



Bournemouth University

**Fair Access Agreement
2017-2018**

Bournemouth University Fair Access Agreement 2017/18

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1. Fair Access & Widening Participation at BU

In 2012, Bournemouth University (BU) launched our Vision & Values statement, BU2018: Creating, Sharing, Inspiring. The vision states:

We will focus our investment in activity that raises aspirations in society to engage in higher education and seek ways to ensure that the benefits are clearly visible and quantifiable.

We will invest in outreach activity with schools and colleges, including amongst young people at an early stage in their secondary education where interventions have been proven to be effective in raising aspirations.

We will invest in financial support for those for whom affordability may be an obstacle to studying at BU.

Since then we have been developing and strengthening our Widening Participation (WP) activities and continue to refine our priorities for 2017-18 to cover the student lifecycle across Access, Student Success and Progression. We will redistribute our OFFA-countable expenditure across these areas to meet the changing needs and associated expectations of impact on target student populations (see section 4).

BU's strategic approach to the student lifecycle is outlined within this Fair Access Agreement (FAA) and will be delivered through an annual Operational Plan, approved by the University Leadership Team. Our ultimate aim is to embed all our WP activities within Faculties and Professional Services; removing the barriers faced by any of our students is part of our normal daily activities. This is well supported within the institution with two key distinguishing factors:

Our pioneering Fair Access Research (FAR) project sees academics from a variety of disciplines working with students, the Students' Union at Bournemouth University (SUBU), student support services and Professional Services widening participation practitioners to expand knowledge and improve practice to better support students across the whole learning journey. This research project has created a vibrant research culture focusing on partnership and co-creation and the embedding of research and evaluation across our portfolio of fair access activity. We are sharing our way of working together for widening participation with the sector, emphasising the importance of building partnerships for research to improve practice, opportunities and achievement for WP students.

Secondly, BU's partnership with SUBU in developing and implementing the Fair Access Agreement was established from the outset, with sabbatical officers and permanent SUBU staff sitting on the Fair Access Agreement Management Group (FAAMG). This is an extension of the shared values both BU and SUBU have in terms of the student experience.

1.1 Consultation with our Students

BU is committed to working with students. There are robust links with SUBU and we regularly consult the Students' Union on widening participation and fair access matters. In addition, our Student Ambassadors inform our work in the area of Outreach.

SUBU have been instrumental in highlighting the need for extra and co-curricular activities to be included as part of our activities relating to student success and retention, shaping and redesigning the financial support packages, enhancing how bursary information is promoted to prospective students, and advocating for the funding for additional BU bursaries to continue. SUBU staff are involved in all FAAMG initiatives from the outset both operationally and through sitting on WP research steering committees. SUBU also specifically consult with students on WP matters and FAAMG ensures this feedback is captured in the Fair Access Agreement.

The Fair Access Agreement is approved and endorsed by the FAAMG, University Leadership Team, Senate and the Board. SUBU representatives are members of the FAAMG, Senate and the Board.

1.1.1 Statement from Students' Union President

"SUBU are proud of the partnership we have with BU delivering the best student experience possible at our university. Within this partnership, we are most proud of the work we are doing to develop initiatives which enhance access, retention, success and progression for non-traditional students.

"We believe that it is only through working together that we will ensure that the HE experience works well for everyone; regardless of background, age, disability, culture, race or any other personal characteristic. This ongoing collaborative approach to widening successful participation in HE is enabling us to develop ground-breaking research and support initiatives across the whole student journey which we are confident will ensure that our students leave BU with the best possible options for their future. The partnered formation and management of the Fair Access Agreement is fundamental to this achievement and we look forward to working with BU to deliver its objectives."

Chloe Schendel-Wilson, SUBU President.

1.2 Students included in this Agreement

This Access Agreement is for UK and non-UK EU students, commencing in 2017 on full time undergraduate courses which are subject to regulated undergraduate fees. The Agreement provides for the inclusion of NHS students (dependent upon the outcomes of current consultation) and BU has taken steps to ensure our preparedness for this eventuality including research undertaken by the FAR project team with Edge Hill University, exploring the impact of such proposals on fair access, particularly for mature students.

The University has set part-time fee levels below the threshold for inclusion in the Fair Access Agreement. however, as part-time students are able to access all facilities and support services they are part of a stimulating, challenging and rewarding university experience as articulated in BU2018.

2. Whole of Institution Approach

BU takes a long-term, whole of institution approach to widening access, student success and progression. BU is well placed to do this through the on-going Fair Access Agreement Management Group which reports to the University Leadership Team. The formation of the Centre for Excellence in Learning (CEL) provides further opportunities for cross-institution initiatives in the area of WP and fair access (FA), including leading on key areas of importance to WP such as inclusive curriculum.

