



## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by Bishop Grosseteste 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

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

BGU promotes itself as a 'widening participation' institution. The University's academic governance systems monitor the student lifecycle. The Heads of School, and the Admissions and Marketing teams review recruitment and retention data. The work of the Widening Participation Group is subject to termly review at group meetings, which in turn report to the Learning and Teaching Committee, Academic Enhancement Committee and Senate. The Widening Participation Group meets regularly throughout the year to review projects undertaken at all stages of the student lifecycle and discusses developments in the wider sector.

The Diversity and Equality Committee regularly reviews statistical evidence for students with protected characteristics (in terms of progression, retention, and non-continuation). Activities were designed with due regard to the Equality Act 2010 and prioritise key groups under-represented in HE, with a focus on promoting positive outcomes for all. The plan complements our published equality and diversity objectives.

Recent projects have focused on the conversion rate, from application to enrolment, for BAME and disabled applicants. We continue to examine data on the student success from one academic year to the next and to graduation and beyond.

BGU's existing retention strategy is a holistic approach to supporting students through their programmes of study, achieved through the development of effective partnership working between academic staff and professional support services such as, the Centre for Enhancement of Learning and Teaching (CELT), and the team.

The Students' Union has been consulted on the range of activities and measures outlined in this plan, and student representation through committees and the governance system has had oversight of its development. Regular updates on the delivery of the plan will be made via the committee structure, with opportunities for students to engage with and develop the range of activities.

BGU embeds its work on student retention and progression into the core activity of the institution, and to date the Student Opportunities Allocation has funded this approach. Work is underway to identify and capture detailed information regarding work carried out 'in-programme' via the project. A co-ordinated support network across academic and support teams reinforces this. As described above, the process of reviewing progression data intends to identify where additional resource might be required. We believe this approach to be valid, given that the vast majority of our student population identifies with at least one category within the widening participation agenda.

We will continue to support activities which have been successful to date, but in addition we will focus on activities in the following areas:

- Development of a part-time portfolio (mature/accessibility)
- Development of subjects likely to attract target groups
- Recruitment/retention of mature students
- Recruitment/retention of students from minority ethnicities
- Monitoring differential outcomes – student success/progression (accessibility/ethnicity)
- Young disadvantaged low participation – access (gender)
- Multiple dimensions (income, ethnicity, accessibility, low participation neighbourhoods, gender)

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by Bishop Grosseteste 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 Bishop Grosseteste 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)	To continue to recruit state school young entrants at a level that exceeds the HESA benchmark	2011-12	415 (96.6%)	96.6%	96.6%	Percentage	2019-20	98.5	Expected progress
T16a_02 (Access)	To continue to recruit young entrants from low participation neighbourhoods at a level that exceeds the HESA benchmark	2011-12	85 (16.7%)	16.7%	16.7%	Percentage	2019-20	27.3	Expected progress
T16a_03 (Access)	To maintain high levels of recruitment from low income groups (£0 - £25,000)	2011-12	468 (52%)	52%	52%	Percentage	2019-20	47.5	Limited progress
T16a_04 (Access)	To improve recruitment of disabled students	2011-12	90 (10%)	10%	10%	Percentage	2019-20	15.8	Expected progress
T16a_05 (Access)	To improve the application, offer rate and recruitment from black and minority ethnic groups	2011-12	19 (3.5%)	3.5%	3.5%	Percentage	2019-20	3	Limited progress
T16a_06 (Student success)	To maintain high levels of retention with an increasingly diverse student population	2011-12	40 (6.8%)	6.8%	6.8%	Percentage	2018-19	8.5	Limited progress
T16a_07 (Access)	To recruit students from care	2011-12	7 (0.4%)	0.4%	0.4%	Percentage	2019-20	3	Expected progress
T16a_08 (Access)	To increase recruitment of young white males from disadvantaged backgrounds	2014-15	60 (2.4%)	2.4%	2.4%	Percentage	2019-20	3.3	Expected progress

