries, placements and competition prizes awarded as detailed UoB Santander student ambassadors supporting career focused activities with peers. | <p>Type 1 Narrative evidence:</p> <ul style="list-style-type: none"> Case studies/blogs/talking heads showcasing successful ambassador/peer group interactions. <p>Type 2 Empirical evidence:</p> <ul style="list-style-type: none"> Monitoring of awards, numbers and to students with which characteristics. | <ul style="list-style-type: none"> As above Santander University Events – annual programme |

| Activity | Outcomes | Method(s) of evaluation | Summary of publication plan |
|----------|---|--|--|
| Act 4.23 | <ul style="list-style-type: none"> Students report growth in their cultural capital, understanding of diversity and inclusion, world perspective Approximately 400 students per year complete the module and receive their BEA Improved performance in student feedback evaluation for all international opportunity programmes e.g. Turing, ISEP. | <p>Type 1 Narrative evidence:</p> <ul style="list-style-type: none"> Case studies/blogs/talking heads showcasing successful experiences and outcomes from international engagement. <p>Type 2 Empirical evidence:</p> <ul style="list-style-type: none"> Analysis of Turing monitoring data to understand levels of uptake of opportunities by under-represented groups and at risk students Pre- and post-module student surveys Data drawn from student feedback evaluation of international opportunities | <ul style="list-style-type: none"> Jisc website and Jisc network UK HEURO (The Association of UK Higher Education Officers) and/or BUTEX (British Universities Transnational Exchange) network (professional groups) EAIE Conference. |

Whole provider approach

The value placed on people by the University is nowhere more apparent than in the commitments to our students set out in this APP 2025-2028 and, most notably, our work to improve inclusion and social mobility. Our work to realise our strategic vision of '*a world of inclusion and equality of opportunity, where people want to, and can, make a difference*' has been recognised via multiple prestigious awards. In March 2023, the University was named the leading university in the Higher Education Policy Institute: *English Social Mobility Index* for the third consecutive year. In 2019/20, the University was named '*University of the Year for Social Inclusion*' by The Times and Sunday Times. We were an early signatory of the *Common Purpose Social Mobility Pledge* and have been named an '*opportunity anchor*' in recognition of our pivotal role in transforming lives, winning two 'Levelling Up' awards. We have a deep commitment to bring about, and be recognised as an exemplar of, transformational diversity, inclusion, and social mobility

Our whole provider approach, working to widen participation (**Intervention 1**) and assure the best experience (**Interventions 2 and 3**) and outcomes for all our students (**Intervention 4**), underpins our success in delivering inclusion and social mobility. It is delivered through a systems model, recognising structural and intersecting disadvantage for minoritised people. We promote inclusion as a means of accelerating equity for all, making our diversity count, and enabling everyone to achieve their full potential.

In a regional collaboration, we work with Go Higher West Yorkshire (GHWY) across our whole institution. Our Director of Outreach and Recruitment is a member of the Board of GHWY, which convenes senior and strategic representatives from across the member institutions to provide governance and strategic steer for the work of the partnership. Our representative is a member of GHWY's 'Access and Participation Strategy Group' which convenes senior representatives in relevant roles to discuss and respond collectively to local and national issues, as well as to maintain operational oversight of GHWY's activity. We host and employ a GHWY Uni Connect-funded Outreach Officer, who is embedded within our Outreach and Recruitment teams and works closely with our Local Activity Partnerships team in CfID.

The University systematically embeds the requirements of the Equality Act 2010 and Public Sector Equality Duty across all our strategies and sub-strategies and within our APP. Our visible and demonstrable commitment to Equality, Diversity, and Inclusion (EDI) is led by our Executive Team, who actively and intentionally ensure that the value of inclusion is embedded across the institution. Our Equality Strategy is one of 4 supporting sub-strategies and the key responsibility of our PVC-EDI who heads the CfID, a natural base from which to coordinate our APP development.

As part of our institutional wide commitment to EDI we regularly measure progress and explore intersectional experiences of disadvantage when addressing under-representation. Approximately 80% of our students come from areas of multiple deprivation (IMD2019 Q1+Q2), a proportion that is significantly higher than the national average. We also have a high proportion of BME (66% of all FT UG, 84% of those entering aged 18) students, particularly those who identify as Asian (61% of all FT UG students), drawn from our local community. We recognise the intersectional nature of disadvantage with high proportions of our BME students living in IMD2019 Q1+2, alongside continued structural and systemic factors that impact on minoritised students' lived experiences and opportunities to succeed.

We continue to promote a co-creational approach to the development of an educational environment with our staff and students, which encourages openness and participation, where everyone feels respected, supported, valued, and understands their personal responsibility for equality and inclusive practice.

Governance

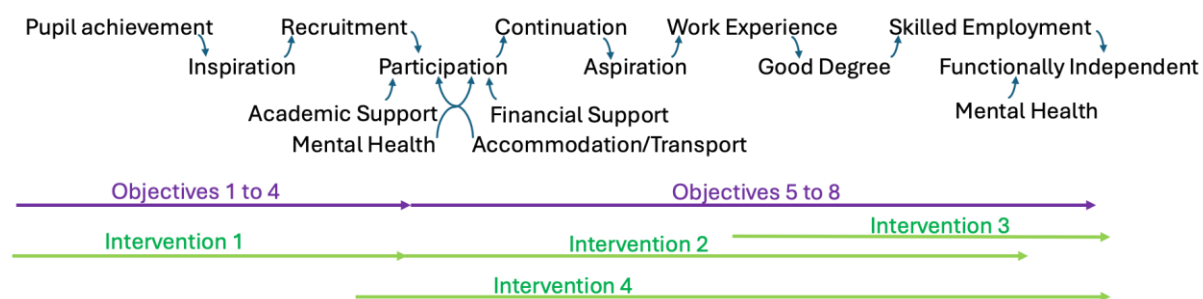
Our APP has been discussed and approved by relevant committees in our University governance structure, Executive Board, Senate (including student representation), People Committee (of University Council), Learning and Teaching Committee and Trade Unions Representatives, providing further opportunities for review from stakeholders.

Moving forward, ongoing monitoring and reporting of our APP will be the responsibility of the APP Strategic Oversight Group led by the PVC-EDI supported by the Director of Local Activity Partnerships, within our Centre for Inclusion and Diversity (CfID). This is achieved through regular monitoring groups involving a wide range of colleagues including the Student Union executive and student Sabbatical Officers. New APP operational groups will be convened to align with each Intervention. Our Executive Board, Senate and University Council are assured of the monitoring and reporting of our APP, which will be undertaken in line with evaluation strategy detailing recruitment performance and gaps in **Continuation, Completion, Award and Progression**.

Whole Institution Pipeline

We are proud of our whole institution pipeline approach to access, participation and success, which engages our future audiences from primary school age upwards through to graduation and transition into skilled employment. All activities within the pipeline, academic and support, ensure that we are decolonising the student journey, eliminating discrimination, helping to advance equality of opportunity and fostering good relations between people who share protected characteristics and those who do not.

The student Life Cycle and it's relationships to the Whole Institution Pipeline



Attracting our future students is achieved through engagement in educational settings and local activity partnerships, working with young people and their families within the community, delivering activities in schools, youth centres, community venues and sports clubs. Our main objective is to raise pupil attainment and to equip young people, particularly those who experience multiple disadvantage, with the skills and knowledge to facilitate progression through primary and secondary school into HE and skilled employment.

In 2020, we began a Maths Tutoring Programme, employing our students and graduates to work as Maths coaches to support children in at least 12 Bradford schools in areas of multiple deprivation, specifically targeting those who were at risk of not achieving GCSE Grade 4 or above. Four years later, this programme continues to develop and grow, now also including English tutoring and we plan to add Science. We can demonstrate a direct correlation between engagement in the programme and an uplift in academic achievement in Maths (see **Annex B**). The teaching experience for our student tutors helps to boost their confidence, employment and interpersonal skills, some students and graduates who participated as tutors on the programme have subsequently decided to pursue a career in teaching.

Our Outreach and Recruitment and Local Activity Partnership teams work collaboratively with academic and professional services colleagues to deliver an extensive programme of aspiration raising and information, advice and guidance activities for prospective students and their families, both on and off campus. These activities include our academics delivering masterclasses and practical sessions in schools and colleges or on our campus, developing and delivering a suite of Faculty based badges with West Yorkshire Scouts and engaging with young people through partnerships with our local sports clubs such as, Bradford Bulls, and Bradford City Football AFC and community centres.

We support the access of minoritised and under-represented students into higher education through the Bradford Progression Scheme, which provides eligible applicants with a contextualised offer at the point of application and supports their transition to HE, through a range of targeted interventions. We

are developing engagement programmes directly with organisations that work with underrepresented groups such as Bradford's Virtual School for Looked After Children and City of Sanctuary.

Targeted interventions also focus on applying to university, student finance and course choices, and are designed to encourage students, parents and guardians, including those from under-represented and disadvantaged groups, to make informed decisions about advancement into HE.

We recognise that many students from CARE groups may require additional pastoral support to feel confident that University is the right choice for them. In addition to a wide range of on and offline communication channels, our student support teams maintain a constant presence at all key on-campus recruitment events to advise prospective students, and their families, on the transition to university, student finance, scholarships and bursaries, accommodation, mental health and disability support.

Students who choose to study with us are offered the opportunity to join a transition programme, 'Step Up to HE', which is delivered immediately prior to the start of their first term. This supports them to build familiarity with the university environment and development of academic and study skills. The programme regularly receives positive feedback from attendees.

Once enrolled, a wide range of services are available to support students to continue and succeed on their programme of study. Each student has a dedicated personal academic tutor and can also access support from Student Attainment and Progression teams in faculties, our Student Engagement Officers, Student Life team, Academic Support Services, and the Student Union. Members and staff and Sabbatical Officers of the Student Union run a 'Kickstart' programme every year for newly enrolled students. This welcoming and team building programme helps new students meet each other and integrate into campus life. All teams supporting enrolled students work within a matrix structure to ensure they are signposted to the most appropriate service for their needs.

We are committed to ensuring that all students reach their full potential on their course, achieve a high degree classification and **Progress** into skilled employment. Our Learning, Teaching and Student Experience Strategy aims to create an inclusive learning culture and transformative university experience that empowers our students to realise their ambitions and make a positive difference to the world. The strategy is based around three pillars of inclusivity, inclusive curriculum, inclusive experiences, and inclusive community, which support the **Objectives** of our APP.

Our Decolonising UniBrad initiative, which supports the delivery of our current APP, is providing students and staff with the tools and language to identify the way that universities are built on colonial hierarchies and empowering them to challenge and reject the status quo. This means that we have developed initiatives to build an anti-racist organisation by tackling structural and cultural disadvantage to benefit all minoritised groups. This includes our Learning Partnership Programme, bringing pairs of staff and students together to learn from each other and develop inter-cultural understanding, with a total of 44 partnership established at all levels across the University since 2022; IDI initiative and supporting training and development, providing opportunities for staff to develop their cultural capability, with pilots already undertaken in the FoLS and FoMLSS; our Decolonising the Curriculum Card and library review of resources is being utilised to inform new programme development through workshops with academic staff. We are also working externally to the University to develop culturally safe environments for our staff and students, for example through partnership working for the delivery of West Yorkshire Police Race Action Plan.

Work experience is embedded within many of our professionally accredited programmes, e.g. Nursing, Social Work and Pharmacy. Where work experience is not a mandatory part of the course, we actively encourage students to access a range of work experience and study abroad opportunities, developing confidence, independence, and transferable skills. Participation in the Turing Scheme, which enables students from disadvantaged backgrounds to experience work or study overseas, shows a year-on-year increase with 215 of our students participating in the scheme in 2022-23, and over 400 expected to benefit in the 2023-24 academic year.

Our Careers and Employability Teamwork with students for up to five years after graduation to support them into graduate level roles. Through regular evaluation of **Progression** data, the team deliver targeted interventions to support those students who are most at risk of under/unemployment.

A key success in this area was the delivery of the Graduate Workforce Bradford project, which addressed the under/unemployment of BME graduates, and the recruitment skills gaps and workforce diversity needs of Bradford employers.

Graduate Workforce Bradford far surpassed its original goals, for example a challenging target for BME graduate **Progression** to highly skilled employment was exceeded by over 70%. The project also helped to start a conversation about employment inequalities linked to the city and is continuing to influence workplace practices and employment models within local businesses.

Graduate Workforce Bradford's impact and legacy demonstrates the power of partnership, delivering sustainable models of practice, contributing to decolonising the careers and employment landscape, embedding inclusive recruitment practices, and influencing policymakers and commissioners of services for businesses and graduates.

Student consultation

Aligning with our University operational practices, values and commitment to equality, diversity, and inclusion, we have consulted with a wide range of stakeholders in developing our APP. We consulted extensively with our student body, in two studies, one led by our UBU Education Officer (below) and the other by one of our PhD Student Representatives (see **Annex B**). These consultations were undertaken through focus groups and online surveys. They have highlighted some qualitative barriers and risks to equality of opportunity, which are not evident in our quantitative data.

We initially engaged our undergraduates through contact with the University of Bradford Students' Union (UBU) Sabbatical Education Officer and the UBU Chief Executive Officer. After discussion with the APP authoring group the UBU team were empowered to develop their own research methodology. They met with lead members of the APP authoring group to report progress, discuss ideas and to iteratively develop their consultation approach. Their earliest discussions around the APP were held during Freshers' week with incoming students and the UBU societies. The students widened the consultation by working with Faculty and Programme Student Representatives and developed a student-wide survey. Overall, the student team, working with UBU staff, carried out various data collection exercises to understand the barriers that students face in engaging with education and what the University, and UBU, can do to lower these barriers. Data collection exercises are listed in Annex B.

Feedback from these sessions and the survey has been referenced above in **Risks to equality of opportunity**, and has informed our thinking in the development of the interventions. For moving forward with the APP delivery, the chair of our APP Strategic group has met the newly elected Education Sabbatical Officer and the UBU CEO, with whom student involvement in delivery is being planned. The Education Sabbatical Officer and the UBU CEO are members of the APP Operations group. Comments on PGR and Staff consultations are in **Annex B**.

Evaluation of the plan

Strategy development

To ensure our evaluation is robust and produces credible and informative evidence in relation to our intended outcomes, our Evaluation Strategy sets out a framework that will be embedded at all levels of our APP. This was informed by our **whole provider approach** and the need to ensure that an equity lens is embedded across all aspects of the student pipeline. It will inform decision making processes; facilitate organisational learning; and produce a shared knowledge on the impact of APP through improvement, accountability, and enlightenment.

The strategy is underpinned by research methodologies and evaluation practices, which have been demonstrated to be effective in the context of widening access, participation, and success. It draws on the expertise of the CfID and established methodologies successfully employed by CfID in research evaluation both internally and externally to the University. We have also drawn on the work of Befani, 2020; as well as a range of access and participation specific evaluation resources including TASO; and OfS Access and participation standards of evidence.

Approach

Theoretical underpinning:

Our evaluation approach is informed by the principles of critical realism. It will centre on finding out what outcomes are produced from interventions, for example the increase in White male students **Accessing** HE, and how they are produced. Our analysis will include consideration of what is significant about the varying structures, conditions, or circumstances in which the interventions take place (Pawson and Tilley, 1997). Our focus is to understand what works for whom, under what circumstances and why, taking account of multiple variants that may or may not impact on lived experience, aspirations, and motivations for behavioural change.

Evidence based approach:

Our approach is informed by our experience, our data, evidence base, and 'what works' research literature (Thomas et al, 2017; Thomas et al, 2021). Our methodology is designed to ensure that our delivery responds to the generation of evidence through our iterative action research methodology (below), which will facilitate continuous review and refinement of our activities.

Equity centred transformative approach:

Transformational change remains central to the University's Vision to be "a world of inclusion and equality of opportunity where people want to, and can, make a difference." Our EDI and LTSE sub-strategies encompass aims, objectives and targets that align with this APP.

Our EDI sub strategy provides the framework for ensuring an equity lens is embedded in delivery, including the delivery of the Public Sector Equality Duty (PSED). Our 'hub and spoke' model, from CfID Team out to Faculties and Directorates, is enabling us to be co-ordinated in delivery, as well as providing a platform for a whole system approach and robust EDI governance and leadership. This includes embedding an EDI lens into UoB operation through a new operational ethics framework, increasing the number of equality impact assessments undertaken in different contexts. This results in greater engagement of academic and professional staff in understanding how EDI (and so, the APP) impacts their day-to-day practice.

The development of our APP interventions has taken account of evidenced intersecting equity dimensions, including socio-economic factors and protected characteristics.

Evaluation Design/Methodology

Theory of Change

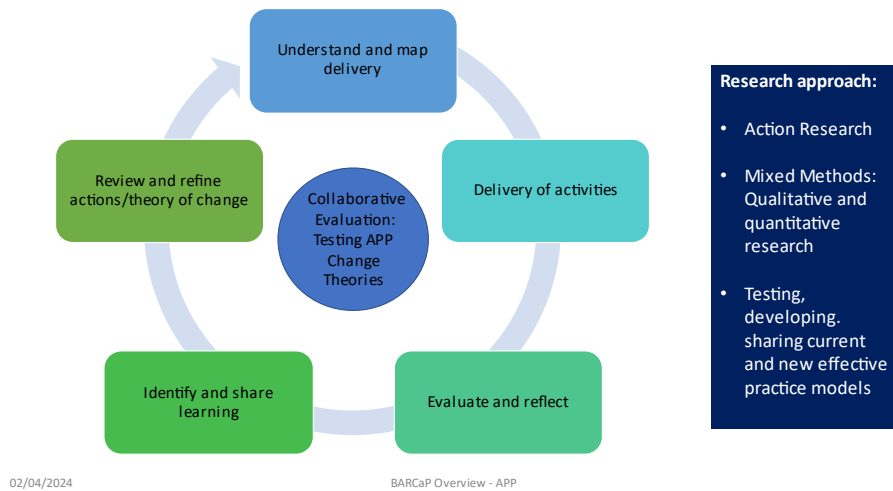
We have developed an evidence-based programme hypothesis for each of our interventions responding to the rationale for the associated interventions. A theory of change (ToC) will be developed for each intervention hypothesis (Theories of Change for attainment-raising initiatives - TASO). Each ToC will support triangulation of qualitative and quantitative data to strengthen understanding of impact.

Our logic model framework has been designed to account for the need to (i) consider intersectionality and multiple variables, and (ii) support the development of a theory of change at institutional (macro), Faculty/Directorate (meso) and individual (micro) levels. In line with effective practice, this will facilitate data to be collected in relation to context; delivery mechanism; and output to assess overall impact.

The Bradford Action Research Cycle and Process (BARCaP)

The BARCaP will be used across all interventions as an iterative method of both formative and summative evaluation. It facilitates ongoing monitoring and evaluation that will demonstrate whether each intervention is achieving its intended outcome and impact in relation to identified risks. This will allow (actively encourage) on-programme adjustments to be made ensuring maximum benefit to target groups.

Bradford Action Research Cycle and Process



Data collection and analysis

Mixed methods will be used to collect and analyse quantitative and qualitative data across all interventions. Our student data dashboards respond to our evaluation needs, providing intersectional data across all points of the student lifecycle. We are also connected to external data sources through, e.g. our partnerships with Bradford City Council (school data) and GHWY to access quality data in relation to our intervention participants, e.g. HEAT data. Where gaps in data are identified we will work with our Planning Team and through external sources to ensure that we are able to access all our data requirements.

The main structure for our realist analysis is a context-mechanism-outcome (CMO) configuration. This will facilitate connection between evaluation questions, indicators, and methods, with evaluation questions being defined according to the specific intervention, its programme hypothesis and its context.

Ethics and GDPR

Ethics approval for methods such as listening rooms, focus groups, surveys and round table discussions will be approved through a 'light touch' process, in line with UoB's Ethics Policy, through CfID. This will ensure that evaluation methods are appropriate and proportionate in relation to the data that is required to evaluate each intervention. The process will also ensure that an equity lens has been embedded across all aspects of APP delivery and compliance with GDPR requirements.

Co-creation and building capacity for quality improvement.

Stakeholder participation for co-creation

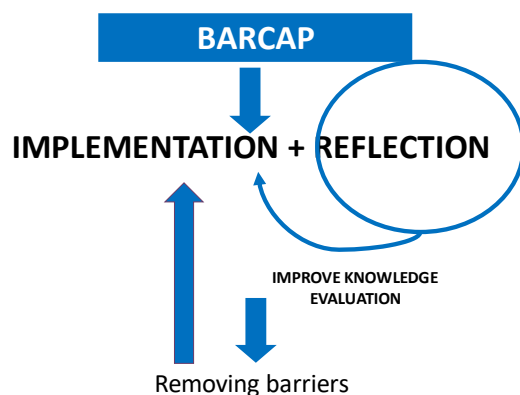
We have a strong track record in the delivery of collaborative approaches in research and evaluation, for example through our 'Can You Hear Me' series, providing a forum for illuminating minoritised voices and enabling diverse perspectives in the development and delivery of UoB business.

We take a total involvement approach to evaluation where inquiry is underpinned by collaboration and reciprocity, encouraging listening, learning and collaborations with all stakeholders. We integrate public engagement principles in our evaluation to co-create actions, research findings and forward planning. Through this approach, which empowers stakeholders to share their lived experiences, we will give attention to different voices, social systems, and specific contexts.

By recognising evaluation as a way of producing shared knowledge and the reflexivity of the evaluative process, we facilitate and promote inter-subjectivity in knowledge building.

Capacity building

The BARCaP facilitates the embedding of an equity and inclusion lens through the development of reflective practitioners. This results in a deeper understanding of implementation impact, the removal of structural and social barriers, and quality improvement across delivery and outcomes.



01/04/2024

BARCaP Overview - APP

While APP evaluation will be led from the CfID, our approach is based on building our evaluation capacity at all levels of delivery across UoB. Training will be delivered to staff engaged in the delivery of evaluation activities, particularly Intervention and Activity leads, thus building a diverse, inclusive community of practice to support the evaluation practice.

Monitoring and governance for accountability

We will draw up an evaluation matrix to chart evaluation methods/activity across interventions across the lifetime of the APP. It will summarise evidence at key milestones and inform the iterative development of interventions demonstrating what is working for whom, in what context and why. This will ensure that evaluation activity is kept on track and is providing timely and appropriate evaluation data.

The Intervention Leads will be selected from the community who have responsibility for delivering the relevant areas of our strategy. Each Intervention Group will have representation from the Activity leads. The Intervention Leads with student Sabbatical and UBU representatives will be members of the institutional APP Oversight Group. The group will be chaired by the PVC, EDI to review delivery progress of Interventions and Activities, and feedback on priority areas and issues to be considered. The PVC, EDI will report up APP delivery progress to the Executive Board, People Committee and Senate.

Sharing findings and learning from effective practice.

UoB routinely shares research findings internally and externally to the university. Our EDI governance structure including our Associate Deans and Associate Director [EDI] provide a conduit for sharing research and evaluation findings across the University. We produce an annual EDI report, which is published on our website. The CfID delivers our well established, Making Diversity Interventions Count Annual Conference. This global conference that shares research findings with the purpose of leveraging diversity for positive change is an ideal place to share APP practice and outcomes.

UoB is a partner GHWY and an active member of its Access and Participation Strategy Group and GHWY Board and Project Assurance Committee. Learning and effective practice is shared through these groups for the benefit of West Yorkshire Universities and beyond. We are also able to input and draw learning from GHWY's Uni Connect programme evaluation to support our delivery and share best practice.

Our PVC for EDI Chairs Bradford's district-wide Systems Equality Group, which is working to develop collaborative, joined up ways of working to improve inclusion and achieve equity in outcome for Bradford's people.

