

# Annex A - 2019-20 access and participation plan

## University of Bolton

### 2019-20 access and participation plan

#### *Merger with Bolton College*

On 1<sup>st</sup> August 2018 Bolton College is due to become part of the University of Bolton Group as a wholly owned subsidiary of the University. The relevant legislation has passed through Parliament and the organisations are working towards this date. Until this date, however, the two institutions are operating independently and this access and participation plan has been developed only for the University of Bolton. The University has had discussions with our Policy Advisor at OFS and has agreed to submit a revised Access Agreement for 2018/19 post-merger and similarly, once this plan has been approved, for 2019/20.

## 1. Assessment of current performance

We have carried out a thorough analysis of our performance using a number of data sets including HESA data and HESA performance indicators, TEF metrics and analysis of our own datasets.

Please note there was insufficient data to carry out analysis for care leavers and therefore these have not been included.

#### *Note on calculation of benchmarks by HEFCE/OFS*

We would like to note that the University of Bolton has very high levels of participation from disadvantaged groups and low participation areas (see 1.1 below) with the majority of our FT UG cohort coming from Polar3 groups 1, 2 or 3) **This contextual information is, however, not taken into account when calculating the benchmark metrics for either Non-continuation or Employment or Further Study in the TEF metrics.** Overall this means that the University's Non-continuation rate and Employment & Further Study rate for FT students are being compared with those from institutions with very different social and disability profiles. HEFCE's own analyses and external research indicated these features impact on student employability. By contrast with the Employment or Further Study metric, (which as indicated above does not incorporate POLAR or Disability data into the calculation of the benchmark) on the Highly Skilled Employment or further study metric (which does incorporate these factors) the University scores significantly better, including a green flag for this metric for part-time students.

We understand that in future analyses OFS have said that they will include these factors in calculating the benchmark.

### 1.1 Participation Performance

Recent HESA Performance Indicators show that our student population continues to be one of the most socially inclusive of any higher education institution in the country and with some annual fluctuations we have consistently exceeded our access and widening participation benchmark indicators.

- a) 99.3%<sup>1</sup> of our young full time undergraduate entrants originate from state schools and colleges, more than any other UK provider and above our benchmark of 97.9%.
- b) 24.8%<sup>1</sup> of our young full time undergraduates come from low participation neighbourhoods (POLAR 3) – this is above benchmark of 19.8% and 4<sup>th</sup> in the UK.
- c) 54.7%<sup>1</sup> of our undergraduate entrants are mature (21 and over).

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<sup>1</sup> HESA Performance Indicators 2016/17 entrants

- d) 17.8%<sup>1</sup> of mature first degree students are from low participation neighbourhoods compared with a benchmark of 16.4%.
- e) 17.6%<sup>1</sup> of mature first degree students have no previous HE & from low participation neighbourhood. This compares with a benchmark of 11.8% and a sector wide figure of 11.6%.
- f) 15.6%<sup>1</sup> of our HE student enrolments have a known disability compared with a national average of 12%.
- g) 11.5%<sup>1</sup> of our full-time first degree students were in receipt of Disabled Students' Allowance (compared with benchmark of 8%).
- h) 35%<sup>1</sup> of our UK domiciled HE student enrolments in 2016/17 were non-white, compared with the national average of 24%. 13.4% were black (compared with the national average of 6.9%, 14.6% and were Asian (compared with a national average of 10.3%).

### **Areas for Improvement**

- a) Our proportion of part-time undergraduate entrants with no previous HE and from a low participation neighbourhood is 9.5% which is slightly below benchmark of 10.4%. Mature students account for the majority of these students and our participation rate is 9.2% compared with benchmark of 10.3.
- b) From our own data we have found that the proportion of male first degree entrants from a low participation background (POLAR3 Quintile 1 or 2) is 16.5% compared with female of 23%. This is in line with national trends of lower participations amongst working class males.

## **1.2 Student Success Performance**

The complex demographic profile of our overall student body means that many of our students are uniquely disadvantaged, and are at a higher risk of failing to progress and complete their studies and as a result our retention performance.

The economic and social challenges faced by our students exacerbate the difficulties cause by social isolation, challenges in their personal lives, financial pressure, the level of academic challenge and related issues. The decision to withdraw can often be influenced by a combination of these factors rather than any single reason and is often the result of a process of disengagement over a period of time.

### **HESA performance indicators on non-continuation rates**

- a) 17.1%<sup>2</sup> of all entrants are no longer in HE compared with a benchmark of 11.8%.
- b) 17.3%<sup>2</sup> of our mature entrants are no longer in HE compared with a benchmark of 12.7%.
- c) 18.1%<sup>2</sup> of young entrants from a low participation neighbourhood are no longer in HE compared with a benchmark of 12.5%.
- d) 20.7%<sup>3</sup> of part time first degree entrants are no longer in HE after 2 years of entry. This is slightly above benchmark of 20.4%.

### **TEF metrics on non-continuation rates<sup>4</sup>**

- a) The non-continuation rate of full time first degree students is 14.1% compared with benchmark of 10.7%.
- b) Although still above benchmark (11.62%) our non-continuation for disabled students is lower than the UoB student average at 13.1%.
- c) Further TEF data for full time students shows that non-continuation is an area for improvement for all groups of students assessed in TEF, however, those of particular focus are:
  - Disadvantaged England (15.2% compared with benchmark of 10.7%)

<sup>2</sup> HESA T3a 2015/16 full time first degree entrants no longer in HE following year of entry

<sup>3</sup> HESA T3a 2015/16 full time first degree entrants no longer in HE following year of entry

<sup>4</sup> TEF Year 2 Metric Data correct at 22 June 2017

- BAME (16.8% compared with benchmark of 12%), Black students (16.3% compared with benchmark of 12.9%), Asian (16.4% compared with benchmark of 10.7%) and other ethnicities (19.3% compared with benchmark of 13%)
  - Male students (16.9% compared with benchmark of 12.9%)
- d) Our non-continuation rate for part-time first degree students is better than benchmark at 21.6% compared with 24.5%. This is true for most student groups with the exception of Black (30.4% compared with benchmark of 29.4%) and other ethnicities (30% compared with benchmark of 29.3%).

### ***Analysis of our own data on non-continuation rates***

In order to analyse any further inequalities we have carried out analysis of our own data from 2015/16 undergraduate first degree students. This data shows a slightly higher non-continuation rate of 19% (due to availability of whether students have gone on to another institution that HESA has access to) it does help us to understand particular groups in more detail. This has highlighted particular areas for improvement amongst certain groups of students:

- a) Male students are less likely to continue than female (23.9% compared with female of 14.9%). This is more pronounced amongst non-white males (28.9% compared to white males 19.8%)
- b) Students with a disability are less likely to continue (32.5% compared with 10.2% of those without a disability). This is more pronounced amongst non-white students with a disability (43.7% compared with white with a disability 26.2%)
- c) Non-white students are less likely to continue (24.1% compared with white students 15.8%)
- d) Students from NS-SEC 4-7 are less likely to continue (22.6% compared to those from high NS-SEC 16%). This is more pronounced amongst students from non-white and low NS-SEC groups (28.1% compared with 21.6% from non-white high NS-SEC)

### ***Contextual evidence on performance to improve non-continuation rates***

- We had over 1400 participants welcome & induction activities in September 2017 – representing a higher proportion of students given a decline in recruitment numbers in 2017.
- A significant number of new students (1220) participating in the Bolton Skills Checks in Autumn 2017.
- 16 pilot Peer Assisted Study Support (PASS) programmes were successfully implemented across all 8 Academic Schools.
- Early indications suggest the marks of PASS Leaders are increasing by 10-15% with many students reporting improved skills in planning, organisation, time management, reflective practice and resilience. PASS is helping a number of leaders and participants from WP backgrounds to develop skills and competencies necessary for HE study. The evidence-base suggests that WP students struggle to develop social networks and adapt to the HE learning environment, especially those who are first in family/first generation. PASS helps students to connect with those around them and embed into a learning community, guarding against attrition and building an informal support network for study. PASS schemes have also helped to improve the localised learning community and have improved tutor/student relationships.
- More than 60 Enhanced Personal Tutors (EPTs) were identified from across the institution and trained to drive personalised support for 'at risk' students.

### ***Degree Outcomes***

57.6% of our HE qualifiers in 2016/17 achieved a first or upper second class degree compared with the national average of 70.8%.

In order to analyse any further inequalities we have carried out analysis of our own data from 2015/16 undergraduate first degree students and while this shows a slightly lower proportion with a good degree (61% achieved a first or upper second class degree and 16.9% achieved a first class honours), this has helped us to highlight particular areas for improvement amongst certain groups of students:

- a) Non-white students (45%), particularly Black (44%) and Asian (44%) students.
- b) Students from low participation neighbourhoods (POLAR3 quintile 1&2) (56%), particularly disabled students from low participation neighbourhoods (55%).
- c) Female students with first class honours (14.8%), particularly female students from a low participation neighbourhood (7%), and female students with a disability (13.3%).
- d) Disabled students from a low participation neighbourhood achieving first class honours (5.6%).

### 1.3 Progression Performance

We continue to focus on improving the outcomes and success for our students with particular focus on the number of students in employment and graduate employment.

Bolton and the surrounding area has not enjoyed even limited growth in employment opportunities or economic growth experienced in other parts of the country. Many of our graduates are, for a variety of personal and family reasons, unable to relocate in search of employment. Additionally we have very high levels of students who declare as having a disability at 15.6%. We estimate that approximately 16% of our undergraduate student body are Muslim with 12% of our female UG cohort being Muslim. These economic and cultural characteristics can lead to very specific constraints on progression performance and employment options.

