

BIRMINGHAM CITY UNIVERSITY

ACCESS AGREEMENT 2017-18

1. **Fee Levels**

Evidence suggests that young full-time applicants, even those from disadvantaged or low-income groups, have not been deterred by the higher fees and that applicants do not allow fee levels to compromise their choice of course (Higher Education Policy Institute October 2013) . Indeed, it has been found that the introduction of variable tuition fees in 2012 was not associated with any substantial changes in applicant course choices or any change in the share of applications for live-at-home study (UCAS July 2012).

Following a range of policy changes and cuts to funding which were announced in the 2015 Comprehensive Spending Review and 2016 Budget, there will be much less funding available to support outreach activity, widening participation, support for student retention and progression and support for student hardship, all of which are critical elements to the nature of our student profile and indeed mission as an inclusive University. Furthermore, the changes to the Disabled Students' Allowances will necessitate the University having to provide additional support to disabled students and change pedagogical styles to ensure that they are not unduly disadvantaged.

The decision has therefore been taken to raise fees in line with inflation to a standard fee of £9,250 for all full-time first-degree programmes and interim awards such as DipHEs for 2017-18 entry, in order to enable the University to protect the student experience. It should be noted that much of the additional income to the University from fees will merely replace the income lost from other forms of funding. Fees for students entering the University before 2016/17 will not be raised, but those for more recent entrants may be.

The maximum fee charged for HND, HNC and foundation degrees will also rise in line with inflation, but will be no greater than £6,165.

Where a full-time undergraduate student opts to extend the normal length of a Bachelor's degree by an additional year in order to take a full-year work placement there will be no fee for the additional placement year.

The fees for part time courses have been set pro rata to full time courses. Under these arrangements no part time student will be charged more than £6,935.

Fees may be subject to an annual inflationary increase, if allowed by the Government. All fee levels outlined here may also need to change to reflect the outcomes of any Teaching Excellence Framework assessment.

2. **Performance and Expenditure**

Birmingham City University performs well both in absolute terms and by comparison to the adjusted sector benchmark in indicators of widening participation. Examination of the most recent HESA performance indicators reveals that:

- for young full-time undergraduate entrants

- 97.6% come from state schools or colleges (above the benchmark of 95.9%)
- 46.9% are from NS-SEC classes 4, 5, 6 & 7 (significantly above the benchmark of 40.5%)
- 14.4% are from low participation neighbourhoods (just above the benchmark of 14.0%)
- for mature full-time undergraduate entrants
 - 15.3% have no previous HE qualification and are from low participation neighbourhoods (above the benchmark of 13.7%)
- for young part time undergraduate entrants
 - 12.5% of entrants have no previous HE qualification and are from low participation neighbourhoods (well above the benchmark of 8.2%)

Indicators of student success reveal the following:

- non-continuation following year of entry
 - a non-continuation rate of full-time first degree entrants of 6.9% which is better than the sector-adjusted benchmark of 8.9% and is the lowest level that Birmingham City has seen since the indicators were first calculated;
 - within the above, the University has again improved its performance in the proportion of young full-time first degree entrants from low participation neighbourhoods who do not continue in HE to 7.6%, a rate that is now better than the sector benchmark of 9.1%;
 - non-continuation of mature full-time entrants remains better than benchmark for those pursuing first degrees (at 10.8% for those without previous HE experience it is better than the benchmark of 11.0% and UK average of 12.5%, and at 8.3% for those with a prior HE qualification it is better than the 10.3% benchmark and the UK average of 10.7%)
- projected learning outcome
 - the proportion of full-time first degree entrants projected for neither award nor transfer has improved further to 9.0% and is now 3.7% better than the adjusted sector benchmark of 12.7%.
 - 81.1% of full-time first degree entrants are projected to receive a degree, compared to a benchmark figure of 77.5%. This has improved significantly since last year's projection of 79.1%.