Senior members of the University staff also meet and share best practice with a range of local groups focussed on improving lifetime chances and outcomes through delivering equity to the people of Bradford, and particular young people. These groups include: Bradford Wellbeing Board, The Wolfson Centre for Applied Health Research, Education Alliance for Life Chances, Bradford City Council Careers and Technical Education/Skills House, Bradford's Virtual School for Looked After Children, Bradford Hate Crime Alliance, West Yorkshire Police, Bradford Teaching Hospitals Foundation Trust and a wide range of community organisations with outreach and development strategies for young people including those who are often poorly represented and defined by our CARE group of young people.

Provision of information to students

We provide enquirers and prospective students information on the fees for the duration of their course:

- On our website
- In the offer letter (by email and on our applicant portal)
- At Open Days and Experience Days
- Through our online pre-enrolment portal and our Student Contract and associated Important Information (Composite Fees Liability Policy)

The Student Contract is formally provided to all applicants when an offer is made. Students accept the terms and conditions of the contract when they accept and re-confirm their acceptance at enrolment in each year of their studies.

We provide prospective and current students with information on the financial support available (from any source) in the following ways:

- On our website
- In our mini guide
- At Open Days and Experience Days & during online Financial Support webinars.
- During Outreach and Recruitment and Student Life activities on and off campus
- Through our Student Handbook, Student Life Service and the Students' Union

We provide current students with ongoing information through our:

- Internal SharePoint pages
- Financial support leaflets
- Money Matters talks during Welcome Week
- On-campus Food Pantry

We offer a range of Bursaries and Scholarships including:

- An annual basis, for undergraduate students with household income is classed as low
- Sanctuary Scholarship for asylum seekers and refugees, covering full fees and £4,000 stipend
- Bradford Futures Scholarship, open to all UG students that meet widening participation criteria (please see below for more information)
- The Howard Opportunities Programme for white, male home students from areas of multiple deprivation (please see below for more information)
- The Rani Scholarship for female students (both home and international) meeting low participation criteria (please see below for more information)

The Bradford Futures Scholarship is a yearly £1,500 award from the University of Bradford that helps home-fee paying undergraduate students who might otherwise struggle to afford their studies. The scholarship is intended to support students who are underrepresented in higher education and who meet certain criteria in the university's Widening Participation Plan (being from a low participation area as defined by POLAR 4 in quintile areas 1 and 2; which are the lowest participation areas; have low household income and/or low socioeconomic status; are a BAME student; are disabled; are a young carer; are a care experienced student; are a refugee or asylum seeker (not already in receipt of

a University specific scholarship eg Sanctuary); are estranged from parents; are an adult learner (25 and above). The scholarship is available for the entire duration of a student's degree.

Howard Opportunities Scholarship offers four scholarships for male students from white backgrounds who are under-represented in higher education. This transformative scholarship awards recipients monthly payments through their time at Bradford, with £400 per month in their Year 1 (11 payments), £440 per month in Year 2 (12 payments) and £484 per month in Year 3 (9 payments)

The Rani Scholarship will support two home students and two international students annually for the duration of their studies. Home students will receive an annual £6,600 bursary and international students will receive an annual 50% tuition fee reduction. Recipients will also benefit from bespoke, wrap around support such as mentoring and placements, and be part of a community where they are supported, visible and belong. The scholarship will support women facing the biggest challenges in coming to study at the University of Bradford including refugees and asylum seekers, care leavers, those with a disability, people from low higher education participation backgrounds, and those facing significant socio-economic disadvantage.

Fees and financial information content on the University of Bradford website is available publicly and is indexed by search engines. The University Web Team improves content so that it is optimised for search engines to allow users to find information. The University website also features a search engine of its own, allowing website visitors to search for specific content.

The University published a Web Accessibility Statement under the requirements of the Public Sector Bodies (Websites and Mobile Applications; No. 2) Accessibility Regulations 2018. The statement outlines how the website conforms to the international standard of Web Content Accessibility Guidelines (WCAG) 2.2 Level AA, and where website visitors may experience difficulty in consuming website content.

The University Web Team periodically audits the website to check conformance and non-conformance issues. This is achieved with weekly automated checks, occasional manual sample checks, and when working on content development projects in association with colleagues around the organisation.

Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

We have reviewed the data presented in the EORR by considering the impact of the appropriate risks in each milestone of the Student Life Cycle. We have highlighted notable features of the data, commenting mainly on correlation between behaviours, outcomes, and student characteristics. We took this approach reflecting HE as a continuous pipeline, beginning in primary school and ending in graduate high skilled employment or further study. We have examined the pipeline by referencing our own student data, data sets provided by OfS and HESA and by listening to the comments of students and staff during the consultation phase. Analysis of all data has allowed us to address the whole pipeline in our summary of risks and proposed interventions.

All the reviewed data is mapped to the standard reporting periods provided by the OfS. Where there is little difference in direction of travel for specific groups of students through the period, the average proportions are reported for that period. Where a trend is identified, this data is separated out. An advantage of averaging all years in the period, and not just last 3 or 4 years, is to minimise the impact of data gathered over the COVID period, which may not be typical. Where the COVID period data may contain an important message, this is specifically addressed. Except where stated, the data covers all student age groups. BME refers to the sum of all students from minoritised ethnic groups. While we adopt the collective term BME to refer to people who are Black, Asian or from another minoritised ethnicities, we recognise that this term is problematic. The term does not reflect their position as a global majority or that individuals have been minoritised through social processes and asymmetrical power rather than existing in statistical minorities. As an evidence-led EDI organisation, we seek to speak and write in specific terms about members of our university community, acknowledging where individuals are minoritised rather than in a minority or under-represented.

We have considered intersectionality throughout our analysis. Where the intersection of personal or socio-economic factors is demonstrated to be a strong influence on student access or outcomes, this is highlighted in the text.

The University of Bradford (UoB) is comprised of four Faculties abbreviated as follows; Faculty of Engineering and Design Technology (FoEDT), Faculty of Health Studies (FoHS), Faculty of Life Sciences (FoLS) and Faculty of Management Law and Social Sciences (FoMLSS).

Where informative we present data at Faculty level and discuss programme level when there are important observations.

As referenced, in the EORR factors are listed here and referred to throughout the document by their Risk number only.

1. Knowledge and skills
2. Information and guidance
3. Perception of higher education
4. Application success rates
5. Limited choice of course type and delivery mode
6. Insufficient academic support
7. Insufficient personal support
8. Mental health
9. Ongoing impacts of coronavirus
10. Cost pressures
11. Capacity issues
12. Progression from high education

We have replaced the term “**Attainment**” with “**Award**” reflecting language now used across the sector, and in recognition that the gap in awarding good honours degrees to minoritised groups of students, particularly those who are ethnically minoritised, is a systemic rather than an individual issue. It means that our University needs to examine its own environment and practices to ensure that all our students are able to be successful.

Gaps between different groups are described in terms of percentage points (pp).

Literature cited in Annex A is detailed in Annex B with other literature evidence.

ACCESS

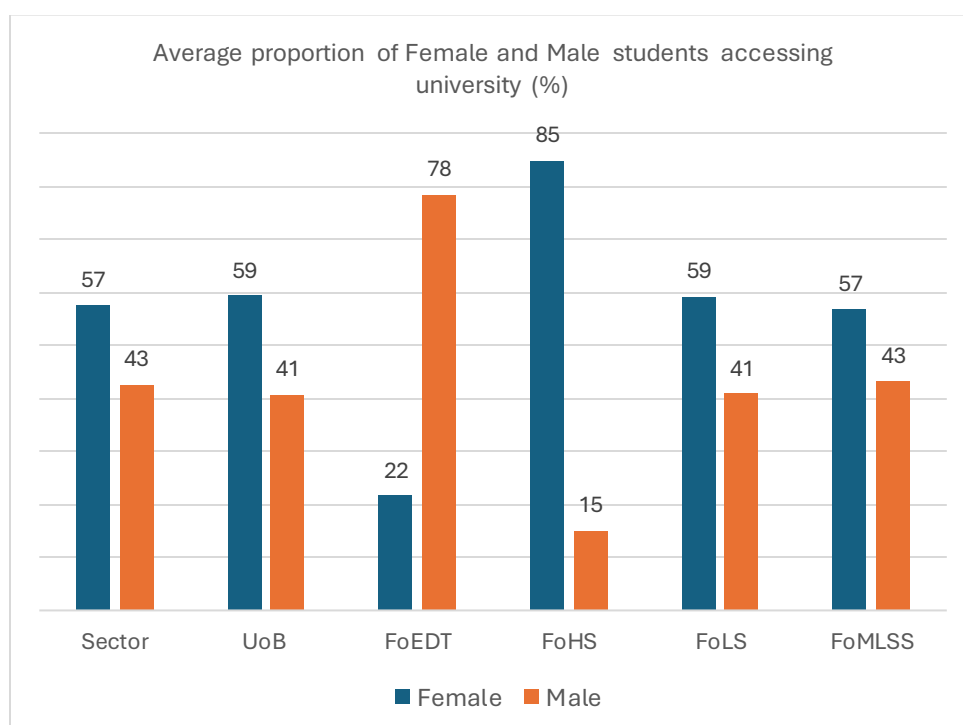
We review here the proportions of students with different characteristics and from different geographical areas who access UoB, **Access** is strongly influenced by **Risks 1 to 5**.

Access and GENDER

As for the sector overall, the University of Bradford enrolls fewer male students than female (Fig 1). This trend has been stable over the period 2016-2021. The largest proportion of female students are recruited to subjects allied to medicine in the FoHS (85%). The representation of male students specifically on our Nursing and Healthcare programmes (9% on average) is below the national average for qualified nurses (NMC data 12%).

The trend of over-representation of female students in FoHS is reversed for students in the FoEDT, with an average of 22% being female.

Figure 1: Gender representation (%) in the Sector, compared to UoB and UoB Faculties for all FT UG students 2016-2021.



Application and enrolment rates indicate a similar trend, although it is noteworthy that a higher proportion of male student enrol in nursing, compared to applicants. Overall, the data suggests that where there is a gender imbalance this is due to disparities in application numbers rather than in offers or accepts (**Risk 4**)

Table 1: Average proportion of the application and enrolled populations who on application are 18 years or younger and Male (%) over the period 2016 to 2021. The proportions are similar for mature students.

| | UoB | FoHS | FoLS | FoEDT | FoMLSS | Nursing FoHS |
|--------------|-----|------|------|-------|--------|--------------|
| Applications | 43% | 20% | 40% | 75% | 42% | 6% |
| Enrolled | 39% | 18% | 36% | 79% | 44% | 10% |

Generally, subject based gender imbalances reflect national trends, often relating to systemic and normative stereotyping in relation to caring and technical roles that influence career preference for male and female students. However, this does not explain the overall sector or UoB proportions of enrolling fewer males.

We suggest that gender imbalances, whether traditional or not, reflect a lack of knowledge and understanding of careers and possibilities beyond traditional roles (**Risks 1 to 3**). Recent research indicates that continued gender stereotyping in schools and communities influences education and career choices for both male and female students (e.g. Kong et al 2023; Fawcett Society, 2020).

Access and ETHNICITY

Generally, BME communities, are well represented at UoB, suggesting lower susceptibility to **Risks 1 to 5**. Over 80% of students enrolling at UoB aged 18 are from a BME background, representing nearly 70% of all UG FT students (Table 2). A large proportion of BME students identify as Asian (61%). Black students (8%), while slightly under the sector average (11%), are well represented compared to the general population of Bradford (2%) and England (4%). We recognise a need to continue addressing systemic barriers, which impact on **Access** for some minoritised groups, for example, we will continue to work to increase the representation of Black students. The low representation of White students is atypical compared to sector and the local population, making this an issue worth deeper consideration.

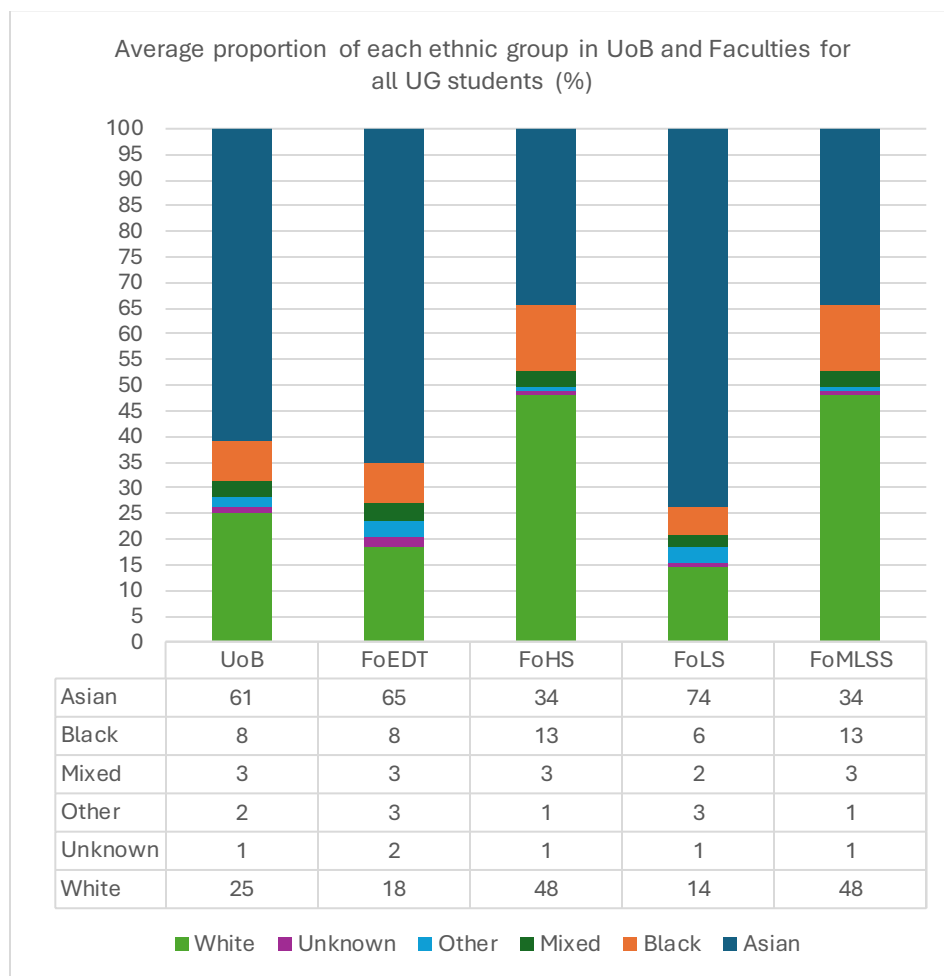
Table 2: Proportion (%) of UG FT students (average over 2016 to 2021) and the general population (2021 Census) from different ethnicities.

| | UoB FT UG | UoB FT UG | UoB FT UG | Sector FT UG | Bradford | General Population 2021 Census | General Population 2021 Census |
|-----------|--------------|-----------|-----------|--------------|-----------------------|--------------------------------|--------------------------------|
| Ethnicity | 18 and under | Over 18 | All ages | All ages | *Secondary School age | Bradford | England |
| Asian | 76 | 49 | 61 | 15 | 41 | 32 | 10 |
| Black | 4 | 11 | 8 | 10 | 2 | 2 | 4 |
| Mixed | 2 | 4 | 3 | 5 | 6 | 3 | 3 |
| Other | 2 | 2 | 2 | 2 | - | 1.5 | 2 |
| Unknown | 1 | 1 | 1 | - | 24 | - | |
| White | 15 | 33 | 25 | 68 | 38 | 60 | 60 |

* DfE January 2023 Schools, pupils and their characteristics

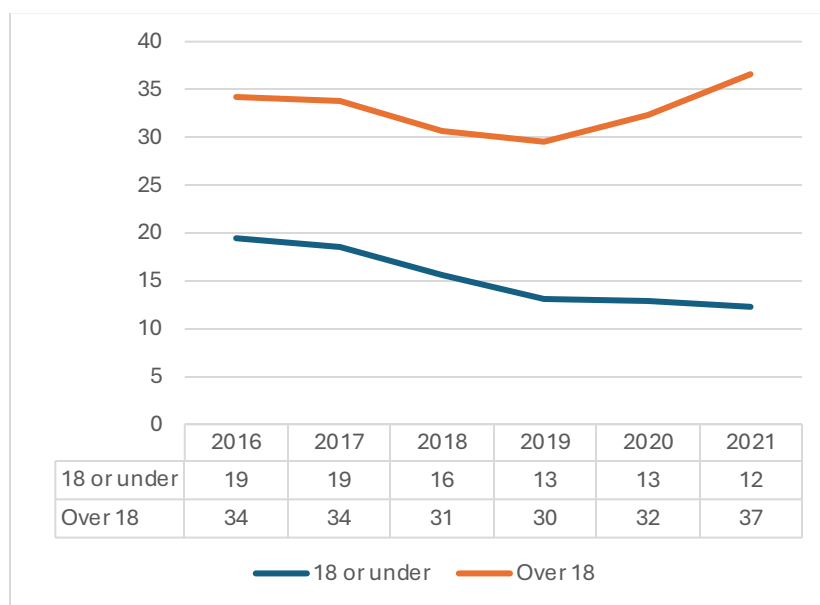
Looking at ethnicity of all UG students in our four Faculties reveals substantial differences. White students are in the highest proportion for FoHS and FoMLSS (Fig 2). In FoHS this is associated with mature students (51% of FoHS compared UoB average of 25%). The lower rates of recruiting White students in FoEDT and FoLS suggests special effort may be needed in these faculties to reach the whole population in their outreach programmes. There is a reciprocal need for the recruitment of BME students into FoHS and FoMLSS where their access is lower.

Figure 2: Proportion (%) of all FT UG students from each ethnic group, averaged for 2016 to 2021 in UoB with Faculty comparisons.



While the attraction of White students over the age of 18 to UoB has improved slightly over recent years (Fig 3), this is accompanied by a reduction of those aged 18 or younger. Our current student population does not reflect the local ethnicity profile (Table 2). This suggests that, as for young people from local BME communities, White young people in Bradford from areas of multiple deprivation need support and encouragement and access to knowledge and skills, information and guidance and positive perception to access HE.

Figure 3: Proportion (%) of all FT UG students that are White and of School/FE leaving age or over 18 entering UoB from 2016 to 2021.

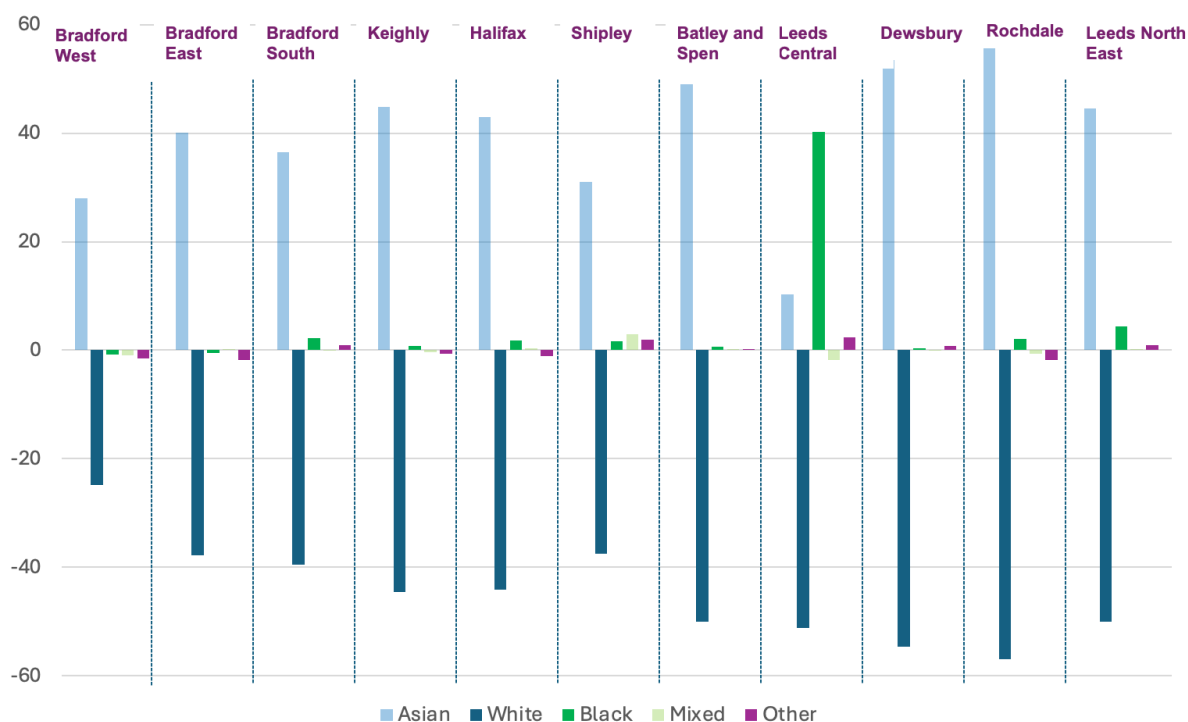


To get more granularity, we looked at the proportion of our students from each Parliamentary constituency (PCON) from all ethnic groups (Table 3) and compared the proportions of each ethnicity with 2021 census data. By subtracting the percentage of each ethnicity enrolled at UoB by the percentage of each ethnicity living in the PCONs we determined the ethnicity enrolment gap, compared to population (Fig 4).

Table 3: Proportion (%) of ethnicities from our top 10 recruitment PCONS over the period 2021 to 2023.

| Top 10 PCON | Proportion of PCON population (%) | | | | | Sample Size |
|-----------------|-----------------------------------|-------|-------|-------|-------|-------------|
| | White | Asian | Black | Mixed | Other | |
| Bradford West | 5 | 89 | 2 | 2 | 2 | 3897 |
| Bradford East | 8 | 85 | 2 | 3 | 1 | 2926 |
| Bradford South | 31 | 58 | 5 | 3 | 3 | 1469 |
| Keighley | 36 | 62 | 1 | 1 | 0 | 894 |
| Halifax | 33 | 62 | 3 | 2 | 0 | 685 |
| Shipley | 52 | 38 | 2 | 5 | 3 | 621 |
| Batley and Spen | 22 | 73 | 1 | 2 | 1 | 617 |
| Leeds Central | 13 | 24 | 54 | 3 | 7 | 487 |
| Dewsbury | 17 | 78 | 1 | 2 | 2 | 480 |
| Rochdale | 6 | 87 | 5 | 2 | 1 | 350 |

Figure 4: Difference in proportions (%) of ethnicities in the top 10 PICONs enrolled at UoB (2021 to 2024) versus proportion of ethnicities in census 2021 data from the same PICON.



The data reveals that in each of the top 10 PCONs (representing 67% of our intake) we enrol a higher proportion of Asian students and lower proportion of White students compared to the population. Black students in most PCONs are recruited in slightly higher proportions than the population, with a particularly large positive recruitment gap for Black students from Leeds Central. This suggests that White young people living in the PCONs from which we recruit could be more susceptible to **Risks 1 to 3**.

In Nursing degrees, on average 61% of the intake are Asian students, exceeding the national average of 16% (Nursing and Midwifery Council), compared to the Asian population of Bradford at 32%, and an Asian secondary school population in Bradford of 41% (Table 2). Given the high proportion of nurses that are female, we would like to expand the number male students entering the discipline. Doing so from areas of multiple deprivation could help the wider issue of low levels of White males from low IMD2019 quintiles entering UoB (see below).

Access and SOCIO-ECONOMIC BACKGROUND

Bradford District is ranked the 5th most income-deprived local authority in England, with more than 20% of children in the Bradford District living below the poverty line. We are the main HE provider for these young people and understanding how well we serve them is important to improving their prospects.

