

Buckinghamshire New University

Access and participation plan 2020-21 to 2024-25 [variation July 2022]

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This document is a variation to the five-year Access and Participation Plan 2020-2025, submitted in response to the OfS request that the sector address new government priorities. It should be read with the commitments in our five-year plan as in some parts it updates the approach set out in that plan. It is cross-referenced to assist with this.

It sets out our strategic response to new sector priorities to:

- set out how access to higher education for students from under-represented groups leads to successful participation on high quality courses and good graduate outcomes.
- develop more diverse pathways into and through higher education through expansion of flexible Level 4 and 5 courses and degree apprenticeships.
- develop, enhance and expand partnerships with schools and other local and national organisations, to help raise the pre-16 attainment of Young people from under-represented groups across England.

It also sets out two other variations:

- Updated financial support offer for BNU taught students.
- Revised financial support pertaining to a sub-contractual partner.

1. Whole provider strategic approach

[Cross-reference to five-year plan: 3.1.1]

University strategy

- 1.1.1. BNU champions widening access to education. Our mission is to transform lives through inspiring, employment- and profession-focused education, enabling people to impact society and their future positively. The diversity in our student body reflects our long-standing and highly successful work to reach out to under-represented groups in higher education, to provide an environment and model of education that meets different needs, and to support all learners into high levels of graduate employment.
- 1.1.2. With 68% of our full-time students having at least one indicator of disadvantage or underrepresentation (low participation area, area of high deprivation, ethnic minority, disability) - rising to 93% if the mature indicator is included, much of our five-year plan reflects our strategy to improve outcomes for all. Our priority is to offer an inclusive curriculum and relevant support for our mix of students. Our targets are focused on improved student outcomes and closing the gaps we see between different groups. We have developed our strategic approach since our plan was submitted and in response to the request that we set out how access to higher education for students from underrepresented groups leads to successful participation on high quality courses and good

graduate outcomes, much of this variation is an update on the strategic approach we set out in our five-year plan.

1.1.3. Our new University strategy, Thrive 2028 will launch in autumn 2022 and drives, in its long-term strategic vision, the ambition to:

- Provide an education that is flexible, inclusive, enquiry-based, employer-informed, and designed around the needs of our students;
- Develop our position as an innovative, teach-orientated University, delivering sector-leading and life-changing education and employment opportunities;
- Be a vibrant, inclusive community that inspires learning, develops potential, widens participation, and ambitiously transforms lives.

1.1.4. BNU is an inclusive learning community and it is our aim to ensure that our courses and services enable success for students from diverse backgrounds and with differing needs. As a University with a large proportion of students from under-represented and disadvantaged groups, it is our ambition to improve absolute outcomes for all students, and not simply to close internal performance gaps. Thus, our overarching theory of change is centred on improving attainment and employment outcomes for target groups by improving these outcomes for all.

Education strategy - Curriculum 23

1.1.5. Our University Strategy sets out a philosophy whereby education will work for all, regardless of background or circumstance, and is the foundation of an excellent learner experience. We want our learners to grow, develop and be able to make a real difference to society. An important part of our core Education strategy is to deliver a curriculum that enables all our learners to reach their full potential and provides them with globally relevant skills for life.

1.1.6. Our plan is aligned with our Curriculum 23 change programme. Our new curriculum delivery model will refresh the learner offer and provide the platform for the development of up to date programmes to attract, retain and enable learner success. Our core curriculum will be shaped by five Hallmarks for learning: work and place integrated; active learning; digitally enabled; authentic assessment, inclusive and accessible.

1.1.7. We will develop an education that:

- Works for all regardless of background or circumstance, and is the foundation of an excellent learner experience;
- Is inclusive and enquiry-based, informed by research, arousing curiosity and helping learners build answers to deeply rooted questions;
- Harnesses the best of digital technology;
- Is informed by employers, providing learners with skills for life, enabling them to meet the global challenges of the 21st Century; and
- Is ethical and sustainable, from a University that always meets its social responsibilities, to learners, to staff, and to society.

Equality, diversity and inclusion strategy

[Cross-reference to five-year plan: 3.1.3]

1.1.8. Our plan is informed by, and in turn informs, the University's commitment to equality, diversity and inclusion (EDI) which is underpinned by our mantra "Being you at BNU". Annual EDI objectives are approved by Council and cover a range of initiatives in relation to both students and staff.

1.1.9. We aim to:

- Listen to, learn from and involve our community, to make continuous progress in tackling inequality;

- Act on disparities and dismantle structural inequalities for students and staff; and
- Build a university community where people can be themselves.

Governance and oversight: Quality Enhancement Committee

[Cross-reference to five-year plan: 3.1.7]

1.1.10. Our access and participation work is overseen by the Quality Enhancement Committee, which meets termly and reports to the University's Education Committee, and ultimately Senate and Council. This group is led by the Senior Pro Vice-Chancellor and includes representation from the Students' Union, Office of the Dean of Students, Directorate for Student Success (student support; learning & teaching; employability), Strategic Planning team, Academic Schools (School Directors of Education), and Academic Registry. The group closely scrutinises differential student outcomes and experience data and identifies where research and action needs to be focused.

2. Successful participation and good graduate outcomes

Support services

2.1.1. The Directorate for Student Success plays a vital role in our work to meet our APP targets. Services include disability and inclusion (including mental health advice, non-medical helpers, disability advice); counselling; student hub (including financial support, student advice, chaplaincy and signposting to specialist services); library and learning resources; career success; academic practice and curriculum development (including support for learning technology and support for academics to develop inclusive and effective teaching and assessment skills); and learning and achievement support (including one-to-one study skills support and delivery of lectures and seminars).

