2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Bournemouth University against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

Bournemouth University's ambition and strategy as detailed in the 2019-20 access and participation plan:

Whole Provider Approach

BU's Strategic Plan BU2025 launched in February 2018. 'Fusion' is at the heart of our plan based on our unique fusion of excellent education, research and professional practice. This plan signals a clear strategic commitment to access, success and progression for all. We are taking a whole institution approach where all aspects of access, success and progression are considered holistically, and are fully embedded throughout our structures and processes. We aim to offer an excellent experience for all students, alongside targeted support and activities to support under-represented groups and address our performance gaps. We are prioritising greater personalisation of the student support, academic and learning experience. Our Fusion Learning approach has a strong focus on inclusivity and personalisation, ensuring that all students have opportunities to maximise their potential. Linked to this a priority for us is investment in the development of learner analytics in our Virtual Learning Environment (VLE), with the aim of supporting all students more effectively through early intervention and facilitating greater personalisation.

Student Consultation and Involvement

We work closely with students on our activities to improve access, success and progression. We have worked on collaborative projects with our Student's Union SUBU and will continue to build on this approach in the development of new targeted initiatives. Progress against our targets and milestones is monitored regularly through the Access, Excellence and Impact Committee, which also provides opportunities for the Students' Union to comment and input directly.

Equality and Diversity

We are strongly committed to Equality and Diversity, and promote this throughout our work with students, staff and the wider community. This is reaffirmed through our strategic plan, BU2025, which promotes inclusivity as one of our values and includes targeted institution wide Equality and Diversity actions. Equality and Diversity is built into the design of activities, as a fundamental consideration and proposed activities are required to complete an Equality Analysis to ensure that due regard has been paid to our responsibilities under the Equality Act 2010. In support of our work towards a community that is increasingly diverse and that addresses underrepresentation we are members of a number of charters, which include; Athena SWAN, Race Equality Charter, Time to Change, Stonewall Diversity Champion and Accessible.

Target Groups

Our priority target groups across each of the three areas are:

Access: Enrolments from low participation neighbourhoods and black and minority ethnic applicants;

Success: Students from low participation neighbourhoods; care experienced; black and minority ethnic and mature students refined by qualification on entry; students with a disability (mental health conditions and communication/social disabilities);

Progression: Black and minority ethnic and students with a disability (including mental health conditions).

Evaluation and Impact

Our BU2025 institutional Key Performance Indicator Framework is aligned to access, success and progression activity and sufficiently granular to ensure the enhancement activity against these metrics is fully embedded across the institution. All targeted activities are designed to clearly address gaps and priorities, and approval of all new activity is managed through the Access, Excellence and Impact Committee.

Financial Support

Use of the OfS toolkit to evaluate our main financial support is improving our ability to build a solid evidence base for decision making and we intend to continue to evaluate in this way. Results from this analysis are combined with internal monitoring of Hardship and Placement funding to ensure that the impact of our package of financial support is considered holistically. This information informs any proposals for changes to our financial support so that we are able to target support where it is most needed and most effective.

Collaborative Working

We are a member of the Southern Universities Network (SUN) which was set up in 2014-15 in partnership with six other Universities. The SUN Management Group ensures that the National Collaborative Outreach Programme (NCOP, now UniConnect) is complementary to pre-existing initiatives and collaborative activity. To ensure that under-represented groups are supported in a collaborative way, all six partners have committed to the SUN partnership activities alongside UniConnect in 2019-20.

2. Self-assessment of targets

The tables that follow provide a self-assessment by Bournemouth University of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Bournemouth University's 2019-20 access and participation plan.

Any optional commentary provided against the targets is given in Annex B.

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018 19 milestone	2019 20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Increase % of applications from students in Low Participation Neighbourhoods (LPN), by increased number of outreach interventions.	2016-17	10.98%	12.3%	12.35%	Percentage	2019-20	13.44	Expected progress
T16a_02 (Access)	Increase enrolments of LPN students through active engagement during the application cycle and other measures.	2015-16	12.5%	12.9%	13.1%	Percentage	2019-20	11.3	Limited progress
T16a_03 (Access)	Increase the enrolments of entrants from Acorn categories 4 and 5	Other (please give details in Description column)	26.01%	28.01%	29.01%	Percentage	2019-20	26.2	Limited progress
T16a_04 (Access)	To maintain enrolment rates for students with disabilities	2013-14	7.42%	7.42%	7.42%	Percentage	2019-20	19.84	Expected progress
T16a_05 (Access)	Increase the number of new entrant enrolments from care-leavers (any duration of care experience) from all programme types, full and part time.	Other (please give details in Description column)	31 students	40	42	Headcount	2019-20	43	Expected progress
T16a_06 (Student success)	The continuation of Acorn category 4 and 5 students will improve culminating in a rate the same or better than the whole student body.	2015-16	85.35%	87%	88.5%	Percentage	2019-20	92.17	Expected progress