Index of Multiple Deprivation

Compared to national trends, the proportion of students from areas of multiple deprivation at UoB is high, with an average over the period (2016-2021) of 80% of students coming from IMD2019 Q1+Q2 neighbourhoods, which make up 47% of the Bradford District (Table 4). This compares with 42% of students from IMD2019 Q1+Q2 for the sector, which aligns with the national proportion of neighbourhoods in IMD2019 Q1+Q2 at 40%.

Table 4: Proportion (%) of UoB FT UG students by IMD2019 Q1+Q2 or Q3 to Q5 and ethnicity, compared to Bradford District.

| | UoB Q1+Q2 | UoB Q3 to Q5 | Bradford District Q1+Q2 | Bradford District Q3 to Q5 |
|-------|--------------|-----------------|-------------------------------|----------------------------------|
| Asian | 91 | 9 | 94 | 6 |
| Black | 87 | 13 | 92 | 8 |
| Mixed | 76 | 24 | 79 | 21 |
| Other | 78 | 22 | 91 | 9 |
| BME | 89 | 11 | 92 | 8 |
| White | 52 | 48 | 56 | 44 |
| Total | 80 | 20 | 70 | 30 |

The following factors are seen to influence this trend:

- Bradford's IMD2019 Q1+Q2 are more densely populated compared to the national average for Q1+Q2;
- 92% of Bradford's BME population live in IMD2019 Q1+Q2, therefore a high proportion of our students are from Q1+Q2 neighbourhoods.

While we are more likely to recruit female students from IMD2019 Q1+Q2, reflecting our stronger recruitment of female students overall (Table 5), we recruit a slightly higher proportion of our male students from IMD2019 Q1+Q2 (81% of males) compared to all of our female students (77% of females from IMD2019 Q1+Q2). Factors that may influence this trend include:

- Intersection between gender, ethnicity, and socio-economic circumstance – positive attitudes to HE among BME communities; drive to gain professional qualifications; desire to support family through higher earnings;
- Propensity for BME students who are most likely to come from IMD2019 Q1+Q2 to attend their local university, with attachment to place being an important factor in university choice.
- Course choice for male students, particularly those from BME backgrounds, e.g. under-representation in FoHS versus over-representation in FoEDT and FoLS (Fig 2).

Table 5: Proportion students split by gender from different IMD2019 quintiles in the main regions from which UoB recruits (proportion is % of total from each region).

| Geolocation | Female Q1+Q2 | Male Q1+Q2 | Female Q3 to Q5 | Male Q3 to Q5 |
|------------------------|-----------------|------------|--------------------|---------------|
| Bradford | 53 | 38 | 7 | 3 |
| Rest of West Yorks | 45 | 25 | 21 | 9 |
| Rest of Yorks & Humber | 28 | 16 | 39 | 17 |
| Rest of Country | 37 | 32 | 16 | 14 |

We note that the gender gap between IMD2019 quintiles is lower for students who are recruited from outside the Yorkshire & Humber region. This may reflect the importance of place for local female students, preferring not to travel for HE.

The under-representation of female and male White students at UoB from IMD Q1+Q2 at UoB is noteworthy (Table 6).

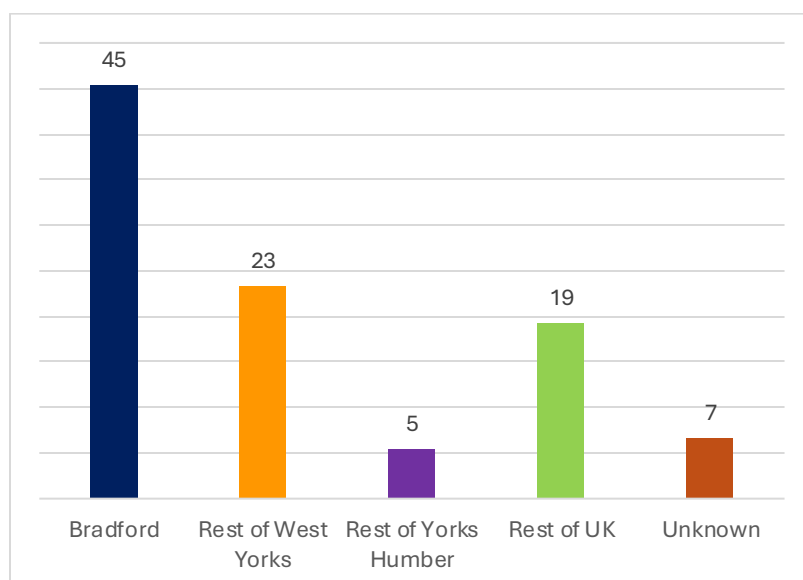
Table 6: Proportion students split by gender and ethnicity from different IMD2019 Q1+Q2 in the geolocation from which we recruit (proportion is % of total from each region).

| Geolocation | Female BME Q1+Q2 | Female White Q1+Q2 | Male BME Q1+Q2 | Male White Q1+Q2 |
|----------------------|---------------------|-----------------------|-------------------|---------------------|
| Bradford | 42 | 9 | 34 | 3 |
| Rest of West Yorks | 31 | 14 | 21 | 3 |
| Rest of Yorks Humber | 16 | 12 | 11 | 4 |
| Rest of Country | 31 | 6 | 28 | 4 |

Using census data, we calculate that there are on average approximately 9,500 White young people between the ages of 16 and 19 from IMD2019 Q1+Q2 locations in Bradford. On average 45% (2017 to 2022) of post 18s leaving school/FE attend HE across the UK ([16-18 destination measures](#)). With an average of only 230 White students enrolling at UoB. While it is essential that we retain the strong positive recruitment of BME students from low IMD2019 quintiles, we must also work to support more white students, from these areas, into HE.

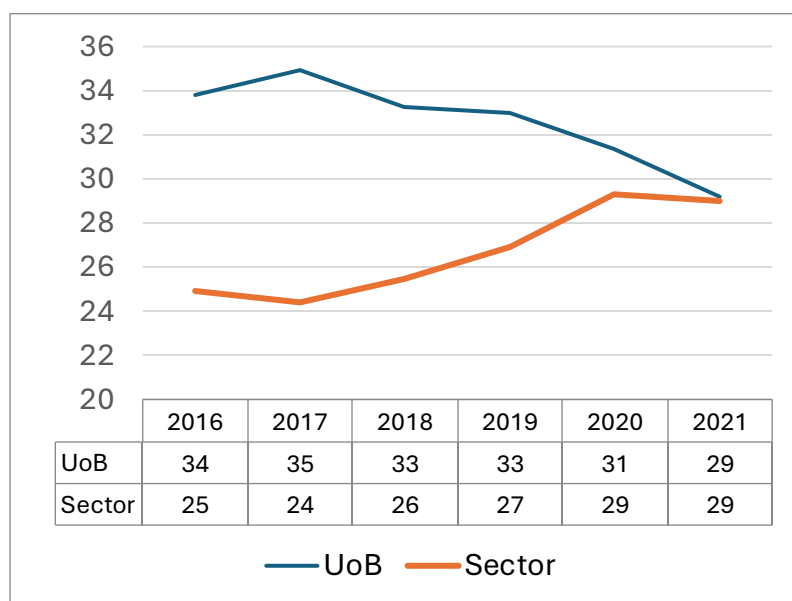
As there is a strong tendency for UoB students to stay local after graduation, and we recruit mainly from the Bradford district, West Yorkshire and Yorkshire and Humber (Fig 5), to reduce **Risk 5** it is important that our offer reflects the economic needs of the region, for example in digital industries and advanced manufacturing ([bradford-district-economic-strategy.pdf](#)). A large proportion of undergraduate courses in UoB lead directly to professional qualifications, such as professions allied to health, law and engineering. The delivery mode is often confined by the professional bodies, though we make use of a wide range of delivery modes including team-based learning and simulation suites. Wherever possible we offer both fulltime and part-time. Part-time offers are taken up by 5% of our students, almost of which are mature students.

Figure 5: Graph showing the proportion (%) of FT UG students from different geolocations (2016 to 2021)



Access for young people who were eligible for FSM at school, before enrolling at UoB has declined gradually from 2021-22, whilst the sector shows the opposite trend (Fig 6).

Figure 6: Graph showing the proportion (%) of our FT UG students who were eligible for FSMs, compared to sector.

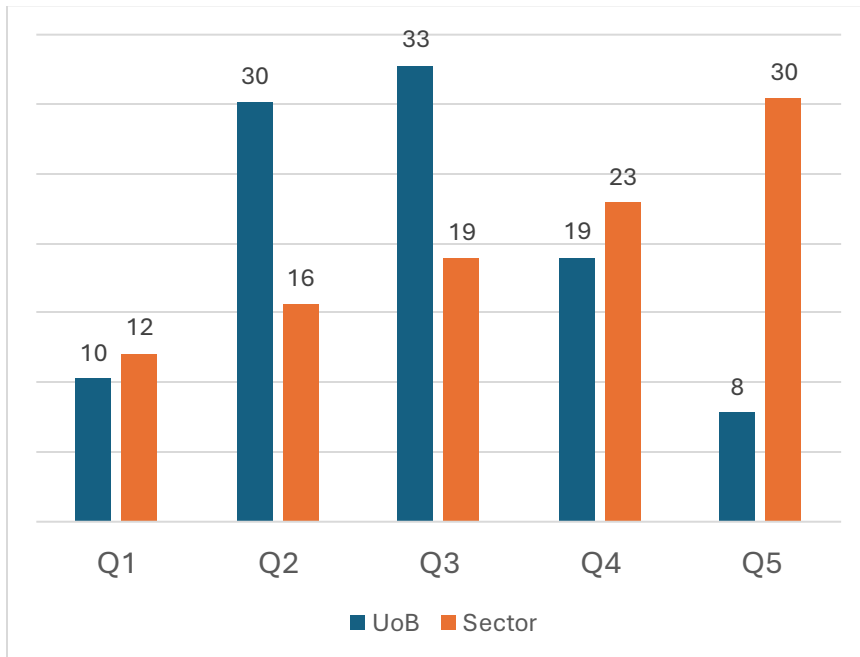


A high proportion of Bradford district young people are eligible for FSM (72%). With an average of 45% of Bradford’s youth leaving 16-18 study for Higher Education (2017 to 2022) we would expect our intake of students eligible for FSM to be proportionate to district eligibility, i.e. 32%. While there has been a small decline in students eligible for FSM at UoB, our intake reflects that of the sector and is slightly below what we would expect to reflect the district. We will monitor our data to ensure that our actions result in an increase in students eligible for FSM.

Unlike the sector, UoB recruits a low proportion of its students from POLAR4 Q5 but is similar to the sector in the number of students recruited from POLAR4 Q1 (Fig 7).

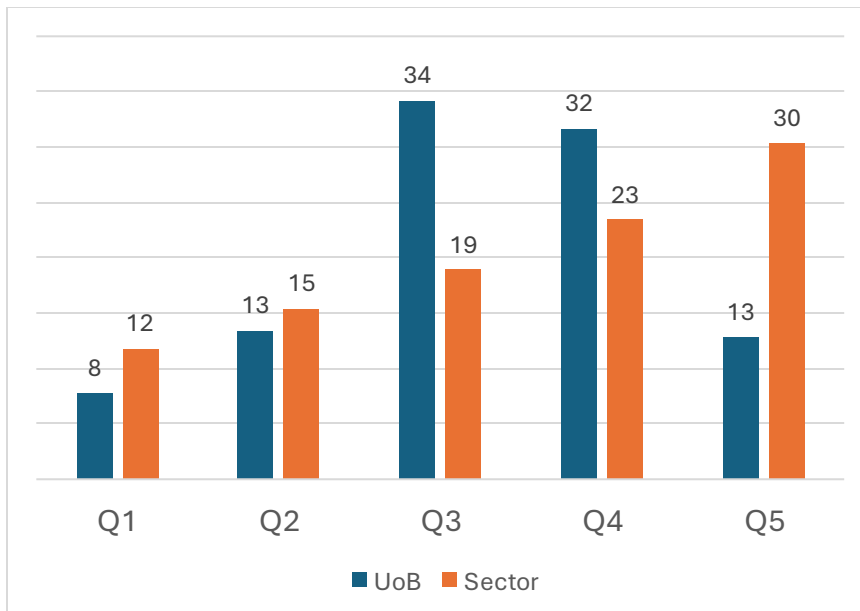
However, UoB recruitment from POLAR4 Q2 is almost twice the level for the sector as a whole and for POLAR4 Q3 is more than 1.5 times the sector level. This indicates improved penetration of student groups who live in locations traditionally with low uptake of HE.

Figure 7: Graph showing the average proportion (%) of our FT UG students, (2016 to 2021), from each POLAR4 quintiles, compared to sector.



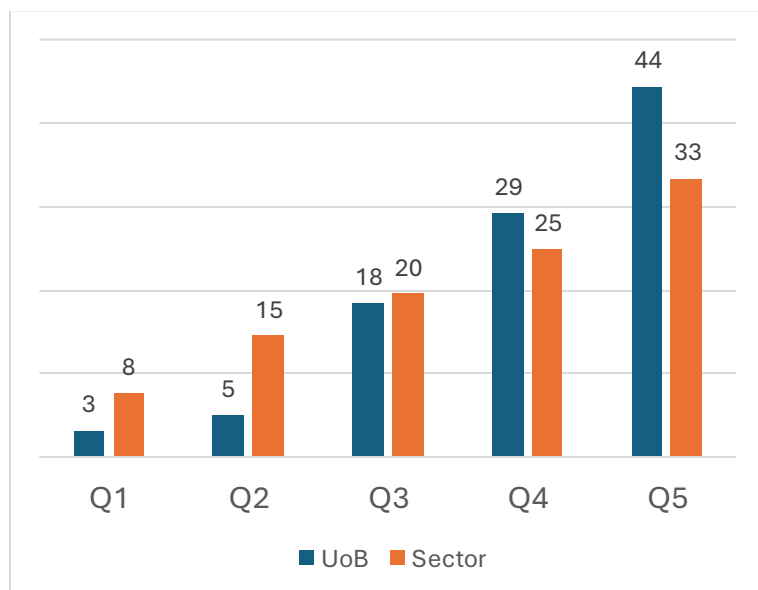
Consideration of TUNDRA data (Fig 8) indicates that recruitment to UoB from state schools from Q1 reflects POLAR4 Q1, being slightly lower than the sector average for both. However, TUNDRA Q2 shows a significant drop compared with POLAR4 Q2, indicating that more work might be needed in state schools in low participation areas to encourage **Access** to HE.

Figure 8: Graph showing the average proportion (%) of our FT UG students, (2016 to 2021), from each TUNDRA quintiles, compared to sector.



While POLAR4 and TUNDRA data indicate trends in relation to low participation neighbourhoods, consideration of ABCS quintile data reveals the compound impact of multiple disadvantage (Fig 9).

Figure 9: Graph showing the average proportion (%) of our FT UG students (2016 to 2021), from each ABCS quintiles, compared to sector.



UoB lags behind the sector in the recruitment of students who experience multiple disadvantage at ABCS Q1, to Q3 (Fig 9). While UoB achieves a good level of **Access** for students from more socio-economically deprived areas and for some students in lower participation areas, analysis of ABCS data indicates that **Risks 1 to 3** are high where there is an intersection of indicators of social disadvantage.

Access and OTHER UNDER-REPRESENTED GROUPS

We note that our recruitment of mature students is in line with sector, however, we found that 55% of our mature students are in the FoHS. This raises concerns related to **Risk 5** that our wider choice of programmes is not attractive to mature students.

We refer to people who are **Care** experienced, **Asylum** seekers, young people from families associated with the **armed** forces, **Refugees**, **Roma** Gypsy and travellers and those **Estranged** from their family as being the **CARE** group of students. We recognise that their lived experiences vary enormously, and this is in no way an homogenous group. However, they do have in common an increased likelihood of being vulnerable to a varied combination of complex circumstances, a lack of knowledge and support, educational background and/or financial circumstances, which impedes their **Access** to higher education and training (**Risks 1 to 4; 10**)

We do not have fully comprehensive data on enrolments of all CARE groups at UoB due to need for self-identification (Table 7), so these numbers reflect only students who wish to declare the relevant characteristic. We are aware that some students declaring as care experienced are declaring that they have experience working as a carer. Also, the number of Asylum Seekers is an underestimate as other systems show more Asylum Seekers received Sanctuary Scholarships. Better intelligence and data harmonisation to identify CARE group students will be developed in the APP period.

Table 7: Numbers of UG students enrolled through the period including academic years beginning of 2018 to 2023, based on self-identification.

| CARE group | Number enrolled |
|------------------------|-----------------|
| Care experienced | 134 |
| Asylum Seekers | <5 |
| Parent in Armed Forces | 109 |
| Refugees | 134 |
| Roma-Gypsy Traveller | 8 |
| Estranged | 315 |

[According to OfS](#), only 13% of care experienced pupils enter higher education (2018/19) and **Continuation** rates are substantially lower than for students with no care experience. This low level of **Access** and **Continuation** correlates with lower school attainment from Keystage 4, a general lack of the type of support advice and role models that encourage young people into HE.

Similarly, [UCAS report that 60%](#) of care experienced school leavers did not receive support and guidance towards entering HE beyond the generic information available to all students, they lack bespoke support that fits their circumstances. Currently care leavers are more likely to apply to [HE as mature students](#), perhaps a reflection of their need to obtain independence and the ability to support themselves before HE becomes a real option.

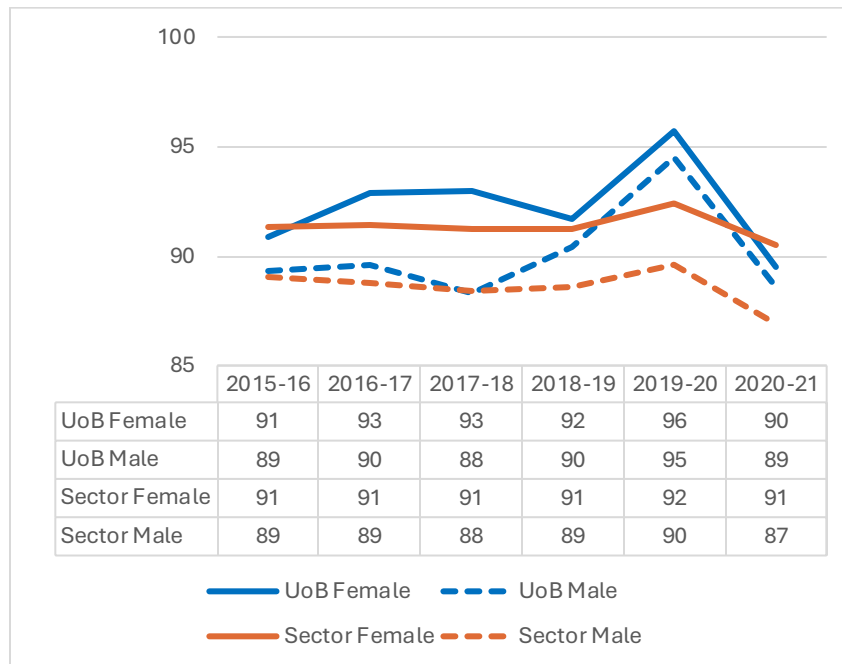
CONTINUATION

Our analysis identifies where we need to take action to address **Risks 6-9** taking account of non-continuation for all students with different characteristics and backgrounds.

Continuation and GENDER

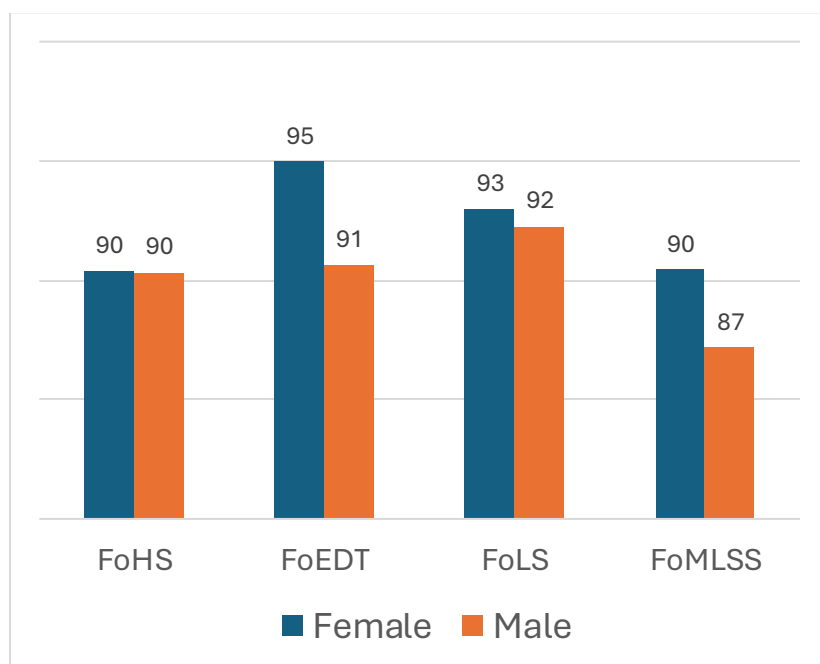
Reflecting the national trend, our **Continuation** rates improved in the academic year 2019-20, probably as a result of the implementation of COVID regulations but dropped back to below level pre COVID levels in 2020-21 (Fig 11). We also mirror the sector trend of **Continuation** rates being lower for male students than female, although at UoB that gap has closed substantially since 2018-19.

Figure 11: Graph showing the year-on-year proportion (%) of our FT UG students, split by gender, completing compared to sector.



Levels of **Continuation** across Faculties are broadly similar, with points of interest to note in FoEDT and FoLS (Fig 12).

Figure 12: Graph showing the average proportion of our UG students continuing in different faculties (2015 to 2020).



In FoEDT the average gap between female and male students over the period is the largest (4 pp). We note this gap in the context of the dominance of male student recruitment in this Faculty. In FoMLSS the average **Continuation** rate over the period is the lowest for male students, with the greatest disparity observed in the School of Social Sciences (F:84%/M77%).

This indicates the possibility of increased likelihood of **Risks 6 to 8** impacting male students in FoEDT and FoMLSS.

Continuation and AGE

Comparing the larger groups of under 21 years and over 21 years reveals no differences in **Continuation** up to 2018, when entry when a gap opens and widens to 4% for mature students in year of entry in 2020.

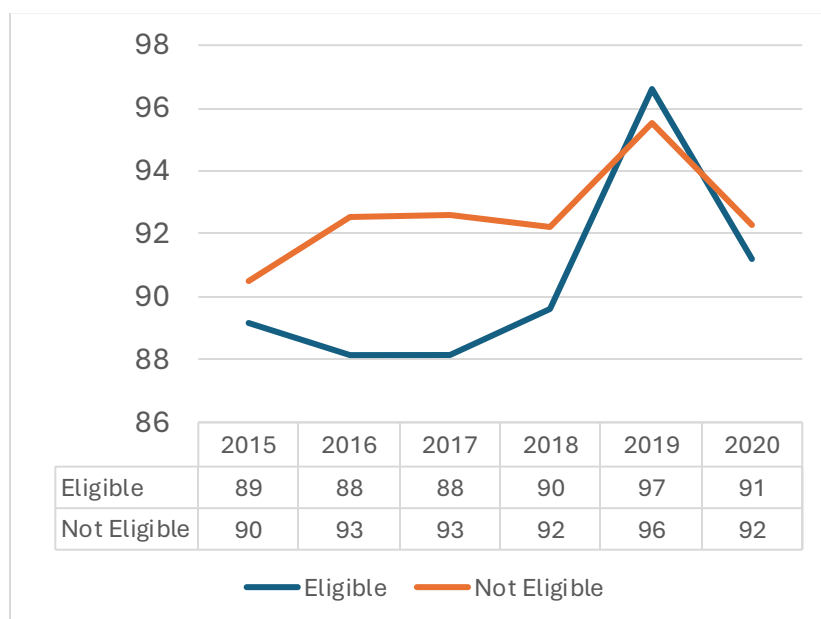
Continuation and SOCIOECONOMIC BACKGROUND

Although we observe year-to-year inconsistencies across IMD2019 data, underlying trends indicate that there is little difference in overall **Continuation** rates over the period (2015 to 2020) between IMD2019 Q1+Q2 (91%) compared with Q3 to Q5 (92%).