Transition and building a sense of belonging

[Cross-reference to five-year plan: 3.1.40]

2.1.2. At BNU we want all students to feel a sense of belonging, whatever their age, ethnicity, circumstances or background. Evidence highlights the importance of building a sense of belonging and academic community for all our learners through aligning peer mentors, personal tutors and subject-based community activities. Recognising the different personal and transitional needs of our students at whichever point they join a course, we will use best practice in recognising the benefits of peer mentors, close community building and, ease of transition.

2.1.3. In 2021 a new student engagement and retention team was established. It is enhancing our welcome and induction activities to ensure that students develop a sense of belonging and community. It will also develop peer mentoring and advising initiatives, aimed at students who are struggling with university life. This will have particular impact on students who are first in family to attend university and those from other widening participation backgrounds.

2.1.4. The University has moved to an enhanced strategic approach to retention, focusing interventions across the student lifecycle, and at key moments of transition into, through and out of higher education. The approach has a focus on interventions around the following key areas for retention:

- ensuring accurate engagement and attendance monitoring and actions to promote engagement and create a sense of belonging, and to understand and reduce non-attendance,
- fully utilising the benefits of learning and engagement analytics to understand patterns of engagement, and
- introducing rapid reassessment and alternative assessment to improve resilience and recognise different learning styles.

2.1.5. BNU is committed to addressing racial inequalities and creating an inclusive culture and environment where individuals can thrive, irrespective of their race or ethnicity. We have pledged our commitment to improving the representation, progression and success of students from different ethnic

backgrounds within higher education by working towards the principles of the Race Equality Charter. The principles of the charter align strongly with our access and participation objectives, particularly the need to address structural inequalities which lead to differential outcomes. This commitment was strengthened by the establishment of our Racial Equality staff network forum with self-directed work streams focused on tackling racism and advising on curriculum. In this variation we commit to understanding and closing the emerging continuation gap we see between Black and Asian students and White students.

Attainment and curriculum design

2.1.6. Our data indicate that gaps, in terms of successful outcomes, are experienced by some ethnic minority students (particularly Asian students), and students from deprived areas where we see significantly lower degree awards than for those from less deprived areas, particularly Males from deprived areas. It is our intention to reduce these gaps across the life of the plan, focusing especially on attainment and progression rates. Our five-year plan commits to reduce the Black awarding gap and this variation adds a new specific commitment to closing the emerging awarding gap we see between white students and Asian students.

- 2.1.7. Our Curriculum 23 change programme commits us to a strategic and revolutionary shift in the way we educate our learners. The priorities of this programme are:
- o a core curriculum enabling all our learners to reach their full potential and providing them with globally relevant skills for life;
 - o genuine choice in curriculum and in the pace and place of learning, enhanced through digitally enabled delivery;
 - o developed and delivered in partnership with employers, providing learners with meaningful industry-engaged opportunities to develop their work readiness and core competencies, attitudes and behaviours through placements and work experience;
 - o an academic year reviewed and reformed to ensure curricula are delivered flexibly, effectively and efficiently;
 - o learners engaged as active co-participants in their education;
 - o learners supported in developing the skills they need to succeed;
 - o a strong culture of recognition and reward for excellence in staff teaching and support;
 - o interdisciplinary courses produced through collaborative working across schools.

2.1.8. Our new curriculum is characterised by five hallmarks and five design principles

Hallmarks	Design Principles
Hallmarks are distinguishing features which will be integrated into every academic programme.	Our curriculum design and delivery model is defined by design principles.
<ul style="list-style-type: none"> - Work and place integrated - Active Learning - Digitally Enabled - Authentic Assessment - Inclusive and Accessible 	<ul style="list-style-type: none"> - Common credit framework (20 Credits) - Core, optional, and pathway modules - Learner choice and flexibility of pace and mode of learning - 10 credit gained through Opportunity modules - Placement opportunities

2.1.9. Curriculum 23 will be key to helping BNU address disparities in outcomes across the student lifecycle. The fifth hallmark – to build an inclusive and accessible curriculum responds directly to the challenges we see in our self-assessment of differential outcomes. Inclusive and accessible learning ensures that curricula, pedagogies and assessments are integral to developing intercultural competencies, addressing inequalities, attainment gaps and differential experiences. Curriculum design which interrogates existing cultural, social and disciplinary (and institutional) norms via a critical exploration of different perspectives and experiences provide opportunities for valuing different views and exploring the social world via new critical lenses. This also enables learners to

see themselves in the curriculum and foster a sense of belonging and being valued in the wider institutional, disciplinary and social community.