#### ***Graduates in Employment or Further Study***

- a) Our performance against our target of employment of graduates has been rising each year for the past three years, however, the latest data from 2015/16 shows a very slight decline to 85.5%<sup>5</sup>. Our HESA benchmark has risen year on year to 92.9%. We are, however confident that we have been able to increase the percentage of students entering employment for over the past four years and we are on track to meet our target of 91.8% by 2020/21.
- b) Our HESA performance for part-time students is much closer to benchmark at 93.1% compared to 94.9%.
- c) The TEF Metric Data<sup>6</sup> shows that 86.6% of our full-time graduates are in employment or further study compared with TEF benchmark of 91.6%. This data also shows some inequality amongst certain student groups:
  - Disadvantaged England (84.8%)
  - BAME (81.8%) particularly Asian (80.5%) and other ethnicities (80%)
  - Disabled students (78.6%)
  - Male students (83.6%)
- d) The TEF Metric Data<sup>6</sup> shows that 94.5% of our part-time graduates are in employment or further study compared with TEF benchmark of 96.5%. This data also shows some inequality amongst certain student groups:
  - Disadvantaged England (82.4%)
  - BAME (85.1%)

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<sup>5</sup> HESA Employment Indicators UK domiciled leavers with first degrees from full time courses 2015/16

<sup>6</sup> TEF Year 2 Metric Data correct at 22 June 2017

- Disabled students (82.5%)
  - Male students (93.1% compared to female 95.8%)
- e) Analysis of our own data for 2015/16 which includes all respondents to the DLHE survey and shows that 81.2% of our graduates are in employment or further study but helps us to highlight some further inequalities:
- Non-white students (77.3%) especially; black (77.8%); black mature (73.8% compared with black young 93.8%) non-white males (73.8%); non-white mature students (71%); asian mature (75.5% compared with asian young 86%)
  - Mature students (77.6%)
  - Disabled students (77.5%) especially disabled females (76.2%) and disabled from low participation neighbourhoods (POLAR3 Q1&2) (78.8% compared with high 82.6%)
  - Males from NS-NEC 4-7 (77.8%)

### ***Graduates in Highly Skilled Employment***

- a) Our performance against the Highly Skilled Employment metric which measures graduate level employment is much closer to benchmark. By this latter metric we are close to benchmark (64.4% compared to 65.9%<sup>7</sup>). Within this, mature students (73.7% compared with 73.1%) and female students (66.7% compared with 66.5%) are above benchmark. There are, however, some inequalities:
- Disadvantaged England (56.3%)
  - BAME (60.6%)
  - Disabled (62.2%)
  - Male (61.9%)
- b) We are also pleased that the TEF Metric Data<sup>7</sup> shows that 85.7% of our part-time graduates are in highly skilled employment or further study compared with TEF benchmark of 78.4%. While all sub-groups are also above benchmark there are some inequalities in the student population:
- Disadvantaged England (66.7% compared with benchmark of 61%)
  - BAME (68.1% compared with benchmark of 68%)
  - Disabled (77.2% compared with benchmark of 74%)
  - Male (82.2% compared with benchmark of 79.4%)
- c) Analysis of our own data for 2015/16 which includes all respondents to the DLHE survey and shows that 61.4% of our graduates are in highly skilled employment or further study also highlights some further inequalities:
- Non-white (52.4%) especially non-white male (51.4%); non-white mature (50.3%)
  - Female from low participation neighbourhoods (POLAR3 Q1&2) (54.8%)

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<sup>7</sup> TEF Year 2 Metric Data correct at 22 June 2017

## 2. Ambition and strategy

The University of Bolton has a long-standing national reputation for widening access to higher education. We believe in providing opportunity for all who can benefit from higher education, regardless of background and we provide a wide range of progression opportunities to allow individuals and communities to reach their full potential.

Our students arrive at University from a very diverse range of educational, social, economic and cultural backgrounds resulting in one of the most socially diverse student bodies in the country. This provides a distinctive and strong institution and learning experience as a result.

Our strategic plan to transform the institution in to a 'Teaching Intensive, Research Informed University' to address student experience, retention and graduate outcomes involves reshaping our core academic provision with the creation of a strong 'course based student eco-system' which provides a large enough critical mass of high quality learners to provide cohesions and team spirit amongst students. These student groups create strong learning communities and enhance overall student experience. These strong student groups are supported by full-fledged and sufficiently varied high quality academic staff teams in the respective disciplines, whose research directly informs the teaching and student learning experience. This strong eco-system of courses has now emerged as the University's Platinum Critical Mass (PCM) courses strategy; aiming to achieve a radical positive change in the quality and quantum of student recruitment, learning experience, progression, retention, and attainment, in the invested areas. Based on a focussed set of structural adjustments in its UG and PG course portfolio, staffing composition, and learning infrastructure, the University aims to achieve concrete and sustainable improvements in student recruitment and participation, learning experience, progression, retention, student satisfaction and graduate outcomes including, but not exclusively, levels of employability.

Our student recruitment strategy, based on the platinum (PCM) course portfolios, is to attract stronger and more able applicants yet maintaining our access agenda. This has already and will continue to result in structural adjustments include closing weaker courses with non-viable student numbers and growing our stronger PCM provision. Our initiatives in these areas are already showing tangible dividends confirming the appropriateness of our bold approach. We are confident in our ability to innovate and invest in all aspects of access and participation.

### *HEFCE APR Submission 2017 and Outcome*

Our strategy and action plan outlined in the 2017 APR submission to HEFCE provides further detail of our ambitions and progress in regards to retention and employability. HEFCE wrote to the University this year (Quality and Standards Monitoring 2017/18 dated 19 February 2018) to advise that they were satisfied with the University's implementation of its action plan and that we currently meet the standards required.

### *Consultation with students*

Wherever possible we engage with students from a range of disadvantaged groups to inform our approach to access and participation via our course representatives and student ambassadors, the Students Union, student membership of various university committees, careers student consultation group, informal feedback and formal evaluative activity. Examples include:

- Evaluation of outreach activity with participants and teachers
- Feedback from students engaged in outreach work
- Peer learning (PASS and peer mentoring) strategy developed in consultation with student leaders
- Feedback from student ambassadors on Welcome and Induction strategy
- LEAP - survey of LEAP online with over 50 student respondents recently
- Mature students - Million Plus ran a successful focus group for us
- Senate focus groups - set up specifically to feedback on retention strategy
- Surveys feedback - (NSS, Module Evaluation Questionnaires, UKES etc)
- Student evaluation of personal tutoring initiatives
- Student consultation group for careers and employability meets 6 times per year
- Feedback from students on most careers and employability activities

Our Equality and Diversity Strategy supports the institutions focus on widening access and participation via its Equality and Diversity Committee, through staff training and awareness raising activities and by:

- Promoting a culture of respect for people and welcomes diversity of origin, background and experience amongst our staff and student community as enriching the experience of all those who participate in the life and work of the university.
- Striving to ensure that the work, teaching and learning environment is free from harassment and bullying and that everyone is treated with dignity and respect is an important aspect of ensuring equal opportunities.
- Ensuring any acts of discrimination, harassment, bullying or victimisation against employees, students, visitors or contractors are treated as disciplinary offences and will be dealt with under the appropriate university disciplinary procedure.

## 2.1 Access Strategy

As demonstrated in (1) we have consistently exceeded our benchmark indicators for access data. We will continue to maintain these high levels of access across the board. We align this success down to the holistic approach that we take to student recruitment in the institution which does not differentiate between widening participation and other recruitment activities. The students that come to Bolton tend to be predominantly local or from the Greater Manchester area and are typically from low participation neighbourhoods. This in turn influences our recruitment and therefore access strategy, from the schools we work closely with, to the targeted advertising that we do.

The HESA data highlights that we could improve access from students from low participation neighbourhoods that are first generation into HE and our proportion of males from low participation neighbourhoods. We plan to set additional targets for these areas in the 2020/21 plan. We will therefore put greater emphasis on reaching these groups with specific initiatives outlined in the measures section. We will, however, continue to work with all of the following specific groups in 2019/20:

- a) Students from low participation neighbourhoods (POLAR3, NS-SEC 4-7)
- b) First generation students with no family experience of higher education
- c) BAME students
- d) Care leavers
- e) Males from low participation neighbourhoods (specifically white as identified as an area to focus on at national level)
- f) Disabled students

We will continue to develop our approach and expand our initiatives to raise attainment in schools and sixth form colleges through our mentoring schemes and plan to set additional targets for this in our 2020/21 plan.

In addition to NCOP funded project we continue to invest and deliver collaborative outreach activities under the GM Higher banner. This is legacy activity from the previously HEFCE funded NNCO project.

We are continuing to develop our approach to evaluation of our access activity into 2019/20 through the use of student questionnaires, school and college feedback and evaluation tools. This is used to inform our recruitment activities, shape our outreach initiatives and plan and to ensure we continue to improve our impact with our target audiences.

To continue to monitor and evaluate our activities we have signed up to Higher Education Application Tracking (HEAT) through our GM Higher/NCOP Project. We use this tool to evaluate the effectiveness and feedback on the outreach activities delivered.

## 2.1 Student Success Strategy

The University of Bolton has a strategic and centrally-coordinated approach to addressing student retention, progression and success which is informed by, and aligned with, the student lifecycle. The previous access agreement highlighted improvements the university is making in narrowing the gap between our current performance and established benchmarks, particularly for non-continuation rates. We have made progress

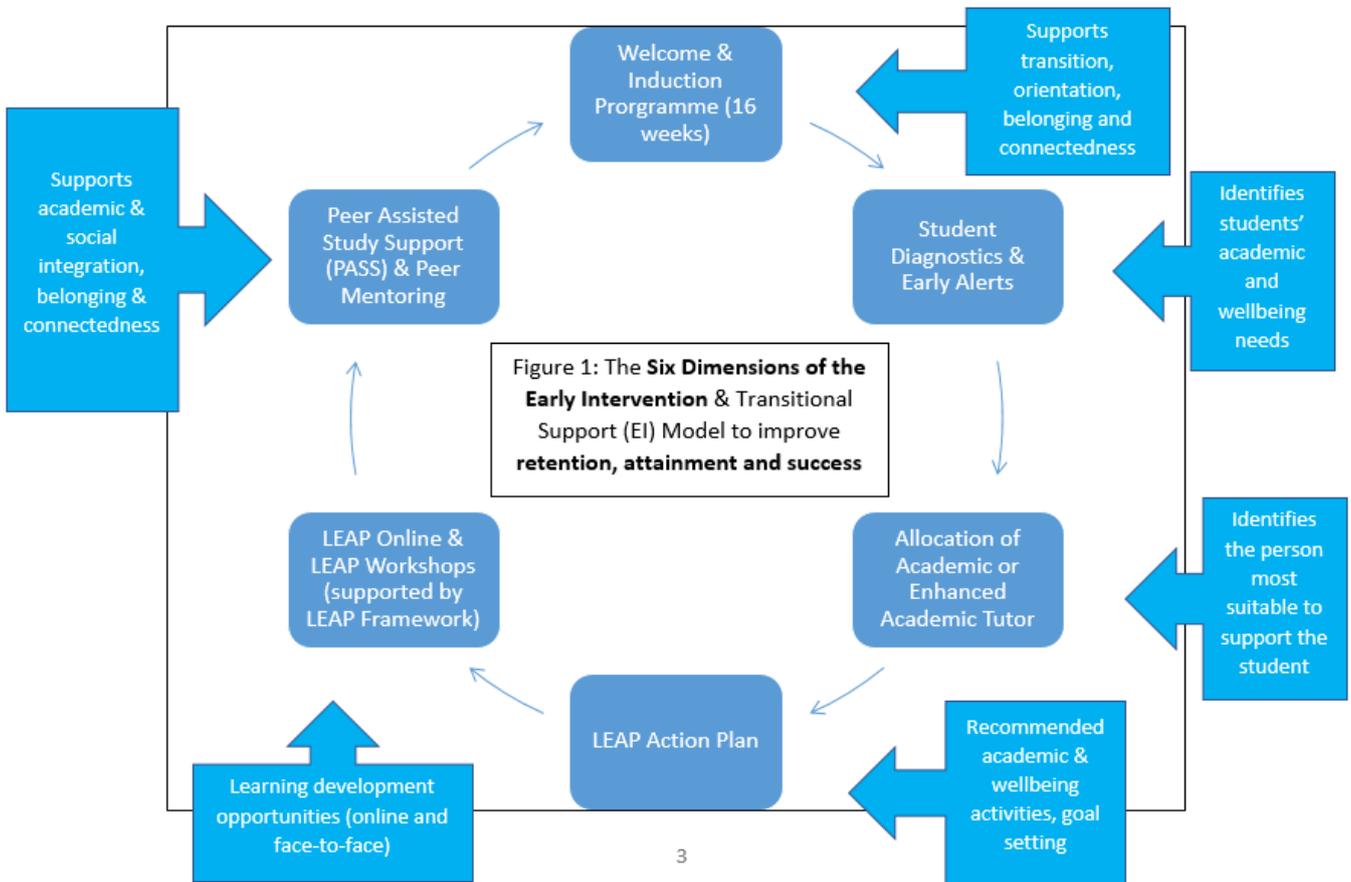
during the 2017/18 academic year and have set specific targets to develop our infrastructure further for 2018/19 and 2019/20 and this is outlined in more detail in the Student Success & Progression Measures section, below.