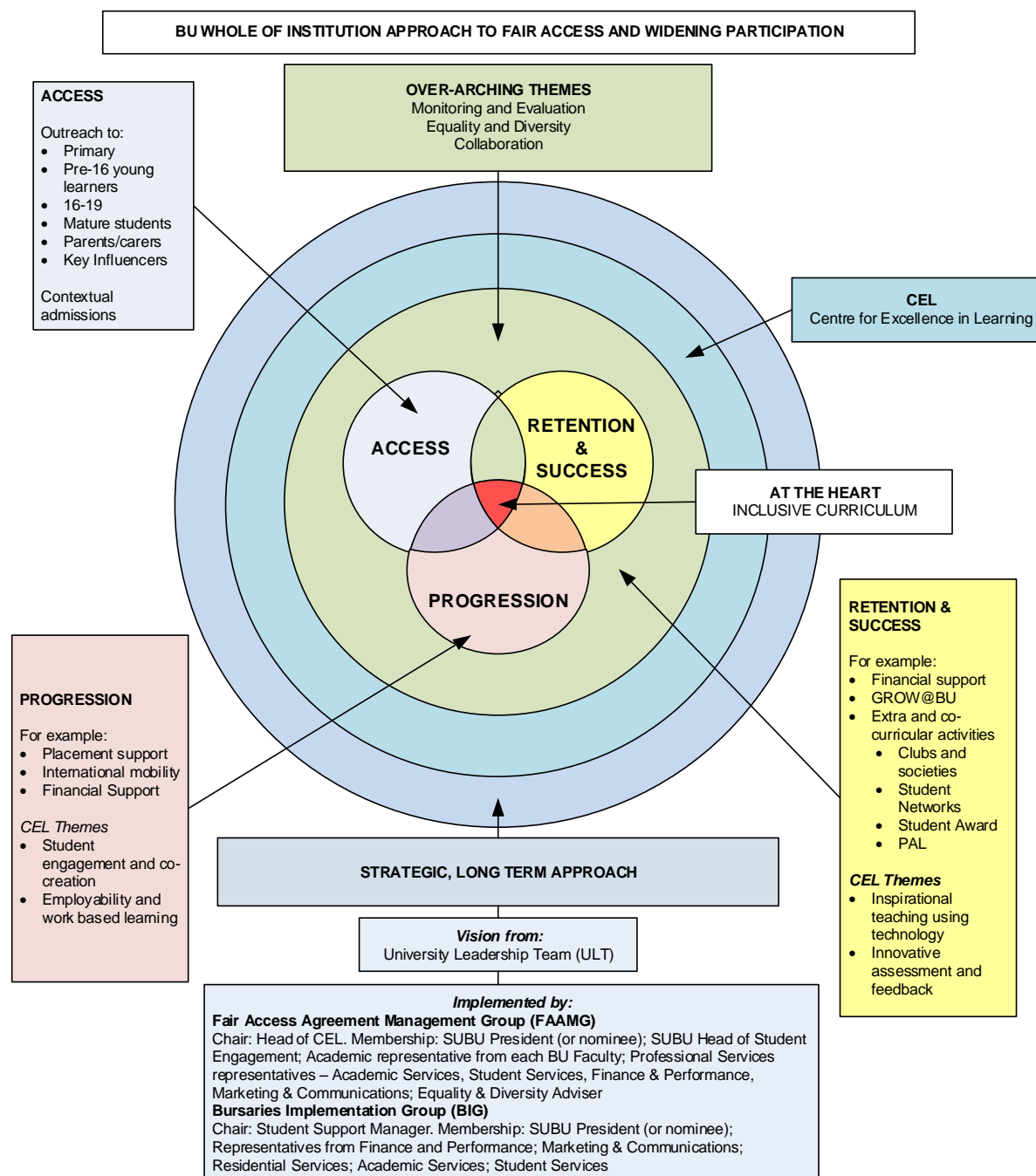


Figure 1: BU Whole of Institution Approach

In 2015/16 BU extended the internal narrative to include more widening participation target groups. This helps us to achieve a greater understanding of non-traditional applicants/students. It also allows us to monitor emerging trends in the sector and meet specific OFFA and Government social mobility priorities. BU will

continue to operate in this manner, and whilst historically BU focussed on WP HESA indicators, we will ensure the groups listed below are included across our WP activity.

- Mature students - HESA benchmark over 21
- Additional learning needs, including the proliferation of mental health issues
- Students from low participation neighbourhoods
- NS-SEC 4-7 and NS-SEC 8 (unemployed) will be internally monitored and moving towards Acorn categories 4 and 5
- Low income (<£16k, <£25k)
- Care experienced, including students in sheltered housing and estranged students
- Young carers
- Black and minority ethnic (BME) groups
- White working class males
- Boys participation in higher education (understanding the gender gap)
- First generation in family to attend university

As the sector landscape changes BU is committed to extending the target group narrative further to respond to emerging sector trends and student needs.