Consideration of equality and diversity is embedded into the University's day-to-day activity and is monitored by the Student Experience, Learning and Teaching committee, which maintains an overview of the University's performance with regard to improving student success. The committee receives a range of statistical analyses that explore significant relationships which may exist between student performance and the various 'protected characteristics' identified under the Equality Act 2010 for which data are held (age, gender, disability, sexual orientation, religion and belief, gender reassignment and race/ethnicity). During 2014/15, the analyses covered the following areas:

- participation – examination of levels of diversity within enrolment to University programmes;

- retention – examination of retention rates of new entrants continuing their studies at the University;
- progression – measuring the completion of all study within the expected time-span for their programme;
- achievement – examination of the variation of First Degree classifications;
- employability – examination of responses to the six month Destination of Leavers from HE survey.

Additional factors including entry qualification and subject area were included in the analyses, as these have been shown at sector level to be significant factors in understanding student performance. Where significant relationships were discovered, these were highlighted and recommendations made for action or further investigation. The key significant findings for monitoring of students with protected characteristics under the Equality Act 2010 (for whom data were available) showed a correlation, consistent in at least the last five reporting cycles, between:

- Ethnicity and achievement (degree classification); and
- Age and efficient progression (that is, progress without interruption or repeated years).

A project is currently being undertaken within one of the University's four faculties to further investigate and address the ethnicity attainment gap: the results will be evaluated and successful actions will be extended to the rest of the University. Additional support will also be put in place to support mature students with costs that may be having a negative impact on their ability to continue studying (e.g. childcare and travel): more details of this can be found in section 2.2.

The indicator relating to the recruitment of students in receipt of Disabled Students' Allowance had been rising consistently over the past three years, but declined slightly in 2014-15. The University had been improving particularly quickly in recruiting full-time first degree students, moving from 5.8% in 2011-12 to 6.8% in 2013-14 (compared to a benchmark increase from 7.1% to 7.7%), but saw a slight reduction in this rate to 6.1% last year. The University will continue to devote resource to improving this position, and will evaluate all activities for effectiveness. It should be noted, however, that internal analysis has shown that the attainment of disabled students in 2013-14 was comparable with that of non-disabled students, and that students with Specific Learning Difficulties (SpLDs) outperformed non-disabled students in some areas. It therefore seems that, while the University has progress to make with regard to access for disabled students, it has a very positive story to tell about the success of this group of students.

The University will undertake further multivariate analysis to determine whether there are any subgroups of students that are underrepresented or underperforming in comparison to its recruitment pool and wider student body, and will implement any measures needed to resolve any issues discovered.

The findings of the Student Experience, Learning and Teaching Committee have been taken into account when compiling this Access Agreement.

Our evaluation of the University's performance in relation to access and student success is that we have a demonstrable record of achievement in relation to widening access. The focus of our access agreement expenditure will remain upon the provision of tailored investment to support retention and success in achieving an

award along with maintaining the increased level of expenditure on outreach activities.

We therefore intend to commit approximately 15% of additional fee income (10% for postgraduate ITT students), for countable expenditure on additional access and student success measures. This will include continuation of existing regional collaborative activity that forms part of the National Networks for Collaborative Outreach initiative, University outreach activity, continuation of existing activities that have had a positive impact on increasing and supporting student retention, progression and achievement, as well as new activities to meet the same goals. Given the University's strong performance in enabling students from disadvantaged and underrepresented backgrounds to access higher education, all additional funding and activity will be focused on ensuring a similarly strong performance in student success rates.

We intend to continue expenditure on meeting the sector adjusted benchmark for the participation of students in receipt of the disabled students' allowance, as well as to support those who may no longer be eligible after the proposed changes have been implemented, and we will meet all bursary commitments for continuing students. Expenditure on access and student success will increase from 2017-18 to reflect the changes to NHS funding for healthcare courses, and consideration will be given to the characteristics of the affected part of the student body to ensure that any needs specific to that group are met.

2.1 Access

2.1.1. Financial Support

As in previous years, the University will continue to support students suffering hardship to at least the level previously funded by the Access to Learning Fund (ALF). Moreover, the University may choose to augment this sum and provide additional funding, dependent upon the specific nature of the applications received for hardship funding. The University continues to receive demand for hardship support from its students and the figure indicated is incremental to this ALF figure, and may rise as required to meet those needs.

2.1.2. Outreach

Birmingham City University has always been committed to delivering and participating in outreach activities. The most recent institutional performance indicators have shown that the University continues to perform above benchmark in recruiting young First Degree students from state run schools and low income households.