In 2015 we launched a new student experience infrastructure at the university and, since then, we have developed a number of interventions designed to improve retention and student outcomes. These are underpinned by the priorities and strategic interventions outlined in the Student Experience, the Learning, Teaching & Assessment and Retention Strategies (2015-2020). At the heart of this approach is a model of Early Intervention & Transitional Support (EI) which ensures that, at an early stage, we identify students who are “at risk” of attrition and/or poor academic performance. The model is inclusive in that it assesses the support needs of every student, on arrival, and puts in place structured activities which are data-informed, based on a variety of institutional and external evidence and proven to aid student transition into and through higher education. An inclusive and whole of institution approach (Kift, 2015) to widening participation is advocated by recent national and international research on student retention and success, where successful institutional interventions are underpinned by evidence and a suitable timeframe. This includes the *What Works? 2* Report, authored by Liz Thomas (2017) which underscored the importance of effective interventions to improve student retention and attainment; it also highlighted that students who are involved in mainstream activities, particularly in the academic sphere, have a higher degree of engagement and sense belonging.

An inclusive, whole of institution approach to student retention and success is essential for a university like Bolton, which has an extremely diverse student profile. An early assessment of student needs, cognitive profile, and study skills requirements helps us to tailor appropriate transitional support for our students and identifies those who may be socially isolated as well as those who show particular academic promise. This approach helps us to improve continuation rates, attainment and outcomes for all our students, regardless of their background or previous experience, whilst simultaneously identifying those who might struggle more, relative to their peer group.

Firstly, the information is provided to academic staff to raise their awareness of student needs and to agree on specific arrangements for providing student support. Secondly, the information is used to encourage and support specific groups who may struggle to engage and succeed, both academically and socially, this is outlined in more detail below. We are also able to identify cohorts of students who might struggle and provide additional support to staff who are working with higher numbers of “at risk” students. Student profiling is especially crucial given that national evidence suggests that some groups find it particularly difficult to engage and belong (for example, mature students, students from low-participation neighbourhoods, those with disabilities and those from Black, Asian and minority ethnic backgrounds, BAME) and this contributes to differential outcomes (HEFCE, 2015). Our assessment of current performance, above, indicates that students from these backgrounds also typically struggle at the University of Bolton – our early intervention approach ensures that we not only identify these students but also encourage and support them to engage with mainstream, structured activities to aid their transition.

During 2017/18 we have developed the model further by identifying and articulating the six key dimensions critical to inclusive practice, improving student retention and promoting success (see figure 1 below). These are: (1) student welcome & induction; (2) student profiling – diagnostics and “early alerts”; (3) academic and enhanced academic tutoring; (4) the LEAP (Learning Excellence Achievement Pathway) student learning development action plans; (5) the LEAP student learning development programme (LEAP Online and LEAP Workshops) and (6) peer learning initiatives [see figure 1]. These six dimensions, and our ambitions to develop these initiatives further, are outlined in more detail, in the Student Success & Progression Measures section, below.



The approach discussed above is part of a long-term, evidence-based approach to service design and implementation, addressing retention and progression in a systematic and holistic manner and this will continue into 2019/20. Interventions are appropriately monitored and evaluated to ensure maximum impact and improved outcomes.

Our key student experience infrastructure advocates a “whole provider” approach (based on the “whole of institution, whole of student” – Kift, 2015) where every member of staff is aware of their roles and responsibilities in supporting students to persist and succeed and embedding best practice accordingly. Student attrition is a complex phenomenon: we are taking specific action to ensure that we understand our learners (at both the individual and cohort level) and to decide how we can best support the diversity of our student body. Retention initiatives are not developed in isolation, they are part of a much broader student experience “*Teaching Intensive, Research Informed*” (TIRI) infrastructure, based on a lifecycle approach, taking into account student recruitment, progression and attainment as key indicators of the student’s long-term development as a learner within this institution. This structure has helped us to identify groups of students for whom disparities exist and to develop targeted support to improve outcomes.

Our focus into 2019/20 remains firmly on working with students to support their learning journey, from prospect to alumnus. Through staff-student partnerships, we are involved in articulating a pedagogy of transition (Kift, 2015), mapping key points within the student journey, and building a strong evidence-base of appropriate support mechanisms for our learners whose pathway into and across HE is not always straightforward. In this respect, our institutional insight, understanding who our learners are, and the challenges that they face has developing significantly in recent years. There are several stakeholders contributing to this whole of institution agenda, including: the Pro Vice Chancellor (Academic), Assistant Vice Chancellor (Office for Students), Associate Director (Corporate Intelligence & Data Integrity), Director of HR, Director of Student Life (DSL), Head of Learning and Student Experience (HLESE), Head of IS&T, the Head of Library & Student Services, three Deans of Faculty, Heads of School, the Bolton Students’ Union and two sets of Academic Coordinators (Recruitment & Retention and Standards, Enhancement and the Learner Experience). The introduction of over 48 Enhanced Academic Tutors in September 2016, to support the Academic Coordinators (Recruitment & Retention), has increased significantly the number of staff involved in key retention activities on a day-to-day basis.

The Student Experience Evaluation & Impact Framework (see below) has a set number of indicators or levels which enable us to measure the impact and services we provide for students. We use our framework so there is a consistent way of gathering, analysing and reporting. The framework has four levels, foundation, Reaction, Learning & Behaviour and Outcomes. Data is collected at all levels and each intervention evaluated against the input, measurable outputs and outcomes and data sources. The team uses a range of mediums from the initial set up using queries via social media, the life lounge, appointments, drop-ins, general nature of their query and how they interacted with the student experience. Using evaluation forms the team collect immediate reaction to a student’s appointment, drop-in, event or activity. From there students receive a follow-up questionnaire, impact statements & case-studies. The team and the students will gauge from whatever interaction they have had whether the students have learned and are better equipped to manage the situation having had the support from one of the many initiatives. The information gathered is anonymised and used to draw up a series of case studies showing the impact of services provided for students, to highlight the services provided for students.

Regular reports are provided to analyse the impact the student experience team are having on retention, progression and success right through from welcome and induction through to graduation. The data will inform changes, developments to services, the operational planning process and used for communication purposes.

## The Student Experience Evaluation & Impact Framework

Intervention	Inputs				Measurable Outputs			Measurable Outcomes				Data Sources				
	Entry Qualification & Tariff	Demographic / Student Profile	Mode of Study	Diagnostic Score	Rate of participation	Rate of completion	Impact on student satisfaction	Impact on retention	Impact on progression (year on year, grades)	Impact on achievement (good honours)	Impact on employment	Pulse	SITS & Student Hub	Survey / Qualitative Data	Moodle	Case Studies
<b>Pre-Entry Pathways</b>																
"Get Ahead" Summer School	X	X	X		X	X		X	X	X		X	X	X	X	X
Access PASS Scheme (in design)	X	X	X		X			X	X	X		X	X	X	X	X
Pre-Entry Diagnostics (where applicable)	X	X	X	X	X	X		X	X	X		X	X			
<b>Level 0 &amp; 1 Early Intervention &amp; Transitional Support</b>																
Bolton Graduate Skills Check	X	X	X	X	X	X		X	X	X		X	X		X	
Welcome & Induction (School & Programme Level)	X	X	X		X			X	X	X				X		X
LEAP Peer Mentoring - Mentee	X	X	X		X		X	X	X	X		X	X	X		X
LEAP Peer Assisted Study Support (PASS) - Participation	X	X	X		X		X	X	X	X		X	X	X		X

## 2.3 Progression Strategy

Our review of the HESA data suggests that we need to improve the employment/further study outcomes for all full and part-time under-represented groups and therefore our employability approach must remain holistic. The changes we are making are being driven by our new five year strategy for Employability, Enterprise and Apprenticeships (EEA). This requires both Academic and Professional Support Services to work in partnership and encompasses the development of a Platinum course portfolio, integrated employer collaborations, and enterprise and knowledge transfer operations to achieve a step change in the University's engagement within these facets.

### 2.3.1 Employer and Industry Collaboration

To improve the employability of our students there has been a fundamental repositioning of the institution, with a major focus on integrated employer collaborations; the purpose being to improve the quality of our programmes, provide more placement and job opportunities and provide more exposure to employers for our student cohort. Our ambition is to ensure that all programmes are designed in association with employers and professional bodies to ensure that our graduates are prepared for the world of work.

It is interesting to note that some larger, graduate employers tend to focus their recruitment efforts in specific HEIs, which require high A level entry scores. These practices can create barriers to progression for many ethnic minority students and can discriminate against our graduates from under-represented groups, such as those with a disability. We will do more to liaise with employers, inviting them onto campus through formal and informal activities, and we will encourage them to offer more work placement and work shadow opportunities.

We will also support those students who wish to set up their own business. Since 2016, the University has been working in partnership with Young Enterprise, a leading, national charity which empowers people to harness their business skills. We will continue with this work and also offer workshops, drop-in surgeries, networking events, competitions and mentoring sessions in conjunction with our alumni and external industry experts.

### 2.3.2 Embedding Employability Skills within the Curriculum

Students at the University of Bolton join us from a wide range of educational backgrounds, cultures and experiences and therefore have a very different understanding about employability and progression opportunities. We always try to approach progression in a systematic and holistic manner, and our evidence suggests that integrated approaches to curriculum development are more effective than embedding employability purely in the context of widening participation. Separate activities aimed at under-represented groups have been poorly attended, and feedback from our own students, as part of our Careers Student Consultation Group, have generated feedback to suggest that students would be 'put off' by attending sessions aimed at particular student cohorts.

We feel that all students will benefit from developing their employability through the learning experience, and that the curriculum should be designed in such a way that it offers integrated opportunities for students to develop awareness of graduate skills. This is particularly true for many under-represented groups who have less access to formal networks and graduate employers.