2.1 Access

BU's ambitions for access are to:

- i. Invest in young people and encourage their progression to HE through a successful outreach programme.
- ii. Look beyond examination results to identify academic potential and nurture talent.

BU will continue to enhance its outreach activities to raise aspiration and opportunity by working with pupils of all school ages in Dorset and bordering areas. The programme remains dynamic, underpinned by principles of on-going evaluation, improvement and impact measurement, as well as being responsive to national guidance, trends and local drivers.

- Ages 5-11: BU's primary outreach programme raises awareness of the potential within the educational journey, and is creatively designed to capture imaginations and inspire younger children. BU's key Primary targets are years 5 and 6.
- Ages 11-18: BU raises awareness and aspiration towards HE and contributes to young people's attainment in target schools, colleges and academies through a series of interventions, including intensive initiatives such as residential summer schools and mentoring. Activities are tailored to support key educational transition points.
- Key influencers: BU works with parents, carers, teachers and careers advisers to assist them in their roles of providing information, support and guidance to young people.

BU continues to work closely with the local and regional community to tackle educational disadvantage targeting local schools, colleges and academies with a high proportion of target groups including LPN and care-experienced students. As our plans progress, we will take advantage of the HEFCE participation maps to help focus our work. As an example of practice, the programme includes literacy, numeracy and STEM focused activity.

BU is a member of the collaborative Higher Education Access Tracker Service (HEAT) which assists members in the targeting, monitoring and evaluation of both individual and collaborative Fair Access activities. Membership of the HEAT service will assist us in fully understanding patterns of participation in outreach and the effectiveness of different types and combinations of outreach. BU uses the HEAT database to record outreach activity and can see where individuals have engaged in activities with more than one HEAT university. Collectively this allows analysis of timing and combination of activities that show most impact on enrolment in HE.

BU introduced contextual data in its admissions processes in 2013. Recognising that exam results are not the sole indicator of potential, contextual data has allowed us to make offers to students falling within our WP targets who may not have achieved our normal UCAS tariff points for entry. We continue to monitor the effectiveness of contextualised admissions and for 2017-18 we will investigate adding further target groups.

2.2 Student Success

BU's ambition for student success is to:

- i. Support learners from underrepresented groups to maximise their success

Student success is affected by so many factors, knowing for certain exactly which of our activities are making the most impact is a complex matter. Many activities are already embedded within Faculties and Student Services, however we are committed to developing a better understanding of what is most useful to our students. At the time of writing, we are partway through a research project to understand the impact of:

- the impact of the financial support provided by BU;
- how BU can provide a holistic package of student support to ensure the success of niche groups, such as Student Carers;
- the reasons why students, and particularly WP students, leave BU;
- which support services provided by BU are of most benefit to students from our WP target groups; and
- what our students perceive as 'success'.

The project is due to report in 2016/17. As a result this research (and other FAR projects) we are running our first WP showcase in July 2016 to raise the profile and understanding of WP at BU and to highlight the outcomes of WP innovation funded projects. Further actions will form part of the Operational Plan. By 2017/18 we will have a much better understanding of where the Student Success proportion of funding should be focused to make the most impact to our WP students.

2.3 Progression

BU's ambition for progression is that:

- i. BU graduates have the best employment opportunities regardless of background.

Sector research demonstrates that nationally there is a gap between certain student groups post-employment, for example black and minority ethnic (BME) graduates and graduates with a disability. During 2016/17 we will continue our work to understand whether this is also the case at BU and what further actions can be taken to level the playing field; this will form part of the Operational Plan.

BU research demonstrates that placements are highly attractive to potential WP students. 100% of students at BU have the option of a sandwich/long placement as well as other short placement opportunities, and there is great emphasis on student mobility internationally. A high proportion of our students do opt to take up a long placement. Our partnerships with employers are key and it is widely acknowledged that the inclusion of a placement within a programme of study is a huge advantage in gaining graduate employment by preparing students for the workplace as early career professionals. We will continue to develop our placement provision and to address the identified barriers that our WP students face in obtaining a good placement that will enhance their career prospects and build social capital, increasing future mobility.

We will also continue to promote the benefits of further study and understand what additional support might encourage WP students to stay on to Masters study following completion of their undergraduate degree.

2.4. Financial Support

We retain our commitment to a suitable financial support package for under-represented groups for whom affordability may be an obstacle to studying at BU. There is currently limited and inconclusive research into the impact bursaries have on an individual's propensity to study and upon their retention, and there is none in the context of current fees and university costs. It is predicted that bursaries will play a more significant role than they have previously for a large number of students, with the abolition of maintenance grants for 2016/17.

In 2015 the University's Fees Board approved a change to BU Bursaries for 2016 entry moving to unlimited, multi-year bursaries for all eligible students, due to the removal of the maintenance grant and recognition of the proportion of our students who had received that grant. For 2017/18 the implications of NHS students becoming eligible for our bursaries has been factored in.