Comparing POLAR4 Q1 to Q2 and Q3 to Q5 shows a difference of 2 pp over the last 2 years, and a small average gap in TUNDRA data comparing Q1 and Q5, with respective averages of 91% and 93%.

Consideration of FSM data shows the small differences between those eligible and not eligible for FSM up to 2018-19 became negligible in the two years for which COVID regulations applied (Fig. 13). Between faculties variations are likely to reflect the relatively small numbers of students who were eligible for FSMs. It is important to determine if the levelling up for **Continuation**, associated with eligibility for FSMs in 2019 or 2020, is substantive and likely to continue, or is a reflection of COVID regulations.

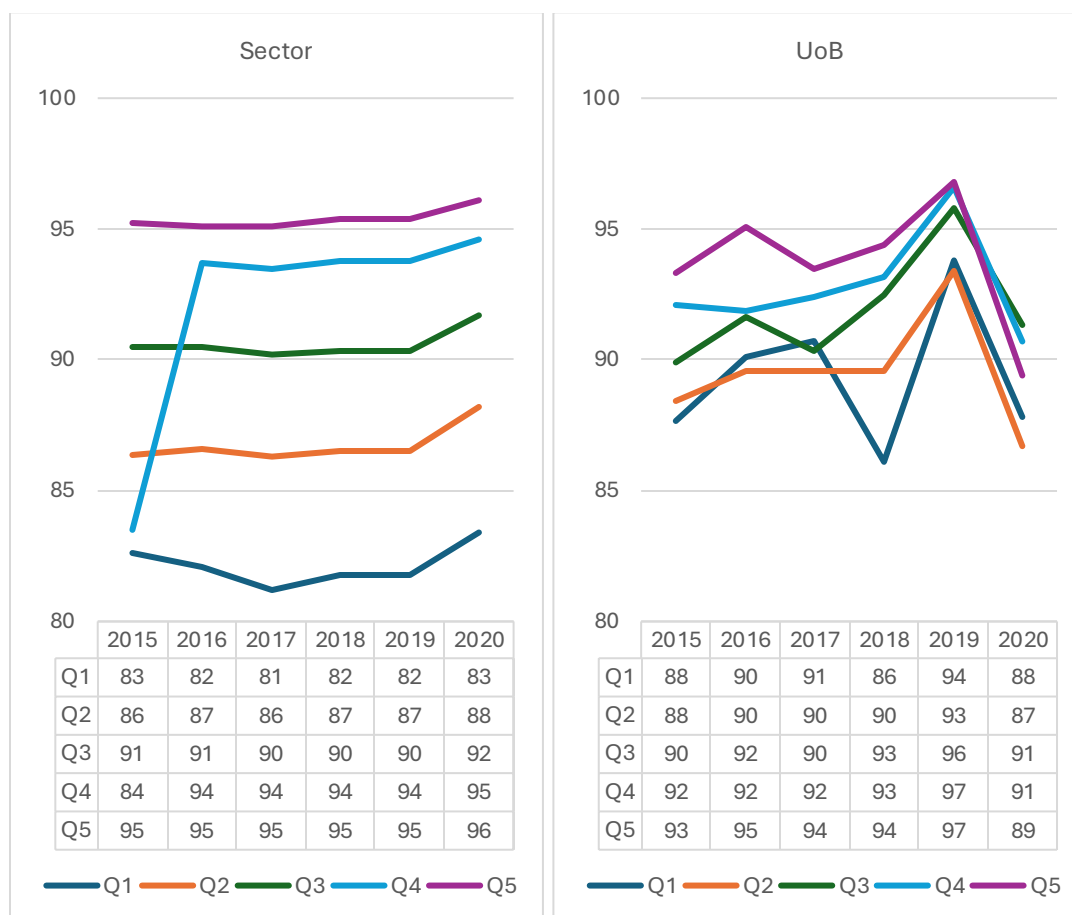
Figure 13: Graph showing the proportion (%) of our UG students continuing, split by eligibility for FSM.



Breaking these data down further also reveals little difference in **Continuation** for FSM between Faculties.

Although UoB generally performs ahead of sector for **Continuation** of students from ABCS quintiles, particularly Q1 and Q2 (Fig 14; compare left and right), it is important to note that ABCS Q1 and Q2 are less likely to continue in their studies than other students overall. This is a year-on-year trend (Fig 14, right) suggesting that there is heightened likelihood of **Risks 6-8** impacting these students with intersecting disadvantages.

Figure 14: Graphs showing the proportion (%) of FT UG students continuing based on ABCS quintile groups, for sector (left) and UoB (right).



The highest level of **Continuation** for UoB students from ABCS Q1 and Q2 is observed for year of entry 2019 (Fig 14, right), with the dip in 2020 falling below pre-2019 levels across ABCS Q2 to Q5. By contrast, the sector shows a small improvement in **Completion** rates for all ABCS quintiles for students entering in 2020.

The difference between these two years of entry at UoB is surprising given both were under COVID regulations for **Continuation**. It is possible that in 2020 the pressures of already studying the final year at school/FE during COVID added to the challenge of a following COVID year, the first year in HE, resulting in a reduction in **Continuation**. Further monitoring is important to check ensure this downturn does not become a trend (**Risk 9**).

It is also noteworthy, that continuing, Year 1, students have the highest uptake of our counselling and Mental Health services, implying significant vulnerability to **Risk 8**, which the service is mitigating (see Student lifecycle and **MENTAL HEALTH; Risk 8**)

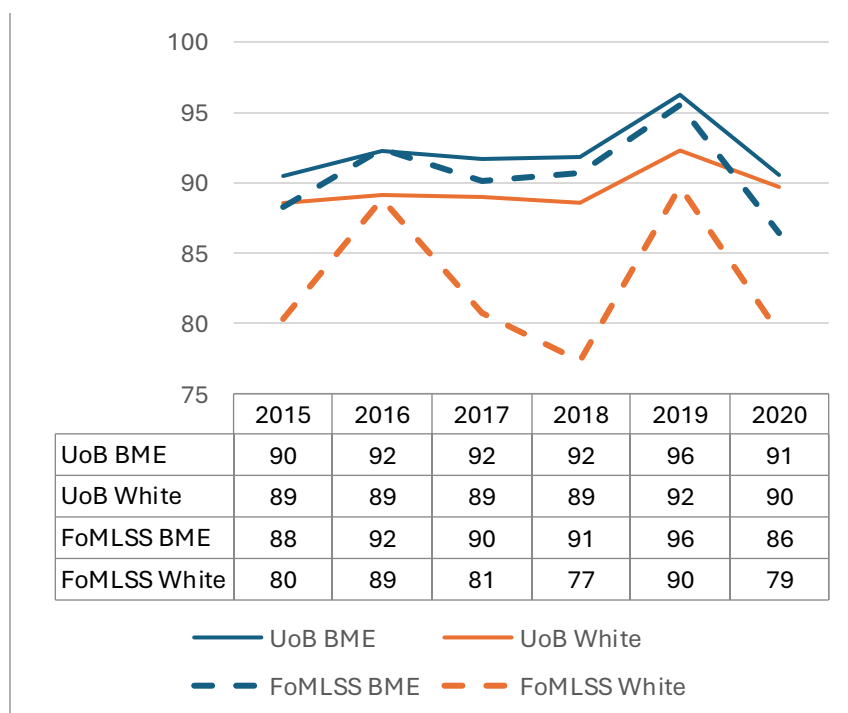
Continuation and ETHNICITY

All characteristic groups have a dip in **Continuation** in 2020-21 compared to increased success in 2019-20. COVID regulations were employed in both years suggesting an inconsistent application/impact of the changes in regulations (**Risk 9**).

There is only a small difference between ethnic groups for **Continuation**, with White student rates being slightly below those of BME for UoB (Fig. 14).

Analysis at Faculty level shows lower **Continuation** rates for all students than UoB overall, with consistently large gaps in FoMLSS for White students compared with BME students (Fig 15).

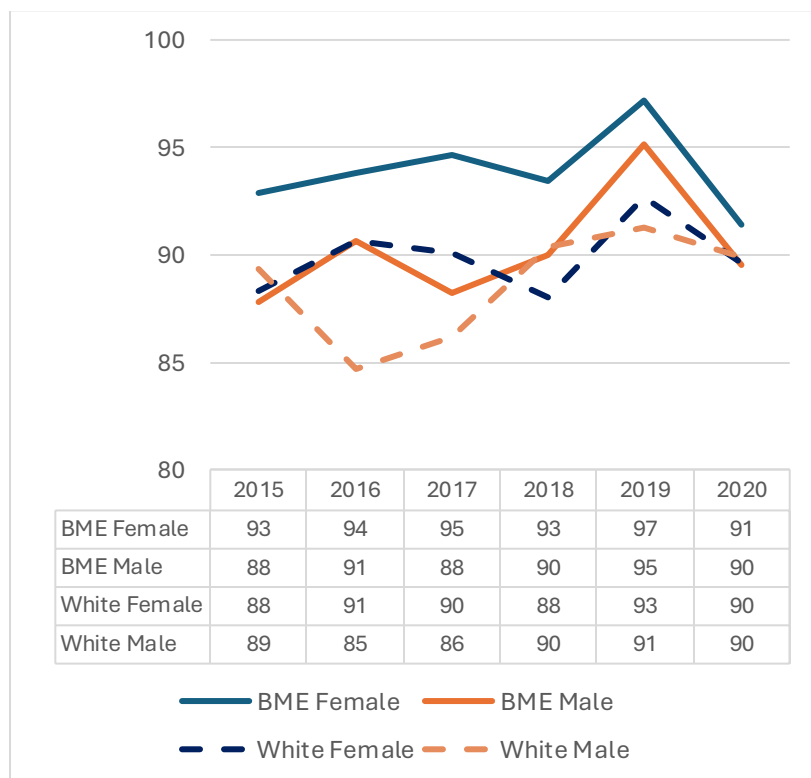
Figure 15: Graph showing the proportion (%) of our FT UG students continuing split by UoB and FoMLSS.



While fluctuating, the lower **Continuation** rates in FoMLSS for all students are of concern. There are an average of 104 White students in each cohort in FoMLSS, which represents 17% of the students in Faculty. The fluctuation may be due to small numbers, but the trend for a wider gap than UoB is consistent and should be considered.

Consideration of the intersection between ethnicity and gender (Fig 16) indicates that there has been a more consistent **Continuation** gap for White females compared to BME female students until 2020 when, as for all groups, BME female students exhibited reduced **Continuation** rate. Currently we have no explanation for why White female students would have lower **Continuation** rates, so this is an issue we need to follow carefully.

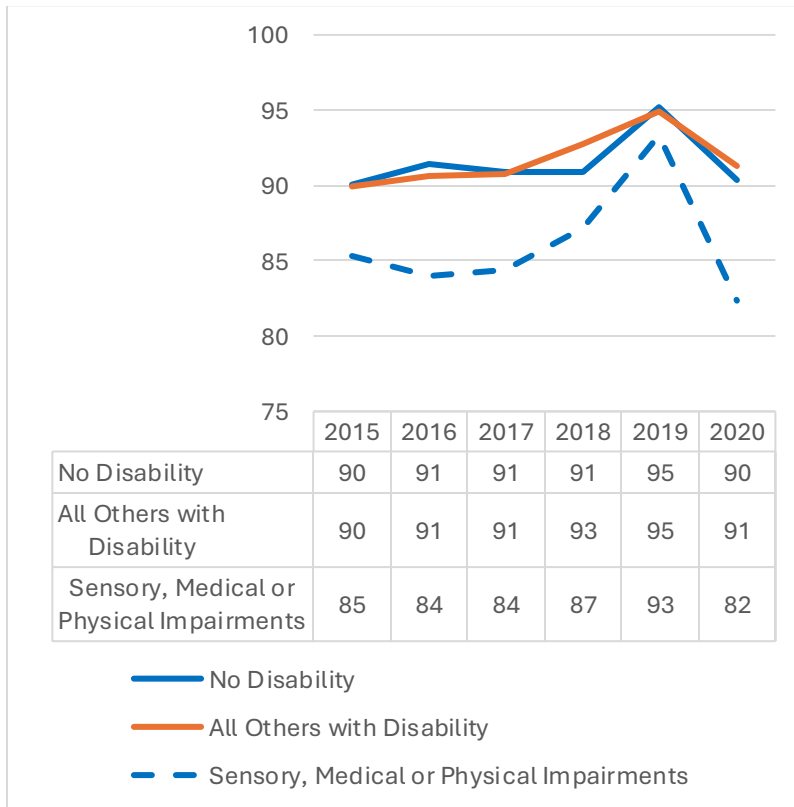
Figure 16: Graph showing the proportion (%) of our FT UG students continuing split by Ethnicity and Gender.



Continuation and DISABILITY

Overall, there is little difference in **Continuation** rates between students declaring a disability versus those who do not (Fig 17). Students with Sensory Medical or Physical Impairments generally have the lowest chance of **Continuation**, with an outlier data point in 2019. This trend indicates that more attention needs to be paid to providing support to this group of students, and to ensuring that students can succeed regardless of the nature of a disability.

Figure 17: Graph showing the average proportion (%) of our FT UG students continuing based on declared disability.



COMPLETION

Our analysis identifies where we need to take action to address **Risks 6-9** taking account of non-completion for all students with different characteristics and backgrounds.

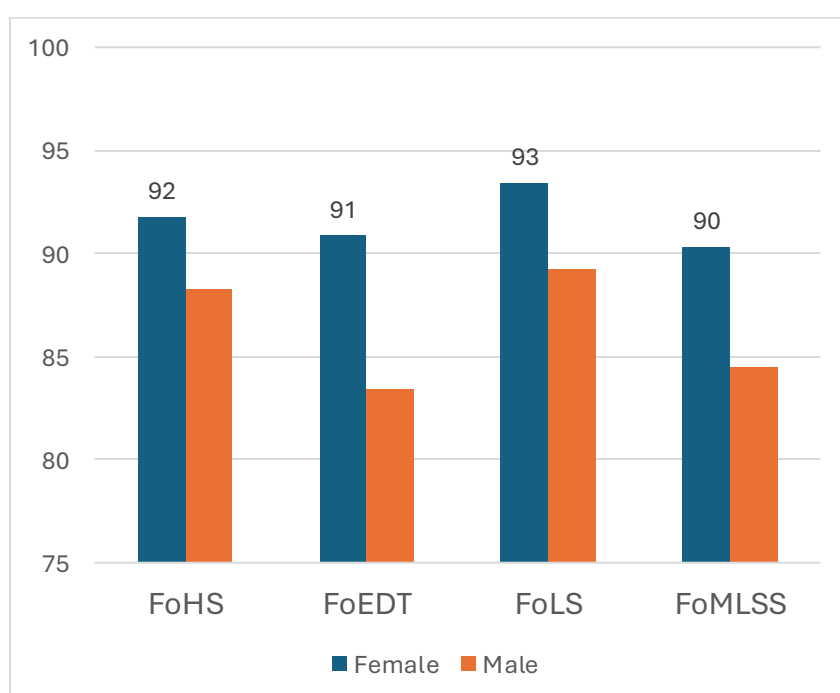
With minor variations in relation to students' entry period between 2012 and 2017, our overall **Completion** rate is similar to the sector, averaging 89%.

Completion and GENDER

Over the period, year of entry period between 2012 and 2017, there was a consistent average gap in **Completion** rates between male students (averaging 83%) and female students (averaging 91%).

There is some variation between Faculties, with the highest gaps in performance between male and female students observed in FoEDT and FoMLSS (Fig 18). This suggests that, for male students in these faculties, the susceptibility to **Risks 6 to 8** may grow between **Continuation** and **Completion**.

Figure 18. Graph showing the average proportion (%) of our FT UG students completing in different faculties split by gender.



Interestingly in FoEDT, while female students are a significant minority in the population, their chances of completing is higher than for male students, similarly to **Continuation** (Fig 18). The generally lower **Completion** rates for males is a concerning trend that needs further consideration.

Completion and AGE

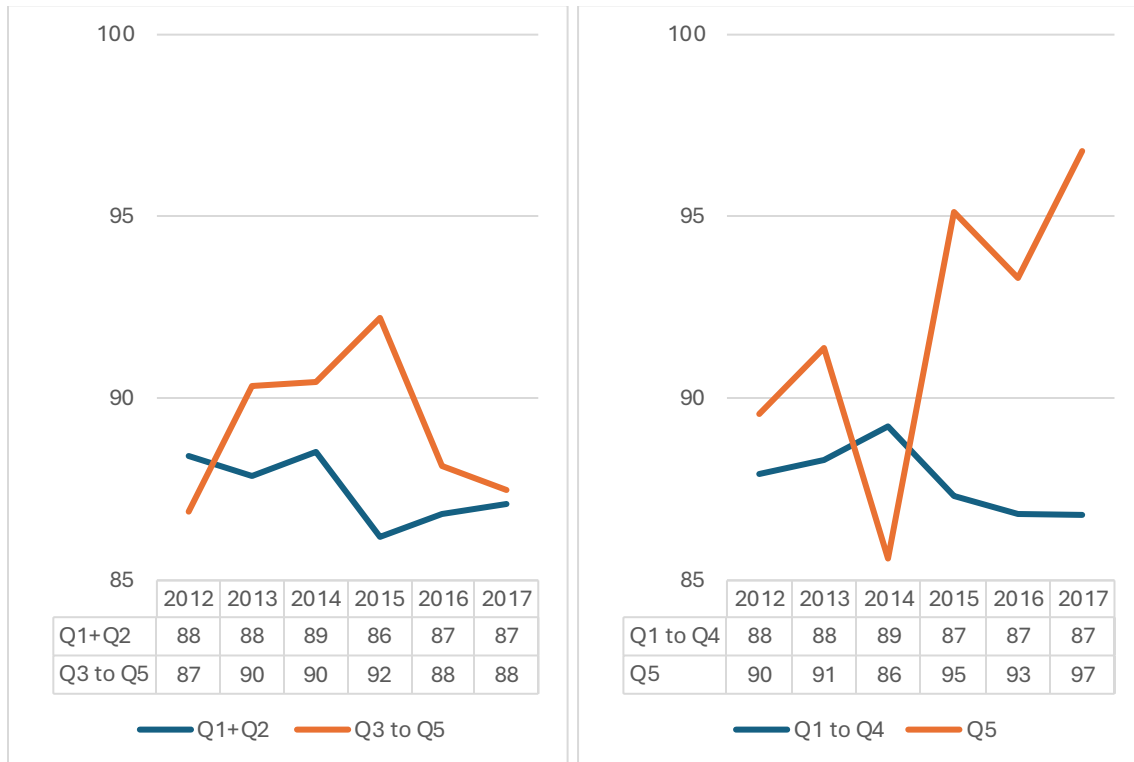
For the sector, the **Completion** rate for mature students drops to approximately 80% over the period, whereas at UoB there has been no difference in **Completion** rate for this age group since 2015.

Comparing age of entry by under 21 years with over 21 years shows a very small gap between 2012 and 2014 which then closes over the period to 2017. At UoB there is no identifiable concern about age of entry indicating a risk to **Completion**.

Completion and SOCIOECONOMIC BACKGROUND

IMD2019 data does not reveal a consistent trend in **Completion** rates overall for students grouped as IMD2019 Q1+Q2 compared to students in IMD2019 Q3 to Q5. This is also reflected in FSM status. However, while there was a peak in the rate of **Completion** for students from IMD2019 Q3 to Q5 entering 2015, the later movement is negative, with a levelling down of these students, rather than a level up of students in IMD2019 Q1 to Q2 (Fig 19, left).

Figure 19: Graphs showing the average proportion (%) of our UG students completing based on IMD2019 quintile groups Q1 + Q2 versus Q3 to Q5 (left) and Q1 to Q4 versus Q5 (right)



Separating out students from IMD2019 Q5 reveals that for the 3 years of entry since 2015, these students have higher chances of completing their degree than those from IMD2019 Q1 to Q4 (Fig 19, right), with the gap reaching 10 pp by 2017. This trend is broadly reflected across all Faculties, with the widest gap of 16 pp occurring in FoEDT. Although the IMD2019 Q5 student population is small across the University (5%), the trend of higher **Completion** rates for Q5 indicates that the broader population could be better served, indicating an area for structural improvement across the institution.

Overall, the implication is that in the year of graduation, there is an increase in **Risks 6 to 8** for most of our final year students from IMD2019 Q1 to Q4. Given that this gap has grown over the last 3 years, it may be that this reflects the impact of the pandemic, particularly given the disproportionate impact of on populations from area of multiple deprivation (**Risk 9**).

POLAR4 data reveals little increased risk for students coming from lower participation areas, with POLAR4 Q1+Q2 averaging 88% **Completion**, compared to 90% **Completion** for POLAR4 Q3 to Q5. TUNDRA data also reveals little difference between the quintiles. However, these single measures of deprivation may be misleading given the lack of intersectionality.

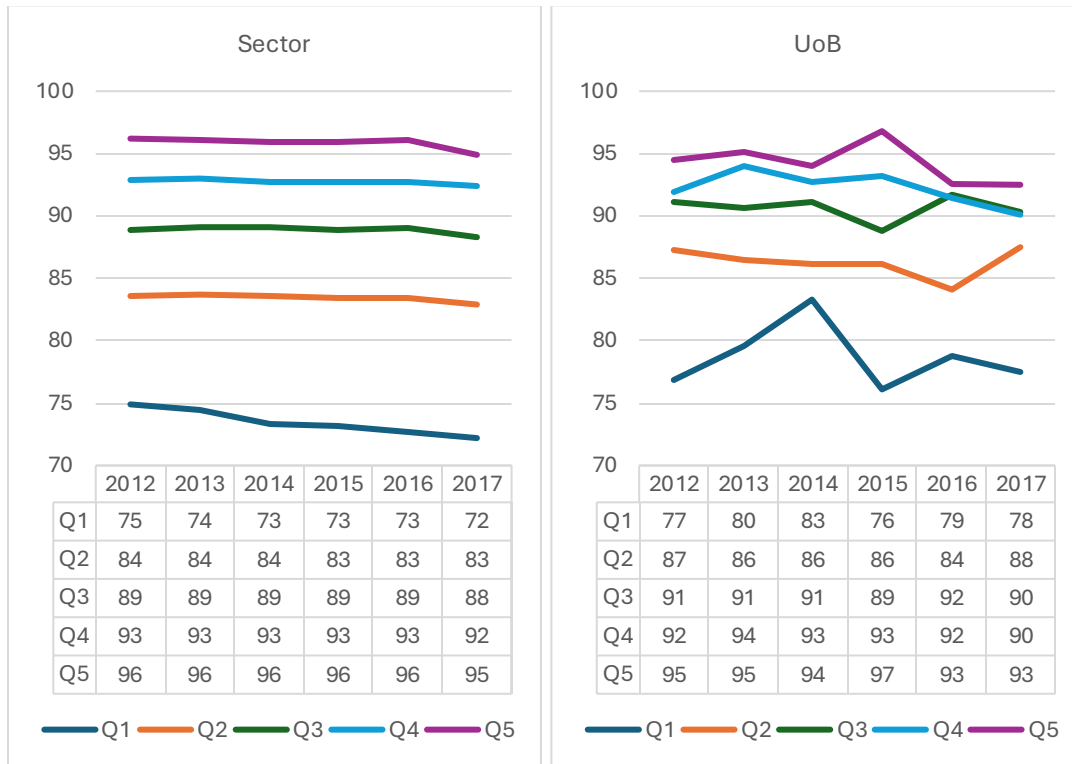
This point is support by ABCS data showing that **Completion** rates at UoB are broadly in line with the sector (Fig. 20).