Many of the advice and guidance activities undertaken by the University's outreach team, including its generic ones, automatically capture disadvantaged learners. Our main catchment areas include a high proportion of learners from a widening participation background. Research from the Birmingham and Solihull Aimhigher partnership shows that 66% of the schools and colleges in the Birmingham and Solihull area fall into the higher category of institutions within a particular widening participation classification in comparison with 29% nationally. This ranking considers the proportion of targeted learners in those institutions who fall within a widening participation classification using a range of Indicators, such as eligibility for free schools meals, Index of Multiple Deprivation (IMD), National Statistics Socio-Economic Classification (NS-SEC 4-8), and no parental engagement in HE. The

majority of the University's top ten feeder institutions are classed under this ranking by Aimhigher as 'High Priority'.

In July 2015 as part of the Aimhigher partnership, Birmingham City University in conjunction with University College Birmingham ran a three day residential summer school for sixty year 10s, 93% of whom met the Aimhigher targeting criteria, with the theme of healthy eating. The summer school introduced the concept of higher education study through a range of media and nutrition related workshops, culminating in the production of a number of short videos.

The data below summarise shifts in learners' attitudes following the summer school. Response show that post event there was an:

- 18.0% increase in learners who felt they would obtain the required grades to go into HE;
- 8.2% increase in learners who felt confident in their ability to cope with learning in HE;
- 15.9% increase in learners who felt less worried about the affordability of HE;
- 14.7% decrease in learners who felt they would miss their family if they went to HE;
- 4.0% decrease in learners who felt it was not worthwhile going to HE;
- 0.0% change in learners who were not interested in HE;
- 17.1% decrease in learners who would prefer to find a job, apprenticeship or training.

Overall, a report on the outreach activity delivery for 2014/15 showed that the team engaged with 200 organisations, provided 531 activities, and interacted with over 22,000 beneficiaries.

Data gathered and research done by Aimhigher as shown in the table below demonstrate that Birmingham City University Outreach team activities benefitted a high percentage of learners that fall into the widening participation cohort based on a range of measures as indicated previously.

Activity Level Targeting				
Activity level targeting is based on the WP profiles of learners within schools that attended each activity (analysis is not based on personal data forms completed by learners attending intensive activities such as summer schools). This is used to provide data on how well activities are targeted towards learners. Thresholds have been set to ensure that the most disadvantaged third of learners by each WP measure are defined as high priority/target (Appendix 2 outlines these thresholds in detail). These thresholds have been modelled nationally across all England schools, academies, colleges and training providers. In terms of this analysis the following cut of points for each measure have been used to define high levels of disadvantage: POLAR3 (YPR) - 55% or more learners live low youth participation areas (quintiles 1 and 2); POLAR3 (AHE) - 63% or more learners live in low adult participation areas (quintiles 1 and 2); Disadvantaged IMD - 57% or more learners live in the most deprived areas (40% most deprived - rank 13000 and below); FSM6 - 32% or more learners are eligible for free school meals; NS-SEC 4-8 - 57.5% or more learners live in areas where adults are employed in NS-SEC occupations 4-8. Data below summarises the % of learners that meet each targeting measure in terms of high disadvantage by activity type.				
	POLAR3 (YPR Q1 & Q2)	IMD	FSM6	NS-SEC 4-8
All Activities	42.7%	63.7%	61.9%	61.8%
Total learners attended with data	21002			
Information advice and guidance	41.5%	63.1%	60.9%	61.1%
Total learners attended	1917			
Campus visits (generic)	48.1%	70.2%	72.4%	69.7%
Total learners attended	1261			
Masterclasses / subject enrichment / revision	55.4%	55.7%	54.2%	55.3%
Total learners attended	343			
Mentoring	91.7%	91.7%	76.2%	91.7%
Total learners attended	168			
Summer School	74.6%	79.7%	78.0%	81.4%
Total learners attended	59			

Birmingham City University's outreach team works closely with key feeder schools and colleges in communities with low participation rates to raise aspirations and encourage applications to higher education. We intend to continue to offer a comprehensive range of activities, which include subject enrichment workshops, subject-based master classes, campus visits, one-to-one surgeries giving advice on UCAS applications, attendance at parents' evenings and careers fairs, talks on student finance and what to expect at university, and conferences for college students and their advisors.