In response to this, the University of Bolton has developed its own Graduate Attributes Matrix for Employability (GAME) which cites ten key attributes that it expects all students to achieve. GAME will now be embedded in the core curriculum design and delivery, across all undergraduate and postgraduate programmes. The implementation of this matrix will initiate a process of long-term curriculum enhancement in all Academic areas, and embed the attributes in core subject-based modules (see below).



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The ‘language’ of the graduate attributes embedded into learning, teaching and assessment will create clarity for all students. Developing a Graduate Attributes Matrix demonstrates our commitment to helping them to develop these skills that will help them to gain employment, remain employable and support their active role in society. It also represents our commitment to establishing a unique and distinctive learning environment and supports academic colleagues to articulate our educational and employability priorities as outlined in our University Strategic Plan. The Graduate Attributes Matrix has been created to allow for personalisation by each Faculty and subject area and tailoring for co- and extra-curricular activities.

The Matrix has already undergone staff, student and employer consultation to ensure that it is ‘fit for purpose’ and meets the needs of all stakeholders involved.

### 2.3.3 Work-Based Learning

We are committed to ensuring all our students are work-ready. We recognise that under-represented groups face barriers both in the recruitment process but also in terms of taking on additional experiences or extra-curricular roles; therefore our ambition is to create work-based learning opportunities for all students as part of their degree programme. This could include placement learning with external industry partners or via a simulated project brief.

Where possible, we will also take account of the part-time employment that our students are already engaged in, and academic and careers staff are encouraged to support students with reflecting on these experiences and helping them to relate these experiences to both their subject area and their career plans. This will help to reduce any inequalities in relation to those students who cannot afford to take on additional tasks.

### 2.3.4 Pre-Entry Support

In readiness for the merger with Bolton College, the two careers departments are already working together and sharing information, and looking at how we can support the transition to HE. The Head of Careers and Employability from the University, is working alongside the Head of Student Services from the College, to establish an Employability Award that is aimed at FE students. A small working group, involving staff and students from both institutions has met several times to map out a model that can be adapted by the College.

This is building on the good practice that already exists from the roll out of the University's own employability award.

In order for learners to remain competitive, they need to have additional employability skills to complement their academic achievements. An Employability Award would be a tool to evidence and reward such activities and ensure that learners within FE start to adopt the 'language' of employability and the career planning concept of 'decide-plan-take action'.

The new award model would have a clear focus on the career planning element to ensure learners know what they want to do, that they choose the right course and ultimately remain on the right programme, contributing to and supporting progression/retention in FE and HE.

### **2.3.5 Postgraduate Study**

We recognise that more needs to be done to support under-represented groups with regards to progression onto postgraduate study. More research is required to build an awareness of the support needed. We need to review postgraduate applications and enrolment at institutional level and develop an understanding of motivations and barriers to postgraduate study for students. Our ambition is then to devise a programme of support which would include 1-1 advice sessions, workshops, mentoring and taster days, continuing to provide financial support through our alumni discount on fees.

All work and initiatives are being underpinned by our new five year strategy on employability, Enterprise and Apprenticeships (EEA). With regards to Employer and Industry Collaboration progress is monitored through our Industry Advisory board against our KPIs for employer engagement. Employability skills and graduate attributes are now embedded into all programmes. The effectiveness of GAME is evaluated via module questionnaires to the students which is fed into curriculum plans and school boards. The Careers team will monitor all job opportunities that are advertised to students. We will also evaluate all of the extra-curricular opportunities presented via the HEAR and the Bolton Award through online surveys and questionnaires. Working groups are used involving both staff and students to oversee projects and ensure they are meeting objectives. Baseline data is evaluated with regard to PG study from underrepresented groups, and different kinds of on course careers support is implemented accordingly. As stated evaluation takes a number of forms from feedback questionnaires to focus groups to enable us to meet our KPI's against our strategy.

## 3. Access, student success and progression measures

### 3.1 Access Measures

The University of Bolton takes a strategic yet holistic approach to its access, widening participation and outreach activity. We are proud of our heritage of providing opportunities to all students regardless of background and our student recruitment activities are almost wholly focussed on the WP audience. With the exception of our work with the strategically important independent Bolton School, all of our recruitment activity is within the state sector, and most of our partners and feeder schools and colleges are within low participation neighbourhoods and in that context we work with a variety of disadvantaged and underrepresented groups as part of our outreach work.

Examples of the types of activity we carry out within schools and on-campus as part of our student recruitment and WP effort includes:

- Awareness raising – advice and guidance around HE study, how to apply, finance and funding. We deliver approximately 100+ presentations on and off campus giving general HE advice including University of Bolton overview (introduction to Higher Education), choosing a course and university, personal statements and student finance and support.
- Aspiration raising - campus visits and tours, enrichment activities, subject-specific masterclasses and taster sessions
- Attainment raising – mentoring, mock-interview practice, portfolio critique, competitions e.g:
  - Mentoring Y13 students capable of attaining a higher grade. They will be mentored by our PGCE students in the relevant subject area. Attainment will be measured by looking at the students' yr12 results then final grade and whether the grade or points score has risen. We will identify a particular sixth form, then work with the staff within the school to identify pupils within that sixth form to work with. We aim to raise their results by a grade or increase the students score within the grade if they were only just achieving a C.
  - Yr12 subject enrichment, exploring topics beyond what is covered in their current level 3 study. We will look at the percentage of those who attended the masterclass and went on to apply to university and were offered a place.

#### 3.1.1 Our Work with Specific Underrepresented Groups

##### a) *Children in Care/Care Leavers*

The University of Bolton is part of the Greater Manchester Looked After Children Forum, where we work with all the Greater Manchester Universities to support progression in education and training for young people from a care background, we run joint events for supporters of the young people e.g. social workers, foster carers, advisors etc. and the young people themselves to ensure all parties are fully informed about their options and support available to them.

We also run with the University of Manchester and Manchester Metropolitan University 'success for life' which is a series of activities over 4-10 weeks with care leavers from years 8-13 (separate year groups). The initiative is run like an after school club aimed at building confidence in themselves and raise their aspirations that they may consider University in the future. This initiative will roll out to include additional areas within greater Manchester.

##### b) *White working class males*

The university will be working with white males in a mentoring scheme across Greater Manchester to try to increase awareness of HE and participation. The university will also arrange a number of interactive visits to the university from this group to inspire the boys to new subject areas not available in school and also

apprenticeships schemes to show the opportunities available to them. We will target via the mentoring scheme and also within our formalised partnerships with specific schools and colleges.

Maths club, working with state schools year 10,11 & 12 with the school groups of The aim is for students to be better prepared for mathematics GCSE or A Level qualification, either foundation or higher tier - to build and enhance their understanding of key topics to allow them to achieve more, gain confidence and to attain higher GCSE maths grades.

c) *Black & Minority Ethnic Students*

Dedicated BME staff at the University work within minority groups within Bolton and Manchester to raise aspirations and awareness of what is available in Higher Education, initiatives include:

- Community groups activities both on and off campus, visits to community centres, and visits to the University for the Different Groups of young people, woman's groups, parents and adults.
- Working with specific primary and secondary schools, to help raise aspirations and educate groups about the University of Bolton and our accessibility.
- Working with the Bolton Muslim Welfare Trust and the development of their advice centre which will be inclusive and open to all communities in Bolton. By offering advice to the community on the range of courses offered by the University, advising students who have higher education aspirations and careers and HE funding advice, the Centre will target specific groups such as women, new communities and BME groups .staff from the university will offer advice and guidance sessions within the centre, then encourage visitors to the centre to come in to the university to find out more.
- Working with the Bolton branch of National Union of Teachers (NUT) refugee groups. A group of children aged 12-16 are coming to Bolton from Palestine as part of their tour they will spend time at the university of Bolton having a tour and some taster sessions of subject areas.

d) *Part-time students and Apprenticeships*

By developing new provision to improve progression opportunities in selected vocational areas we launched a specialist Higher Apprenticeship for Dental Technicians programme and we will continue to grow our apprenticeship provision over the coming years. Students will experience and work with the latest technology alongside industry experts. We are using this model to offer more apprentice provision across the university. Our apprenticeship work has recently (2017) been rated as 'Good' by Ofsted.

We continue to develop our part time provision at the University. New courses include a part time option where appropriate particularly in professional studies areas to support the CPD work of managers, healthcare professionals and practitioners in a wide range of sectors. .

e) *Mature students*

We are working with the community and surrounding areas to raise awareness amongst this group of learners. We run an annual health conference/mela and the community are the main focus of this event. These events are open to all and we encourage friends of the university and alumni to attend. The difference focus of the events means the emphasis is on coming in to the university to find out more in a relaxed setting and information is available for the attendees if they wish to find out more. We will run a community Open Day where the community will be welcome to come on campus as see everything the University has to offer, we will arrange this in conjunction with Bolton College.

f) *Students with disabilities*

To try to ensure progression from this group the University hosts an annual event 'Breaking Barriers' During this event, delegates will have the opportunity to learn more about the support available to students with additional learning needs in the Higher Education sector and have the opportunity to speak to specialist advisors from Universities across Greater Manchester and other external organisations. Students with a disclosed disability or additional learning requirement, make up around 16% of the student population at the University of Bolton. Our experienced support team have helped students access a range of support, such as: accessible accommodation/car parking, applications for disabled students' allowance and equipment loans.

#### *g) First Generation Families*

*We are preparing to launch a campaign aimed at students from first generation families. This will be based on best practice from local partner institutions and focus on the benefits and barriers to higher education within this group. This campaign will be further developed during 2018/19 academic year.*

### **3.1.2 Access and Pre-University**

The dedicated Pre-U Centre based at the University continues to offer Skills Funding Agency Level 3 Access to HE courses, and these continue to provide significant contributions to the provision of routes into HE for mature students and other under-represented groups.

### **3.1.3 Partnerships and Collaborative Working**

A key part of raising aspirations and attainment of prospective students will be our partnership arrangements. The University is developing formalised partnerships and progression arrangements with a range of schools, colleges and training organisations. We will work closely with the institution and offer bespoke activities to enrich the student experience and aspirations.

In September 2015 the University, as lead partner, supported the opening of the Bolton University Technical College and recruited students to its unique offer of academic provision taught in a technical/professional setting. Aligned closely to the University's own mission of providing education in an employer setting, the University will work closely with the UTC to provide access routes to Higher Education not only to Bolton but other universities across the country.

We continue to develop our local partnership with adjacent colleges in the Bolton Education Zone (BEZ). We have developed and tested with BEZ a number of initiatives including student mentoring, primary school initiatives, enterprise days and partnering with these colleges in their own outreach activities. It has helped us better understand the links between vocational courses and HE provision, and working groups are helping inform our provision to benefit not only students from these colleges but also those from our other partners.

We also continue to support and encourage University staff to serve on governing bodies wherever possible.