- 2.1.10. Barriers to access will be designed out. This requires a commitment to ensure that all learners are enabled to participate fully and effectively. Our responsibility is to provide an inclusive learning environment which:
- recognises that learners differ in the ways that they perceive and comprehend information;
 - allows learners to demonstrate what they have learnt in different ways;
 - recognises that some learners prefer to work alone, while others like to work with their peers and there is not one means of engagement that will be optimal for all learners in all contexts;
 - recognises that our curriculum removes cultural barriers, addresses inequalities; is inclusive of all perspectives including those which have been previously marginalised or dismissed; ensure a range of voices and perspectives are represented; and
 - recognises the diversity of our learner groups and ensure learning content is set within global frameworks.
- 2.1.11. We will endeavour to decolonise our curriculum to ensure that our offer is broadly reflective of the diversity of our student community, representative of a range of academic voices and that our content is not centred around the western context of academia. We will share the best practice we see in the University, such as in the School of Nursing, Midwifery & Allied Health, and the School of Art, Design and Performance to improve teaching approaches to combat awarding gaps.
- 2.1.12. Internal annual monitoring suggests some specific subject areas which demonstrate the most significant, and consistent awarding gaps. For our PT BSc (Hons) Professional Practice (L6 healthcare) learners we will further develop our understanding of these disparities and draw on best practice across the sector in reducing and eliminating them. In particular we have realigned investment to provide learner-facing support to consolidate and enhance academic and knowledge skills - recognising the breadth of learner attributes in those who engage with our programmes.
- 2.1.13. In response to feedback, our Library and Learning Resource offer supports improved support for students from underrepresented and disadvantaged groups:
- E-first policy so that where possible books are purchased as ebooks, this supports anyone not able to come onto campus or those with print disabilities
 - Information literacy training supports students who are first generation to go to university (especially those from low income backgrounds, care leavers, and GRTSB learners)
 - Online chat to support students who can't come on campus for any reason
 - Students can place holds online and collect them from any campus, the time for them to be collected has been increased from 3 days to 1 week to support students with other responsibilities.
- 2.1.14. We have invested in a graduate outcomes officer within the career success team and will be providing targeted support to graduates who haven't gained graduate level employment, including an opportunity to gain Project Management qualifications through a free course we will be offering and employability support.
- 2.1.15. We will evaluate the impact of our measures through in-year data capture and annual evaluation by each School through the School Enchantment Review Meetings (SERs). SERs have long been robustly embedded as part of the annual reporting cycle, however the focus of these meetings has now moved to impact evaluation—best practice is now formally embedded into the School meetings and thus directly engaged with by course staff.

- 2.1.16. Research shows that awarding gaps grow as learner's progress in their programme; L4 showing less of a gap and L6 the most. The University invested in Civitas Illume predictive analytics in 2019 which signals patterns of progression and modules which have particular strong or weak signals for success for different type of student. The University is now investing in a case management system which will be implemented for the start of the academic year 2022/2023. This will link support and academic services will allow us access to vital data to evaluate our activities aimed at improving retention, degree attainment and progression into graduate jobs. The system will create records of student interactions across support services and academic activities. The system will give the University enhanced capability to:
- Flag students with safeguarding concerns;
 - Identify students who are accessing multiple services and give access to amalgamated case notes;
 - Identify support needs of students with protected characteristics and from disadvantaged groups who are accessing multiple services and give access to amalgamated case notes; and
 - Measure the impact on retention and student outcomes for students engaged with particular services or activities.

3. Pre-16 attainment of young people from under-represented groups

Attainment raising in primary and secondary schools

- 3.1.1. BNU has an outreach offer which is focused on working with secondary schools to help students understand different pathway options into higher education, including degree apprenticeships. In 2021, despite the challenges raised by COVID-19, we engaged with more than 3,000 school pupils across sixty-one BNU events and in 2022 have returned to school and campus-based activities. To illustrate the ongoing reach of this work, in 2021 48% of the Young people we worked with were potential first-generation University students; 35% were from an Ethnic minority; and 6% identified as Disabled. 60% lived in areas with low participation (POLAR4 Q1 and Q2) and 35% lived in high deprivation areas. In addition, we welcomed students from the Probation Service, Young carers, military families and fifty-five care-experienced students.
- 3.1.2. We deliver virtual, in-person and blended activities throughout the year, including taster days, careers days and careers advice and guidance sessions across groups from Years 9 to 13. We are committed to playing our part to respond to the increasing emphasis by government and schools on the importance of careers advice. It's important to us to help students in their career choices and illustrate the pathways available to them, whether or not this includes higher education.
- 3.1.3. BNU is a founder sponsor of Aylesbury UTC¹. Aylesbury UTC offers a STEM-based education for 14-19 year-olds with the opportunity to specialise in computing, building studies, or health alongside the national curriculum. The University was heavily involved in the development of the UTC (Chaired by the Vice Chancellor, with BNU membership on the Board), supporting the UTC to transition to the Merchant Taylor Academy Trust - and we retain representation on the Interim Executive Board. We have guided the development of the health curriculum and promoted opportunities for learners through the development of curriculum pathways into higher education. In 2022 the University has committed £50k to support the UTC and has donated professional expertise and equipment to support the development of a new health education suite. Other examples of activities we have run directly for pre-16 year olds include individual interview skills sessions and a computing project at our Aylesbury campus. We also run wider outreach activities with older students at the UTC considering routes into higher education.

¹ The UTC brings together BNU, Aylesbury College and major local employers like Taylor Wimpey, Cisco, Morgan Sindall, Galliford Try, BMW Group & McAfee in partnership.

- 3.1.4. We are a trustee of the Cressex School Co-operative Academy Trust. The purpose of the trust is to support the school in raising educational attainment and widening opportunities for Cressex students. We will continue to develop this relationship with a new focus on attainment raising and specific projects leading to pathways into Higher Education.
- 3.1.5. We are in the process of establishing an attainment raising initiative with a large local primary academy with a diverse socioeconomic demographic profile. We are currently researching the needs of the academy with them and understanding how we can best support these. Appreciating the challenges of our local context (universal selective system at 11+), our aim is to provide support for the transition to secondary school, and, if successful, work with other primary schools in the local area on similar initiatives.
- 3.1.6. BNU offers subject-specific programmes to support attainment in local schools. This includes programmes such as the eight-week Fashion Futures initiative where academics in our Fashion course team provide subject specific support to students wishing to pursue a career in fashion. The Art & Design Saturday Club programme welcomes members into the BNU Red Shed creative community. Members are encouraged to explore their creativity, develop new skills and become familiar with different materials and techniques in textiles, fashion, illustration, graphics, photography, 3D, painting and drawing. Club members also take part in national events including masterclasses and public exhibitions. For students studying sport at school or college and considering continuing this at University, we offer a summer sport course with lectures, guidance, and practical sessions in the BNU Human Performance Lab. We will embed evaluation into these programmes with the aim of demonstrating impact (distance travelled) on student confidence and in their ability to self-reflect on the subject-specific and transferable skills they have developed.