The financial support offer was designed in conjunction with our Students' Union (SUBU) sabbatical officers and has been further refined based on student feedback.

Financial support through hardship funding will continue. In particular, we will ensure it provides support to students with mental health problems and Specific Learning Disabilities (SpLD) as the changes to Disabled Students Allowance (DSA) and other funding for this group take hold.

Appendix 1 outlines the financial support package available to 2017/18 entrants.

2.5 Monitoring, Evaluation and Impact Assessment

We are committed to increasing the level and intensity of fair access monitoring and evaluation to further enhance our impact assessment and evidenced based decision making agenda. Evidence based in-year evaluation and monitoring remains a key priority and will be a focus of the Operational Plan. In 2015/16 the Kirkpatrick Model was adopted as BU's primary impact assessment framework as it is the mechanism by which OFFA monitor each university's progress and impact. We apply this model to an extended range of BU's WP initiatives and activities. All WP/FA innovation projects must evaluate intended outcomes against this model before funding approval is conferred.

In addition to the FAR body of longitudinal research, there are three key pieces of evaluation underway which will further enhance our work:

- the financial support provided by BU;
- the reasons why students, and particularly WP students, leave BU;
- understanding which support services provided by BU are of most benefit to students from our WP target groups.

The close working relationship with SUBU will continue, and will help to ensure that evidence from WP monitoring and impact assessment captures the student voice and accurately reflects the student experience.

Through 2016/17 we have a planned programme of WP research, analysis of data and impact of activities, initiatives and innovation projects which will form part of the Operational Plan. These key areas fit together within our cross-university, whole-of-institution approach to inform policy and practice, where to target niche level resources and how to best effect change to achieve our stated targets.

2.6 Equality & Diversity

Bournemouth University is strongly committed to Equality and Diversity, and promotes this throughout all its work with students, staff and the wider community. In our whole of institution approach to fair access and student success (figure 1), equality and diversity is an overarching theme, emphasising its importance.

In 2017/18 Equality and Diversity will continue to have a dedicated flexible source of funding from which timely events and initiatives are undertaken ensuring responsiveness to the current student population profile and national trends.

BU will also continue our membership of Equality and Diversity equality charter marks and commitments, e.g. Athena SWAN, Time to Change and Disabled Go. We will commit to becoming a member of the ECU Race charter to provide a framework to further progress work in relation to BME students.

The Equality and Diversity Steering group agree, monitor, evaluate and report on this work, which is made up of representatives from all BU Faculties and Professional Services and SUBU, many of whom also sit on FAAMG.

BU will undertake equality assessments where and when necessary to ensure any unintended adverse effects of WP plans are minimised or removed. An Equality Assessment has been undertaken for this Fair Access Agreement.

Further information about Equality work can be found at: www.bournemouth.ac.uk/diversity

3. BU Priorities

The University Leadership Team has undertaken a thorough review of targets and milestones to ensure they reflect our ambitions across the student lifecycle. As such, there are five statistical targets related to Access, four for Success and one for Progression, reflecting the distribution of financial resources. We have set challenging targets and are committed to acting on the results of our robust monitoring and evaluation regime to ensure lessons learnt are captured and translate into pragmatic methods, thus continually refining our practice to meet such stretching targets.

In addition to the existing eight statistical milestones, two new milestones are added to reflect the aspiration to increase BME attainment which has been found to be lower than expected based on entry qualification (see Appendix 2, section 2.1); and a target to reflect our continued desire to ensure students from all backgrounds achieve the best possible employment outcomes. This last target will be finalised once internal analysis on the Destination of Leavers from Higher Education survey has been completed.

During 2016/17 we will undertake a programme of work to analyse internal data and put plans in place to address emerging trends specific to BU, which once known will be managed through the Operational Plan. We will continue with the Initiatives Fund, which will enable flexibility, including in-year responsiveness in activity and delivery depending on the outcome of internal research. For example, the impact of multiple dimensions of disadvantage and what specific issues white working class males face in gaining admission, remaining at BU and their success and progression, are in flight and may impact various activities and projects.

Targets and milestones are outlined at Appendix 4.