#### *Merger with Bolton College*

On 1<sup>st</sup> August 2018 Bolton College will become a wholly owned subsidiary within the University Group which, amongst much else, will allow us to manage and improve the pathways to higher education for thousands of learners in the region in a structural fashion (articulating pre degree provision and enhancing preparedness to study at HE level). This targeted strategic amalgamation directly supports the delivery of the Greater Manchester Skills strategy while enabling the University to access a wide range of employment sectors and jobs/employers in the region, which it was unable to do so in the past.

#### *Chess in Schools*

The University in collaboration with Manchester Junior Chess and Chess in Schools and Communities would like to start the process of collaboration, by hosting a chess congress for children at the University. We aim to work together with Chess in Schools and Communities to promote confidence, intellectual resilience and achievement through chess. Chess is linked with improvements in pupils concentration, problem-solving, critical, original and

creative thinking. Chess can cross socioeconomic and cultural boundaries and give disadvantaged pupils to compete on equal terms.

### *NEON*

The university is part of NEON (National Education Opportunities Network) as part of its commitment to collaborative working to enhance the work we are doing regionally.

### *GM Higher*

Through Greater Manchester Higher we will continue to promote our existing outreach activities and contribute to a collaborative programme of HE awareness-raising activities for state schools in Greater Manchester. In addition, we will use the Network as an opportunity to share best practice, grow the evidence base for what works and identify and reduce cold spots within our region. We will look to work closely with the Opportunity Areas, particularly Oldham in Greater Manchester and ensure our outreach provision, both institutional and collaborative, meets the needs of learners in Oldham.

Through Greater Manchester Higher we will continue to deliver a programme of collaborative events targeted specifically at disabled learners. This includes events for learners on the autistic spectrum, as well as 'wellbeing days' to help reassure learners of the support available.

We will continue to work in partnership with other institutions through the Greater Manchester Higher collaboration to deliver a range of outreach events to support young people from care.

In order to maximise the impact of the funding provided through this Plan, we will ensure that activities and interventions support and complement income derived from other funding. This is evidenced through our approach to outreach, where institutional funding is used to target priority schools or year groups not covered by NCOP funding.

## **3.2 Student Success Measures**

The student experience team, led by the Director of Student Life, is embedding the following initiatives to develop the six dimensions of the Early Intervention and Transitional Support (EI) approach. Interventions span the whole student lifecycle (from prospect to alumnus) and are aimed at improving levels of student resilience, boosting social integration, raising attainment and increasing adjustment and transition into and across HE programmes. Our approach is informed by the evidence-base and, during 2018/19 our focus will be on adopting the meso, macro and micro recommendations in the *Causes of Differences in Student Outcomes* Report (HEFCE, 2015) in time for students joining us in 2019/20. Our approach is also informed by the *What Works? Reports 1& 2* (Thomas, 2015 & 2017) which focus on structured activities to promote belonging, connectedness and discipline identity all of which are proven to improve retention and outcomes. Where possible, the interventions described below are "mainstreamed" to ensure that we support all learners inclusively. Most especially, we are aware of the disparities in non-continuation and outcomes for certain students and are able to assess the impact of these mainstream initiatives on specific and vulnerable student groups (e.g. BAME learners, mature students, disabled students and those from low socioeconomic backgrounds). Through identifying students, and groups of students, how might typically struggle, we will provide additional support for those students to engage in mainstream interventions to improve their transition into and across their programme. The Student Experience, Learning, Teaching & Assessment and Retention Strategies (2015-2020), discussed in more detail above, are not mutually exclusive and this summary demonstrates an integrated approach to achieving our strategic aims and objectives:

### 3.2.1 The Six Dimensions of the Early Intervention & Transitional Support (EI) Model (see figure 1 above)

#### *Welcome & Induction Activities*

- We are designing new Welcome Days for each Faculty, in partnership with the Students' Union, and aligning these with the *Welcome & Induction Framework*. Students receive a welcome pack to help them make a solid start and there will be a range of activities on campus. The Welcome Days will focus on psychosocial and identity factors and deliver this within different academic groups in order to strengthen programme and cohort identity for students and facilitate a greater sense of belonging. There is provision for "Quiet Enrolment" and "Quiet zones" designed specifically to help mature students and students with disabilities as well as to provide additional support for commuter students and those with mental health issues given that these groups of students are less likely to continue with their studies at this institution. We are considering additional activities for mature students, in partnership with the Students' Union.
- Changes have been made to the programme induction process to provide a more inclusive environment specifically for our BAME and mature learners. The programme inductions are designed to focus on peer learning, belonging and connectedness and to ensure that students have the opportunity to meet their cohort and to engage with tutors before formal lectures and seminars begin. Again, the critical elements of programme induction are captured in the *Welcome & Induction Framework* and will grow significantly for the 2019 academic year.

#### *Student Profiling – Diagnostics, "Early Alerts" & Data Capture*

- We are developing student profiling mechanisms to improve our knowledge of the student body. Skills diagnostics (assessing academic writing, wellbeing and numeracy) are completed by all new students at levels HE3 & HE4, identifying those "at risk" of attrition and/or low academic attainment. These are being further enhanced for 2019 entry to focus on identifying and supporting learners for whom we know there are longstanding issues with non-continuation and progression (e.g. BAME learners and black students in particular, mature students and those from low socioeconomic backgrounds).
- We recognise the importance of using existing data to identify students who are "at risk" and outlining the impact of these different factors on retention and attainment. A project group has been set up to develop an Early Alerts system which will specifically identify students with different characteristics and for whom gaps exist in non-continuation and attainment rates (e.g. BAME students, mature students, students with BTECs and students with disabilities). We will, via a dashboard system, provide data visualisations, actionable insights and information for academic tutors to demonstrate how these non-continuation and attainment gaps start to form, where students typically struggle in HE and identify ways to support them. This system will include predictive analytics as well as more reactive data on levels of student engagement. The data will be used to produce a more accurate risk profile for each student, on entry, and combine this with diagnostic and engagement data post-enrolment. Tutors will be able to view cohort data to identify patterns of disengagement, particularly for male students, mature students and BAME learners who are likelier to discontinue their studies. We will also consider ways of providing more inclusive and mainstreamed interventions, as identified in the *What Works 2? Report* (Thomas, 2017). The Early Alerts system is a new initiative and will be piloted during 2018/19 ready for full launch and better integration during 2019/20.
- The Early Alerts system is a new initiative that is based on the ongoing evaluation of the effectiveness of the skills diagnostics system at Bolton. The development of the new system has been informed by qualitative and quantitative feedback from students and tutors who have completed the diagnostics over the past two years (2016-2018). As a result of this evaluation and feedback we are moving to an automated system which will assist tutors to support students at an earlier stage by having more timely access to data about student performance in the diagnostics, combined with their demographic profile. Action plans will be issued for all students at HE3 and HE4 which will be based on their answers during the diagnostics and available for automatic download by academic tutors. Automated reports will be developed using Microsoft Power BI which will help with future evaluation exercises and will provide information about how to target groups of students, such as mature and BAME students, who are particularly vulnerable to attrition and poor attainment.
- We are using the data from ongoing monitoring and evaluation of the diagnostics exercise to explore a number of pilot schemes with John Smiths Aspire. The pilots would be designed specifically for learners who struggle to transition and continue with HE, such as those from low socioeconomic backgrounds, mature and BAME learners. We will seek to provide learning materials for students such as eBooks, textbooks and other resources to improve retention and attainment for these particular groups. We would target programmes where there is a higher proportion of mature, BAME and students from low socioeconomic backgrounds and focus on capturing additional data to support the learning process.

## *Academic & Enhanced Academic Tutoring*

- We are improving our tutorial infrastructure to articulate the importance of academic tutoring in achieving systematic improvements to student retention and attainment. A new blended model of tutoring (recognising the academic, pastoral and curriculum models of tutoring outlined in Earwaker, 1992) is emerging at the institution to better integrate academic tutoring with professional support services. The blended tutorial model is new and complemented by the new *TIRI Academic Tutoring Framework*, launching in September 2018, which identifies four dimensions and twelve principles which are central to our tutorial provision at Bolton. Both the model and the framework will underpin and inform changes to two fundamental aspects of tutoring at the university: (1) academic tutor training and (2) academic tutorial delivery. These will have embedded significantly in time for the 2019/20 academic year.
- (1) Enhancements are being made to academic tutor training and development. An improved *Academic Tutor Competencies Framework* is being developed which outlines the key skills, knowledge, signposting & referral mechanisms involved in effective tutoring, as well as outlining standards for monitoring and evaluation of tutoring at a local level. This competency framework will inform a new academic tutor training series which will be delivered as part of STEP (Staff Training Enhancement Programme) where there will be three Tutoring Essentials modules and three Enhanced Tutoring modules, sitting alongside masterclasses and a new academic tutor network. These modules will specifically focus on retention and outcomes for students who struggle the most at Bolton, including mature students, disabled students, students from BAME backgrounds and low-participation neighbourhoods.
- (2) Improvements are being made to the delivery of academic tutoring. New *Academic Tutorial Benchmark Statements* are being created to outline baseline and enhanced expectations of tutors – these will be used to improve the level and consistency of tutoring cross academic programmes. A TIRI Tutorial Curriculum is in development which outlines typical transition points in the student journey (both academic and pastoral/social). It provides a frame of reference for tutors to inform the design and delivery of tutorials in their subject area, with particular emphasis on transition points for mature students, BAME students, those with disabilities and those from low-participation neighbourhoods. It is expected that tutors will use this to inform the design of tutorials in their programme and to ensure that the delivery is effective and of a high standard and to provide targeted support for BAME students, disabled students and those from low-participation neighbourhoods.
- We are making improvements to our Enhanced Academic Tutor provision; our enhanced academic tutors are trained to support students who are “at risk” of attrition and/or poor academic attainment. We now have over 60 Enhanced Tutors and this number will continue to grow in preparation for the 2019/20 academic year as we realise our ambition to train all staff to understand risk and highlight groups with differential outcomes in regard to retention and attainment. Monthly meetings are convened throughout the academic year with Academic Coordinators (Recruitment & Retention) to discuss support for “at risk” students and to monitor progress against targets as well as other dimensions of the EI Model. Particular emphasis is placed on support and progression for students, such as BAME learners and mature students, for whom disparities exist in continuation and attainment. This is in addition to regular meetings in each School with the Academic Coordinator and the Enhanced Academic Tutor team to discuss progress and monitor support for “at risk” students.
- Finally, a new *Tutorial Evaluation Framework* is in development which will seek to capture the range of best practice in tutoring across the organisation and also drive improvements in retention and student outcomes. The mechanisms in this framework will consider the risk profile of individual programmes and local practice which has been developed to respond to and mitigate these risks. The framework will consider the impact of tutoring as well considering student attendance, student satisfaction, retention and other factors as well as capture qualitative case study data. Using the Early Alerts system described above, we will be able to assess the impact of enhanced tutoring on retention and attainment for specific student groups including mature students, students from low-participation neighbourhoods, those who are disabled and BAME students.