Uni Connect (collaboration)

[Cross-reference to five-year plan: 3.1.36]

- 3.1.7. The Study Higher Uni Connect is a key part of the University's local and regional strategy to support our communities. The University is committed to delivering the aims of Study Higher in collaboration with its key partners: Oxford Brookes University, the University of Oxford and the University of Reading.
- 3.1.8. Study Higher has been successfully delivering on the Uni Connect aims by working with Young people from under-represented groups and low participation areas to minimise the barriers they face to progression as well as providing impartial advice and guidance about the variety of higher education opportunities on offer.
- 3.1.9. The Study Higher partners are committed to continue to work collaboratively to develop evidence-based approaches to raise attainment at Key Stage 3 and Key Stage 4, ready to deliver on this with associated evaluation plans from 2023-24. We are currently working closely with our Study Higher partners in devising a collaborative approach to raising attainment in our existing partnership schools.

4. Diverse pathways into and through higher education

Developing more diverse pathways into and through higher education through expansion of flexible Level 4 and 5 courses and degree apprenticeships

- 4.1.1. Our flexible and vocational character means that BNU is well placed to offer different pathways into and through higher education in a way which meets the needs of different types of learner. We currently offer three-year undergraduate degrees; integrated masters degrees; foundation degrees; degree apprenticeships; foundation years; and L6 top-ups for health professionals and CPD.

- 4.1.2. Degree apprenticeships: The University seeks also to extend opportunities to enter higher education by its extensive development of degree apprenticeships, enabling those who favour this form of work-based learning to achieve higher and degree level qualifications. We believe these opportunities are likely to support Mature learners' entry into higher education, as well as those from low-income families or with caring responsibilities enabling 'earn while you learn'.
- 4.1.3. BNU has an established and growing degree apprenticeship offer in a broad range of subjects including social work; policing; engineering; nursing; nursing associate; assistant practitioner; and digital - with c.850 learners registered in 22/23.
- 4.1.4. L4/5 strategy & HTQs: BNU currently has a small L4/5 offer which is mainly at Foundation degree level. We have developed a L4 and L5 strategy to respond to the new national agenda on technical education, industrial strategy, and lifelong learning entitlement. BNU has applied to the Institute for Apprenticeships for approval to offer Higher Technical Qualifications (HTQs) in health subjects from September 2024 as a pathfinder before rolling out programmes in engineering and computing for September 2025.
- 4.1.5. An element of our Curriculum 23 change programme is the alignment of the core L4 and L5 curriculum to relevant national occupational standards (along with QAA benchmark statements and PSRB requirements). This will facilitate the validation of certificate and diploma routes at L4 and L5, in collaboration with our FE partners where we will develop progression pathways. Our approach will be to prioritise the development of opportunities which align with our current curriculum and which respond to local employment market need, while considering opportunities to extend our reach or enter new markets. As part of the Curriculum 23 change programme, we will be developing a flexible module catalogue. Once there is further clarity about the operation of the Lifelong Learning Entitlement (LLE), this will support the identification of those modules suitable for LLE.

5. Revised financial support (for 'taught at BNU' students)

[Cross-reference to five-year plan: 3.1.52]

- 5.1.1. Bursaries for 2022/23 & 2023/24: All bursaries for any given academic year are subject to revision before the start of the application cycle for that year. All bursaries in this table are available to students who are 'taught at BNU' and not at sub-contractual partner providers. Since our five-year plan was submitted, we have added some new bursaries and additional criteria for existing bursaries in order to widen available support, but the commitment in our original plan is maintained. We monitor take-up of financial support against our demographic profile to help with targeting activity and evaluation of impact.

Description	Funding worth to each student	Eligibility Criteria
Short-term loans		
Loans are made on a short-term basis, usually for one month and are interest free. Not countable for APP purposes.	The maximum short-term loan amount is £50 a week or £100 a week for student parents or students with a disability that prevents them from working.	<ul style="list-style-type: none"> ✓ UK students who are enrolled on a full-time or part-time programme at Buckinghamshire New University ✓ In receipt of SLC funding or awaiting payment of their statutory student funding and/or provide evidence that their application in in progress/awaiting conformation ✓ Have repaid any previous loans.
BNU hardship fund		
Provides discretionary financial assistance for students to help access and remain in higher education. It is particularly aimed for those students who need financial help to meet specific course and living costs that cannot be met from other sources of	Up to £3000 per year of study per student. £150/week for students with parental	<ul style="list-style-type: none"> ✓ FT & PT In receipt of SLC funding or awaiting payment of their statutory student funding and/or provide evidence that their application in in progress/awaiting conformation ✓ PT students must be studying the equivalent of 50 per cent of a full-time