T16a_07 (Student success)	The continuation of disabled students will improve culminating in a rate the same or better than the whole student body.	2014-15	86.58%	88.48%	89.12%	Percentage	2019-20	91.08	Expected progress
T16a_08 (Student success)	The continuation rate of LPN students will improve culminating in a rate the same or better than the whole student body.	2015-16	86.9%	88.63%	89.19%	Percentage	2019-20	93.65	Expected progress
T16a_09 (Student success)	Increase BME students' attainment of good degrees in line with expectations for qualifications on entry.	Other (please give details in Description column)	62.22%	66.07%	68.00%	Percentage	2019-20	64.2	Limited progress
T16a_10 (Progression)	Increase employability for BME students with a view to closing the employability gap.	2014-15	87.9%	90%	92%	Percentage	2016-17		Expected progress
T16a_11 (Progression)	Increase graduate employability for BME students with a view to closing the employability gap.	2014-15	71.4%	73%	74%	Percentage	2016-17		Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018 19 milestone	2019 20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Improve long-term outreach engagement through the frequency and intensity of interactions to the identified number of institutions in Bournemouth, Dorset, Poole and South Somerset.	2013-14	41	49	50	Other	2019-20	28	Limited progress
T16b_02 (Access)	Extend outreach programme to a wider geographical area by delivering targeted outreach activity to LPN 1-2, ACORN 4 AND 5, mature students and/or BME communities outside of the traditional geographical area	2014-15	0	9	10	Other	2019-20	10	Expected progress
T16b_03 (Access)	Extend the reach and impact of outreach activity within target institutions by increasing number of participants in: HE Experience: campus visits and taster days Academic and Employability Skills Enhancement HE IAG STEM Outreach Summer Schools (Breaks)	2013-14	HE: 2,435 A&E skills enhancement: 1,655 IAG: 9,155 STEM: 4,325 Summer: 110	HE: 2,800 A&E skills enhancement: 1,975 IAG: 10,600 STEM: 3,400 Summer: 160	HE: 2,900 A&E skills enhancement: 2,000 IAG: 10,900 STEM: 3,600 Summer: 160	Headcount	2019-20	1292	Limited progress
T16b_04 (Access)	Continue to deliver HE Mentoring Scheme in high priority target institutions	2014-15	166 (participants)	185	190	Headcount	2019-20	122	Limited progress
T16b_05 (Access)	Continue to develop and deliver Primary Outreach Programme and extend reach to more target feeder schools to support long-term sustained engagement	2013-14	800 (participants)	2000	2000	Headcount	2019-20	1185	Limited progress
T16b_06 (Access)	Improve student-level targeting and monitoring through targeted cohort lists in priority institutions	2014-15	5 institutions have target cohort lists	N/A	N/A	N/A (see description / commentary)	2019-20		Expected progress

T16b_07 (Access)	Lead implementation of BU's Books & Stories Literacy scheme in target institutions within the Southern Universities Network (SUN)	2014-15	Books and Stories currently running only at BU with 8 schools	N/A	N/A	N/A (see description / commentary)	2019-20		Expected progress
T16b_08 (Access)	Collaborative activities relating to disabled and vulnerable children and young people (including children in care and young carers) and/or those who support them (via Southern Universities network).	2015-16	N/a	Share good practice across network and develop a project on partcipation in the Roma, Gypsy and Traveller communities	Targets for projects with Roma, Gypsy and travellers plus mental health TBC from 18-19 project scoping	N/A (see description / commentary)	2019-20		Expected progress
T16b_09 (Access)	Termly meeting of SUN Working Groups relating to; BME, Disability, Vulnerable Children & Young People, and Mature and Part-time students	2014-15	Sharing of good practice emanating from these Working Groups.	Sharing of good practice emanating from these Working Groups	Sharing of good practice emanating from these Working Groups	N/A (see description / commentary)	2019-20		Expected progress
T16b_10 (Access)	Activities for black and minority ethnic students (via Southern Universities Network)	2015-16	n/a	Research project	TBC following research project	N/A (see description / commentary)	2019-20		Expected progress
T16b_11 (Access)	Activities for potential mature and part-time learners (via Southern Universities Network)	2016-17	Potential collaborative event	4 activities p/a with at least 2 universities participating in each	4 activities p/a with at least 2 universities participating in each	Other	2019-20	2	Limited progress
T16b_12 (Access)	Suppport target institutions in attainment-raising of their students from identified WP target groups, working with them to develop a sustainable programme of interventions	Other (please give details in Description column)	n/a	200	300	Headcount	2019-20	0	Limited progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019 20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£1,187,787.00	£559,000.00	-53%
Financial Support	£2,752,200.00	£4,364,000.00	59%