## *The Learning Excellence Achievement Pathway (LEAP) – LEAP Action Plans and the LEAP Programme*

- On completion of the diagnostics exercise, each student is issued with a LEAP (Learning Excellence Achievement Pathway) action plan which is endorsed by their Academic Tutor and includes recommended activities to help them progress in their programme of study. There are 5 action plans: action plans 1-3 relate to students who are deemed at risk, either academically, pastorally or both. Action plans 4 & 5 are for learners who are not “at risk” but require stretching and challenging. The plans each include a range of mainstream curricular, co-curricular and extra-curricular opportunities, such as those provided by the *LEAP*

Programme, as well as wellbeing initiatives and activities to complete with their tutors, such as committed actions, goals and targets. The action plans will be specifically designed to raise attainment for BAME students and those from low socioeconomic backgrounds and will be embedded further for the 2019/20 academic year.

- The *Learning Development Framework* (see figure 2) underpins the *LEAP* Programme comprising a full range of learning development opportunities for all students across the institution, categorised in four domains ranging from My Academic Development through to My Digital Literacy and My Personal Development. Face-to-face workshops are designed and delivered flexibly from 9-3pm in order to maximise engagement for marginal student groups such as mature, commuter and BAME student learners. They are delivered in a newly developed student space, The Hub, which provides a suitable environment for students to complete small group and independent study. There are three elements of the *LEAP* programme:
  - (1) *LEAP Online* [<https://www.bolton.ac.uk/leaponline/Home.aspx>] complements the delivery of skills modules at both HE3 & HE4 and focusses on providing content in a variety of online media, spanning the duration of the student journey from HE3 to HE6. Each module has been developed using design criteria which has been specifically developed with the needs of mature, commuter, BAME and disabled learners in mind. As such, the modules can be accessed by anyone with an internet connection at any time of the day or night. Modules have been designed to support the visually impaired and use inclusive language. Each module has video content, a downloadable handout and an activity. On completion the platform takes the user to their Moodle login where they can undertake an assessment and receive a digital badge for achievement of over 80%. We have extensively evaluated the *LEAP Online* platform and it won a LILAC Digital Innovation Award in 2018 in response to the high level of engagement it has experienced by staff and students. In the first month of launch over 500 students completed over 2000 digital badged assessments. We are developing *LEAP Online* to include the provision of subject-based multimedia content as well as improving its accessibility to learners with specific needs such as mature students and those with disabilities and mental health issues. A evaluation of *LEAP Online* and the badged assessments is being used to develop the platform further. We ran two surveys in 2018 targeting staff and students who had used the platform. The qualitative data we collected is being used to inform future developments, is cross-referenced with quantitative data from badge acquisition, and “hits” on the platform. For example, we are developing a module on “Succeeding as a Mature Learner” which is being designed specifically to support mature learners to continue with their studies.
  - (2) The *LEAP Workshops* provide face-to-face personalised support for all learners, The programme provides face-to-face study skills provision, delivered in small groups, by the Student Liaison Officers (SLOs). We are using evaluation data from 2017/18 and developing this model further for 2019 entry to include additional modules for students at HE5 & 6 and greater alignment with *LEAP Online* modules. There are two introductory Moodle modules which have been developed by the SLOs for new starters: (1) English for Uni which is primarily designed for mature students and those from low socioeconomic backgrounds and considers getting to grips with study and academic writing in HE and (2) Flying start which considers self-care and wellbeing activities for students and effective study/life balance, again specifically designed with mature learners in mind but accessible to all students. The Mental Health Advisor delivers wellbeing workshops and further workshop ideas for students with mental health issues and disabilities are in development for 2019/20. New workshops and modules are in development for our mature, BAME and commuter students, representing a significant proportion of our student body, aimed at improving retention and attainment and assisting them to balance their commute with study goals and developing a strong student identity.
  - (3) *LEAP Study Skills Tutors* are trainee teachers who are involved in the delivery of 1:1 literacy and numeracy support for our “at risk” students. The programme is coordinated centrally and information provided to the academic tutor on the students’ progress with the programme. We plan to make improvements to this system by using the data from the Early Alerts system to focus on targeted support, utilising trainee teachers, to improve attainment for specific groups for whom gaps exist such as BAME, disabled students and those from low socioeconomic backgrounds.

### *Peer Learning Initiatives*

- The *Peer Learning Framework* champions the development of peer learning initiatives across the institution, capturing two formal programmes of support: (1) peer mentoring and (2) *Peer Assisted Study Support (PASS)*. Peer learning has been more closely aligned with the student lifecycle and also with academic tutoring to ensure a coordinated approach to pastoral support and to promote a sense of belonging. Peer learning is particularly effective as a mainstream activity to boost academic self-efficacy and engage more isolated student groups and our schemes have been designed to attract and support mature students, BAME learners and those from low-participation neighbourhoods.

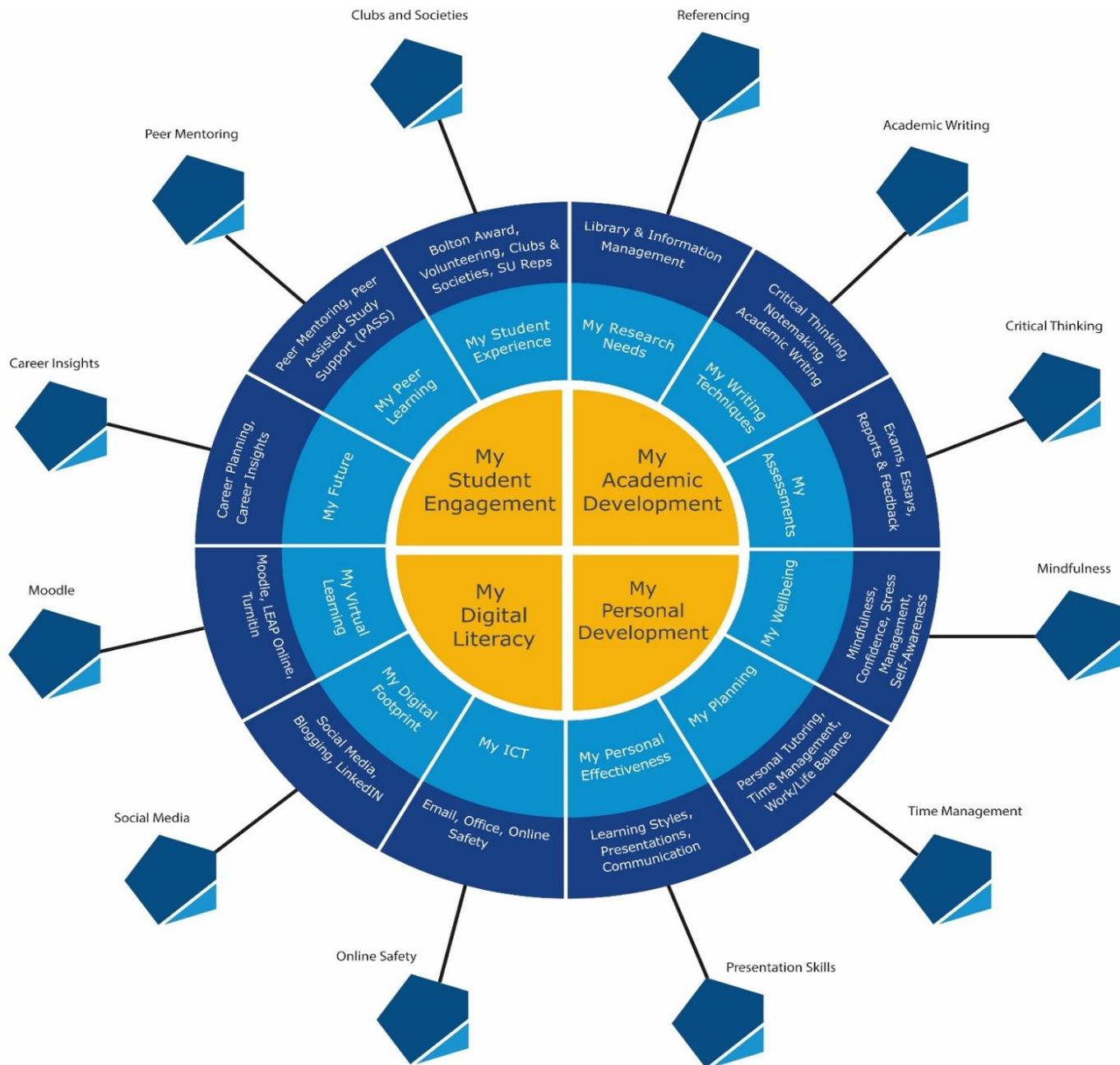
- The university's peer mentoring programme was newly-accredited by the Mentoring & Befriending Foundation (MBF) in 2017. There are plans to develop further our Peer Mentoring programme for 2019 entry to include a pre-arrival mentor scheme using the MyBolton app and to introduce specific mature student and BAME student mentors/advocates to improve retention and attainment for these groups of students.
- There will be over 16 active PASS schemes in place for the 2019/20 academic year and these will promote informal, weekly structured study support sessions for students and are sponsored by an Academic Coordinator. Our PASS schemes are well-evaluated, both quantitatively and qualitatively and help students to develop a sense of belonging and connectedness, as well as improve their self-efficacy and academic identity. There is a STRIVE project in place to further enhance peer learning interventions and evaluation in time for the 2019/20 academic year which involves raising the profile of the PASS approach and putting in place a development programme to realise our ambition of having an active PASS scheme in every programme at HE3 & HE4 by 2022 providing over 30,000 additional contact hours for our students over the course of an academic year.