T16a_09 (Student success)	To maintain or improve performance outcomes for students from Low Participation neighbourhoods when compared to the student population as a whole	2014-15	72 (90%)	90%	90%	Percentage	2018-19	92	Expected progress
T16a_10 (Student success)	To maintain or improve performance outcomes for students from Low Income backgrounds when compared to the student population as a whole	2014-15	425 (91%)	91%	91%	Percentage	2018-19	98.2	Expected progress
T16a_11 (Student success)	To maintain or improve current performance outcomes for students in receipt of DSA when compared to the student population as a whole	2014-15	56 (94%)	94%	94%	Percentage	2018-19	96.7	Expected progress
T16a_12 (Student success)	To maintain or improve performance outcomes for BME students when compared to the student population as a whole	2014-15	24 (100%)	100%	100%	Percentage	2018-19	91.7	Limited progress
T16a_13 (Progression)	To maintain or improve graduate outcomes for students from Low Participation neighbourhoods when compared to the student population as a whole	2014-15	52 (65%)	65%	65%	Percentage	2019-20	75	Expected progress
T16a_14 (Progression)	To maintain or improve graduate outcomes for students from Low income backgrounds when compared to the student population as a whole	2014-15	344 (68%)	68%	68%	Percentage	2019-20	68.7	Expected progress
T16a_15 (Progression)	To maintain or improve graduate outcomes for students in receipt of DSA when compared to the student population as a whole	2014-15	39 (65%)	65%	65%	Percentage	2019-20	63.4	Limited progress
T16a_16 (Progression)	To maintain or improve graduate outcomes for BME students when compared to the student population as a whole	2014-15	18 (67%)	67%	67%	Percentage	2019-20	50	Limited progress
T16a_17 (Access)	To maintain or increase recruitment via long-term outreach	2014-15	1000	1100	1200	Headcount	2019-20	1114	Limited progress
T16a_18 (Student success)	To continue to retain young entrants from low participation neighbourhoods at a level that exceeds the HESA benchmark	2015-16	5 (6.3%)	6.3%	6.3%	Percentage	2018-19	8	Limited progress

T16a_19 (Student success)	To maintain or improve recruitment of undergraduate disabled students, according to BGU data (i.e. including students not in receipt of DSA)	2014-15	137 (18.8%)	18.8%	18.8%	Percentage	2019-20	26.4	Expected progress
T16a_20 (Access)	To increase the number of participants in attainment focussed outreach activities	2017-18	300	300	340	Headcount	2019-20	629	Expected progress

### Other milestones and targets

No data was returned for this section in Bishop Grosseteste University's 2019-20 [access and participation plan](#).

### 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	£145,659.00	£1,541,000.00	958%
Financial Support	£775,658.00	£527,000.00	-32%

### 4. Action plan

Where progress was less than expected Bishop Grosseteste 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_03	In the 2020/21-2024/25 APP this metric has not been continued as a target with recruitment of IMDQ1+Q2 identified instead. The ambition for 2024/25 is to have at least 40% of the entry cohort from IMDQ1+Q2 and in 2019/20 this figure was 40% from a base of 37% in 2017/18. Alongside the University's revised outreach and recruitment policy, the measures in the APP 2021/22 will address this, as described. Any in-person postponed activity will be carried forward and offered to schools in the next academic year to the progressing cohort.
T16a_05	In the 2020/21-2024/25 APP this continues to be a key target with the ambition of reaching at least 3.5% by 2024/25. 3.0% exceeds the milestone of 1.7% for 2020/21. The University's outreach and recruitment policy, as well as the measures in the APP 2021/22 will address this. BGU is also working with the other local HE provider to target BAME outreach.