Data analysis reveals that those from ABCS Q1 and Q2, who experience multiple indicators of disadvantage are the least likely to complete, with a 15 pp difference between ABCS Q1 (77.5%) and ABCS Q5 (92.5%) for those entering in 2017 (Fig 20 right).

Annex A - Completion

Annex A - Completion

Figure 20: Graphs showing the average proportion (%) of our FT UG students completing based on ABCS quintile groups for sector (left) and UoB (right).

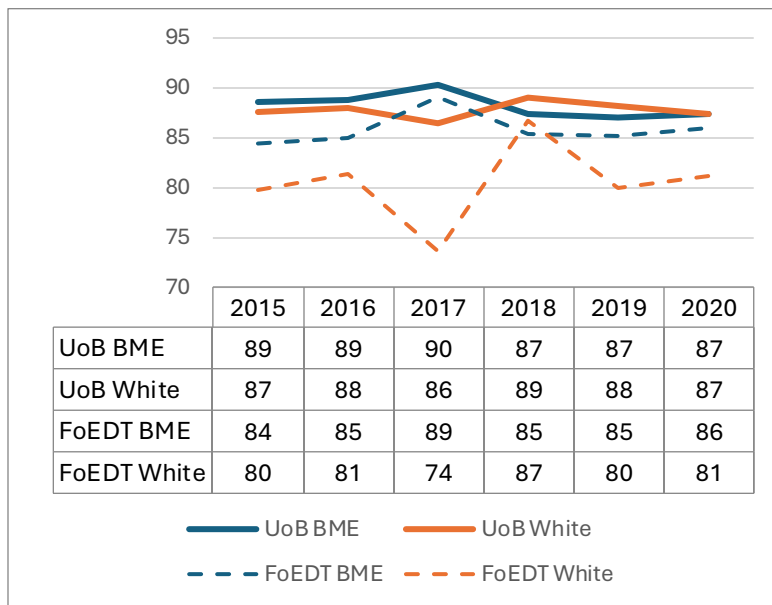


Completion and ETHNICITY

For each ethnic group the chance of **Completion** remains relatively consistent throughout the period. Overall BME and White students have the same chance of completing (average of 89% versus 88%). There is little sign of consistent gaps in the Faculties, except for FoEDT where White students are less likely to complete than BME students (average gap of 5pp; Fig 21)

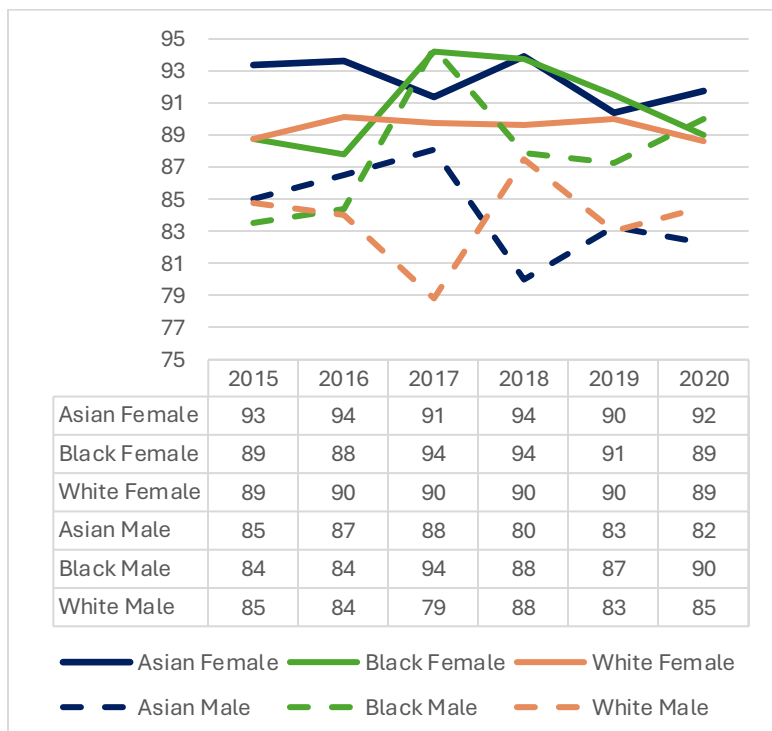
Annex A - Completion

Figure 21. Graph showing the proportion (%) of our FT UG students completing split by ethnicity.



Where ethnicity data is intersected with gender, we see a **Completion** gap for male students regardless of ethnicity, although more recently Black male students have been as likely as female students to complete (Fig.22).

Figure 22: Graph showing the proportion (%) of our FT UG students completing split by and ethnicity and gender.



Completion and DISABILITY

While in year of entry 2017 those declaring a disability has a higher chance of **Completion** than those not declaring a disability (by 4 pp), in earlier years declared disability been an indicator of increased exposure to **Risks 6 to 8**, with small **Completion** gaps in some years.

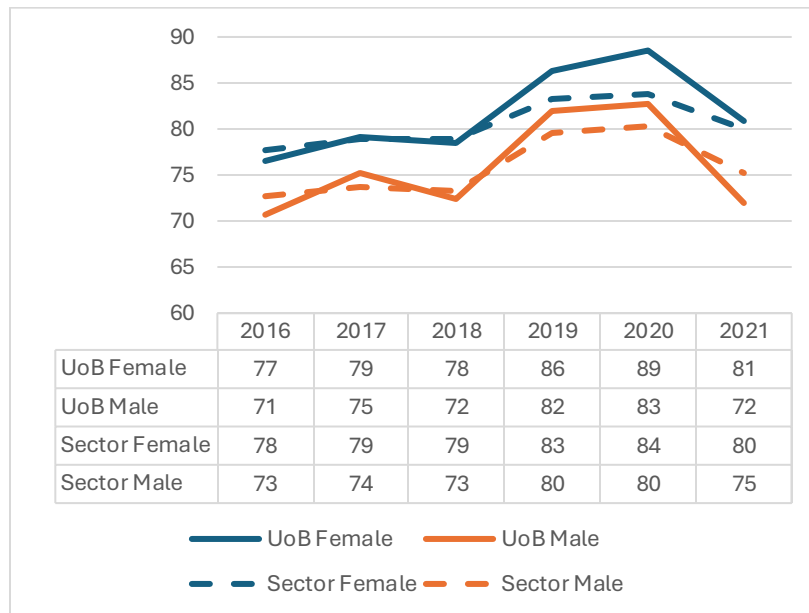
AWARD

Our analysis identifies where we need to take action to address **Risks 6-9** considering the level of degree awards for all students with different characteristics and backgrounds.

Award and GENDER

Closely matching the national picture, the proportion of students awarded a first or upper second degree rose to a peak for 2020, and then dipped in 2021 (Fig 23). The accelerated rate of higher awards for years of 2019 and 2020 could reflect COVID regulations, and we need to be sure that the subsequent downturn does not continue, indicating increased **Risk 9**.

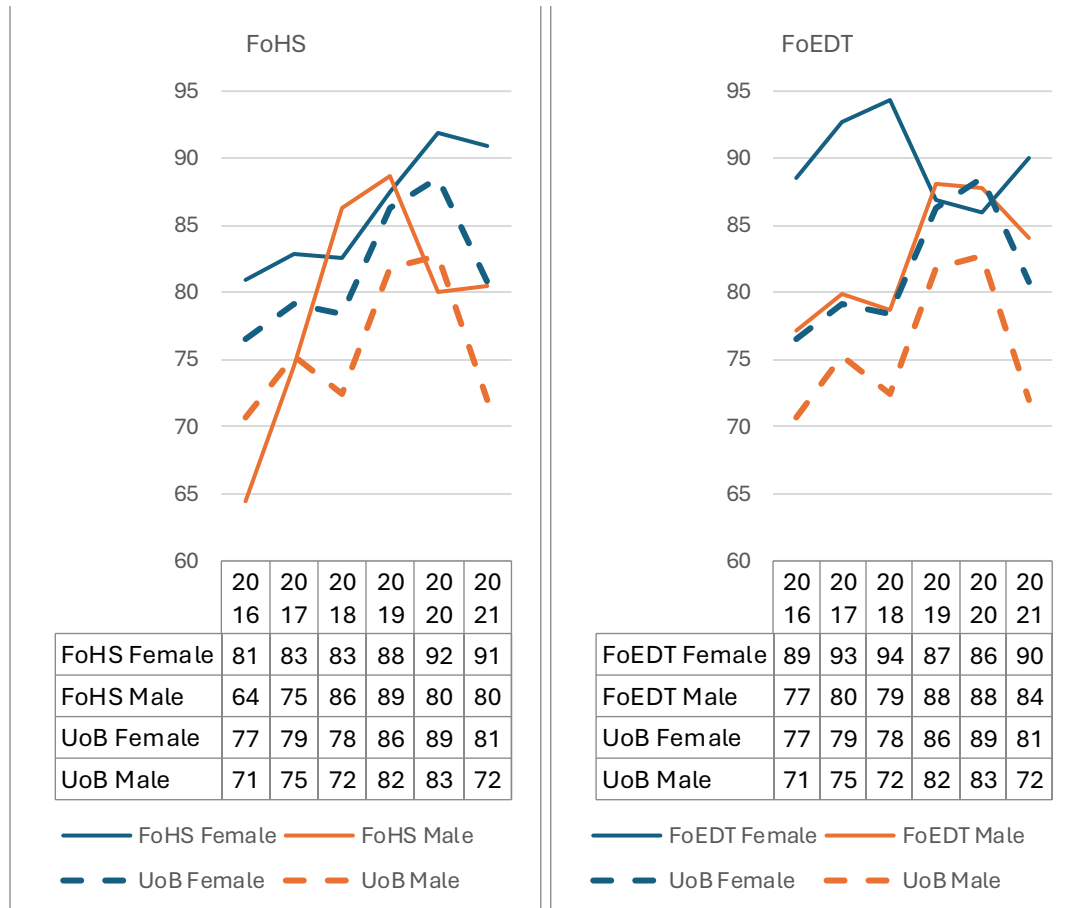
Figure 23. Graph showing the proportion (%) of FT UG students being awarded a First or Upper Second degree, for UoB compared to sector, split by gender.



Throughout the period female students have a consistently higher chance of being awarded a First or Upper second class degree, with an average over the period up to year of entry 2021 of 82% versus 77% for male student at UoB. For 2021, the gap between female and male students has grown to be a larger than the sector (Fig. 23).

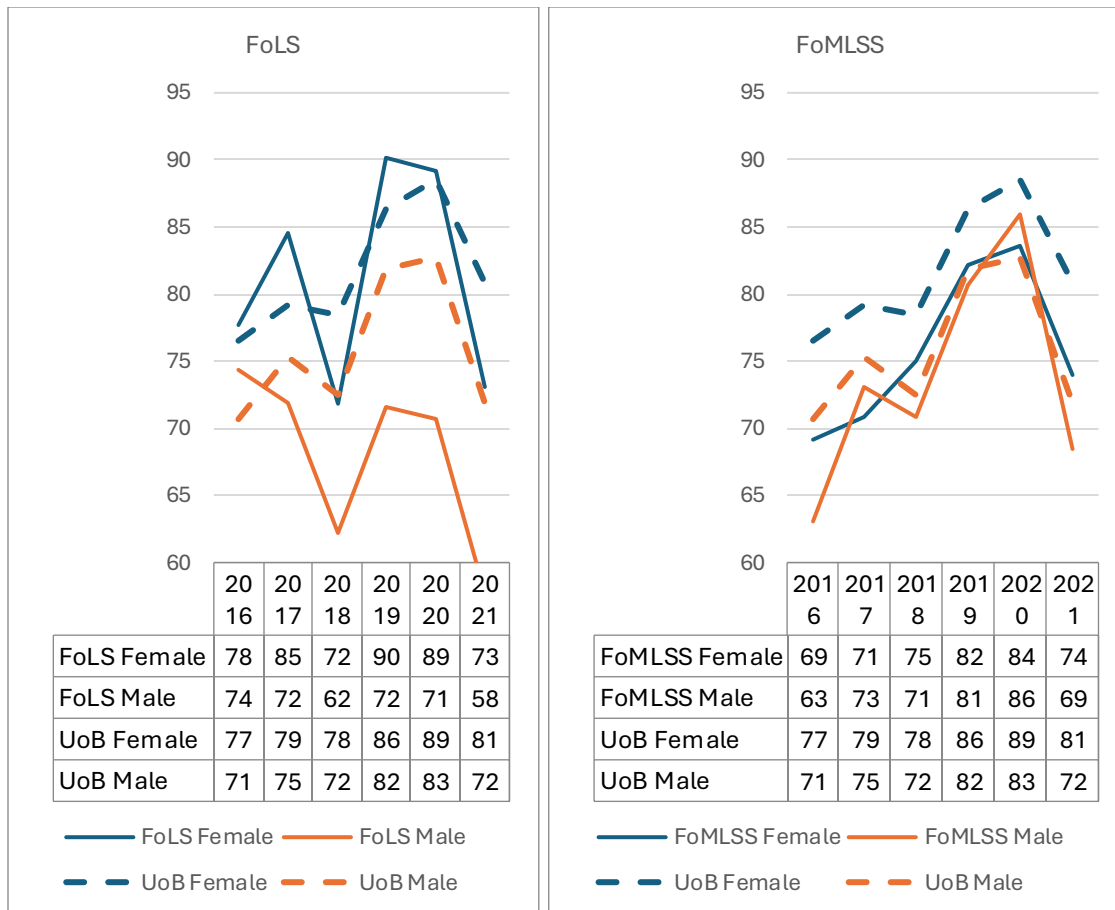
Larger disparities are revealed when data is disaggregated by Faculty. In the FoHS and FoEDT data indicates that female students have a better chance of receiving a higher **Award** than male students (Fig 24). As female student representation is not consistent across these Faculties (higher in FoHS and lower in FoEDT), this does not reflect their level of representation on programmes of study. We therefore conclude that there are systemic issues at play which are impacting on **Award** to male students.

Figure 24. Graphs showing the proportion (%) of FT UG students being awarded a First or Upper Second degree for Female and Male students from FoHS (right) and FoEDT (left).



The FoLS shows an increasing degree in the **Award** gap overall and large disparity between male and female students. This is an issue we cannot explain now but will require action to correct (Fig 25, left). By contrast the smallest **Award** gap for male and female students is observed in FoMLSS (Fig. 25, right). In 2021 there was a dip in **Award** for both Male and Female students in FoLS and FoMLSS, possibly reflecting major changes in assessment strategies during and pre/post COVID. This is an issue that requires further analysis and attention (**Risk 9**).

Figure 25: Graphs showing the proportion of students being awarded a First or Upper Second degree based on year of entry, for female and male students from FoLS (right) and FoMLSS (left). All FT students studying for Frist degree.

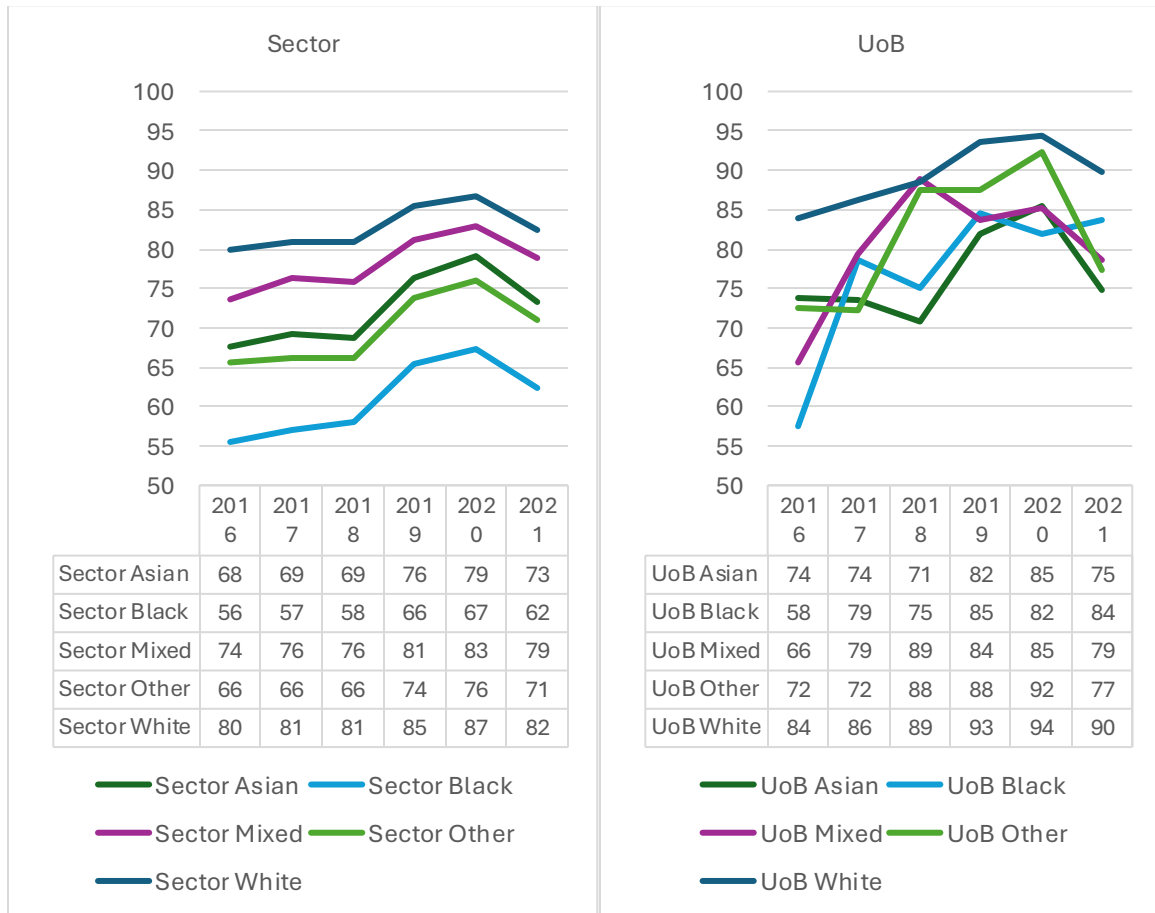


Award and ETHNICITY

The trend for all students over the period (year of **Award** 2016 to 2021) are the similar, with students entering in the COVID lock down years of 2019 and 2020 having an increased chance of high **Award**, possibly reflecting COVID regulations, when modified assessment strategies were employed in some areas (Fig 26).

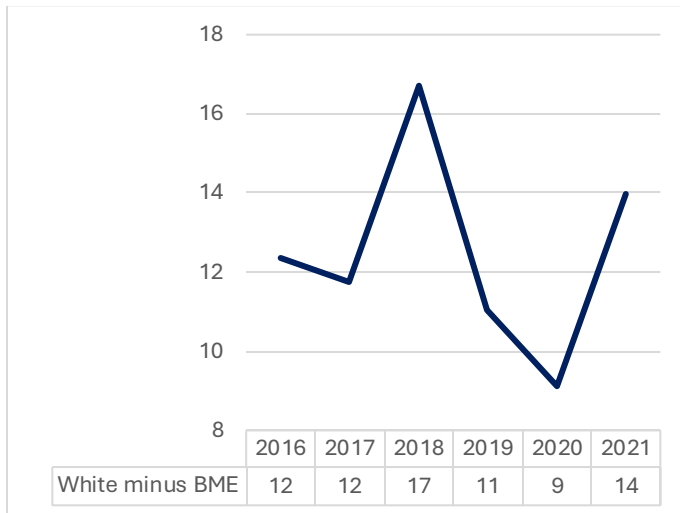
UoB BME students as a group are also more likely to be awarded a higher classification compared to the sector average (Fig 26; compare left to, right). While it is encouraging to see our BME students doing well compared to sector, there remains a gap that is of concern (Fig 26).

Figure 26: Graphs showing the proportion (%) of FT UG students being awarded a First or Upper Second split by ethnicity for the Sector (left) and UoB (right).



Proportionately, UoB White students are more likely to be awarded a first or upper second class degree (89% from 29% of graduating population) than BME students (78% from 71% of graduating population; Fig.27).

Figure 27: Graph showing the average **Award** gap (percentage points; pp) between the BME student and White students at UoB.

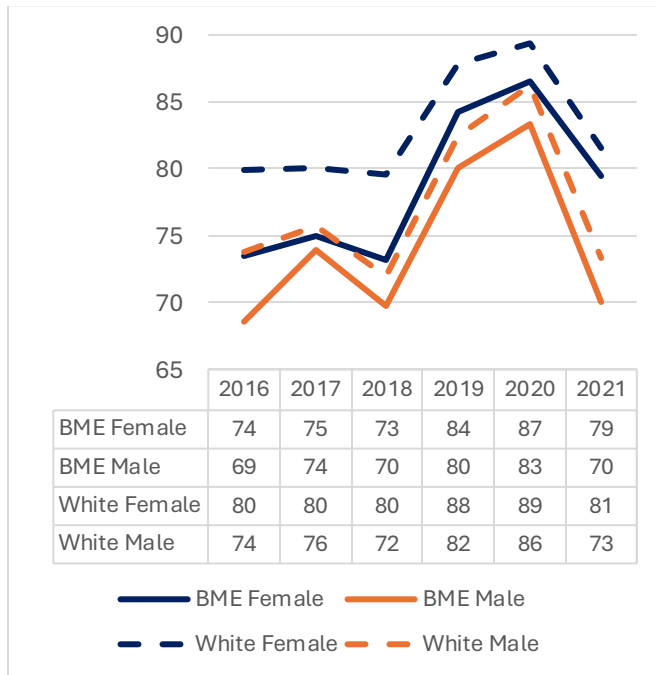


Although the **Award** gap at UoB is smaller than sector levels, the persistent **Award** gap for BME students at UoB has not been fully rectified through our current interventions. This issue needs further attention with more focus on addressing structural and systemic disadvantages ensure our BME students are empowered to be successful (**Risks 6 to 9**).

At Faculty level the trends are relatively consistent and match UoB as a whole. However, in FoLS there was an increasing gap for Optometry students in 2021-22 with only 59% of BME students, who make up 85% of the course student population, being awarded a first or upper second class degree, indicating potential systemic issues. The degree in this area is being reorganised and while we note that Optometrists do not normally require more than a lower second class degree to practice, attention must be focussed on ensuring new forms of delivery that lead to good chances of students receiving a high **Award**.

The intersection of ethnicity and gender data (Fig 28) confirms that male students are less likely to get a higher degree **Award** than female students, regardless of ethnicity, indicating that BME male students are the least likely to be awarded a first or upper second-class degree. Further intersectional data is explored below.

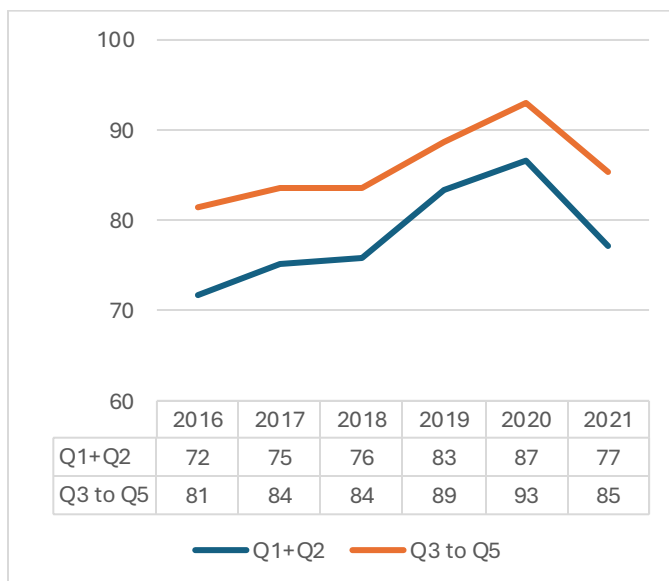
Figure 28: Graph showing the proportion (%) of FT UG students being awarded a First or Upper Second split by ethnicity and gender.