### 3.2.2 Teaching & Learning Support and Staff Development Initiatives

- Several enhancements have been made to our teaching & learning infrastructure which will be embedded for the 2019/20 academic year. The *Graduate Attributes Framework for Employability (GAME)* has been launched, underpinned by the LEAP Learning Development Framework. A curriculum design review is underway to develop the new Bolton Curriculum model which ensures that these graduate attributes are evidenced across the student learning journey. Work will soon commence on a new assessment strategy which will allow students to demonstrate their knowledge and understanding through a choice of assessment tools, reducing overreliance on formal exams and essays as a principal form of assessment. Further improvements will be made to the virtual learning environment, including producing benchmark standards for design and delivery of programmes in Moodle. Finally, a review of student-facing policies (e.g. attendance, supported study, mitigating circumstances) is underway in a bid to ensure that these policies are aligned, inclusive and are more accessible for staff and students. Specific work will be undertaken to ensure our practice does not further disadvantage those students, such as BAME, mature and those from low socioeconomic backgrounds, for whom disparities already exist.
- The *Staff Training & Enhancement (STEP) Programme* was launched in September 2016, incorporating mandatory and optional sessions, including pedagogy and the student experience. Workshops in the STEP Programme are now delivered in four substantive strands which support student success: (1) student recruitment and access; (2) student retention; (3) student attainment and (4) student employability. A new STEP Framework is in development which will help colleagues access the training opportunities on offer and ensure that colleagues are supported to acquire the necessary skills and knowledge to improve student outcomes. Training sessions are based on embedding support for all of our learners but, most especially, supporting students from diverse backgrounds and those who typically struggle in regard to retention and attainment. By raising awareness of our student profile and gaps in attainment and non-continuation, we have made several improvements to the way in which staff teach and think about student engagement.
- Further work is ongoing to align the annual *TIRI Teaching & Learning Conference* with our enhancement themes under the theme of Creating Success in the Student Journey. A second TIRI Development day is in design which will enable Faculties to run workshops which draw on the sessions of the previous day and make plans to embed initiatives into the new academic cycle. These workshops will include speakers from the Student Experience to provide updates to colleagues on preparations for the forthcoming academic year (e.g. arrangements for welcome and induction).
- A new series of university-wide events on "Raising Student Attainment" are in development. These events, involving high-profile speakers, will consider the steps necessary to improve outcomes for students, particularly at FE and HE. Keynotes and masterclasses will focus on supporting students from vulnerable groups including mature students, BAME students, disabled students and those from low socioeconomic backgrounds. The outcome of these events will inform changes made to the Early Intervention Model for the 2019/20 academic cycle.
- The university has one of the highest numbers of staff achieving the different categories of Fellowship of the Higher Education Academy. Academic success is evidenced as part of the fellowship process, underpinned by the UK Professional Standards Framework (UKPSF). A number of colleagues are nominated for institutional Teaching Awards each year and this will continue in preparation for 2019/20.
- A *Graded Teaching Observation Scheme* exists at the institution, coordinated by two Teaching Excellence Specialists, one of whom who is an HEA National Teaching Fellow. The Teaching Observation Scheme has been evaluated extensively. Further developments are in place which will improve the scheme in time for the 2019/20 academic year which include a review of the criteria for observations and closer alignment

with our core strategic objectives. Phase 2 of the observations will focus on improving student retention and success, with particular focus given to supporting colleagues in programmes where there are a higher number of “at risk” students and those who are most vulnerable to attrition and/or poor academic attainment. The new criteria will include reference to supporting students, such as mature and disabled learners, who are likelier to struggle with success and progression.

## LEAP Online



### **3.3 Student Progression Measures**

To improve graduate's employability and progression, we will continue to take action throughout the student lifecycle, offering a holistic approach. This will help us to see an overall improvement in terms of full and part-time students entering employment/further study against all under-represented groups, helping us to hit our HESA benchmarks. We will continue to support all students with employability-related information and guidance from an early stage, and such provision, will be embedded into the learning experience, where possible.

We recognise that those students from under-represented groups have limited opportunity to engage in extra-curricular activities, and can often face additional barriers in accessing good quality experiences, often as a result of the financial costs of participating and because they lack the networks and social capital from which other students can benefit. We will therefore aim to improve our data-driven approach to identify and track under-represented groups to increase engagement with the Careers team, and provide a more equal platform for them to access placements, internships and graduate schemes.

Further activities and measures to support progression for 2019/20 include:

#### **3.3.1 HEAR**

The HEAR was officially launched with students in early 2018. The University will now provide all graduates with a Higher Education Achievement Record (HEAR) which will showcase employability and extra-curricular activities such as volunteering, work experience and student and ambassador roles. Whilst there is recognition that students from lower socio-economic groups are less able to participate in work experience and extra-curricular activities (due to personal and financial constraints such as caring for family and the need to retain paid employment throughout participation in HE), more will be done to broaden the menu of activities on offer that can be validated for the HEAR so no student groups are placed at a disadvantage. These new activities will provide more variety in terms of when and where they can be achieved, and also in terms of the length of time it will take to achieve them. A HEAR working group has now been established which reports to the Education Committee. Activation of HEAR accounts is being monitored, new protocols have been devised for recognition of activities and training has been launched for all academic staff as part of our internal staff development programme.

#### **3.3.2 Employability Diagnostics**

In a bid to support students from an early stage and to get them to start thinking about their career plans much sooner, we are introducing two new measures: career registration questions and employability diagnostics for all new students.

Career registration involves asking two questions at the point of enrolment each year, for every student from every year group. The questions focus on career aspirations and checking on the level of work experience that the student has had to date.

The decision to undertake this work has been influenced by a recent HECSU-funded research project (2017) that the University of Bolton Careers team were involved in which sought to explore why students defer their career decision-making. Some of the key findings highlighted that students were not aware of the possible career options available to them and were unsure of where they could progress to, post-graduation. There were also inconsistencies of approach in the delivery of CEIAG in relation to FE and HE provision. Implementing the career registration scheme will provide us with a rich picture of the career aspirations and goals of our student population, and will allow us to track over time, how their plans are developing and/or changing. Further work will be undertaken to compare data against those with under-represented characteristics, allowing us to target our support more effectively.

The second measure we are introducing for the first time is the inclusion of employability statements into the early diagnostics process. All new students will be asked to rate themselves against career planning and employment statements. Their answers will generate an action plan which will encourage them to seek appropriate support based on their responses.

This will be the first time that the University will have access to such rich data about the career needs of our student population. We will cross-reference both the career registration and employability diagnostics and compare with our WP data, to target our support more effectively and evaluate the services we need to provide.

Our overall aim in this first year will be to look at where students from BME groups and those with a disability fall i.e. it will allow us to monitor trends and plot the career aspirations and progression of those students, providing the right interventions from an early stage.

### **3.3.3 Confidence Building Workshops**

The Careers team will develop more targeted workshops and events which will be designed more specifically for the needs of students from the BME communities and those with a disability. Attendance will be monitored closely. These sessions will be designed to breakdown any myths about recruitment and graduate employment, and to help develop an explicit awareness of what employability is and what it entails. They will encourage participants to reflect on the skills and attributes that they have already gained through their employment/volunteering, improve their confidence in applying for graduate employment and improve their understanding of the recruitment practices used. This work will be promoted and conducted via our online portal and via local sessions on campus, which will offer a forum for discussion, Q&A and a demonstration of how to access resources and ongoing support. These new sessions will include more specific information about disclosure and demystifying disability and related workplace issues and they will be available on different days and times. This will allow students to participate in workshops while at the same time meeting their personal and academic obligations. We will also emphasise the value of Careers Service interventions by highlighting the progress and achievement of Black and Asian students and those with a disability who use our service and have gone on to secure graduate level work. As part of our graduate follow-up, we will develop a new range of positive case studies that promote the success of these two student cohorts. The impact of this will be to improve confidence and aspiration of Black and Asian students and those with a disability, as well as an increase in those students exploring and applying for graduate-level jobs and schemes.

### **3.3.4 Support for BME Students**

To improve social mobility and access to the professions we will design and incorporate a new series of 'Get into...' sessions from Industry Professionals about achieving employment in the professions such as Law, Teaching, Nursing and Accountancy. These will be designed with BME students in mind. We will also design a series of new factsheets and resources which complement the sessions and provide clarity about progression and recruitment for these career areas. These will be targeted at BME students, who currently experience lower rates of progression to highly skilled employment than their White counterparts.

To encourage more Black and Asian students to access work experience, we will promote more local volunteering opportunities, and set up a new display in the Careers Centre which will showcase local groups that need support. We will work with our Volunteer Coordinator and Student Union to encourage and facilitate Black and Asian students to work with local voluntary groups to benefit both their employability and their overall experience, and this will be initiated by working with relevant Student Societies. Again, we hope the impact will be to see an increase in BME students applying for higher-level graduate jobs.

### **3.3.5 Support for students with a disability**

Internal reviews of service delivery show that take-up of targeted activities for disabled students was low, suggesting that students dislike being grouped by impairment type, so to ensure support is provided the careers team will help disabled students to manage positive and negative expectations of employment, and support them emotionally through this difficult transition. We will promote the confidence building workshops to this cohort, and seek to be more pro-active in taking referrals from the Disability team. We will introduce new extended appointments for students with a disability and will work with the Disability Team to ensure this is promoted. We will also ask the disability team to add a visit to the Careers Service to their checklist during student's assessments, which is also a new development.

We will build greater links with external agencies such as Employability, My Plus and Jobcentre Plus and the Student Inspire Network to utilise disability advice and expertise. Although there is no formal process for cross-referral currently, we will trial termly meetings with the Disability Team to share information. We will develop a range of additional resources specifically for disabled students which highlight the support on offer both nationally and locally. These resources will include new downloadable student guides, as well as more interactive versions of our workshop presentations, which will be accessible 24/7. The use of these resources

will be monitored to see which are the most used and therefore effective. We will also seek to develop new case studies and personal experiences of disabled people at different stages of their career to highlight what is possible and to provide further inspiration. We will also explore the possibility of a work shadowing scheme to provide more work experience opportunities.

### **3.3.6 Employer Liaison**

One new approach we are trialling is being more open and transparent with our employer contacts. To counter stereotypes or fears relating to diversity, we are providing more relevant information to employers about the social diversity of our student population. We are including new information on our Employer Portal and we will seek to gather information from all the employers that attend our Careers Fair and on campus events. We will seek to capture data from our employer contacts about their approaches to equality and diversity, and how these impact on recruitment processes. This information can be shared on our jobs portal for students to access. The intended impact of this approach is that it should help students in deciding which employment route to take, who can help them and support their individual needs and which employers have a good track record in terms of widening participation.

## **3.4 Financial Support for Students**

In line with the sector evidence and evidence from our own institution suggesting that financial support does not have significant impact on students' choice or retention we have chosen not to expand our range of financial support offered to students in 2019/20.

We will, however, continue to offer two bursaries for 2019/20; for care leavers and for talented sports people. Students who commence their studies in January/February and attend only one semester will receive 50% of the normal entitlement in that academic year.

### *Care Leavers Bursary*

The Care-Leavers Bursary will be awarded to full-time UK undergraduate students who commence their course of study at University of Bolton from the academic year 2019/20, and who come from a care background, irrespective of their financial means. The bursary will be £1,000 per academic year.

### *Bolton Sports Bursary*

The Sports Bursary is offered to full-time UK undergraduate students who commence their course of study at University of Bolton from the academic year 2019/20 and who are confirmed as playing sport at county, regional or national level, irrespective of their financial means and is designed to support talented sports students from all backgrounds. The bursary will be £1,000 per academic year.

### *Hardship funds*

The University will seek to ensure that students who find themselves in financial difficulties receive appropriate and timely financial support. It is envisaged that the Hardship fund will support undergraduate and postgraduate students who are experiencing unexpected financial difficulties which may be a barrier to their successful progression or continuation on their course of study. The total amount of this fund proposed for 2019/20 is £150,000. We will review the administrative arrangements to support this fund in the light of feedback that the application process has in the past been off-putting for some categories of students. Specifically, we will review the balance between the management of fraud versus the management of access.

### *Supported for Disabled Students*

The University attracts a large number of students with complex needs because of its size and reputation for supporting disabled students. Most of these students often need greater amounts of support in excess of the DSA limits which is provided by the University.

### *Teacher Training Bursaries*

Students applying for full time Professional Graduate Certificate in Education/Certificate in Education (PGCE/PCE) programmes may be eligible for a Further Education Teacher Training Bursary.