T16a_06	<p>In the 2020/21-2024/25 APP the targets have been set relating to the gaps for different under-represented learners in HE against their comparator group and the measure outlined to reduce those gaps positively will raise the overall institutional continuation rate as well. As outlined in the 2020/21-2024/25 APP, personal tutoring will be further enhanced with the development and use of Learner Engagement Analytics to enable more targeted support to be provided to those students needing it. The on-going pandemic means that BGU has planned for a blended learning approach of delivery rather than wholly remote learning - recognising that in-person learning provides students with structure and pacing, maintains a sense of community and makes the on-line learning more effective when integrated with classroom activity. An enhanced induction at the start of 2020/21 provided greater blended-learning training for students and BGU committed to at least 50% of scheduled contact hours being in-person if restrictions allowed (for the foundation year 80% of classes were in-person reflecting the academic support needed by similar learners in 2019/20). During the year greater monitoring of engagement has happened and student interventions put in place.</p>
T16a_12	<p>As outlined in the 2020/21-2024/25 APP, personal tutoring will be further enhanced with the development and use of Learner Engagement Analytics to enable more targeted support to be provided to those students needing it. The University is working with the Students' Union to support students from minority ethnic groups directly. The on-going pandemic means that BGU has planned for a blended learning approach of delivery rather than wholly remote learning - recognising that in-person learning provides students with structure and pacing, maintains a sense of community and makes the on-line learning more effective when integrated with classroom activity. An enhanced induction at the start of 2020/21 provided greater blended-learning training for students and BGU committed to at least 50% of scheduled contact hours being in-person if restrictions allowed (for the foundation year 80% of classes were in-person reflecting the academic support needed by similar learners in 2019/20). During the year greater monitoring of engagement has happened and student interventions put in place.</p>
T16a_15	<p>In the 2020/21-2024/25 APP this metric was replaced with the broader target of reducing the attainment gap for students with a known disability from 2% in 2017/18 with the overall attainment value of 68%. The 2019/20 data show that whilst the gap has stayed static the attainment rate was 72% for students with a disability. The support measures outlined in the 2020/21-2024/25 APP are intended to reduce the attainment gap.</p>
T16a_16	<p>Reduction of the BAME attainment gap is one of the BGU targets for its 2020/21-2024/25 APP. Within the plan there is an ambition to review and revise the inclusivity of the curriculum over the five year period and for personal tutoring to be further enhanced with the development and use of Learner Engagement Analytics and these will be used to provide more targeted support for students with APP characteristics. The Students' Union is a partner with University in a collaborative project to support BAME students directly.</p>

T16a_17	The expectation going forward with the APP from 2020/21 is that the new targeted outreach activities to local schools will continue to grow and post-pandemic in-person activity will resume.
T16a_18	As outlined in the 2020/21-2024/25 APP, personal tutoring will be further enhanced with the development and use of Learner Engagement Analytics to enable more targeted support to be provided to those students needing it. The on-going pandemic means that BGU has planned for a blended learning approach of delivery rather than wholly remote learning - recognising that in-person learning provides students with structure and pacing, maintains a sense of community and makes the on-line learning more effective when integrated with classroom activity. An enhanced induction at the start of 2020/21 provided greater blended-learning training for students and BGU committed to at least 50% of scheduled contact hours being in-person if restrictions allowed (for the foundation year 80% of classes were in-person reflecting the academic support needed by similar learners in 2019/20). During the year greater monitoring of engagement has happened and student interventions put in place.

## 5. Confirmation

Bishop Grosseteste 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	
Bishop Grosseteste 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	Reverend Cannon Professor Peter Neil
Position	Vice-chancellor

## Annex A: Commentary on progress against targets

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

<b>Target reference number: T16a_03</b>
How have you met the commitments in your plan related to this target?
While the target has not been achieved, progress has been made as the percentage has increased from 35% in 2017/18. During 2019/20 BGU introduced a revised Outreach Engagement Strategy aligning with APP target groups of IMDQ1, LPN and BAME students working with local schools, local Uni Connect (LiNCHigher) and the other local HE providers. The activity has been monitored by recording student participants and through EMWPREP. 28% and 42% of students were IMD target groups for post and pre-16 outreach programmes. Recruitment and marketing activities were implemented including a 50+mile campaign to diversify the applicant profile away from Lincoln.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The outreach plans for in-person activity with schools were disrupted and had to be suspended from March 2020. Instead the WP resources were used to develop on-line resources, pre-recorded guidance videos and virtual live presentations / workshops with schools. Open-days for applicants became virtual and online pre-recorded resources as well as live virtual open-days were implemented.