3.1 Collaboration

Since 2015 the Universities of Portsmouth, Southampton, Southampton Solent, Winchester, Bournemouth and Arts University Bournemouth have worked together in the Southern Universities Network (SUN) as part of HEFCE's National Collaborative Outreach Networks initiative. Although HEFCE funding is only until the end of 2016, all six partners have committed to maintaining and developing the partnership in 2017 and beyond. The partnership will work together to:

- Continue to provide outreach opportunities for all state schools in the geographical region of Dorset, Hampshire and the Isle of Wight, promoting these via the SUN website
- Develop and extend collective projects which support the progression of students with disabilities. This may include working with their parents, carers and advisers. We will draw on the expertise of specialists within our universities and those working in the field. We will also be guided by students currently at university, incorporating them into activities so they can share experiences with potential applicants
- Develop and promote wider understanding of the issues facing vulnerable children and young people including the collaborative development of resources and interactions for specific groups in partnership with local authorities and voluntary sector agencies

- Arrange staff development for widening participation practitioners across the partnership, including students involved in our work via their student unions or as ambassadors. Students will be actively engaged in providing ideas and feedback in relation to outreach practice and projects
- Share practice and outreach to potential mature or part-time learners. Deliver collaborative presentations to Access to HE students in local colleges
- Promote and support the progression of students from minority ethnic communities. We will work with community groups to support and develop events and projects, with each university sharing its networks and maximising opportunities for collaborative delivery
- Share good practice in evaluation, both in terms of each partner's activity and evaluating collaborative projects. The use of HEAT and/or other tracking services to evaluate the impact of collaborative activity will be explored.

4. Financial Information

4.1 Fees

BU intends to charge the fees indicated below for full time undergraduate students, subject to no change in the regulatory regime governing fee levels. This also applies to Bournemouth University franchised programmes delivered through the University's partner colleges (listed in Appendix 3). The fees will remain the same for students once they have enrolled.

Degree Programme	Tuition fees for new entrants 2017/18	Estimated number of entrants 2017/18	Placement Year Fee
Honours Degree Fee	£9,250	4,459	£790
Integrated Master's Degree – Masters year only	£5,750 (MLit only: £5,500)	Subset of the above when Level M is reached	n/a
Foundation Degree Fee	£6,000	0	n/a
Direct Entry Placement	£790	6	n/a

The University's Fees Board reviews fees and makes the necessary recommendations for approval by the University Board, normally 18 months in advance of them coming into effect. The Fees Board also oversees the criteria for the award of scholarships and bursaries. Changes to policy are communicated to prospective and current students in a timely and appropriate manner and course fees (plus other fees/costs if applicable) are included as part of the offer pack to applicants for transparency.

4.2 BU Investment in Access, Success and Progression

The overall spend on access, student success and progression is circa £8-9m per annum over the planned period, reflecting a continued financial commitment that we have demonstrated in recent years. Due to the unlimited nature of our bursary provision, we have estimated spend conservatively and this could be higher. This represents 26.2% in 2017/18 and 27.2% in 2020/21 of higher fee income spent on access, student success and progression.

2017-18 Financial distribution across the student lifecycle

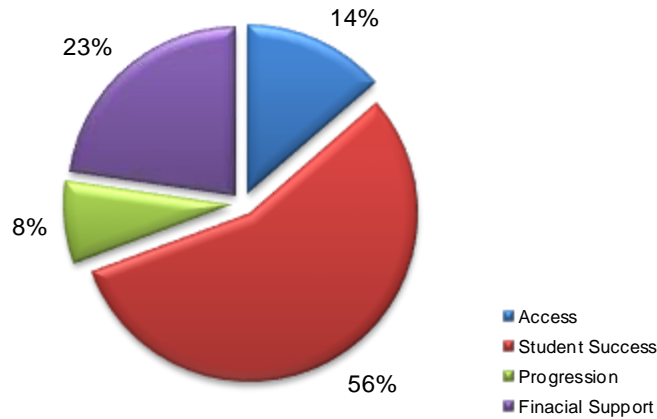


Figure 2: Distribution of funds to Access, Student Success, Progression and Financial Support in 2017/18.

Should the monitoring and evaluation provide evidence to change, or if sector changes require it, we may redirect funding from one theme to another whilst not reducing the total expenditure. Where Student Opportunity Funding is reduced in the future, we will reduce expenditure proportionately across access, student success and progression.

5. Provision of Information to Prospective Students

BU endeavours to provide clear, accurate, comprehensive and timely information to prospective and current students on fees and financial support and any other related information as may be deemed relevant. In addition to the commitment to timely provision of information to prospective students, we commit to sharing data and information with UCAS and the Student Loans Company in a timely fashion.

The 'askBU' service is our 'one stop shop' for information and guidance for incoming and current students. All askBU advisors are trained to provide accurate information on the range of financial support available to students and the Student Financial Support Team is an integral part of the askBU service. The Students' Union Advice Service also provides advice on financial matters. Regular emails are sent to prospective students to keep them informed of the latest information and the askBU service is actively engaged with social media channels (Twitter and Facebook) to answer questions. Other communication channels include the prospectus, BU website, recruitment events and fairs, and open days.

6. Students Covered in Previous Access Agreements

The university is committed to supporting continuing students through the remainder of their studies.

APPENDIX 1 – BU BURSARIES

BU will offer unlimited bursaries to all eligible students through the Maintenance and Care Leavers' Bursaries.