4. Action plan

Where progress was less than expected Bournemouth University has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_02	Future steps include: -Ongoing monitoring of UCAS end of cycle and internal data to evaluate the impact of contextual offer-making. -Targeted expansion of Foundation Year programmes to support continuation to targeted First Degrees.These programmes are designed to provide a structured and supported route into our most popular programmes for students with lower UCAS tariff points or lacking specific subject knowledge required for Level 4 entry. A higher proportion of entrants to our first generation of these Foundation Year programmes in 2020-21 come from low socioeconomic groups, than entrants at Level 4. -Targeted outreach work in Schools with a high proportion of students from Low Participation Neighbourhoods (defined by POLAR4 and EIMD quintiles 1 and 2). - Targeted transition activity to support enrolments, utilising the CRM system for applicants from Low Participation Neighbourhoods. This will be after acceptance of offer and prior to enrolment.

T16a_03	Future steps include: -Ongoing monitoring of UCAS end of cycle and internal data to evaluate the impact of contextual offer-making. -Targeted expansion of Foundation Year programmes to support continuation to targeted First Degrees.These programmes are designed to provide a structured and supported route into our most popular programmes for students with lower UCAS tariff points or lacking specific subject knowledge required for Level 4 entry. A higher proportion of entrants to our first generation of these Foundation Year programmes in 2020-21 come from low socioeconomic groups, than entrants at Level 4. -Targeted outreach work in Schools with a high proportion of students from Low Participation Neighbourhoods (defined by POLAR4 and EIMD quintiles 1 and 2). - Targeted transition activity to support enrolments, utilising the CRM system for applicants from Low Participation Neighbourhoods. This will be after acceptance of offer and prior to enrolment.
T16a_09	Future actions: Delivery of the remaining elements of the BAME attainment (Inclusive Curriculum) project is planned as soon as the restrictions due to the pandemic allow. Having successfully delivered key elements via our Annual Monitoring process in 2019-20 we plan to use a similar model to deliver other elements of the BAME project by integrating them into existing activity rather than delivering as a separate initiatives. This approach aligns with our whole institution strategy and ensures that inclusivity work is core to all that we do. We are evaluating the impact of changes to assessment and curriculum delivery in response to the pandemic on BAME student outcomes. This will help us to identify positive elements to be retained, improving the inclusivity of our provision.
T16b_01	Whilst this is no longer a specific target in our 2020-21 onwards plan, we remain committed to working closely with local primary schools, secondary schools and FE Colleges, and will continue to set internal KPIs for this work given that it is closely linked to our remaining access target (reducing the gap in participation for students from Low Participation Neighbourhoods). We will continue to prioritise institutions identified in our target list which ranks them on a range of indicators including POLAR4, IMD and free school meals eligibility, and is reviewed bi-annually.
T16b_03	These participant numbers are no longer targets in our 2020-21 onwards plan.
T16b_04	This is no longer a target in our 2020-21 onwards plan. We are currently evaluating the coaching activity that has replaced it to assess its success in achieving our anticipated outcomes and working towards the access target in our APP (reducing the gap in participation for students from Low Participation Neighbourhoods).
T16b_05	This is no longer a target in our 2020-21 onwards plan, though we will continue to deliver a programme of activities for target primary schools that includes English and Maths attainment raising activities and HE subject insight.

T16b_11	The group will still endeavour to collaborate across the region to work with disadvantaged groups.
T16b_12	We reallocated resource to our Teacher continuing professional development fund (offering funding for training opportunities that support improving attainment), and funding target students' access to online tutoring support via Peer Tutor. Both of these were launched early in the 2020-21 academic year. We will be re-introducing our GCSE Revision workshops when exams resume.

5. Confirmation

Bournemouth University confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
Bournemouth University has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor John Vinney
Position	Vice-Chancellor

Annex A: Commentary on progress against targets

Bournemouth University's commentary where progress against targets was less than expected.