We will undertake activities to maintain our performance at or above the sector adjusted benchmark in relation to entrants from state education, social class and low participation neighbourhoods.

Going forward, the University is forging stronger relationships with key partner schools and colleges, and as part of these partnerships will be offering targeted advice and guidance to potential students from a widening participation background. These groups of learners will be supported in a sustained way through the research and application process and transition to University. Learners will be selected on the basis of need and will include mature learners and looked after children.

Monitoring and evaluation of outreach activities will be undertaken through a range of methods, including:

- Tracking learners who take part in intensive activities such as mentoring and master classes to monitor applications and progression to the University; and
- Carrying out a sample of pre- and post- event evaluations to monitor attitudinal shift and effectiveness.

It should be noted that the tracking of student data can be problematic as it requires parental consent so data capture is not always comprehensive. Since outreach activities are targeted at various age groups, there is often a delay before application or conversion analysis can be completed.

In 2013, the University established Birmingham City University Academies Trust (BCUAT), which has the mission of "Transforming the prospects of children by providing inspirational learning experiences through excellence in teaching, teacher education, research and innovation". Through BCUAT, the University currently sponsors City Road Primary Academy, thereby raising the aspiration of primary school pupils (in an area which has been identified by HEFCE as being in Participation Gap Quintile 1) through sustained long-term outreach activity.

2.1.3. Collaborative working between institutions

Birmingham City University will continue the collaborative Aimhigher West Midlands partnership established in 2011-12 with its four partner HEIs. The partnership met its yearly milestones in 2014-15 and is on course to do so again in 2015-16. We therefore confirm our intention to engage 1,000 disadvantaged young people in Aimhigher's intensive activity in each year from 2017-18 to 2020-21. We will also take steps to increase the proportion of white disadvantaged males within this cohort, whilst maintaining our strong engagement with learners from BME heritage backgrounds.

Birmingham City University will jointly fund Aimhigher with a contribution of £35,000 in 2017-18 and will be intimately involved in its governance and management. The

outreach activities delivered through the partnership will complement the University's own extensive programme of widening access and fair access measures outlined elsewhere in this agreement.

The partnership is exploring ways to sustain the wider collaborative work it undertakes with a further seven regional institutions as part of the NNCO initiative, current HEFCE funding for which ceases at the end of December 2016.

Aimhigher West Midlands undertakes comprehensive evaluation of the impact of its interventions via a PhD linked research project including both control and experimental groups. Tracking suggests that engagement in Aimhigher intervention during Key Stage 3 and 4 generates increased aspiration towards higher education (+12.5% above non-participants) and improved KS4 attainment. The proportion of Aimhigher-engaged Pupil Premium learners attaining 5 x GCSEs at A* - C including English and maths exceeded that of regional Pupil Premium learners over the three years 2011-12 to 2013-14.

Research¹ suggests that ongoing GCSE reform over the period of this agreement (the introduction of a nine point grade system and Progress / Attainment 8 measures) will reduce national attainment, and that this may have a disproportionate impact on outcomes for disadvantaged learners. We have re-framed our GCSE impact targets to reflect past performance and the likely impact of ongoing curriculum reform.

Our tracking of beneficiaries into higher education has been delayed by the refusal of UCAS to release learner level data. This has necessitated the use of HESA data, allowing us to track our first cohort, who entered higher education in 2013 and were retained for 6 months. We have revised our targets accordingly and have also removed the NS-SEC measure for this target.