BU Maintenance Bursary

The BU Maintenance Bursary has two tiers, and is automatically allocated to all eligible students.

Eligible new students with a household income below £16,000 will receive a £3,500 bursary to support their learning and living costs. £1,300 in the first year, and £1,100 in the second and final years of study.

Eligible new students with a household income between £16,001 and £25,000, will receive a £3,000 bursary. £1,000 in the first, second and final years of study.

The bursary is not offered during a placement year. Students in severe financial hardship whilst on placement are supported through other means.

BU Care Leavers' Bursary

The BU Care Leavers' Bursary is available to all eligible care leavers who have spent 3 months or more in care within the last 5 years. They will receive £6,000 to support learning and living costs in the first year at university, and £5,000 in the second and final years of study.

Student Carers Bursary

A limited number of bursaries of an additional £600 per annum are offered to students who are carers. At BU a carer is defined as anyone who cares, unpaid, for a family member who, due to illness, disability, a mental health problem or an addiction, cannot cope without their support. The student carers bursary is payable on top of the BU Maintenance Bursary.

Full eligibility criteria is published on the BU [Website](#).

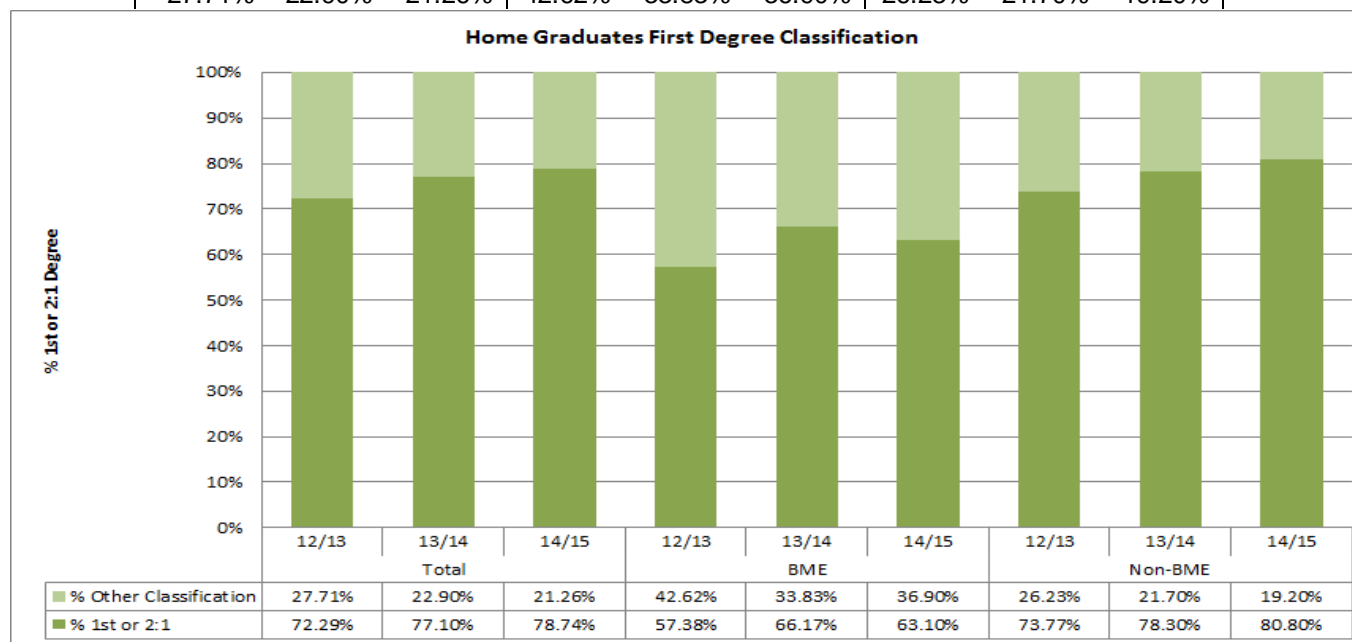
APPENDIX 2 – PERFORMANCE REVIEW

2.1 BME Comparison of Degree Outcome

DEGREE AWARD CLASSIFICATION

Percentage of Home first degree qualifiers gaining a 1st or 2:1 degree by year of qualification.