<p>support. The fund can provide emergency payments for unexpected financial crises. Payments are usually given as grants, which do not have to be repaid.</p> <p>Priority groups: Student with children (especially lone parents); Mature students, especially those with existing financial commitments, including priority debts accrued after enrolment; Students from low income families; Students who enter higher education from care; Students from who are homeless; Students receiving the financial loan rate who are in financial difficulty.</p>	<p>responsibilities, per year of study.</p>	<p>course. Applications are treated either as a 'standard' or a 'non-standard' claim.</p> <ul style="list-style-type: none"> ✓ The assessment process for 'standard' and 'non-standard' awards is designed to identify students who have particular financial needs and those who are in unforeseen financial difficulty. This should result in most of the available funding being directed towards students with a low income and those who have exceptionally high course related costs. ✓ Funds can be awarded during term time only. ✓ Students can only usually be awarded once in an academic year
<p>BNU Student Success Programme</p>		
<p>Provides a direct benefit to individual students from low income backgrounds and to support progression of students from groups currently under-represented in higher education it provides 100 individual scholarships. Provides a direct benefit to individual students from low income backgrounds. Priority will be given to currently under-represented groups in higher education (First generation in higher education; Ethnic minority; (Young) carers; military families</p>	<p>Up to £3,000 over the 3 years/ (£1000/year) per student. 4 years available if course has foundation year. It does not include any repeat years.</p>	<ul style="list-style-type: none"> ✓ In receipt of SLC funding or awaiting payment of their statutory student funding and/or provide evidence that their application in in progress/awaiting confirmation. +one of the criteria below ✓ Declared residual household income is £25,000 per annum or less, ✓ Home residence in an area of low participation in higher education (by postcode checker - POLAR4, quintiles 1 and 2), or ✓ Home residence in an area of higher deprivation (20% most deprived) (by postcode checker - Index Multiple Deprivation, quintiles 1 and 2)
<p>Care leaver bursary</p>		
<p>To support care leaver alongside:</p> <ul style="list-style-type: none"> ✓ Step-by-step guidance and assistance throughout the application process. ✓ Priority consideration for support from the Bucks Hardship Fund. ✓ 365 day accommodation in university-managed residences for the duration of the course. ✓ Free access to our pre-sessional summer courses. Named contacts with specific responsibility for working with care leavers. ✓ A designated mentor to provide one-to-one support from arrival through to graduation. 	<p>Up to £3000 per student. (£1,000, per year of study, not including repeat years).</p>	<ul style="list-style-type: none"> ✓ Disclose when applying to university through the UCAS application form, or at any time after enrolment, that student has been in care. ✓ UK student ✓ be under the age of 25 on the first day of your course ✓ Can provide evidence from their Local Authority of their Care Leaver status
<p>Estranged Student Bursary</p>		
<p>Provides discretionary financial assistance for students who are estranged.</p>	<p>Up to £3000 per student. (£1,000, per year of study, not including repeat years).</p>	<p>To be considered for the estranged student bursary, you must:</p> <ul style="list-style-type: none"> ✓ be estranged from your parents or legal guardians ✓ be under the age of 25 on the first day of your course ✓ be registered on a full-time or part-time course ✓ meet the eligibility criteria of Student Finance England or equivalent funding body (undergraduate students only) ✓ have been assessed as independent by Student Finance England or equivalent

		funding body (undergraduate students only)
Gypsy, Roma, Traveller, Showmen and Boater (GRTSB) Bursary		
Provides discretionary financial assistance for students who identify as Gypsy or Traveller ethnicity	Up to £3000 per student. (£1,000, per year of study, not including repeat years).	✓ To be considered for the GTR student bursary, you must disclose when applying to university through the UCAS application form, or at any time after enrolment an ethnicity of Gypsy or Traveller.
Bucks Future Success Package		
This package gives students the funds to students to buy goods specific to their course/ study needs at a better value for money than other online stores through the John Smiths site in partnership with BNU. All students are eligible but only a proportion of the fund is countable for APP purposes (profiled to the proportion of students from disadvantaged or under-represented groups)	£150 per student to spend across their time at BNU	<ul style="list-style-type: none"> ✓ UK/Home student ✓ Full-time undergraduate course ✓ First year students only
Disability Assistance		
Fund to support students with disability assistance (for laptops and software) to mitigate for the changes to the DSA.	£150 per student.	<ul style="list-style-type: none"> ✓ Registered with the disability service at BNU and, ✓ A combined household income of less than £25,000 per year.

6. Financial support (UCFB students)

[Cross-reference to five-year plan: 3.1.57]

We are in a teach-out phase with UCFB (L6 will be the last cohort in 2022/23) and this measure and associated financial commitment will move (tapered) with UCFB to their new validating partner. This is modelled in our revised Target and Investment Plan.

- 6.1.1. A means-tested variable bursary is available to help undergraduate students from lower income backgrounds fund their studies at UCFB and to ensure that higher education is available to under-represented groups. Considerations include parental income and number of dependants; POLAR4 quintile; parental higher education attendance; care leaver; disability or special needs. UCFB currently interviews all recipients at renewal to assess impact on their outcomes in the previous year.
- 6.1.2. Bursary for 2022/23 (L6 only): All bursaries for any given academic year are subject to revision before the start of the application cycle for that year.

Bursary Title	Description	Funding worth to each student	Eligibility Criteria
Bursary	The bursary can be used for accommodation, travel cards or used towards fees (for applicants not eligible for a tuition fee loan).		All with annual household income of ≤£25,000 Additional contextual criteria (disadvantaged or under-represented groups) for those with:
		Wembley: £3,500 per year	annual household income of ≤£40,000
		Etihad: £2,500 per year	annual household income of ≤£30,000

7. Annexe—Statement from BNU Students' Union [July 2022]

- 7.1.1. The University has demonstrated a commitment to engaging Bucks Students' Union in their access and participation work and support union run initiatives that promote inclusivity, break down barriers to engagement and participation, cultivate a sense of belonging and community and develop a diverse programme of cocurricular opportunity for all.
- 7.1.2. The staff and officer team are members of institution's working groups and we have representation on the steering group. The Union has been regularly consulted about matters pertaining to access. In the next academic year, we will support the University's endeavours in gathering student feedback on its access and participation work and we are looking forward to strengthening this partnership.
- 7.1.3. We feel the University values our work, encompassing the initiatives and schemes we are currently delivering such as the unique 'Big Deal', and in partnership with the institution we are building a strong evidence base showing it to be a major contributor in attracting, supporting and developing students from widening participation backgrounds, ultimately leading to their successful journey through the university experience and beyond.