2.2. Student Success

The University continues to undertake a wide range of activity to support student success. This involves, among other activities:

- A new approach to work on induction, transition and first year experience is now being designed and delivered. This includes:
 - Continuing participation by programmes across six Schools in the second phase of the national 'What Works' Student Retention and Success initiative. This initiative sets out to develop and evaluate interventions aimed at enhancing a sense of belonging in participating students;
 - Extension of the Level Up online support initiative, delivered from the point of confirmation in 2012 in the School of Media, across many Schools and programmes;
 - Development of a staff development module on the MEd to train staff in developing an effective first year experience within curriculum design;
 - Preparations to host the European First Year Experience conference in 2017 which will allow much further work across the university.
- Appointment of Student Success Advisors in all Faculties. These roles, initially piloted in one Faculty from 2013, are undertaken on a full-time basis by recent graduates and serve to provide a wide range of informal support and bridging between students and staff. The role and numbers of graduates appointed has been rising with some Schools now recruiting their own;

¹ <http://centreforum.org/live/wp-content/uploads/2016/01/education-in-england-web.pdf>

- Full support for students to ensure that they are able to develop and record achievement of employability attributes. This work is being piloted and will be available for all students from September 2016 under the banner 'Graduate+' This will result in a personalised approach to identifying student attitudes, motivations and skills that will be supported through online and workshop delivery of memorable events.
- An integrated approach to Welcome Week delivering stronger induction to the wider University and alignment with Graduate+ initiative;
- Expansion of outreach work with key local FE providers;
- Successful initiatives in Student Academic Mentoring (50 projects funded in 2015-16) are being expanded across the institution, including exploration of the potential roles for senior students in providing personal tuition for junior students;
- Enhanced co-ordination of mentoring initiatives through the Centre for Enhancement of Learning and Teaching;
- New university policy and guidance on the personal tutor role with developmental support for staff provided by the Centre for Enhancement of Learning and Teaching. Also integration with Graduate+ initiative;
- Joint work with Birmingham City University Students' Union (BCUSU) seeking fuller roles for students in all aspects of curriculum design and delivery including Student Academic Partners programme where students and staff work together to identify and resolve student experience issues;
- Work in partnership with BCUSU to develop a full range of extracurricular activities aimed at enhancing employability and building community through Graduate+;
- Encouragement of programme directors and other key programme teams to make better use of timely data on student performance, with early identification of those 'at risk';
- Adoption of a Careers Team approach that places emphasis on work located in Faculties closer to curriculum delivery and is aligned with Graduate+ work;
- Embedding posts of Employment Advisers linked to each Faculty, dedicated to supporting students to achieve graduate-level employment or further study;
- Expansion of the University's student jobs scheme, OpportUNITY, to exploit fully the range of employment opportunities on campus and the benefits of such employment for students;
- Ensuring that all students can undertake a work-related experience in each year of study and creation of new opportunities through Graduate+;
- Entrepreneurship support to be available for all students and for three years after graduation.

In addition to this, the University is supporting the Students' Union project, BCU Active. This is a Sport England/University funded widening participation project which provides students with the opportunity to take part in sport and physical activity. All the activities provided have coaches, equipment and transport provided for as low a cost as possible to enable better access for hard-to-reach groups. The sessions are all focused around trying new activities and meeting new people in a fun, safe and friendly environment, helping to build support networks outside of the academic environment.

The University was successful in being awarded by HEFCE call (circular 04/2015) to pilot and evaluate measures of learning gain. This partnership project is being led by Birmingham City University with partners at Coventry, Liverpool John Moores and Staffordshire. This work includes measures around student improvement in

knowledge, skills, work readiness and personal development. It will be aligned to measures offered through the UK Engagement Survey.

The University has increased its support for students to cope with the 'hidden costs' of Higher Education, by providing information on the types of additional costs that students may encounter. This activity complements activity that is being undertaken by the Students' Union. In 2017-18, it is planned to build on this work by introducing a scheme that provides targeted support towards course materials and other costs which may be a barrier to study.

The most recent Student Income & Expenditure Survey indicated that full-time students in 2011-12 spent on average £459 on direct course costs, whilst those studying courses in creative arts and education (two subject areas that are core parts of the University's portfolio) reported the highest expenditure at an average of £515. The University of East London has shown that there is a correlation between expenditure on course books and degree attainment, as students who achieved a first class degree spent on average £239 on books over the duration of their course, whilst those who achieved a third class degree spent just £146. Enabling students from a financially disadvantaged background to help acquire course books and materials without causing additional financial hardship will therefore support them to reach their full potential. It is however intended to extend the scope of this scheme with options beyond just course materials, by including support for costs which may be acting as barriers to participation for other groups. Possibilities under consideration include childcare and travel vouchers. The Students' Union will be a fundamental part of decisions about which costs are the greatest barrier to access and progression, and what should be included as part of the scheme.