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
We have met the commitments in our plan related to this target. These include contextual admissions as well as outreach. The figure quoted is our proportion of 'young' new entrants from POLAR3 quintile 1. The proportion of new entrants of all ages from POLAR3 quintile 1 is 12.5%.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Additional steps include: - analysis of UCAS end of cycle data and internal data to identify causes and barriers to entry - the introduction of additional contextual data including Quintiles 1 and 2 of EIMD alongside POLAR4, disrupted education, poorly performing school and some forms of disability within our AccessBU contextual offer making. - Review and removal of additional selection measures where possible in order to remove barriers to entry. - Introduction of Foundation Year programmes to support continuation to specific targetted first degrees. - Targeted outreach work in Schools with a high proportion of students from Low Participation Neighbourhoods.

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
We have continued to meet the commitments in our APP related to this target, including contextual admissions as well as outreach.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Additional steps include: - analysis of UCAS end of cycle data and internal data to identify causes and barriers to entry - the introduction of additional contextual data including Quintiles 1 and 2 of EIMD alongside POLAR4, disrupted education, poorly performing school and some forms of disability within our AccessBU contextual offer making. - Review and removal of additional selection measures where possible in order to remove barriers to entry. - Introduction of Foundation Year programmes to support continuation to specific targetted first degrees. - Targeted outreach work in Schools with a high proportion of students from Low Participation Neighbourhoods.

Target reference number: T16a_09
How have you met the commitments in your plan related to this target?
Our commitments in this area are to long term activity including changes to curriculum and assessment design. In these areas we have delivered as planned for 2019-20. Some planned activity not specifically referenced in our APP, relating to inclusive curriculum has been impacted by the pandemic.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
A large scale BAME attainment (Inclusive Curriculum) project modelled on the OfS sponsored activity at UCL was impacted by the pandemic. Part of the project was successfully delivered via our Annual Monitoring and Enhancement Review (AMER) process. This has informed our BAME attainment work planned for 2020-21 and onwards.

Target reference number: T16b_01
How have you met the commitments in your plan related to this target?
We have continued to work closely with our target institutions, particularly those in our highest priority tier. We believe this target would have been met had we been able to deliver our outreach programme as anticipated beyond March 2020 (we had engaged an additional 22 institutions in two outreach activities by this point and were likely to work with them all again in the summer). Our focus for the remainder of the year was adapting our presentation content, HE subject insight, and academic/employability skills materials for our digital hub, Explore Your Options, which we have actively promoted to target schools and colleges since.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
In 2019-20 we reviewed our target list of institutions to ensure it captured the priority institutions to work, both in our immediate local area and beyond. This includes a number of new institutions who we will be working with closely to help contribute towards our written commitment in the 2020-21 onwards plan to improve access for Asian students.

Target reference number: T16b_03
How have you met the commitments in your plan related to this target?
Participant numbers in 2019-20 were: Employability & skills: 1292 HE Experience: 2,591 HE IAG: 4,222 STEM: 1,898 Summer schools: 0 With the exception of HE IAG activity, it is likely we would have met all of the participant targets had we been able to deliver our usual programme of activity. These figures

include some virtual delivery from March onwards, and though we kept in frequent contact with our target schools/colleges for the remainder of the year, understandably many had other priorities. It was not possible to move our summer school online in the time available.

In recent years, providing HE IAG has been less of a priority as in-school provision has increased, and we have focused this resource elsewhere (largely increasing the scale of our primary attainment-raising activity).

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
After March 2020 when delivery was paused, we adapted our content to be accessible online including HE presentations, HE subject insight and academic/employability skills materials. These resources have been pulled together into our digital hub, Explore Your Options, which we continue to enhance and promote to target schools and colleges.

Target reference number: T16b_04
How have you met the commitments in your plan related to this target?
At the start of 2020, we were in weeks 8 or 9 of our 10-week mentoring programme for the first cohort of learners. Participating schools were not able to continue the sessions remotely at that time, and instead we used the time to develop materials and identify a platform for alternative virtual activities which contribute to confidence building such as online mock interviews, which we have been promoting to schools since January 2021.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The mentoring programme has been replaced in 2020-21 with a coaching activity aimed at building pre-16 learners' ability to set goals, make confident decisions about their options and conduct their own research into future education/career choices.

Target reference number: T16b_05
How have you met the commitments in your plan related to this target?
We delivered our reading attainment-raising programme (Books & Stories) to 119 primary learners before the pandemic hit. Evaluation data from the first cohort (70 learners) found that their reading age increased by an average of 12 months. Alongside, we also delivered our suite of workshops on a range of topics including, creative writing, genetics and DNA and archaeology.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
After our programme of activity was disrupted in March 2020 and the potential impact of the pandemic on pupil attainment was recognised, resource was invested in developing a Maths attainment-raising intervention which will be delivered to Key Stage 1 learners to complement our existing reading attainment programme.