Provider fee information 2022-23**Summary of 2022-23 course fees**

*course type not listed by the provider as available in 2022-23. This means that any such course delivered in 2022-23 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2022-23 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	Core first degree (including foundation year)	Fee applies to entrants/all students	£9,250
Foundation degree	Core foundation degree	Fee applies to entrants/all students	£9,250
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2022-23 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	Dancebox Theatre Works 10084951 - Dancebox (including foundation year)	Fee applies to entrants/all students	£9,250
First degree	David Game College Ltd 10015688 - David Game College (including foundation year)	Fee applies to entrants/all students	£9,250
First degree	Global Banking School Limited 10042500 - Global Banking School (including foundation year)	Fee applies to continuing students only	£9,250
First degree	London School of Commerce & IT Limited 10023434 - LSCI (including foundation year)	Fee applies to entrants/all students	£9,250
First degree	London School of Science & Technology Limited 10008362 - London School of Science and Technology (including foundation year)	Fee applies to entrants/all students	£9,250
First degree	Mont Rose College of Management and Sciences Limited 10023777 - Mont Rose College (including foundation year)	Fee applies to entrants/all students	£9,250
First degree	Newbury College 10004596 - Newbury	Fee applies to entrants/all students	£9,250
First degree	Osteopathic Education and Research Limited 10002344 - European School of Osteopathy	Fee applies to continuing students only	£9,250
First degree	Oxford Business College UK Limited 10020439 - Oxford Business College (including foundation year)	Fee applies to entrants/all students	£9,250
First degree	RTC Education Ltd 10008455 - Regent (including foundation year)	Fee applies to entrants/all students	£9,250

First degree	RTC Education Ltd 10008455 - Regent Core degree (including foundation year)	Fee applies to continuing students only	£8,000
First degree	UCFB College of Football Business Limited 10043164 - UCFB (including foundation year)	Fee applies to continuing students only	£9,250
Foundation degree	Aylesbury College 10000473 - Aylesbury College (FdA Early Years Practice)	Fee applies to continuing students only	£4,650
Foundation degree	Aylesbury College 10000473 - Aylesbury College (FdA Early Years Practice)	Fee applies to entrants/all students	£9,250
Foundation degree	London School of Science & Technology Limited 10008362 - London School of Science and Technology	Fee applies to entrants/all students	£9,250
Foundation degree	RTC Education Ltd 10008455 - Regent	Fee applies to entrants/all students	£9,250
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	Aylesbury College 10000473 - Aylesbury College (Certificate in Education)	Fee applies to entrants/all students	£9,250
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2022-23 students

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	Business Law, Law, Business Management,	Fee applies to continuing students only	£4,900
First degree	Core first degree (including foundation year)	Fee applies to entrants/all students	£6,900
Foundation degree	Core foundation degree	Fee applies to entrants/all students	£6,900
Foundation degree	FD Early Years	Fee applies to continuing students only	£4,900
Foundation degree	FD Kitchen Design	Fee applies to continuing students only	£5,600
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1d - Sub-contractual part-time course fee levels for 2022-23 students

Sub-contractual part-time course type:	Additional information:	Cohort:	Course fee:
First degree	RTC Education Ltd 10008455 - Regent (including foundation year)	Fee applies to entrants/all students	£6,900
Foundation degree	RTC Education Ltd 10008455 - Regent	Fee applies to entrants/all students	£6,900
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	Aylesbury College 10000473 - Certificate in Education	Fee applies to entrants/all students	£6,900

Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Provider fee information 2021-22**Summary of 2021-22 course fees**

*course type not listed by the provider as available in 2021-22. This means that any such course delivered in 2021-22 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2021-22 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	BA (Hons) Integrated Health and Social Care (top-up)	Fee applies to continuing students only	£8,250
First degree	BA (Hons) Integrated Health and Social Care (top-up)	Fee applies to entrants/all students	£9,250
First degree	BSc (Hons) Aviation Management for Professionals (distance learning)	Fee applies to entrants/all students	£7,700
First degree	BSc (Hons) Specialist Practitioner Qualification (District Nursing), (Community Children's Nursing)	Fee applies to continuing students only	£8,950
First degree	BSc (Hons) Specialist Practitioner Qualification (District Nursing), (Community Children's Nursing)	Fee applies to entrants/all students	£9,250
First degree	Core full time first degree (including foundation year)	Fee applies to entrants/all students	£9,250
Foundation degree	Core full time foundation degree	Fee applies to entrants/all students	£9,250
Foundation degree	Cyber Security	Fee applies to continuing students only	£6,000
Foundation degree	Cyber Security	Fee applies to entrants/all students	£9,250
Foundation degree	Health & Social Care	Fee applies to continuing students only	£8,050
Foundation degree	Health & Social Care	Fee applies to entrants/all students	£9,250
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	Operating Department Practice, all other	Fee applies to entrants/all students	£9,250
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2021-22 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	Dancebox Theatre Works 10084951 - Dancebox	Fee applies to entrants/all students	£9,250
First degree	David Game College Ltd 10015688 - David Game College	Fee applies to continuing students only	£7,800