The University has well-established Disability and Mental Health/Counselling teams, who offer tailored support ranging from 1:1 sessions to a Life Skills Summer School for entrants with Autistic Spectrum Disorders. The services the teams offer are regularly evaluated, and have been expanded over recent years where they have been successful. Demand for Counselling services has increased greatly over recent years, with the team receiving 850 referrals in 2014/15, and over 1000 in just the first half of 2015/16. The team is considering alternative models of support to the traditional 1:1 and group sessions, to determine how best to respond to this increased level of need.

Finally, the University is currently reviewing its undergraduate courses, with all new and revised courses being introduced from September 2017. The underpinning academic strategy means that courses will be more flexible and more accessible for all students (including disabled, mature and part-time learners). As part of the review, the University also intends to expand its range of higher apprenticeships and other forms of work-based learning.

3. Monitoring and evaluation

Information about monitoring and evaluation against specific activities is included in the appropriate sections above.

We continue to adopt a focused approach, concentrating the resources available on outreach activities with evidence of success, whilst also seeking to analyse any issues associated with relationships which we perceive should be operating more effectively. The use of programme-level dashboard indicators is becoming increasingly embedded within the University, and we are continuing to review our approach to module-level evaluation and monitoring by developing 'self-service'

dashboards to complement the sector-level ones being produced by HEFCE. Our planning process ensures integration and alignment of action planning, target setting and monitoring, budgeting and investment decisions with the University's Strategic Plan.

The University has processes in place to routinely monitor a range of indicators at specified, planned times during the year using sophisticated techniques which identify any statistically significant variation in performance related to the protected characteristics, student profile and background. Data relating to student participation, retention and progression are routinely reported to the University's Academic Board, and progress against the milestones set out in this agreement will continue to be monitored by Academic Board.

The Students' Union has sabbatical officer membership of the Academic Standards and Quality Enhancement Committee, which monitors progress against the action plans for progression and retention, and of Academic Board, which will be monitoring progress against the milestones set out in this Access Agreement.

4. Student communications

4.1 Student Voice

The University is continuing with a number of initiatives that are aimed at enhancement of communication with students. The Students' Union President is a member of the Board of Governors, the University Executive Group and Academic Board and the Students' Union Chief Executive is a member of the University's Professional Services Group. The Students' Union have also been involved with the formulation of this Access Agreement.

As part of an HEA "Students as Partners" Change Initiative, BCUSU is delivering a Student Voice Project aimed at delivery of a range of outcomes to modernise the whole approach to capture of student views and enhancement of participation in University processes. The Student Voice Group focuses on delivery of the outcomes of the project. A system of Feedback Forums has been established to replace and enhance the work of Boards of Studies, with Student Academic Leaders playing an active role.

Students' Union executive officers and the Union's Head of Engagement continue to work closely with the University's Head of Student Engagement and the Centre for Enhancement of Learning and Teaching to optimise the student role in academic development.

4.2 Communication/information to prospective and current students

Clear, accessible and timely information on fees, loans, bursaries and scholarships is provided to applicants and students in a variety of ways:

- outreach staff, student mentors, student ambassadors and the course enquiry team provide information on fees, loans, grants, scholarships and bursaries as part of their outreach activity;
- specialist staff give talks and provide information on fees and financial support to prospective students, applicants and their families at Open Days and Applicant Visit Days;