Award and SOCIO-ECONOMIC BACKGROUND

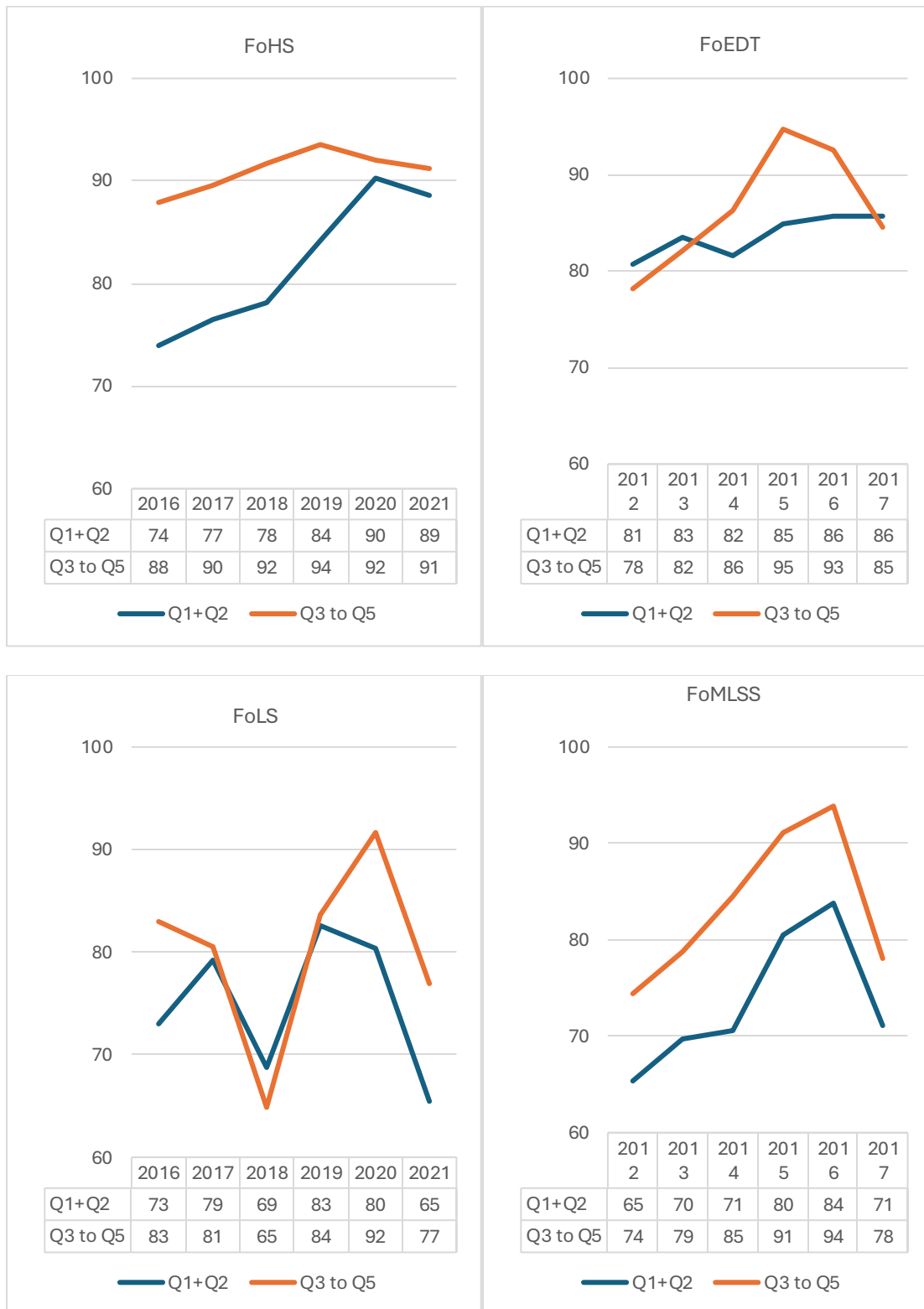
Analysis of IMD2019 quintile data indicates that UoB generally performs well compared to the sector. For IMD2019 Q1 students, nationally, an average of 69% were awarded a First or Upper second class degree compared to 78% in UoB over the period with the average gap between IMD2019 Q1 and Q5 at 7 pp being lower for UoB compared to the sector. This may reflect the relatively high proportion of our students from IMD2019 Q1+Q2 (75%). However, there is a consistent degree **Award** gap for UoB students from IMD2019 Q1+Q2 versus IMD2019 Q3 to Q5 over the period (Fig 29).

Figure 29: Graph showing the proportion (%) of FT UG students being awarded a First or Upper Second based on IMD2019 quintile groups for UoB.



The pattern of the **Award** gap between IMD quintiles in UoB's four Faculties varies over the period (Fig 30).

Figure 30: Graphs showing the proportion (%) of FT UG students being awarded a First or Upper Second based on IMD2019 quintile groups for the four faculties.



The gap is consistently wider in FoMLSS, largely as a result of a wider gap in Social Sciences with students from IMD2019 Q1+Q2 being awarded a first or upper second at an average rate of 69%

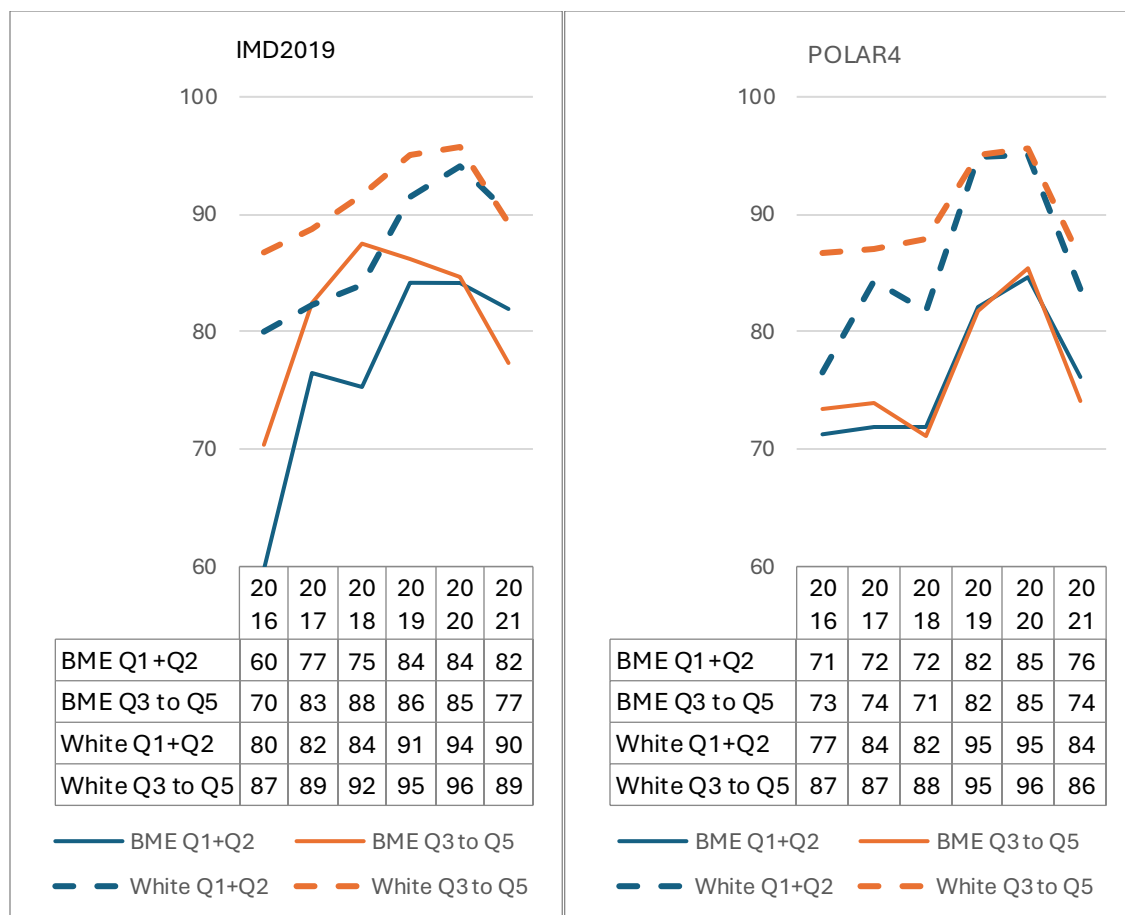
versus IMD2019 Q3 to Q4 at 81%. The overarching trend for students who qualified for FSMs is similar, indicating a lower chance of being awarded a first or upper second-class degree, than those who did not qualify for FSMs.

Analysis of POLAR4 data reveals no consistent impact on degree **Award**, with POLAR4 Q1+Q2 and Q3 to Q5 groups having an average of 79% and 80% likelihood of being awarded a first or upper second-class degree.

However, the intersection of socio-economic and ethnicity data, reveals compound negative impact (Fig 31). IMD2019 data combined with ethnicity shows that being White is an advantage in respect of level of degree **Award**, regardless of IMD2019 quintile (Fig 31, left). Similarly, when POLAR4 data is combined with ethnicity, White students are being awarded a first or upper second class degree at a higher rate than BME regardless of POLAR4 quintile (Fig 31, right).

We therefore note that whilst both socio-economic status and ethnicity are factors which influence degree **Award**, coming from a BME background is more influential on degree **Award**.

Figure 31: Graph showing the proportion (%) of FT UG students being awarded a First or Upper Second based ethnicity for IMD2019 quintile groups (left) and POLAR4 quintile groups (right)



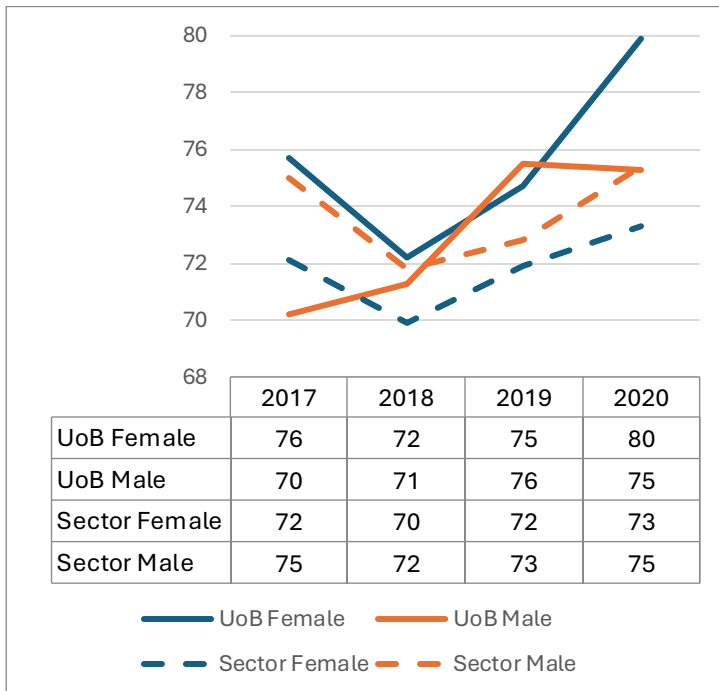
PROGRESSION

Progression to employment or further study is highly influenced by Risk factors **6 to 12**. We have considered the differential **Progression** of different groups of students to determine which are impacted by one or more of these Risks.

Progression and GENDER

Overall **Progression** rates compare well with the sector, with the trend showing UoB female graduates generally doing as well or better than male graduates both at the University and nationally (Fig 32). This could reflect the lower proportion of UoB male students being awarded a first or upper second class degree, although the degree **Award** gap is a more consistent trend (Fig 23).

Figure 32: Graph showing the proportion (%) of FT UG students **Progressing** into skilled employment, split by Sector, UoB and gender.

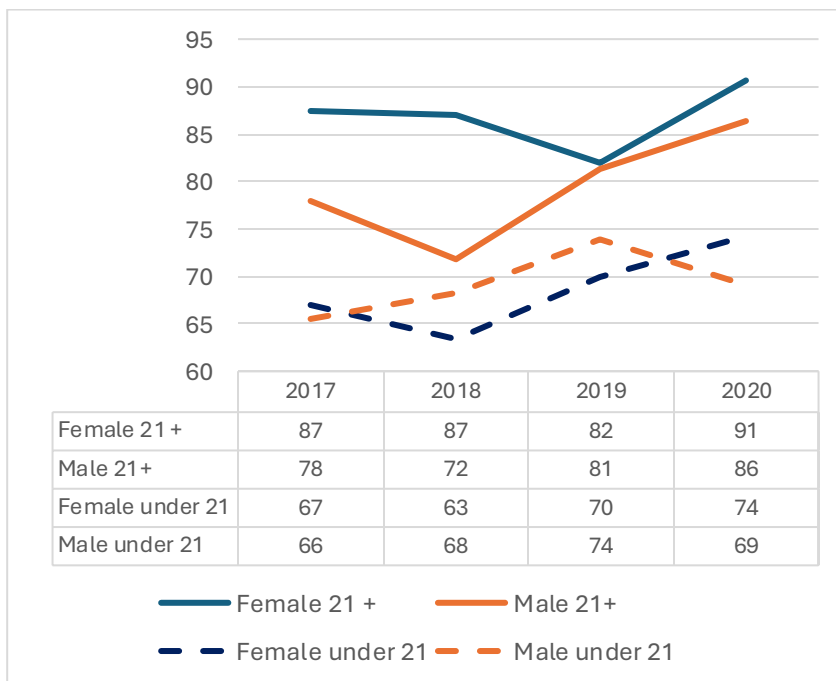


Further observations around gender are highlighted in intersection with ethnicity, below.

Progression and AGE

A higher proportion of mature students **Progress** into higher skilled employment than young graduates (under 21 years of age on entry). Over the period 2017 to 2020, the proportion of mature (over 21 years of age on entry) graduates with a positive destination averaged 14 pp higher than for young students (Fig 33). This UoB pattern is contrary to the national sector trend where young graduates outperformed mature graduates.

Figure 33: Graph showing the average proportion (%) of FT UG students **Progressing** into skilled employment, split by age.

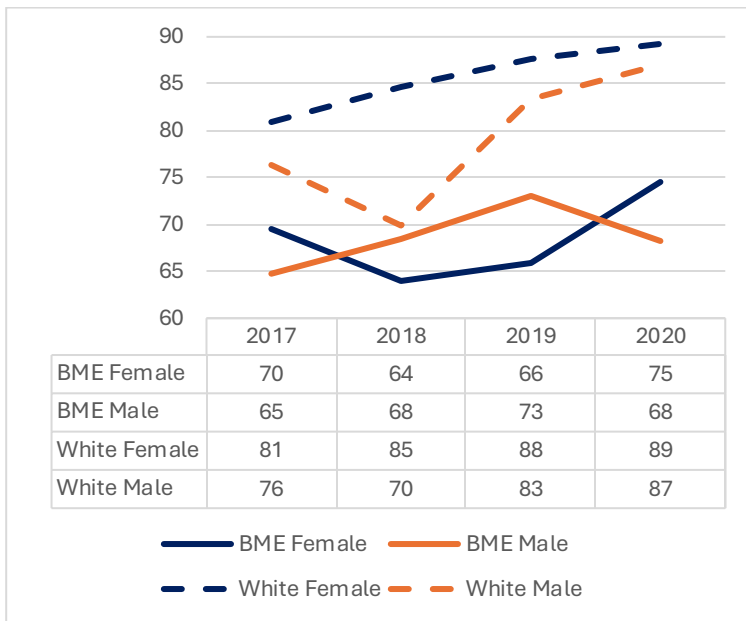


Progression and ETHNICITY

The trend over time is upward (Fig 34) with gaps showing White graduates having higher rates of **Progression** compared to BME graduates, an average of 84% and 70% respectively.

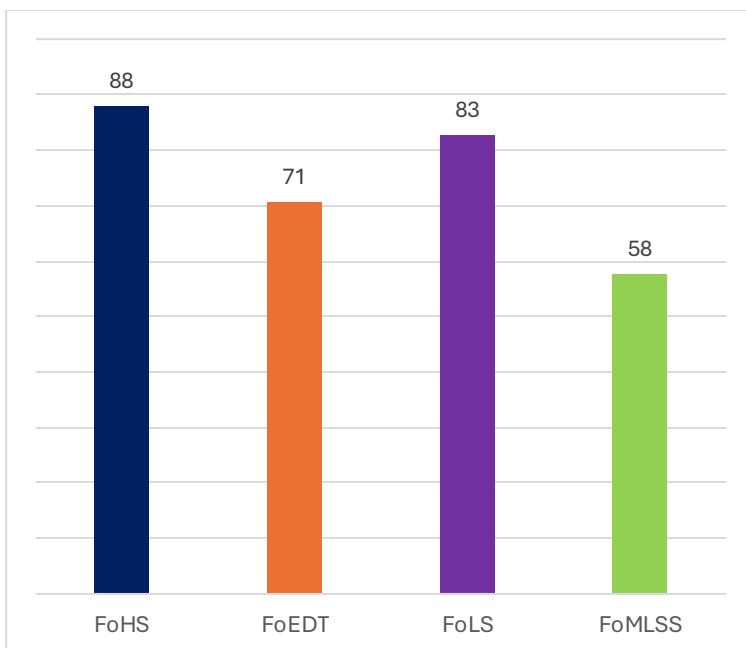
When looking at the intersection of ethnicity and gender we found that up to 2019 the good **Progression** gap between BME and White graduates was wider for female graduates than for male (Fig 34). In 2020 this was reversed. Overall BME students are consistently at higher **Risk 12**, compared White students.

Figure 34: Graph showing the proportion (%) of FT UG students **Progressing** into skilled employment, split by ethnicity and gender.



FoMLSS has the lowest **Progression** performance (Fig 35) particularly in respect of graduates who have studied Finance and Accounting; Business and Management; and Psychology.

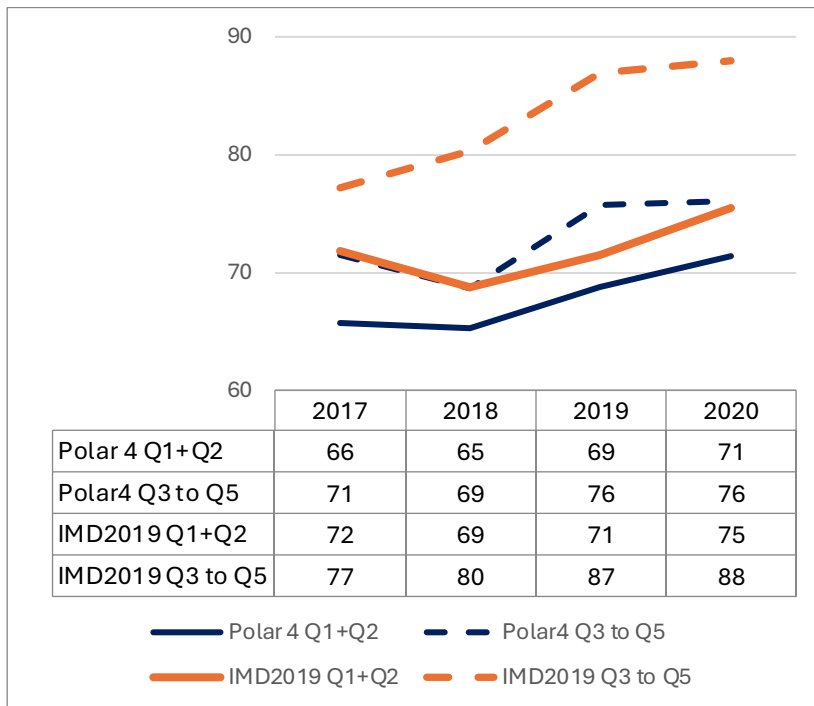
Figure 35: Graph showing the average proportion (%) of FT UG students **Progressing** into skilled employment, split by faculty.



Progression and SOCIO-ECONOMIC BACKGROUND

Analysis of IMD2019 data shows that graduates from IMD2019 Q3 to Q5 achieve higher rates of positive graduate **Progression** than IMD2019 Q1+Q2. This is broadly consistent across all Faculties (Fig 36). The gap between IMD2019 Q1+Q2 and IMD2019 Q3 to Q5 sits at an average of 11.2 pp over the period, which is 1.5 times higher than for the **Award** gap, suggesting an increased **Risk 12** that is not simply associated with qualifications.

Figure 36: Graph showing the average proportion (%) of FT UG students **Progressing** into skilled employment, split by IMD2019 and Pollar4 quintiles.



A similar relationship is seen across POLAR4 quintiles (Fig 36), although the **Progression** gap between POLAR4 Q1+Q2 and POLAR4 Q3 to Q5 is smaller than the IMD2019 gap. This suggests that IMD2019 might have more influence than POLAR4 on **Progression**.

In 2017 and 2018 the positive **Progression** outcomes of graduates who had been eligible for FSMs was equivalent to those students who had not. This trend has shifted with data for 2019 and 2020 graduates showing a large gap of 32 pp appearing between graduates who were and were not eligible, although this gap closed in the following year.

Progression and DISABILITY

UoB differs from the sector in that disabled graduates (69%) consistently **Progress** at higher rates than non-disabled graduates (56%).

MENTAL HEALTH

Student lifecycle and MENTAL HEALTH

At UoB we work hard to support the mental health of all our students with our Mental Health Service provision providing benefit for those whose student experience may be impacted by **Risk 8**. The importance of this issue is highlighted by the HESA Graduate Outcomes Survey where 27% of 2020/2021 respondents reported medium to high anxiety levels (Comparison to sector not available).

Use of Counselling and Mental Health Services

We have seen a higher proportion of female students access the service. This fits with the national picture of gender imbalance in accessing health services (including mental health support). Given also, the national picture of high suicide rates in young men, raising awareness of the value and acceptability of using Counselling and Mental Services to male students is critical. This could be done, for example by working closer with local initiatives such as Andy's Man Club and/or with relevant student societies. The ethnicity balance of service users reflects the ethnicity profile of UG students over the period.

Table 7: The use of our Counselling and Mental Health Services expressed as proportion of students within in each characteristic group for the two academic years spanning 2020 to 2022, compared with the proportion of the total UG population with each characteristic. UoB UG users per year average 972 over the two-year period.

| | Average among service users (%) | Proportion of UG population (%) |
|---------------------------|---------------------------------|---------------------------------|
| University Students | 87 | |
| College Students | 13 | |
| Gender: Female | 70 | 56 |
| Gender: Male | 28 | 44 |
| Gender: Unknown | 2 | 0 |
| Ethnicity: Asian | 41 | 47 |
| Ethnicity: Black | 13 | 13 |
| Ethnicity: Mixed | 4 | 2 |
| Ethnicity: Other | 6 | 5 |
| Ethnicity: White | 35 | 30 |
| Disability: Yes | 31 | 15 |
| Disability: No | 65 | 85 |
| Disability: Unknown | 4 | |
| UG Year of Study: 1 | 52 | 37 |
| UG Year of Study: 2 | 18 | 32 |
| UG Year of Study: 3 | 22 | 27 |
| UG Year of Study: 4 | 7 | 3 |
| UG Year of Study: Unknown | 2 | 0 |

Use of the service by disabled students is twice their proportionate population in the UG student body. There is a substantial literature base relating to disabled students and mental health (e.g., Sarkar 2023, McMillan et al 2013) that indicates the intersection of challenges presenting to a disabled student (e.g., access to learning, financial challenges, sense of belonging). Our data fits with known evidence and indicates a need to explore the areas that UoB should enhance for disabled students. The introduction of a collaborative, cross-team case management system will increase the potential for identify needs gaps for disabled students.