Target reference number: T16b_11
How have you met the commitments in your plan related to this target?
2 events were attended prior to the pandemic. It is expected that this collaborative target would have been achieved if we had been able to participate in the usual programme of activity.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
SUN partners also provide access to LifePilot for potential mature learners and will be part of a colloaborative programme utilising an online chat platform for mature students which is currently under development.

Target reference number: T16b_12
How have you met the commitments in your plan related to this target?
Several activities were planned for early 2020 and unfortunately were not able to take place because of the pandemic and subsequent cancellation of exams. Instead, we reallocated resource to our Teacher continuing professional development fund (offering funding for training opportunities that support improving attainment), and funding target students' access to online tutoring support via Peer Tutor. Both of these were launched early in the 2020-21 academic year.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We reallocated resource to our Teacher continuing professional development fund (offering funding for training opportunities that support improving attainment), and funding target students' access to online tutoring support via Peer Tutor. Both of these were launched early in the 2020-21 academic year. We will be re-introducing our GCSE Revision workshops when exams resume.

Annex B: Optional commentary on targets

Bournemouth University's commentary on any of the targets listed in Section 2.

Reference Number	Optional commentary
T16a_01	
T16a_02	A contributory factor to lower entry rates for LPN students at BU is the type of programme applied for. Internal analysis has found that applicants from POLAR4 and IMD quintiles 1 and 2 are much more likely to apply for programmes which have low offer rates due to essential additional selection measures (frequently for PSRB requirements) or specific subject requirements which are not met by BTEC entry qualifications. LPN applicants are also more likely to enter with non traditional qualifications, primarily BTEC, making it less likely they will meet the entry requirements. Foundation Year programmes provide an additional route for these applicants to continue into and succeed on their chosen degree.
T16a_03	Targets based on ACORN data are not in our 2020-21 and onwards APP. ACORN data will continue to be monitored in 2020-21 and 2021-22. This will provide us with a consistent metric covering the transition from POLAR3 to POLAR4 and the introduction of EIMD. EIMD was introduced to broaden our analysis in 2019-20 and we anticipate that from 2022-23 monitoring on ACORN will no longer be required.
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16a_08	
T16a_09	Our BAME attainment gap is very volatile, due in part to the proximity of average final year marks to the 2:1 grade boundary. As in previous years, the gap in the % of students achieving a 1st or Upper second class degree comes from a much smaller gap in average final Year marks being magnified by proximity to the grade boundary. In 2019-20 a 3.8% gap in final year marks magnified into a 20.8% gap for 'good honours' degrees.
T16a_10	As this target was based on DLHE data it is not possible to report progress against these milestones. The most recent DLHE data (2016-17) was reported in our 2017-18 monitoring return. Analysis of Graduate Outcomes data from 2020 shows a gap of 0.2 percentage points between the employment rates for BAME and White students. This compares favourably to the 5.5% gap for the Sector. We have therefore assessed our performance as 'expected progress'.

T16a_11	As this target was based on DLHE data it is not possible to report progress against these milestones. The most recent DLHE data (2016-17) was reported in our 2017-18 monitoring return. Analysis of Graduate Outcomes data from 2020 shows a gap of 0.2 percentage points between the highly skilled employment rates for BAME and White students. We have assessed our performance on this target as 'expected progress' as the comparable target in our 2020-21 APP is to eliminate the 6.2 percentage point gap in progression to high skilled employment for BAME students by 2024-25.
T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	
T16b_06	Target removed see column P
T16b_07	Target removed see column P
T16b_08	Both research and the Vulnerable Children and Young People's Working Group identified a regional need to upskill WP and Outreach practitioners. 51 beneficiaries participated in an online CPD webinar focused on Roma, Gypsies and Travellers (RGT).Actions were disseminated to institutions to improve accessibility of current outreach for RGT communities.
T16b_09	Groups continued to meet virtually, with a SUN CPD conference with all members invited took place prior to the pandemic.
T16b_10	Research identified a regional need to upskill WP and Outreach practitioners, and 32 beneficiaries participated in an online BAME CPD webinar. This is no longer a specific target in the 2020-21 onwards APP. There is a commitment for SUN to support attainment in care-experienced students which is now the focus. The group will still endeavour to collaborate across the region to work with disadvantaged groups.
T16b_11	This is no longer a specific target in the 2020-21 onwards APP. There is a commitment for SUN to support attainment in care-experienced students which is now the focus. The group will still endeavour to collaborate across the region to work with disadvantaged groups.
T16b_12	