- the University is committed to providing such timely information to UCAS and SLC as they reasonably require to populate their applicant facing web services;
- the University's website provides comprehensive information about course fees, scholarship schemes, bursaries, loans and grants and other financial support available to students. Guidance on additional course costs is provided together with an indication of accommodation costs. Visitors to the website can download a 'Money Matters' leaflet produced by Student Services which also acts as a gateway to other, more detailed information or can access the University's bespoke Student Calculator;
- our undergraduate and postgraduate prospectuses contain information on finance and links to further, more detailed information. They are available either in a printed version or as a downloadable PDF from our website;
- the University's Student Services department employs specialist Student Finance Advisers and Student Help Zone Advisers to provide information, advice and guidance on a wide range of money matters. This includes information about the funding available, support with applications for hardship assistance and help with budgeting and debt management. Students can access this support in person via regular drop-in sessions or by appointment; by phone or email; or via various online channels including a comprehensive intranet site and an e-guidance service. A wide range of printed materials supports this work, together with an online funding portal which enables students to search for appropriate additional funding from external trusts and charities;
- the work of Student Services is complemented by the Students' Union Advice Centre which offers information, advice and representation on a wide range of issues including money. Its trained, experienced advisers are available by telephone, email or by appointment.

In 2015, the University became a corporate member of the Plain English Campaign to demonstrate its commitment to clearer communication to students and prospective students. Training in how to write in plain English is available to relevant staff, and student-facing information (including, but not limited to, policies and procedures, information related to courses and assessments, and guides to our services) has or will be reviewed in line with plain English principles.

Table 7 - Targets and milestones

Institution name: Birmingham City University

Institution UKPRN: 10007140

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16a_01	Student success	HESA T5 - Projected neither award or transfer (full-time, first degree entrants)	Full-time first degree entrants projected for neither award or transfer	No	2014-15	10.7%	10.3%	10.0%	9.7%	9.4%	9.1%	Baseline year 2014-15 relates to data published in 2014-15, i.e. starters in 2012-13
T16a_02	Progression	HESA T5 - Projected degree (full-time, first degree entrants)	Full-time first degree entrants projected to achieve a degree	No	2014-15	79.1%	80%	80.5%	81%	81.5%	82%	Baseline year 2014-15 relates to data published in 2014-15, i.e. starters in 2012-13
T16a_03	Access	HESA T7 - Students in receipt of DSA (full-time, all undergraduate entrants)	Full-time all undergraduate entrants in receipt of DSA	No	2014-15	6.8%	benchmark	benchmark	benchmark	benchmark	benchmark	Given the uncertainties over the future of DSA funding and the associated potential implications for recruitment of disabled students, the medium-term targets have been set in terms of meeting our HESA benchmark for this indicator, rather than more quantified measures at this time. Baseline year 2014-15 relates to data published in 2014-15, i.e. starters in 2013-14

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16b_01	Access	Outreach / WP activity (collaborative - please give details in the next column)	Number of young people from disadvantaged backgrounds engaged in intensive activity with collaborative partnership using a basket of indicators	Yes	Other (please give details in Description column)	500	1000	1000	1000	1000	1000	Aimhigher West Midlands is a partnership of 5 HEIs working to provide a programme of HE progression support to disadvantaged KS3, KS4 and KS5 learners in at least 30 regional schools. Baseline year remains 2010/11.
T16b_02	Access	Outreach / WP activity (collaborative - please give details in the next column)	Proportion of engaged young people from disadvantaged backgrounds attaining 5 x GCSE A* to C inc. English and Maths (or Attainment 8 equivalent) is greater than local average for young people from disadvantaged backgrounds, using a basket of indicators	Yes	2013-14	FSM 60.2% (regional baseline 36.2%)	25% above baseline	25% above baseline	25% above baseline	25% above baseline	25% above baseline	This medium-term impact target applies to the cohort of young people aged 11-16 engaging in the Aimhigher programme. Baseline year this measure updated to 2013/14. Impact on each cohort passing this milestone will be reported against the relevant benchmarking data for the academic year in which they complete Key Stage 4.
T16b_03	Access	Outreach / WP activity (collaborative - please give details in the next column)	Proportion of young people from disadvantaged backgrounds in intensive activity target group entering HE and retained for 6 months is greater than local average for YP from disadvantaged backgrounds, using a basket of indicators	Yes	2013-14	FSM 31.6% (regional baseline 22%). POLAR3 Q1 40.0% (regional baseline 12.4%)	10% above baseline	10% above baseline	10% above baseline	10% above baseline	10% above baseline	Baseline year changed to 2013/14. NS-SEC measure removed. Due to UCAS policy on access to learner level data, tracking now based on HESA data, reporting % entering any form of HE and retained for 6 months.