## 4. Investment

The University is committed to investing in Access, Success and Progression and places these activities at the heart of its strategic plan to 2020.

In 2019/20 we forecast our access and participation spend at almost £19m of which £2.45m is APP countable. With the addition of financial support our APP investment is 18.7% of higher fee income or £2,780,891.

We have reviewed evidence from HEFCE and in light of our strategic priorities to invest further in retention and employability initiative have taken the decision to cease the majority of bursaries with the exception of our care leavers bursary and sports bursary which support other commitments. This money has already been repurposed to support the development of the Early Intervention activity, particularly developing the early alerts and diagnostics platform and enabling improvements to personal and enhanced personal tutoring infrastructure. For example, we have developed 60 additional Enhanced Personal Tutor (EPT) roles across the University for our Early Intervention activity, including individualised academic support for students most “at risk” of attrition. This support relates specifically to those students for whom we have identified that gaps exist regarding non-continuation, progression and employability. We will maintain our hardship fund for students in financial difficulty.

Our expenditure on financial support is planned to decrease in coming years as we shift our investment from bursaries to student success activities and, as HFI and student numbers increase our overall investment on access will likely decrease but remain above the 15% of higher fee income that we have committed to in previous access agreements.

We will commit to diverting this spend on financial support to other areas of access, success and progression. The development of many of our access and participation projects in 2017/18 have been funded by the STRIVE Awards (Student Transition: Research, Innovation, Values and Enhancement) which were set up in the context of our forthcoming merger with Bolton College. We expect to invest approximately £30,000 in 2019/20 on continuation of these funded projects.

In addition, since 2016/17 intake the University has offered a ‘No Hidden Extras’ guarantee to students. This promises that students should not have to pay any additional fees or costs that are mandatory for the completion of their course (subject to terms) and represents a significant additional investment in materials, uniforms etc for our students.

### *JS Aspire*

We are hoping to launch a pilot project in 2018/19 with JS Aspire to provide academically focussed financial support to a group of our students to enhance their engagement, and reduce the risk of drop-out. This approach draws on best practice nationally and is judged by the University to be particularly appropriate to our students in terms of targeted, high impact sustainable support.

## 5. Provision of information to students

We aim to provide full information to students, parents, advisers and employers about the costs involved in undertaking a higher education course and the financial support which will be available from the Government or from the University of Bolton. Details of the level of tuition fees and other living costs, government support will be available:

- on the University's website;
- from student advisers located in the Student Centre and the Student Union Advice Unit;
- at Open Days, HE Fairs and during visits to schools and colleges;
- Employer liaison groups
- On social media at relevant points during the recruitment cycle
- UCAS and Student Loans Company

We continue to review information provided to students in light of guidance from the Competitions and Markets Authority and we have launched a new course information database and new website to ensure compliance. All our courses now feature tuitions fees for the first year and normal full duration of the course. A link is provided on each course page to available financial support.

The University is committed to continuing its 'No Hidden Extras Guarantee' which states that, subject to some exceptions, that undergraduate students will not have to pay for any additional costs or fees which are mandatory for the completion of their course.

By the beginning of the 2018/19 academic year we will have developed a new section on access and participation on our website. This will provide applicants and students with information on the range of activities and initiatives outlined in our access agreements, provide the latest approved plans from OFS and information on how to get involved.

We are implementing better quality, differentiated pre-entry communications for students. For the 2019 academic year we will use the new MyBolton mobile app and a newly designed Welcome and Induction website hosted on our new web platform. We will launch the multimedia content created by the My Bolton Story Project which captures and showcases student life on campus. We will make further improvements to our existing approach by sending targeted and personalised communications to new students. We will develop different profiles within the new MyBolton mobile application and use these to send out a variety of targeted messages (e.g. push notifications). This content will focus on belonging and highlight the student journey of specific groups. This will be used to improve the sense of belonging for specific groups who typically struggle to persist and achieve at the university, including mature learners and those from BAME backgrounds.

We will continue to develop our 24/7 offer through our online 'Student Hub' portal. This provides a platform for accessing jobs, placements, employability events and a self-service appointment booking system. This has increased the ability of students to engage with the Careers Service and the Student Experience Team. We will provide more tailored communications through this system to all the under-represented groups, but with a particular focus on BME students those from low-participation neighbourhoods and those with a declared disability. We will seek to explore the development of 'workgroups' within the portal, which will allow us to send out targeted campaigns, jobs and opportunities, and encourage students from these groups to access more 1-1 support.

\* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
The University's position on inflationary increases is as follows: Course fees for students are fixed at the level of their first year for the duration of their course. i.e. if a student starts at £9250 then they will continue to pay £9250 each year for the duration of their degree. Inflationary increases will therefore only apply to new students should government policy allow.		
Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£9,250
Foundation year / Year 0		£9,250
HNC / HND		£9,250
CertHE / DipHE		£9,250
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		£1,350
Other		£9,250
Franchise full-time course type:	Additional information:	Course fee:
First degree	Shockout Arts Ltd - 10041563	£9,250
Foundation degree	Shockout Arts Ltd - 10041563	£9,250
Foundation year / Year 0	Shockout Arts Ltd - 10041563	£9,250
First degree	Backstage Academy (Training Ltd) - 10036456	£9,250
Foundation degree	Backstage Academy (Training Ltd) - 10036456	£9,250
First degree	School of Sound Recording Manchester - 10010457	£9,250
Foundation degree	School of Sound Recording Manchester - 10010457	£9,250
Foundation degree	The Growth Company Ltd - 10004177	£9,250
Postgraduate ITT	Salford City College - 10005032	£8,000
Foundation degree	Salford City College - 10005032	£9,250
Postgraduate ITT	Aquinas College Stockport - 10000330	£8,500
Foundation degree	Alliance Learning - 10000238	£9,250
HNC / HND		*
CertHE / DipHE		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree	University of Bolton - 10006841 -	£6,166
First degree	The Growth Company Ltd - 10004177 -	£6,166
First degree	School of Sound Recording Manchester - 10010457 -	£6,166
Foundation degree	University of Bolton - 10006841 -	£6,166
Foundation degree	Alliance Learning - 10000238 -	£6,166
Foundation degree	The Growth Company Ltd - 10004177 -	£6,166
Foundation degree	School of Sound Recording Manchester - 10010457 -	£6,166
Foundation year / Year 0	University of Bolton - 10006841 -	£6,166
HNC / HND	University of Bolton - 10006841 -	£6,166
CertHE / DipHE	University of Bolton - 10006841 -	£6,166
Postgraduate ITT	The Growth Company Ltd - 10004177 -	£6,166
Postgraduate ITT	Bury College - 10001005 -	£6,166
Postgraduate ITT	Salford City College - 10005032 -	£6,166
Postgraduate ITT	Aquinas College Stockport - 10000330 -	£6,166
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other	University of Bolton - 10006841 -	£6,166
Other	The Growth Company Ltd - 10004177 -	£6,166

**Table 8a** - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Student success	Multiple	<b>HESA T3a</b> - No longer in HE after 1 year (All, full-time, first degree entrants)	Percent of students no longer in HE	No	2014-15	16.9	12.4	12	11.5			We expect to hit our HESA benchmark of 12.4 within 2018/19 and hope to improve further still in subsequent years but have revised our yearly milestones since the 17/18 agreement in line with current performance
T16a_02	Progression	Multiple	<b>Other statistic</b> - Other (please give details in the next column)	Employment of graduates Table E1 - Full time first degree	No	2014-15	85.9	90	91	91.8			HESA Benchmark is 91.8%
T16a_03	Access	State school	<b>HESA T1a</b> - State School (Young, full-time, first degree entrants)	Proportion of students from state schools	No	2015-16	99.3	99.3	99.3	99.3			We do not propose to set targets for an already above benchmark figure. We will monitor and should we dip below we will revise targets accordingly
T16a_04	Access	State school	<b>HESA T1b</b> - State School (Young, full-time, undergraduate entrants)	Proportion of students from state schools	No	2015-16	99.2	99.2	99.2	99.2			We do not propose to set targets for an already above benchmark figure. We will monitor and should we dip below we will revise targets accordingly
T16a_07	Access	Low participation neighbourhoods (LPN)	<b>HESA T1a</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Proportion of students from low participation neighbourhoods	No	2015-16	21.2	21.5	21.5	21.5			Our performance, although has fluctuated remains well above HESA benchmark of 19.3. Due to changes in our course portfolio detailed in the Access Agreement we are setting more realistic targets which remain above benchmark for the coming years

T16a_08	Access	Low participation neighbourhoods (LPN)	<b>HESA T1b</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Proportion of students from low participation neighbourhoods	No	2015-16	21.3	21.5	21.5	21.5			Our performance, although has fluctuated remains well above HESA benchmark of 19.4. Due to changes in our course portfolio detailed in the Access Agreement we are setting more realistic targets which remain above benchmark for the coming years
T16a_09	Student success	Low participation neighbourhoods (LPN)	<b>HESA T3b</b> - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Percent of students no longer in HE from Low Participation Neighbourhoods	No	2014-15	24.4	18	16	14			This is a new target
T16a_10	Student success	Multiple	<b>Other statistic</b> - Other (please give details in the next column)	Employment of graduates in Highly Skilled or Further Study - Full time first degree	No	2014-15	64.4	67	68	69			This is a new target to achieve benchmark by 2017/18 and improve subsequently
T16a_11	Progression	Multiple	<b>Other statistic</b> - Other (please give details in the next column)	Students exiting with an award	No	2014-15	72	73.5	74	75			This is a new target measured using UOB data and as per internal KPI
T16a_12	Access	Multiple	<b>Other statistic</b> - Other (please give details in the next column)	Mentoring Y13 students capable of attaining a higher grade. They will be mentored by our PGCE students in the relevant subject area. Attainment will be measured by looking at the students' yr12 results then final grade and whether the grade or points score has risen. We will identify a particular sixth form, then work with the staff within the school to identify pupils within that sixth form to work with. We hope to work with approximately 20 pupils in the first year, we aim to raise their results by a grade or elevate the students' score within the grade if they were only just achieving a C.	No	Other (please give details in Description column)	n/a	20 students	25 students	30 students			Increase in one grade or elevation within grade for 20 students

**Table 8b** - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Multiple	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Includes strategic relationships such as with UTCs and progression accords or access collaborative working	No	2014-15	26	38	40	40			We are increasing the number of partnerships with schools/colleges and employers in line with our strategic plan and in line with our Platinum course agenda
T16b_02	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Greater Manchester Higher is a collaboration of universities and further education colleges from Greater Manchester working together to provide high quality outreach activities for local schools and colleges.	Yes	2014-15	87 secondary schools engaged with	114 secondary schools	122 secondary schools	130 secondary schools			

**Optional commentary on milestones.**

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

During the course of the 2018/19 academic year we will investigate those areas where we are under-performing as indicated in HESA KPIs and through our own analysis with the aim of understanding the reasons behind these in more detail. We will then set new targets for the 2020/21 plan.