First degree	David Game College Ltd 10015688 - David Game College - all core degree (including foundation year)	Fee applies to entrants/all students	£9,250
First degree	Global Banking School Limited 10042500 - Global Banking School (including foundation year)	Fee applies to continuing students only	£9,250
First degree	London College of Contemporary Arts Ltd 10052868 - LCCA	Fee applies to entrants/all students	£9,250
First degree	London School of Commerce & IT Limited 10023434 - LSCI	Fee applies to entrants/all students	£9,250
First degree	London School of Science & Technology Limited 10008362 - London School of Science and Technology (including foundation year)	Fee applies to entrants/all students	£9,250
First degree	Mont Rose College of Management and Sciences Limited 10023777 - Mont Rose College (including foundation year)	Fee applies to entrants/all students	£9,250
First degree	Osteopathic Education and Research Limited 10002344 - European School of Osteopathy	Fee applies to entrants/all students	£9,250
First degree	Oxford Business College UK Limited 10020439 - Oxford Business College	Fee applies to entrants/all students	£9,250
First degree	RTC Education Ltd 10008455 - Core degree (including foundation year)	Fee applies to entrants/all students	£9,250
First degree	RTC Education Ltd 10008455 - Regent College	Fee applies to continuing students only	£8,000
First degree	RTC Education Ltd 10008455 - Regent College (top-up)	Fee applies to continuing students only	£7,500
First degree	UCFB College of Football Business Limited 10043164 - UCFB	Fee applies to continuing students only	£9,250
Foundation degree	Aylesbury College 10000473 - Aylesbury College (FdA Early Years Practice)	Fee applies to entrants/all students	£4,650
Foundation degree	London School of Science & Technology Limited 10008362 - London School of Science and Technology	Fee applies to continuing students only	£7,800
Foundation degree	London School of Science & Technology Limited 10008362 - London School of Science and Technology	Fee applies to entrants/all students	£9,250
Foundation degree	RTC Education Ltd 10008455 - All Foundation	Fee applies to entrants/all students	£9,250
Foundation year/Year 0	RTC Education Ltd 10008455 - Regent College	Fee applies to continuing students only	£5,500
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2021-22 students

Part-time course type:	Additional information:	Cohort:	Course fee:
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First degree	All core degree programmes not otherwise described (including foundation year)	Fee applies to entrants/all students	£6,900
First degree	BA (Hons) Integrated Health and Social Care (top-up) and professional practice (health) courses	Fee applies to continuing students only	£4,750
First degree	BEng (Hons) Engineering Design (Jan 21 cohort)	Fee applies to entrants/all students	£6,900
First degree	Business Law, Law	Fee applies to continuing students only	£4,800
First degree	Business Management (top up)	Fee applies to continuing students only	£4,800
First degree	Core degree programmes	Fee applies to continuing students only	£4,750
Foundation degree	All core degree programmes not otherwise described	Fee applies to entrants/all students	£6,900
Foundation degree	FD Assistant Practitioner	Fee applies to continuing students only	£5,000
Foundation degree	FD Assistant Practitioner 20/21 cohort	Fee applies to entrants/all students	£6,900
Foundation degree	FD Early Years	Fee applies to continuing students only	£4,650
Foundation degree	FD Kitchen Design	Fee applies to continuing students only	£5,600
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1d - Sub-contractual part-time course fee levels for 2021-22 students

Sub-contractual part-time course type:	Additional information:	Cohort:	Course fee:
First degree	Newbury College 10004596 - BEng (Hons) Engineering Design (Jan 21 cohort)	Fee applies to entrants/all students	£6,900
First degree	RTC Education Ltd 10008455 - Core degrees (including foundation year)	Fee applies to entrants/all students	£6,900
Foundation degree	RTC Education Ltd 10008455 - Core FD	Fee applies to entrants/all students	£6,900
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Access and participation plan

Fee information 2020-21

Provider name: Buckinghamshire New University

Provider UKPRN: 10000975

Summary of 2020-21 entrant course fees

*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

Inflationary statement:

We do not intend to raise fees annually

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree	BA (Hons) Integrated Health and Social Care (top-up)	£8,250
First degree	BSc (Hons) Aviation Management for Professionals (distance learning)	£7,700
First degree	BSc (Hons) Specialist Practitioner Qualification (District Nursing), (Community Children's Nursing)	£8,950
First degree	Core full time first degree (including foundation year)	£9,250
Foundation degree	Core full time foundation degree	£9,250
Foundation degree	Cyber Security	£6,000
Foundation degree	Health & Social Care	£8,050
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	Operating Department Practice, all other	£9,250
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 students

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	Dancebox Theatre Works 10084951 - Dancebox	£9,250
First degree	David Game College Ltd 10015688 - David Game College	£7,800
First degree	Global Banking School Limited 10042500 - Global Banking School (including foundation year)	£9,250
First degree	London College of Contemporary Arts Ltd 10052868 - LCCA	£9,250
First degree	London School of Commerce & IT Limited 10023434 - LSCI	£9,250
First degree	London School of Science & Technology Limited 10008362 - London School of Science and Technology (including foundation year)	£9,250
First degree	Mont Rose College of Management and Sciences Limited 10023777 - Mont Rose College (including foundation year)	£9,250
First degree	Osteopathic Education and Research Limited 10002344 - European School of Osteopathy	£9,250
First degree	Oxford Business College UK Limited 10020439 - Oxford Business College	£9,250
First degree	RTC Education Ltd 10008455 - Regent College	£8,000
First degree	RTC Education Ltd 10008455 - Regent College (top-up)	£7,500
First degree	UCFB College of Football Business Limited 10043164 - UCFB	£9,250
Foundation degree	London School of Science & Technology Limited 10008362 - London School of Science and Technology	£7,800
Foundation year/Year 0	RTC Education Ltd 10008455 - Regent College	£5,500
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree	BA (Hons) Integrated Health and Social Care (top-up) and professional practice (health) courses	£4,750
First degree	BEng (Hons) Engineering Design	£6,900
First degree	Business Law, Law	£4,800
First degree	Business Management (top up)	£4,800

First degree	Core degree programmes	£4,750
Foundation degree	FD Assistant Practitioner	£5,000
Foundation degree	FD Early Years	£4,650
Foundation degree	FD Kitchen Design	£5,600
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	Newbury College 10004596 - BEng (Hons) Engineering Design	£6,900
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan 2020-21 to 2024-25