<b>Target reference number: T16a_05</b>
How have you met the commitments in your plan related to this target?
The 3.5% target figure has not been achieved but we note the rounding policy in the OfS dashboard. Performance in 2018/19 and 2019/20 were better than in 2017/18 so progress is being made. During 2019/20 BGU introduced a revised Outreach Engagement Strategy aligning with APP target groups of IMDQ1, LPN and BAME students working with local schools, local Uni Connect (LiNCHigher) and the other local HE providers. The activity has been monitored by recording student participants and through EMWPREP. Recruitment and marketing activities were implemented including a 50+mile campaign to diversify the applicant profile away from Lincoln to areas with a larger BAME population.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The outreach plans for in-person activity with schools were disrupted and had to be suspended from March 2020. Instead the WP resources were used to develop on-line resources, pre-recorded guidance videos and virtual live presentations / workshops with schools. Open-days for applicants became virtual and online pre-recorded resources as well as live virtual open-days were implemented.

<b>Target reference number: T16a_06</b>
How have you met the commitments in your plan related to this target?
Between 2013/14 and 2017/18 the overall non-continuation rate did not exceed the static target of 6.8%. However, in 2018/19 non-continuation did increase reflecting diversification of subject portfolio. During the pandemic affected 2019/20 initial analysis of the data for those completing Level 4 shows that 8.3% did not complete the level. Monitoring takes place at subject level through Annual Monitoring Reports in which continuation is a key metric as well as APP characteristics. The key activity of personal tutoring was maintained and our Support to Study policies and processes were revised. A foundation year was introduced across most UG programmes to support students returning to education and provide key academic skills for success in the progression programmes.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The pandemic during 2019-20 meant the last quarter of the UG teaching year had to be delivered remotely, closure of the campus and online student support services. This happening to the end of the year meant that students had already established learning practices but complete on line learning and accessing e-resources was a challenge alongside also coping with with reduced part-time work and also many students shielding and with caring responsibilities. On-line, videocall, email support was put in place and engagement was monitored by VLE engagement. Safety-net measures were put in place allowing students to retake modules without a grade penalty and referral fees were lifted. The University's Learning Fund provided more hardship grants.

<b>Target reference number: T16a_12</b>
How have you met the commitments in your plan related to this target?
The target milestone of 100% continuation was set in a base-line year which saw 100% continuation and is a very challenging target. Given the comparatively small number of students from minority ethnic groups recruited each year, this indicator is also susceptible to inter-annual variance. The OfS data dashboard does not have data for continuation but BGU data show this to have fluctuated between 91.7% and 100% in the years prior to 2019/20, comparable with the institution average. However, during the pandemic affected 2019/20 initial analysis of the data for students completing Level 4 was 81.5% and are accounted for by students who left the foundation year for whom the move to wholly on-line learning was particularly challenging. Monitoring takes place at subject level through Annual Monitoring Reports in which continuation is a key metric as well as APP characteristics. The key activity of personal tutoring was maintained and our Support to Study policies and processes were revised.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The pandemic during 2019-20 meant the last quarter of the UG teaching year was delivered remotely with closure of the campus and student support services only available online. The timing also meant that students had already established learning practices but completing online learning and accessing e-resources was a challenge alongside (for some) also coping with reduced part-time work and/or 'shielding' and/or

caring responsibilities. On-line, videocall and email support was put in place and engagement was monitored by VLE engagement. Safety-net measures were introduced allowing students to retake modules without a grade penalty and referral fees were lifted. The University's Learning Fund provided more hardship grants. However, despite these measures some students were not able to engage and there has been an increase in non-continuation.