The proportion of Stage 1 UG students using the service is disproportionately high (between approximately 50% and 60% in different years). This could reflect many factors such as the transition from school/FE, an unfamiliar environment, or an environment that we need to improve. Further work on understanding this may help us to adjust the year of entry to be less stressful to new arrivals.

Approximately half of our student users (nearly 500 per year) access the service due to anxiety or depression, with a relatively small proportion (approximately 5%) citing academic concerns. Anxiety and depression can impact on the ability to study and therefore indicate **Risk 8** associated with **Continuation, Completion, Award, and Progression**. As 20% of the students are considered at risk, this support is vital to more than their continued and successful study.

The service is well regarded with very high satisfaction rates. A survey of users in 2020/21 indicated that 75% (UoB students, College Students and Staff) reported that the counselling service helped them to remain in study or work, 94% said it improved their overall experience and 82% said it helped them to do better academically or at work. The benefits of the service likely go beyond immediate study (or work) with 92% saying that the experience might be useful for future employment.

Our Counselling and Mental Health Service provision provides benefits those susceptible to **Risk 8** and further development is important to help ensure student success, especially in light of issues raised by **Risk 9**.

Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.

Student consultation further information

UG Consultation data collection activities

- General meeting 2nd November 2023 – engaged students in APP breakout rooms during the UBU General Meeting (100-120 participants). Engaged students directly through societies, student representatives and student officers, encouraged wider student population to attend and give feedback
- 27th November 2023 Student Representative survey with questions focused on APP over 300 student representatives targeted
- 13th December 2023 – Further discussion at Student Representative event, questions about APP discussed (Over 60 Students Student Representatives attended)
- 28th January 2024 – An APP student survey was launched. This was launched in the weekly newsletter and Campus Connect and displayed on information screens in UBU Student Central. Students campaigning during the election campaign also used this opportunity to ask students across the campus to fill-in the questionnaire (116 respondents)
- 22nd February 2024 - Four individual focus groups on APP themes delivered to students. The focus groups centred on the Equality of Opportunity Risk Register.

PGR Consultation

A team of PGR researchers working on the Access and Participation Plans for the University carried out a consultation with PhD students, to identify challenges, risks, and barriers that PGR students faced when they were UG students (at UoB or elsewhere), to improve Access and Participation for UG students. The study also considered possible interventions/strategies that can be put in place to improve access and participation for UG students to **Progress** onto PG study.

Developing the whole institution approach further information

Staff Consultation

As part of our Whole Institutional Approach to building the new APP we also undertook consultation with academic and professional services staff, led by Head of Organisational Development and Culture and supported by our Senior OD Consultant and staff members from each faculty and professional services. The staff consultation ran from October 2023 until March 2024.

The consultation team engaged with academics in all faculties as well as professional services staff through a series of individual interviews, small focus group discussions, workshops, and group consultations as well as a university wide APP survey. Data collection exercises included:

- October 2023 – January 2024 – 30 interviews with professional services staff and academics
- 30 November 2023– Discussion with Technicians from Faculty of Life Sciences (FoLS; 8 staff)
- 5 December 2024 – Discussion with leadership of Faculty of Engineering and Design technology (FoEDT; 3 staff)
- 4th January 2024 – Discussion with Outreach, Recruitment & Marketing teams (12 staff)
- 18th January 2024 – Focus group (approx. 60 staff)
- 25th January 2024 – Workshop with university wide Technicians staff (approx. 50staff)
- 25th January 2024 – Workshop with Bradford Fellowship Programme staff members (10 members)
- 1 February 2024 – 31 March 2024 – University wide APP survey (32 respondents)
- 9th February 2024 – Discussion with Registry & Student Administration teams (4 staff)

Sample of collated feedback from staff

- As a university we must be realistic in what we can do, what we can offer and what we can achieve
- The APP should be embedded across the whole institution, delivery is everyone's responsibility
- A need for upskilling staff around cultural competencies, improving the way we work with students from deprived backgrounds who do not have someone to access or ask about who they should speak to about a specific issue such as how to engage with their personal academic tutor

- There is a need to share good practice and raise awareness of the work happening across the institution.
- A focus of outreach on primary schools is needed to catch people early enough to influence. Some academic staff would like to be more involved in school recruitment.
- We need to engage with alumni in both attracting them back as well as becoming ambassadors in local schools.
- We need to be more mindful about expectations of potential students.
- Important to support students before they arrive and during their first months of their university journey to make sure that they feel supported and understand what is required of them.
- Provide clearly accessible information for students around issues such as, financial help, accommodation support and career progression.
- Information about scholarships or funding opportunities should be easily accessible and easy to comprehend.
- Important that we promote our support services more effectively.
- Would be good to increase SU involvement of students' union, and students e.g. through co-creation.
- Work with external organisations and partnerships that have lot more knowledge and experience.
- Ensure we know what support to put in place for students and make sure its sufficient.
- Be more adaptable to those with more complex or diverse needs.
- Important to work with employers/public sector to close gaps in skills shortage.
- Focus on **Progression**, professional qualifications and other vocational programmes that align well with the job market.
- It would be good to make female dominated professions/courses more attractive for male candidates

Objectives and Interventions: further detail

The baseline data for the development of targets is based on OfS values provided in March 2023, referring to students who:

- Arrived in 2021/22 for **Access**
- Arrived in 2020/1 for **Continuation**
- Arrived in 2017/18 for **Completion**
- Graduated in 2021/22 for **Award**
- Graduated in 2020/21 for **Progression**

The baseline data and targets refer to all UG students for Access measures and full-time UG students for Success and Progression measures, including those who enter under a programme with an integrated Masters/Level 7 degree, such as MPharm.

Intervention 1 Equality of Opportunity for Access.

Activity 1.1: To help young people in primary schools become aware of the value of experiencing different forms of learning and to foster an enjoyment for academic endeavours. It is important to nurture an enjoyment of education and curiosity at this stage of development, and, to ensure that young people maintain a positive impression of learning and the educational environment, feeling it is welcoming and delivering opportunity (long-term investment towards **Objectives 1 to 4**).

Primary school-based activities will be designed to support the raising of awareness of different careers and why education is important. University staff working in different roles will visit primary schools to deliver career talks, telling their story relating how 'wishes and wants' were turned into life changing actions.

We plan to provide pupils and their families opportunities to visit our campus. This will be done through a range of programmes such as Children's University, encouraging families to participate in extracurricular activities including a graduation ceremony on campus to celebrate achievements. This is particularly important, as Bradford has a high proportion of children who do not have parents who hold a Higher Education degree, therefore this intervention is invaluable in helping young people and their families understand what being in Higher Education means and how it is beneficial.

Another example is our partnership with Schools Linking Network, who bring together children and young people from different schools to explore identity, build connections & strengthen communities. This fosters confidence and raises aspiration from the sharing of experiences, desires and ambitions. We will bring pupils together from different schools and provide a neutral space for their meetings, adding substantial value to their activities. For example, by providing STEM laboratory activities, and making the campus environment a familiar space. The STEM centre will also continue to host pupils from a wide range of secondary schools to support the delivery of their practical curriculum through Key Stage 5 and level 3.

These activities are designed to help schools meet some of the Gatsby Benchmarks, which outline good career guidance principles. We expect to work with at least 15 primary schools from deprived areas, touching the lives of up to 1,500 primary aged pupils every year.

Our Outreach and Recruitment team will engage pupils in secondary and college settings with wide-ranging programme to inform young people about, and provide guidance on, issues such as how to apply to university, writing personal statements and finance. Academics will deliver subject specific activities, for example helping to encourage young women into a career of Engineering, not least by guiding them to make compatible pre- and post-16 choices. With a focus on educational settings in areas of multiple deprivation, the team will also seek out key target groups such White males and Black students (**Objective 1 to 3**). They will similarly support young people outside of formal settings including in the community settings described below, in which it is easier to identify and engage with members of the CARE group (**Objective 4**).

Activity 1.2: Care Experienced students in Key Stages 4 and 5 will be invited to 3 campus experience days a year to build familiarity with the campus environment (**Objective 4**). We will give them guidance on the purposes and advantages of going to university and the mechanics of applying to university, including finances. Direct hand on experience experiences in the faculties and the STEM centre will be offered through themed activities. The themed activities for visiting groups include, for example, laboratory experiments, entrepreneur workshops, moot court, planning challenges, engineering bridge building exercises or learning first aid in our health simulation suite. These activities will be delivered by the Outreach and Recruitment Team, CfID Local Activity Partnership Team and faculties, providing opportunities to

demystify academic and experimental spaces. Working with Bradford's Virtual School for Looked After Children, Year 11 pupils in care will be invited to attend GCSE tutorials (**Act 1.3**) on campus.

Our commitment as a University of Sanctuary includes continuing to grow the number of asylum seeker and refugee students within our university community (**Objective 4**). To help this we will ensure our Sanctuary Seekers are included in our role model work through case studies, marketing materials, staff, and student ambassadors. Our Local Activity Partnerships team will work with Outreach and Recruitment to identify Refugee and Asylum seeker families in the community through our external partnerships, including the City of Sanctuary, the Access Team/Education Safeguarding Team (Refugees and Asylum office; Bradford City Council), St Augustine's Centre in Halifax and other charity organisations working with Refugees and Asylum seekers. With the help of our partners and working with our student STAR group, we will develop communication channels with parents and young people from Refugee and Asylum-seeking families allowing us to invite them to both bespoke and wider events. Raising achievement activities (**Act 1.3**) will also be available to this community.

The Outreach and Recruitment Team will offer bespoke support to Refugees and Asylum seekers to help them develop a pathway into university. This will include ensuring our academic recruitment teams understand the candidates' context and value of their qualifications and lived experience. The team will invite groups of Refugees and Asylum Seekers into the University to learn about a range of practical issues including the University cycle and how to access university finance (including our ongoing Sanctuary Scholarship). Refugee and Asylum-seeking families will be encouraged, directly, to join open days and faculty outreach teams will invite families to understand the work of, and opportunities in, the different faculties, with hands on activities. We will set up a buddy system with Refugees and Asylum seekers being paired with a student and academic tutor from the appropriate programme for help answering questions and understanding the Bradford environment. This may include sitting in on academic sessions as tasters before being enrolled.

We are known for being a leading employer of people from the armed forces. We recognise that the educational progress of many children from families associated with the armed services is disadvantaged by various aspects of military lifestyle. These can include numerous changes in educational setting and challenges to learning that reflect difficulty in making social connections and possibly stressful or unstable family circumstances. The longstanding needs of children of those in service are evidenced by the NSPCC centres offering 'early help' activities to military families. The NSPCC has found a need for forces children to develop social connectedness that other families may take for granted. We have therefore expanded our CARE group to include people from families associated with the armed forces, and our Local Activity Partnerships Team and Outreach and Recruitment Team will seek out interactions with forces families in the North of England, working with the Service Children's Progression (SCiP) Alliance Hub and in collaboration with GHWY, to locate forces families and young people who we can support with the activities outlined here, into a HE pathway. As such students can self-identify on their UCAS applications, we will aim for them to be sign posted to our support services as are other CARE group students.

We have also added Gypsy Roma and Traveller people to our CARE group to help focus actions to improve their access into UoB. Working with the Access Team/Education Safeguarding Team of Bradford City Council, we will be able to contact families and young people from this community, offering to engage them in the suite of activities as described above, including the on-campus experiences, that are so important to normalise the place.

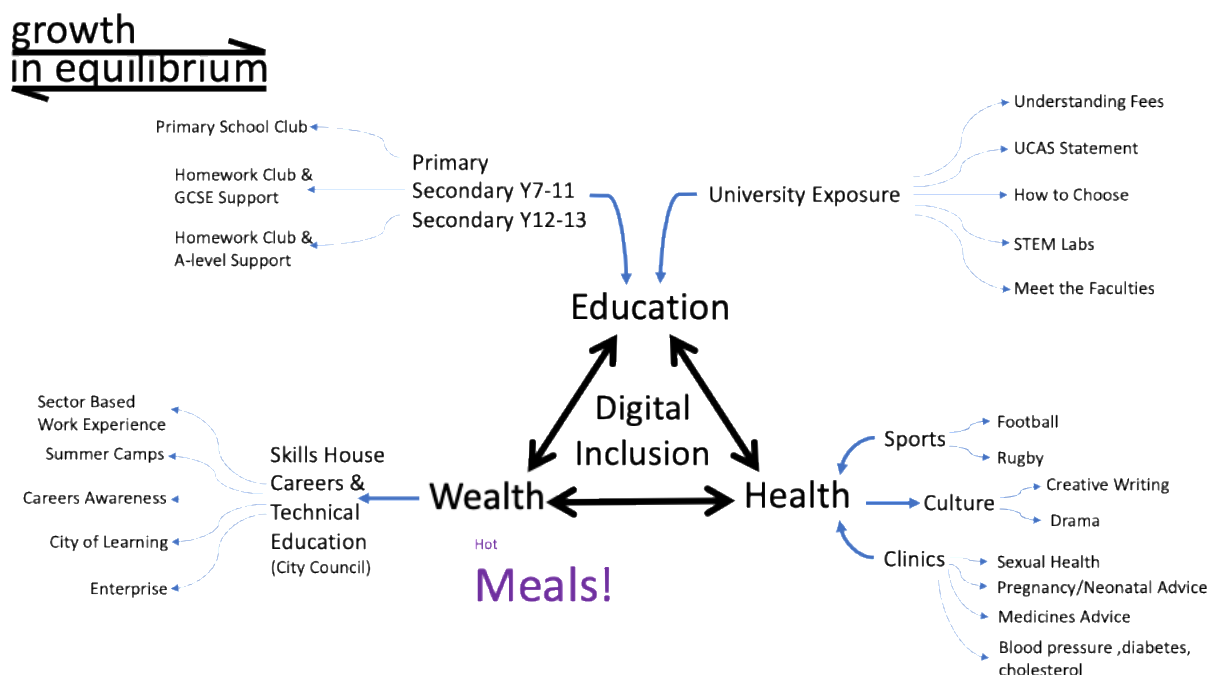
Activities 1.3 to 1.5: Schools and colleges are one route in which we fully engage to reaching out to young people of secondary school age from deprived areas. Our Local Activity Partnerships Team is leading the development of more community-based approaches to young people who might prefer or benefit from contact outside of the school/college context.

We will help young people of primary and secondary school age and living in areas of multiple deprivation to be aware of the value of attending University (**Objectives 1 to 4**). This includes provision of activities that improve their living experiences, such as our planned 'Growth in Equilibrium' programme, as well as supporting them to achieve in secondary education what is they need to enter higher education. On campus visits described above for **Activity 1.2** can be repeated/fine-tuned for different groups in **Activities 1.3 to 1.5**.

'Growth in Equilibrium' will focus on the geographic area of Ravenscliffe, in which most homes are in the 10% most deprived, a high proportion of residents have no qualifications, with approximately 20% being qualified at level 3 or above and over 40% are not economically active. In partnership with the Ravenscliffe Community Association (Gateway Centre) and the Ravenscliffe Youth & Community Centre, local primary

health providers and our own students, we will deliver a range of activities including after school clubs and health workshops, working towards delivering supervised preventative care clinics run by our student nurses, midwives, and pharmacists. Through our local activity partnerships with sports clubs such as Bradford Park Avenue FC and Bradford Bulls Rugby League club and other cultural activities we will support the development of regular life enhancing opportunities for young people. We will use Raspberry Pi coding workshops to improve digital literacy, and hot meals will be provided for participants of as many activities as possible.

The Growth in Equilibrium concept is predicated on the interrelationships between Education, Health and Wealth, which sit in a dynamic equilibrium that can be disturbed, and improved, by positive interventions into any or all of these aspects of life.



The activities will support recruitment to develop engaged cohorts of young people who will be participants in this programme year on year. Careers and Technical Education and Skills House (Bradford City Council) will work with the same young people, in the community, raising aspiration, showcasing career opportunities and providing work experience. Similarly, our Outreach and Recruitment Team will work with young people and the families of Ravenscliffe delivering advice, support and information as they normally do in secondary schools and colleges and at UCAS fairs. By engaging a community over several years, we will turn the concept of university from one that is alien for many residents, to one that it is the norm.

We will also engage community through West Yorkshire Scouts (now open to girls and approximately 30% of scouts are female) and provide hands on experiences in the faculties for their members to earn UoB Faculty Scout badges. We will target groups in areas of multiple deprivation such as low POLAR4 quintiles. This activity has run over the past two years with excellent uptake (168 participants over the 4 days) and feedback. We will build on this success through targeting groups in areas of multiple deprivation such as low POLAR4 or IMD2019 quintiles. Our menu of activities and interactions will also be made available to other community groups such as families supporting Bradford City AFC.

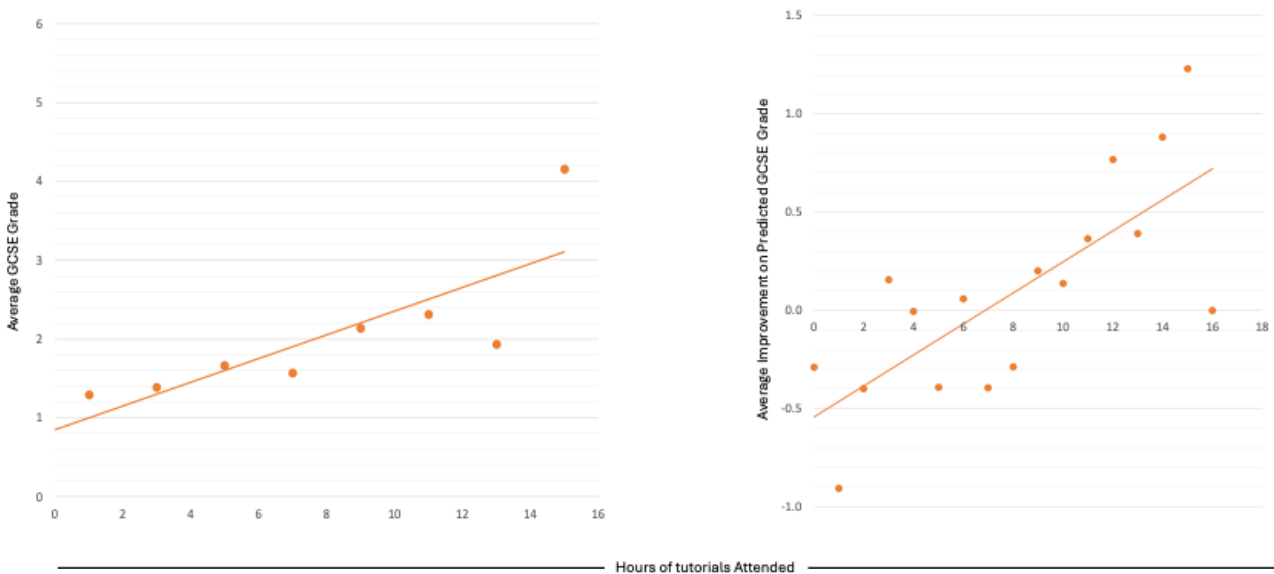
Our direct approach to support achievement in schools is through our 15-week Maths, English and Science GCSE programme. We have been delivering the Maths programme for 4 years, English for 2 years and the addition of Science is a new initiative for this APP. The tutorials are delivered by our own students to small groups (4 to 6) of year 11 pupils who are predicted to achieve grade 3 or below on in one or both GCSEs. As so many of our student tutors our local, the GCSE learners are working with tutors who 'look and sound' like they do and have a similar lived experience.

This fosters confidence, trust and engagement. In evaluation feedback, GCSE learners have commented

- “I know these sessions have helped with my confidence and I know it will help many other pupils in the future. Keep up the good work and thank you so much for all the help.”
- “I enjoyed the learning and activities was really good to boost confidence and helped me engage more with others.”
- “It was amazing experience and it helped me build confidence in my maths”
- “I was given the best tutoring I could have expected and I enjoyed it very much.”

The standard programme runs from the second school term in January, ending prior to the GCSE exams. For Maths the programme is in its fourth year of development, and we have had a significant impact on those pupils who have attended regularly. From 2022/23 the graphs below demonstrate value added to pupils based on their predicted results from key stage 2 Maths assessments. The provision of English is only in its second year and the programme is currently being remodelled from the initial pilot in collaboration with Shipley College. With support from the Tutor Trust, we will pilot the GCSE offer in Science for January 2025 with full launch in January 2026. We will deliver our GCSE programme to approximately 600 pupils a year from 12 to 15 schools, as well as to young people in community settings. This includes a bespoke offer to people from the community who are in the CARE group (**Activity 1.2**), for whom GCSE workshops (**Activity 1.3**) will be run on campus, or in community settings, such as for children of refugees at the Bradford African Community centre. On campus GCSE workshops will also be offered to pupils from certain schools as an option, as we have found that some young people access support more effectively outside of the school environment.

Success in our Maths tutoring programme is evidence by the positive correlation between the average grades awarded with hours of tutoring received (left graph). The positive correlation holds when compared to predictions based on keys stage two outcomes (right graph), indicating the accelerated improvement for those attending more than 8 tutorials.



The GCSE programme is also a significant benefit to our students who are paid to train and work as tutors. We maintain a steady state of approximately 40 tutors on an annual training and delivery cycle. Prospective tutors are interviewed and actively managed and supervised with quality assurance checks throughout the programme. Many tutors continue in the role after their first year of experience. Professional training is delivered in collaboration with organisations such as West Yorkshire Maths Hub and Shipley College. Further training on a range of aspects including behaviours and safeguarding is delivered in house. This work experience is confidence building and is noted on the students’ transcripts and their Higher Education Achievement Report. In past years, students have used this experience to develop an interest in teaching and subsequently entered teaching training programmes.

So far, 15 of our student tutors have moved into teacher training or teaching support roles in schools and colleges, with many positive feedback comments listing their new skills such as:

- “I have developed confidence to put my camera and microphone on when talking to strangers I have never seen before and I have also learnt how to interact with people and help them in their learning and I believe that this would be useful not only for future tutoring jobs and teamwork activities, but also when conducting and taking part in group meetings online” FoLS undergraduate student Maths Tutor
- “One new skill I developed was having better leadership skills... I see myself using this skill in the future with any job as leadership sometimes is required when involved in a team....” FoLS undergraduate student Maths Tutor
- “Leadership skills, as you have responsibility to teach kids and make sure they understand everything. Also answering any questions they may have. These skills could be used in the future if I'm working in a managerial role...” FoLS undergraduate student Maths Tutor
- “It has helped improve my Communication skills, working independently and as a team, better understand on how to relate with teens, and a lot more. I believe these skills would enable me achieve my long-term career goals.” FoMLSS postgraduate student English Tutor.
- “Leadership skills, time management, multitasking, thinking on the feet, taking different approaches, and accepting your own mistakes.” FoMLSS undergraduate student English Tutor.

The overarching objective of our outreach and development activities (**Activities 1.1 to 1.5; Objectives 1 to 4**) is to create a situation that for a wide range of different target groups, the concept of university becomes more common place than it is now, and to engender the confidence that university is a place “I can access.” We believe that multiple interactions through the development of young people is more likely to be successful than one off opportunities. Wherever possible we will deliver a suite of activities and actions to the same young people over time. Our aim to have multiple touch points with young people and their families as they move through educational key stages is fundamental tenant of our goal to change perceptions and awareness of university.

Activity 1.6: This addresses **Risk 5** for pupils or adults who do not access a traditional degree programme but would benefit from, and would like the opportunity, to study in higher education while at work. Initial activity associated with developing our apprenticeship offer relates to a successful OfS bid for £90k, which includes initial implementation of apprenticeship management system (Aptem). We will employ a new Degree Apprenticeship Compliance Manager to help ensure the quality of our offer as we look to expand. Following consultation with the academic community and industrial partners, including the NHS, we will determine which areas represent a significant market opportunity for apprenticeships. We have a range of candidate areas to examine in more detail. Future offerings need to fit into an Institutional apprenticeship ‘business engagement model and plan’, which will be developed during this APP period. Our goal is to widen **Access** to all people who may not otherwise apply to HE or take up a HE offer, because they already are, wish to be or need to be working in stable employment.