Provider name: Buckinghamshire New University

Provider UKPRN: 10000975

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£179,582.00	£183,173.64	£186,837.11	£190,573.85	£194,385.33
Access (pre-16)	£84,240.00	£85,924.80	£87,643.30	£89,396.16	£91,184.09
Access (post-16)	£95,342.00	£97,248.84	£99,193.82	£101,177.69	£103,201.25
Access (adults and the community)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£1,288,850.00	£1,314,627.00	£909,487.08	£657,404.36	£660,379.99
Research and evaluation (£)	£70,959.00	£72,378.18	£73,825.74	£75,302.26	£76,808.30

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£28,026,530.00	£29,164,490.00	£29,855,180.00	£30,497,045.00	£30,473,215.00
Access investment	0.6%	0.6%	0.6%	0.6%	0.6%
Financial support	4.6%	4.5%	3.0%	2.2%	2.2%
Research and evaluation	0.3%	0.2%	0.2%	0.2%	0.3%
Total investment (as %HFI)	5.5%	5.4%	3.9%	3.0%	3.1%

Targets and investment plan 2020-21 to 2024-25

Provider name: Buckinghamshire New University

Provider UKPRN: 10000975

Targets

Table 4a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in participation in HE for students from underrepresented groups	PTA_1	Low Participation Neighbourhood (LPN)	Ratio in entry rates for POLAR4 quintile 5: quintile 1 students (18-20 year olds)	No	The access and participation dataset	2017-18	2.7:1	2.3:1	2.2:1	2:1	1.9:1	1.8:1	There are few POLAR4 quintile 1 neighbourhoods within the natural catchment area for Bucks. Small numbers mean the ratio fluctuates (5yr average 2.55:1) and we aim for a steady downwards trajectory to <1.8:1 and parity by 2035.
To reduce the gap in participation in HE for students from underrepresented groups	PTA_2	Disabled	Proportion of FTUG declaring disability	No	The access and participation dataset	2017-18	9%	10%	11%	12%	13%	14%	Students with disabilities have good outcomes at Bucks and we aim to attract more applicants with disabilities. However, data capture is incomplete, particularly for partner providers so we will improve data capture to ensure we meet the needs of these students.
To reduce the gap in participation in HE for students from underrepresented groups	PTA_3	Disabled	Proportion of PTUG declaring disability	No	The access and participation dataset	2017-18	7%	8%	8.5%	9%	10%	10.5%	Students with disabilities have good outcomes at Bucks and we aim to attract more part-time applicants with disabilities. We aim to meet the sector average by 2030.
To reduce the gap in participation in HE for students from underrepresented groups	PTA_4	Care-leavers	Intake declaring care-leaver status	No	Other data source	2017-18	21	22	23	24	26	28	Aligned with supporting heightened disclosure, we will endeavour to increase care leaver numbers. As data is very limited, we propose an increase from an indicative 3.8% (17/18 baseline (21 care leavers from 550 care leavers in the sector/year)) to 5% (28 care leavers) by 2025 (*See Plan for reference).

Table 4b - Success

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the attainment gap for students from underrepresented groups	PTS_1	Socio-economic	Difference in degree attainment (1st and 2:1) between IMD Q1 and IMD Q5 FTUG students.	No	The access and participation dataset	2017-18	15pp	14pp	13pp	12pp	11pp	10pp	This will be targeted to reduce the gap to substantially below sector baseline.
To reduce the attainment gap for students from underrepresented groups	PTS_2	Ethnicity	Difference in degree attainment (1st and 2:1) between White and BAME students FTUG.	No	The access and participation dataset	2017-18	11pp	8pp	6pp	5pp	3pp	0pp	This will be targeted to effectively eliminate the gap by 2025 (any gap to be non-statistically significant and compatible with value-added gap of 0). Milestones set in the 2019-20 plan have been amended based on new data.
To reduce the attainment gap for students from underrepresented groups	PTS_3	Ethnicity	Difference (value-added score) in degree attainment (1st and 2:1) between White and BAME students FTUG.	No	Other data source	2016-17	0.13	0.12	0.08	0.04	0	0	By using value-added scores to monitor this attainment gap we are taking differences in entry qualifications and subject mix into account. While closing the gap between White and BAME students, we will also be working to enhance achievement for all students, close gaps and improve outcomes across the board.
To reduce the attainment gap for students from underrepresented groups	PTS_4	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between White and BAME students PTUG	No	The access and participation dataset	2017-18	50pp	40pp	30pp	20pp	10pp	0pp	The PT BAME attainment gap relates to a particular course and fluctuates 30-50pp. This will be targeted to effectively eliminate it by 2030 (any gap to be non-statistically significant).
To reduce the attainment gap for students from underrepresented groups	PTS_5	Socio-economic	Difference in degree attainment (1st and 2:1) between all other ethnicities and Black students FTUG.	No	The access and participation dataset	2017-18	7pp	6pp	6pp	5pp	3pp	0pp	This will be targeted to effectively eliminate the gap by 2025 (any gap to be non-statistically significant and compatible with value-added gap of 0). Milestones set in the 2019-20 plan have been amended based on new data.

Table 4c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To increase the progression rate for students from underrepresented groups	PTP_1	Low Participation Neighbourhood (LPN)	Difference in POLAR4 Q1 versus Q5 students entering highly skilled employment	No	The access and participation dataset	2017-18	10pp	7pp	7pp	6pp	6pp	5pp	We aim to reduce the gap for progression into highly skilled employment for POLAR4 Q1. Recognising the small numbers, this will be based on a rolling 3 year average target
To increase the progression rate for students from underrepresented groups	PTP_2	Ethnicity	Proportion of BAME students entering highly skilled employment.	No	The access and participation dataset	2017-18	66%	66%	67%	69%	71%	74%	We aim to increase progression into highly skilled employment for all young students but will specifically target young BAME male students. The target is to reach the sector average for White students by 2025 (74% in 2016-17).