UNIVERSITY SUMMARY	Total			BME			Non-BME			Δ (BME-Non-BME)		
	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15
Qualifiers	2624	2708	2493	237	266	290	2387	2442	2203			
1st or 2:1	1897	2088	1963	136	176	183	1761	1912	1780			
Other Classification	727	620	530	101	90	107	626	530	423			
% 1st or 2:1	72.29%	77.10%	78.74%	57.38%	66.17%	63.10%	73.77%	78.30%	80.80%	16.39%	12.13%	17.70%
% Other Classification	27.71%	22.90%	21.26%	42.62%	33.83%	36.90%	26.23%	21.70%	19.20%			



2.2 Review of BU Performance: HESA Indicators

Young Full-time Undergraduate Entrants (HESA PI Table 1b)	HESA Performance Indicators				BU Data	
	<i>Academic Year of Entry</i>	2011-12	2012-13	2013-14	2014-15	2015-16
Low Participation Neighbourhoods						
Bournemouth University	9.9%	9.9%	10.3%	10.6%	10.2%	
Location Adjusted Benchmark	10.8%	11.4%	10.9%	11.6%		
Difference - BU/Location Adjusted Benchmark	-0.9%	-1.5%	-0.6%	-1.0%		
UK	10.5%	11.1%	11.1%	11.6%		
Difference - BU/UK	-0.6%	-1.2%	-0.8%	-1.0%		

Young Full-time Undergraduate Entrants (HESA PI Table 1b)	HESA Performance Indicators				BU Data	
	<i>Academic Year of Entry</i>	2011-12	2012-13	2013-14	2014-15	2015-16
National Statistics Socio-Economic Classification 4-7						
Bournemouth University	29.8%	31.2%	30.4%	31.6%	26.4%	
Location Adjusted Benchmark	32.3%	34.3%	34.1%	37.9%		
Difference - BU/Location Adjusted Benchmark	-2.5%	-3.1%	-3.7%	-6.3%		
UK	31.2%	32.7%	33.0%	33.4%		
Difference - BU/UK	-1.4%	-1.5%	-2.6%	-1.8%		

State Schools and Colleges	HESA Performance Indicators			
	2011-12	2012-13	2013-14	2014-15
Bournemouth University	93.0%	93.4%	94.1%	93.4%
Location Adjusted Benchmark	91.5%	91.9%	91.9%	92.3%
Difference - BU/Location Adjusted Benchmark	1.5%	1.5%	2.2%	1.1%
UK	89.3%	89.5%	89.9%	90.0%
Difference - BU/UK	3.7%	3.9%	4.2%	3.4%

Mature Full Time Undergraduate Entrants from LPN (All Undergraduate)	HESA Performance Indicators				BU Data
	2011-12	2012-13	2013-14	2014-15	2015-16
(HESA PI Table 2a)	2011-12	2012-13	2013-14	2014-15	2015-16
Bournemouth University	10.6%	13.6%	9.6%	12.5%	11.1%
Benchmark	11.0%	12.9%	11.9%	12.3%	
Difference - BU/Benchmark	-0.4%	0.7%	-2.3%	0.2%	
UK	11.0%	11.7%	11.9%	12.8%	
Difference - BU/UK	-0.4%	1.9%	-2.3%	-0.3%	

Full-time Undergraduates (HESA PI Table 7)	HESA Performance Indicators				BU Data
	2011-12	2012-13	2013-14	2014-15	2015-16
Students in receipt of DSA	2011-12	2012-13	2013-14	2014-15	2015-16
Bournemouth University	10.0%	10.1%	10.0%	10.4%	8.4%
Benchmark	5.8%	6.3%	6.5%	6.7%	
Difference - BU/Benchmark	4.2%	3.8%	3.5%	3.7%	
UK	5.9%	6.5%	6.8%	7.0%	
Difference - BU/UK	4.1%	3.6%	3.2%	3.4%	

Young Entrants from LPN - No longer in HE (HESA PI Table 3b)	HESA Performance Indicators				BU Data
	2010-11	2011-12	2012-13	2014-15	2015-2016
	2010-11	2011-12	2012-13	2014-15	2015-2016
Bournemouth University	8.2%	7.1%	7.2%	8.9%	9.1%
Benchmark	9.0%	9.0%	7.8%	8.3%	
Difference - BU/Benchmark	-0.8%	-1.9%	-0.6%	0.6%	
UK	8.8%	7.9%	7.7%	8.2%	
Difference - BU/UK	-0.6%	-0.8%	-0.5%	0.7%	

APPENDIX 3 – PARTNER COLLEGES

BU works with a number of partners who deliver BU Awards under the Franchise and Validation partnership models. Both models lead to a BU award, however, students on franchised programmes are enrolled as BU students, and therefore come under our Access Agreement. Students on BU validated courses are enrolled with the College delivering the course, and therefore it is the College who will set the fees and the support for those students.

Only BU students are included under this Fair Access Agreement whether their course is delivered at one of the University Campuses or through a franchise arrangement at one of our Partner Colleges. Whilst Partners may change from time to time, access and student success measures apply to all BU students. BU expects to have franchised provision in 2017/18 with the following partners:

- Bournemouth and Poole College
- Kingston Maurward College
- Wiltshire College Salisbury

BU Partners will charge fees as per the table in Section 4.1 of the Access Agreement. The Honours Degree Programme fee is £9,250 and Foundation Degree Programme fee is £6,000.