Intervention 2 Understanding our students to improve Continuation, Completion and Award

This intervention is about implementing and improving our knowledge base to understand and develop our programme teams better, and to know more about our students. The activities will contribute to improving both academic support and delivery and welfare issues for students because we have better insight. We will be able to track and synchronise concerns for individual students. The overarching aim is to have well-coordinated and cross-referenced information at our fingertips, to drive bespoke interventions into programmes and to support by applying different services across the institution where needed.

Activity 2.8: The Advocate Case Management system will be used to record student behaviours or concerns as required. It will help us to manage detailed case work with cross referencing of wellbeing records in areas such as Counselling, Mental Health Advice, MyBradford: Student Support Service, Student Life team and Security, who will be able to log e.g. out of hours incidents that flag concerns about student safety and/or welfare. Worries raised by external stakeholders such as family members, landlords, NHS, or social services will also be logged and acted upon.

Additionally, the system will be used to highlight poor wellbeing across groups of students (e.g. across academic cohorts, students with shared characteristics or on a specific programme) and will enable outcome monitoring using the Warwick-Edinburgh scale and service outcome measurements of wellbeing. This smoother flow of well-informed concern raising will support earlier identification of wellbeing concerns, leading to earlier intervention, ultimately supporting students to be successful (**Objectives 5 to 8**) when they might otherwise be at risk of early exit from university.

Activities 2.9, 2.10 and 2.12: By engaging academic teams our work to decolonise education will continue. It is critical that our frontline staff in the faculties learn how to empathise deeply with their students and understand their wellbeing concerns in the context of the students' lived experience. Traditionally, most academics have received no or little training beyond their subject discipline and more recently pedagogical techniques, but with the democratisation of education academics need more tools to ensure that they can and do deliver the best possible service to students. Led through the CfID, this will include expanding our Learning Partnership Programme and IDI initiative, as well as increasing opportunities for academic staff to engage with the lived experiences of minoritised students to build cultural sensitivity and capability to deliver an anti-racist university culture.

We will engage academic tutors in a programme to help them understand how to see and respond to the signs of mental health distress and/or deterioration. Training will be delivered by our Head of Student Wellbeing and Mental Health advisors who are highly experienced in recognising the signs that we need our academics to see and act upon. This will be delivered on a rolling basis to new and existing academic staff and adapted for professional and support staff.

Laying the groundwork for supporting CARE students, and students for whom there is a need for transition support after they enrol at the University of Bradford (UoB), additional data will be gathered via our pre-enrolment portal and updates in our re-enrolment portal. This data (with consent) will help us to identify incoming students with characteristics that might make them more vulnerable in the transition to university.

Through timely identification of under-represented groups, appropriate services can be alerted and proactive. Sharing of relevant information with tutors will empower them to deliver the right service to their students and ensure all students feel welcome and safe from their early days at the University.

Activities 2.11: We will review our assessment framework to determine how and where it might be disadvantaging different groups of students. We anticipate this will lead to cocreated developments, with a more equitable approach to assessments, while still satisfying professional and accrediting bodies and maintaining standards. The goal is to develop assessment systems in which all students can demonstrate that they have met learning outcomes including their knowledge, skills and analytical abilities, while minimising the sense of foreboding and threat that traditional assessment processes can present.

Intervention 3 Student wellbeing to improve Continuation, Completion, Award and Progression.

This intervention recognises that our learning environment works better for some students than others. The gold standard improvement is to develop an environment that works for all regardless of their background or identity. Towards meeting **Objectives 5 to 8**, we have designed activities that work towards making the environment more inclusive, while at the same time providing supporting actions for those more susceptible to **Risks 6 to 12**.

Critical to this intervention are our Counselling and Mental Health Service, which is a BACP accredited and provides counselling and psycho-educational training for the students and staff of the University of Bradford and counselling for students at Bradford College. Sharing the service with Bradford College is currently under review. We also provide mental health advice, information and support to students at the University. We work within the BACP Ethical Framework. Most counselling and mental health advice takes place at our premises in Student Central although due to COVID we adapted the Service to offer telephone or video conference appointments and resumed some face to face in July 2020 when we returned to campus.

Activities 3.13 and 3.14: As we continue to make our environment more inclusive, it is important to put in supportive measures for all students with adaptive focus for those, for example, in the CARE group and others who experience social disadvantage or challenge, including neurodivergent students and those declaring a disability. Using reports from the Advocate Case Management System alongside pre-enrolment and reenrolment information (**Intervention 2**), we will target support to students who have disclosed a likely need. This includes sharing information (as consented) with academic tutors and professional services who with improved cultural competencies can adapt their services to student need. Additionally, we will be working with Unique Fitness on campus, to encourage physical activity for mental health concerns, as this improves mood, self-esteem and reduces stress. For neurodivergent students our Dialectical Behaviour Therapy based group courses are aimed at enhancing skills such as self-regulation and mindfulness.

Activity 3.15: The university life cycle for our students intersects with their wider lived experience. Optimising the learning environment requires us to recognise different circumstances and the context of our students, including with a wide range of external services with which they might interact. We must consider external influences in their lives to develop a more holistic approach and working closely with external partners such as the NHS we can synergise rather than working in disconnected silos. To this end the

primary care providers will join our Welcome Week and liaise regularly with our NHS mental health advisor. With our wider partnerships e.g. in secondary care, social services and the charity sector, we have in place a system of alert (with consent) to substantive concerns around the wellbeing of our students, so we can join the external providers in being part of the solution. Internally, we will continue to develop our Mental Health Ambassador team. Trained students can provide support to their peers and help to gain access to the services that are needed. The ambassadors will also organise events to help raise awareness of mental health wellbeing. This positive peer role support and role modelling help to demystify mental ill health and 'gives permission' to others to acknowledge it and act on it without shame. This training is also highly valuable for the student Mental Health Ambassadors too, developing skills and confidence that will empower their **Progression** into skilled employment and beyond.

Activities 3.16 and 3.17: In July 2022, Student Minds commissioned a survey of 500 university students, with the aim of better understanding their experiences and concerns ahead of the 2022/23 academic year. They found that the rising cost of living is causing high levels of stress and concern amongst university students, and many are worried about making ends meet. Half (51%) of the students surveyed said that the rising cost of living was impacting their mental health. This was the number one issue identified, above studying and exams (45%), loneliness (36%), and the Covid-19 pandemic (12%). We will work to tackle this with the award of non-repayable grants and interest-free loans. We will also operate a food pantry, which also provides support with accessing essential toiletries, to be used in emergencies for students in hardship.

When emergency financial support is given, we also work with students on longer-term interventions and initiatives, including support to find paid work, assistance with applying for and receiving benefits, interventions with landlords, assistance and support with budgeting and travel planning, broader support on financial awareness along with assistance with any associated wider welfare issues.

Financial hardship is often accompanied by mental health issues, as either a cause or consequence. In recognition of this we will upskill our Student Life and Counselling and Mental Health teams, equipping them with the knowledge and skills to discuss the link between mental health and spending decisions. Guidance will also be provided through online resources such as self-study psychoeducational programmes and in person workshops on themes such as 'how to develop compassion to tame your inner critic' and building resilience. Our approach will both empower the students to make positive decisions around financial management and spending and lay the ground for students to self-refer to our Counselling & Mental Health Team if they are concerned about deeper mental health issues.

Activity 3.18: The University Mental Health Charter (UMHC) is an accredited framework, overseen by Student Minds (the UK's student mental health charity). This provides a set of evidence-based principles that support HE institutions to adopt a whole university approach to mental health. The University of Bradford has signed up to the charter programme with the intent of applying for accreditation. The UoB programme is co-chaired by the Associate Directors for Student Wellbeing and People Operations (HR) and involves members of staff at Executive Board level to oversee its governance and implementation at the university. The university will be sense checking and evaluate our current approach towards the recommended principles before prioritising projects to meet any outstanding standards through a working group which reports directly to Executive Board. Engagement in the UMHc creates a framework to help us deliver the new APP commitments around **Risk 8**.

Intervention 4 Positive Progression.

Activity 4.19: In alignment with the Bradford Curriculum during 2024/2025, we will complete the approval and development of resources to enable the implementation of our institution-wide Graduate Skills Framework from 2025/2026. We keep in touch with our graduates 18 months after graduation, continuing to offer one-to-one coaching and employability workshops. The framework will be embedded into all years of the undergraduate curriculum, and into the Bradford Employability Award and [University of Bradford Union Kickstart programme](#). The framework model will include staged student-centred self-assessment activities enabling their reporting of progress towards to skills acquisition and further development needs.

A programme of training and development will be implemented to help staff embed the Framework and with an annual communications plan for students and staff. We acknowledge the student consultation feedback that highlights requests for career support targeted in their final year. A comprehensive programme for finalists and graduates is in place and will continue to be developed. Professional evidence indicates the positive impact on graduate outcomes to be gained from commencing career planning and employability profile at the start of a student university journey. The introduction of the Graduate Skills Framework alongside the delivery of the Future Focused Curriculum Pillar will ensure all students are, within their programme environment, explicitly engaged in career and employability development throughout their studies.

Activity 4.20: The development of the Career and Employability Indicator will be informed by a range of data sets, professional insights, and the student voice. The indicator will inform the identification of individual students who might have experienced increased barriers to successful **Progression**, as well as the programmes in which they are located. Designated faculty facing Career and Employability Services staff will design and deliver a programme of personalised, in collaboration with the programme team and appropriate external stakeholders e.g. employers, community and alumni. The engagement and development of individual students will be reported in the Career and Employability Services CRM.

Activity 4.21: The Summer Experience and Bradford Graduate Programmes will be reviewed and revised to enhance the delivery models and tracking and incorporate the Graduate Skills Framework. The two programmes will be administered by Career and Employability Services as extra-curriculum activities, with Summer Experience validated as a Bradford Employability Award.

Activity 4.22: The Santander University Partnership will deliver an agreed annual plan of enterprise, employability, and scholarship activities to current students. This will include a series of activities delivered jointly with staff based the Santander Bradford HQ office.

Activity 4.23: For the Global Mindset online module, we will develop faculty leads to ensure all students completing an international opportunity complete the online module. In addition, faculties will be asked to consider the broader integration of the Global Mindset module at programme level. Reporting will be completed by the Career and Employability Services' (CES) International Opportunities Team. Faculties will promote the Bradford Employability Awards (BEA) validated Global Mindset online module to all students with a focused marketing of the opportunity on CARE students. The CES International Opportunities team will validate and detail student of the BEA for inclusion on their Higher Education Achievement Report.

Literature that has help to shape our plan

Intervention 1 Equality of Opportunity for Access

Evidence indicates taking a multi-pronged approach to raising aspirations and attainment, including collaborative outreach and targeted activities, will support disadvantaged students under-represented in HE to progress:

- [uni-connect-ipsos-mori-ofs-survey-findings.pptx \(live.com\)](#)
- [The impact of attitudes and aspirations on educational attainment and participation \(jrf.org.uk\)](#)
- [How Trajectories of Disadvantage Help Explain School Attainment - Stephen Gorard, Nadia Siddiqui, 2019 \(sagepub.com\)](#)
- [PowerPoint Presentation \(gohigherwestyorks.ac.uk\)](#)
- [GHWY-URG-approach-and-impact-report-v3.pdf \(gohigherwestyorks.ac.uk\)](#)

Academic achievement is the most important predictor of progression to HE, with achievement at GCSE being a critical indicator of future HE participation:

- [Rapid evidence review and typology of attainment-raising activities conducted by HEPs June 22.docx \(taso.org.uk\)](#)
- [Insight brief 13: Schools, attainment and the role of higher education \(officeforstudents.org.uk\)](#)

Learning poverty, including access to digital resources, are an important factor for progression to HE, with the impact of Covid 19 being an exacerbating factor for the most deprived young people across the Bradford District.

- [A levels and University Access 2022 - Sutton Trust](#)
- [BN-Inequalities-in-education-skills-and-incomes-in-the-UK-the-implications-of-the-COVID-19-pandemic.pdf \(ifs.org.uk\)](#)
- [Universities asked to do more to support care leavers](#)

Young people from families associated with the Armed services are disadvantaged by a wide range of factors, include a lack of stability in both their educational and family settings. Parents are often either working under highly stressful circumstances, attempting to meet the complex emotional needs of their military spouse. The social and emotional development of services children can be challenged by parental circumstances and their own environment, which may change many times during their early and pre-16 years. Evidence shows that early interventions can help build more of the life skills needed for healthy development, including aspiration and adaptation to new environments such as university.

- [Ministry of Defence, \(2020\) Living in our Shoes, Understanding the needs of UK Armed Forces families, Living in our shoes full report \(scipalliance.org\)](#)
- <https://www.bradford.ac.uk/news/archive/2017/university-recognised-by-mod-for-support-of-armed-forces-community.php>

Intervention 2 Continuation, Completion and Award: Understanding our students (Objectives 5 to 8).

Research indicates that the effective use of data analytics, particularly at programme level, can signal risk in relation to students' **Continuation** and/or **Completion**. Such data can provide insights into how students negotiate the different stages of the student lifecycle and enable academic and support staff to better understand the hurdles they face and their needs.

- EdTech (2022) How can Student Data Drive Positive Learning Outcomes?
- [How Can Student Data Drive Positive Learning Outcomes? | EdTech Magazine](#)
- [Grabarek, J., and Kallemeyn, L. M., \(2020\) Does Teacher Data Use Lead to Improved Student Achievement? A Review of the Empirical Evidence, Teachers College Record, Vol.122, 120301](#)
- [Does Teacher Data Use Lead to Improved Student Achievement? A Review of the Empirical Evidence \(sagepub.com\)](#)
- [Open University \(2019\) Using predictive learning analytics to improve student retention: Using predictive learning analytics to improve student retention | Computing Research \(open.ac.uk\)](#)

Evidence suggests that providing targeted, holistic wrap round pastoral support to students designed to respond to their needs will result in better outcomes across the student lifecycle. This includes the use of data to identify need; personalised interaction and developing authentic partnerships for co-creation. Literature highlights that, as students are not a homogeneous group, their motivations, circumstances, and lived experiences should be listened to and understood to inform better support and pastoral care. Taking a holistic approach has the potential to positively impact on **Continuation, Completion, Award** and

Progression

- [Anderson, J., and Houghton, A-M., \(2017\) Embedding mental wellbeing in the curriculum: maximising success in higher education, York, Higher Education Academy](#)
- [Austen, L., Hodgson, R., Heaton, C., Pickering, N., Dickinson, J., \(2021\) Access, retention, attainment, and progression: an integrative review of demonstrable impact on student outcomes, Advance HE, York](#)
- De Lourdes Machado, Maria, et al., (2011) Satisfaction with higher education: Critical data for student development, *European Journal of Education* 46.3 (2011): 415-432.
- Satisfaction with Higher Education: critical data for student development - de Lourdes Machado - 2011 - European Journal of Education - Wiley Online Library
- [Healey, M., Flin, A., and Harrington, K., \(2014\) Engagement through partnership: students as partners in learning and teaching in higher education, York, The Higher Education Academy.](#)
- [Shah, M., Kift, S., Thomas, L., \(eds.\) \(2021\) Student Retention and Success in Higher Education, Institutional Change for the 21st Century, London, Palgrave MacMillan](#)
- [Thomas, L., Hill, M., O'Mahony, J., Yorke, M., \(2017\) Supporting student success: strategies for institutional change: What Works? Student Retention & Success Programme, London, Paul Hamlyn Foundation](#)
- [Times Higher Education \(2023\): How to retain student experience alongside growth| THE Campus Learn, Share, Connect](#)
- [Shaw, C., Humphrey, O., Atvars, T., and Sims, S., \(2017\) Systematic Literature Review of 'Hard to Reach' Students and Methods of Inclusive Engagement Bristol, HEFCE](#)

Key factors that impact on student's experience relate to a lack of sense of belonging, feelings of isolation and exclusion, mental health concerns and the inability to access support that meets their needs, which include culturally sensitive, accessible services and financial support. Students who feel a greater sense of belonging are better engaged with their peers and staff, and they achieve better outcomes. Literature indicates that to ensure these factors are addressed and have a positive impact for students' experience, an intentional approach needs to be taken to embed an equity lens into the development of support for academic and personal journeys and building a culturally competent academic and support workforce.

- [Department for Business, Innovation & Skills \(2014\) Improving the Student Learning Experience – a national assessment, BIS Research Paper No.169](#)
- [Dost, G., & Mazzoli Smith, L. \(2023\). Understanding higher education students' sense of belonging: a qualitative meta-ethnographic analysis. *Journal of Further and Higher Education*, 47\(6\), 822–849](#)
- [Morgan, M., \(ed\) \(2011\) Improving the Student Experience, A practical guide for universities and colleges, London, Routledge](#)
- [Morgan, M., \(2020\) An exceptional transition to higher education: induction of new and returning students during the 'new normal' year, York, Advance HE](#)
- [Universities UK \(2018\) The Financial Concerns of Students](#)
- [Time Higher Education \(2022\) Belonging: why it is the next step on the equity, diversity and inclusion ladder](#)
- [Pedler, M. L., Willis, R., & Nieuwoudt, J. E. \(2021\). A sense of belonging at university: student retention, motivation and enjoyment. *Journal of Further and Higher Education*, 46\(3\), 397–408](#)

Factors that impact on students in the CARE group are complex and intersecting. They include a lack of consistency and/or stability in relation to geo-location and educational support; financial pressures; higher incidents of mental health concerns; social isolation and stereotyping; and inadequate pastoral support. This necessitates taking a holistic approach to the provision of pastoral support, which responds to and is developed in partnership with students from this group.

- [Advance HE \(2019\) The Care Experienced Conference Summary Report](#)
- [Atherton, G., \(2020\), More than luck: enabling access and success in Higher Education for Gypsy, Romany and Traveller \(GRT\) communities, London, Sir John Cass's Foundation](#)
- [Buttle Trust \(2022\) Surviving Estrangement – Estranged Young People Co-Produced Report](#)

- [Department for Education \(2019\) Principles to guide higher education providers on improving care leavers access and participation in HE Policy Paper](#)
- [Ellis, K., Johnston, C. Resilience, higher education and widening participation: generating change for care experienced students. High Educ 87, 1–16 \(2024\)](#)
- [Ellis, Katie; Johnston, Claire \(2020\). Pathways to University - The Journey Through Care: Findings Report Two. The University of Sheffield. Report](#)
- [Hauri, H., Hollingworth, K., Cameron, C., \(2019\) Getting It Right for Care Experienced Students in Higher Education , London, UCL](#)
- [Leverhulme Trust \(2019\) Pathways to University from Care: Findings Report One](#)
- [Service Children's Progression Alliance and Neon, Under the Radar, Service Children and Higher Education in England](#)
- [Service Children's Progression Alliance and The Centre for Education and Youth, Diversity Meets Complexity: Supporting Armed Forces Young People to Thrive in Post-16 Education](#)

Intervention strategy 3 Continuation, Completion and Award (Objectives 5 to 8).

Key factors that impact on student mental health and wellbeing include financial pressures, challenges associated with programme of study, personal health, and issues of loneliness and a lack of belonging:

- [Improving mental health and wellbeing support for Scotland.pdf \(unioncloud-internal.com\)](#)
- [Towards an evidence-base for student wellbeing and mental health: Definitions, developmental transitions and data sets - Barkham - 2019 - Counselling and Psychotherapy Research - Wiley Online Library](#)
- [A longitudinal examination of students' health behaviours during their first year at university: Journal of Further and Higher Education: Vol 42 , No 1 - Get Access \(tandfonline.com\)](#)
- [A longitudinal examination of students' health behaviours during their first year at university: Journal of Further and Higher Education: Vol 42 , No 1 - Get Access \(tandfonline.com\)](#)
- [Only-the-lonely-8-Page v2-003.pdf \(wonkhe.com\)](#)

The probability of experiencing psychological problems, such as depression, anxiety, and stress, increase throughout adolescence and reach a peak in early adulthood, making university students a particularly vulnerable population:

- [Kessler et al., 2007; Frontiers | Mental Health and Well-Being of University Students: A Bibliometric Mapping of the Literature \(frontiersin.org\)](#)
- [Transition to university, alongside financial pressures often impact negatively on students' mental health, in the first year of study:](#)
- [Improving mental health and wellbeing support for Scotland.pdf \(unioncloud-internal.com\)](#)
- [Financial stress and mental health among higher education students in the UK up to 2018: rapid review of evidence | Journal of Epidemiology & Community Health \(bmj.com\)](#)
- [CBP-8593.pdf \(parliament.uk\)](#)
- [Education Sciences: Investigating Change in Student Financial Stress at a UK University: Multi-Year Survey Analysis across a Global Pandemic and Recession \(mdpi.com\)](#)

Intervention strategy 4 Progression for All (Objectives 5 to 8).

Evaluation of the OfS Challenge Competition – Industrial strategy and skills: support for local students and graduates initiative indicates key areas to address, including curriculum development models; working with employers; career guidance/coaching models; and student employability programmes, e.g. work placements. These are demonstrated to provide value added support for students in addressing the **Progression** gap.

- [An evaluation of the OfS Challenge Competition - Industrial strategy and skills: support for local students and graduates - Office for Students.](#)

Research indicates the importance of a local focus for graduate jobs

- [Graduate Workforce Bradford Research and Evaluation](#)
- [There's no such thing as the national graduate labour market | Wonkhe](#)
- [Universities must look at local employment markets when building their graduates' skills \(theconversation.com\)](#)
- [A report to the HEFCE by the Centre for Higher Education Research and Information \(CHERI; 2002\): Access to what: analysis of factors determining graduate employability](#)

Work experience is an effective tool in closing the gaps, alongside a counselling approach to improving employability attributes and novel digital approaches to employability skills development

- [TASO-Report \(2022\) What works to reduce equality gaps in employment and employability?](#)

Insights from research that has examined the extent and in what ways the cost-of-living crisis has impacted on career aspirations, career decision-making, and **Progression** into employment as commuter students/graduates have informed our approach. This includes analysis of whether the cost-of-living crisis is impacting disproportionately on graduates with particular characteristics, implications for the type of career and employment support impacted graduates require, and when and how that support should be delivered.

- [Jisc report \(2024\): How has the Cost-of-Living Crisis Impacted Commuter Student Career Decision Making and Transition? University of Bradford](#)
- [Research project conducted with 100 2023/2023 graduates from the University of Bradford by the University's Career and Employability Services. Funded by JISC.](#)

Recent survey research has provided insights into current trends in development programmes for graduates and school and college leavers, and how employers are developing their early career hires. It also examines how employers retain and progress in their early career employment and what this means for diversity, inclusion and mental health support.

- [Student Development Survey \(2024\): Trends, Benchmarks and Insights](#)

Evaluation

- [Befani, B., \(2020\) Choosing Appropriate Evaluation Methods A Tool for Assessment & Selection \(version 2\)](#)
- [Thomas, L., Hill, M., O'Mahony J., and Yorke, M., Supporting student success: strategies for institutional change What Works? Student Retention & Success programme what works 2 - summary report](#)
- [Thomas, L., Kift, S., Shah, M. \(2021\). Student Retention and Success in Higher Education. In: Shah, M., Kift, S., Thomas, L. \(eds\) Student Retention and Success in Higher Education. Palgrave Macmillan, Cham.](#)

Annex C: Targets, investment and fees

The OfS will append the information from the fees, investment and targets document when an access and participation plan is published