<b>Target reference number: T16a_15</b>
How have you met the commitments in your plan related to this target?
Over the last 5 years this metric has fluctuated either side of the target metric and in 2019/20 was below the target. The University has worked to ensure that assessment briefs are clear, assessment criteria are transparent and marking is fair and anonymous. Subject teams and CELT collaborate to provide students with support on learning practices and development, and on assessment writing. Annual Monitoring Reports by subject teams examine assessment success and relate these to APP characteristics.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The pandemic during 2019-20 meant the last quarter of the UG teaching year was delivered remotely with closure of the campus and student support services only available online. The timing also meant that students had already established learning practices but completing online learning and accessing e-resources was a challenge alongside (for some) also coping with reduced part-time work and/or 'shielding' and/or caring responsibilities. Safety-net measures were introduced allowing students to retake modules without a grade penalty and referral fees were lifted.

<b>Target reference number: T16a_16</b>
How have you met the commitments in your plan related to this target?
The OfS data dashboard does not have data for continuation but BGU data show that the target milestone was not achieved and because of the comparatively small number of students from ethnic minority groups who were recruited and progressed to their final year this indicator is susceptible to inter-annual variance. For 2019/20 the 50% rate needs to be viewed in the context of fewer than 10 BAME students in the completing cohort. The measures outlined in the plan to support student continuation were delivered. The University has worked to ensure that assessment briefs are clear, assessment criteria are transparent and marking is fair and anonymous. Subject teams and CELT collaborate to provide students with support on learning practices and development, and on assessment writing. Annual Monitoring Reports by subject teams examine assessment success and relate these to APP characteristics.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The pandemic during 2019-20 meant the last quarter of the UG teaching year was delivered remotely with closure of the campus and student support services only available online. The timing also meant that students had already established learning

practices but completing online learning and accessing e-resources was a challenge alongside (for some) also coping with reduced part-time work and/or 'shielding' and/or caring responsibilities. Safety-net measures were introduced allowing students to retake modules without a grade penalty and referral fees were lifted.

#### Target reference number: T16a\_17

How have you met the commitments in your plan related to this target?

The figure relates to our pre-16 year-old outreach engagement programme and this fell just short of the target for 2019/20. This figure has been impacted by COVID because the University had to move from in-person to virtual on-line activities with schools, and the data returns of students who engaged at these events have not always been complete.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

This figure has been impacted by COVID because the University had to move from in-person to virtual on-line activities with schools and the data returns of students who engaged at these events have not always been complete.

#### Target reference number: T16a\_18

How have you met the commitments in your plan related to this target?

Until 2018/19 the POLAR Q1 non-continuation rate has not exceeded the static target of 6.3%. However, in 2018/19 it rose to 8.0% reflecting diversification of subject portfolio. During the pandemic affected 2019/20 initial analysis of the data for those completing Level 4 shows that 10.9% did not complete the level, impacted by the move to wholly remote learning. Monitoring takes place at subject level through Annual Monitoring Reports in which continuation is a key metric as well as APP characteristics. The key activity of personal tutoring has been maintained and our Support to Study policies and processes were revised. A foundation year was introduced across most UG programmes to support students returning to education and provide key academic skills for success in the progression programmes.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

The pandemic during 2019-20 meant the last quarter of the UG teaching year had to be delivered remotely, closure of the campus and online student support services. This happening to the end of the year meant that students had already established learning practices but complete on line learning and accessing e-resources was a challenge alongside also coping with with reduced part-time work and also many students shielding and with caring responsibilities. On-line, videocall, email support was put in place and engagement was monitored by VLE engagement. Safety-net measures were put in place allowing students to retake modules without a grade penalty and referral fees were suspended. The University's Learning Fund provided more hardship grants.



## Annex B: Optional commentary on targets

Bishop Grosseteste University's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16a_08	
T16a_09	
T16a_10	
T16a_11	
T16a_12	
T16a_13	
T16a_14	
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T16a_18	
T16a_19	
T16a_20	