APPENDIX 4 – TARGETS & MILESTONES

The University Leadership Team has undertaken a thorough review of targets and milestones to ensure they reflect our ambitions across the student lifecycle. We have set challenging targets and are committed to acting on the results of our robust monitoring and evaluation regime to ensure lessons learnt are captured. With the removal of NS-SEC as a measure nationally, we have elected to use Acorn as a measure for low socio-economic status because enrolment of students from this WP target group has been our most challenging goal. Acorn is used in contextualised admissions and it is anticipated this link between applicant and student will provide helpful insights for future monitoring and interventions.

Milestone/ target type	Description	Base-line year	Base-line data	2016-17	2017-18	2018-19	2019-20	2020-21	Commentary
Access	Increase % of applications from students in Low Participation Neighbourhoods (LPN), by increased number of outreach interventions outlined in BU's AA.	2013/14	10.95%	12%	12.25%	12.3%	12.35%	12.4%	The purpose of this target remains unchanged. LPN is calculated using Polar 2. During 2016/17 we will remodel and update this target using Polar 3 methodology. This target will be achieved through targeted outreach.
Access	Increase enrolments of LPN students through active engagement during the application cycle and other measures.	2013/14	8.36%	9%	9.2%	9.4%	9.8%	10.0%	The purpose of this target remains unchanged. LPN is calculated using Polar 2. During 2016/17 we will remodel and update this target using Polar 3 methodology. This target will be achieved through targeted outreach and the use of contextual data in admissions
Access	Increase the enrolments of entrants from Acorn categories 4 and 5. (Acorn is a geodemographic segmentation of the UK's population; categories 4 and 5 are used in contextualised admissions and identifies low socio-economic areas of the country)	4 year average	26.01%	new target	27.01%	28.01%	29.01%	30.01%	The baseline is a four-year average (2012/13 to 2015/16) which provides a robust platform avoiding annual fluctuation.
Milestone/ target type	Description	Base-line year	Base-line data	2016-17	2017-18	2018-19	2019-20	2020-21	Commentary

Access	To maintain enrolment rates for students with disabilities.	2013-14	7.42%	7.42%	7.42%	7.42%	7.42%	7.42%	7.42%	Whilst monitoring this group of students the university will focus on the trend of enrolments over the period, allowing for annual anomalies and external factors influencing students.
Access	Increase the number of new entrant enrolments from care-experienced students (any duration of care experience) from all programme types, full and part time.	Other (please give details in Description column)	31 students	28	37	40	42	46		This target aligns BU's support for care leavers through the combination of outreach and providing a contextual admission offer where relevant. Only entrants (Level C) will be counted. NHS students have been included in this target for the baseline figure and years 2017-18 onwards. 2016-17 is a lower figure as it refers to non-NHS students only.
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 (currently 89.75%). (Acorn is a geodemographic segmentation of the UK's population; categories 4 and 5 are used in contextualised admissions and identifies low socio-economic areas of the country)	Other (please give details in Description column)	TBC	new target	TBC	TBC	TBC	TBC	TBC	The baseline year and figure will be confirmed during 2016-17 to ensure adequate consideration can be given to this new indicator and ensure it is set at a stretching and achievable level.
Success	The continuation of disabled students will improve culminating in a rate the same or better than the whole student body (currently 89.75%).	2014-15	86.58%	new target	87.85%	88.48%	89.12%	89.75%		Whilst monitoring this group of students the university will focus on the trend of enrolments and retention over the period, allowing for annual anomalies and external factors influencing students. DSA students will not be considered in isolation and the programme to improve the continuation rates will drill down to niche level to account for the number and combination of other WP indicators that DSA students also hold.

Success	The continuation rate of LPN students will improve culminating in a rate the same or better than the whole student body (currently 89.75%).	2014-15	86.95%	new target	88.07%	88.63%	89.19%	89.75%	Non-continuation rates are monitored internally through Academic Standards Committee. This target will seek to improve continuation rates by considering LPN with other relevant multiple indicators of WP, as determined by our internal data analysis. LPN is calculated using Polar 2. During 2016/17 we will remodel and update this target using Polar 3 methodology.
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%	new target	64.15%	66.07%	68.00%	69.92%	This is a long term target. The targets quoted here establish the trajectory towards this long term goal and are set to halve the initial gap within the planned period. The target will continue beyond 2020-21 to achieve the full 4% difference. The target milestones will start modestly and gain momentum as BU can influence an increasing number of years of the BME student's journey with us.

Milestone/ target type	Description	Base-line year	Base-line data	2016-17	2017-18	2018-19	2019-20	2020-21	Commentary
Progression	Currently investigating DLHE data to identify specific issues faced by WP students at BU in gaining graduate employment.	Other (please give details in Description column)	TBC	new target	TBC	TBC	TBC	TBC	Target to be confirmed, in conjunction with OFFA, following the planned programme of WP DLHE analysis in 2016-17