# Access and participation plan 2024-25 to 2027-28

Introduction and strategic aim

Birmingham City University (BCU) is a large university of 31,300 students (as of 2022-23) with a strong record of widening access to and meeting local demand for higher education. With more than 3,000 staff, its academic offer is structured across four faculties: Arts, Design and Media; Business, Law and Social Sciences; Computing, Engineering and the Built Environment; and Health, Education and Life Sciences. BCU aims to be "the university for Birmingham," delivering and growing high-quality education that meets the needs of the city and enables students to transform their lives through practice-based and industry-relevant education.

BCU is situated at the heart of the UK's second largest city, renowned for its manufacturing strength and creative and cultural industries. BCU strives to be the university *for* that city. It is also in the heart of a region facing the compounding challenges of high unemployment, skills shortages and limited social mobility[1]. Birmingham is the 3rd most deprived city in the UK with 90% of its wards more deprived than the national average[2]. Despite this, it is a city of youth and possibility. Its 2021 census data reveals that nearly 44% of the city's inhabitants are under 30 compared to 35.7% in England. Birmingham's population is growing, too; since 2011, it has increased by nearly 7%, during which the proportion of Black, Asian and other minority ethnic residents increased to more than 50% of the population (vs less than 20% as England's average).

Birmingham and BCU's populations by ethnicity
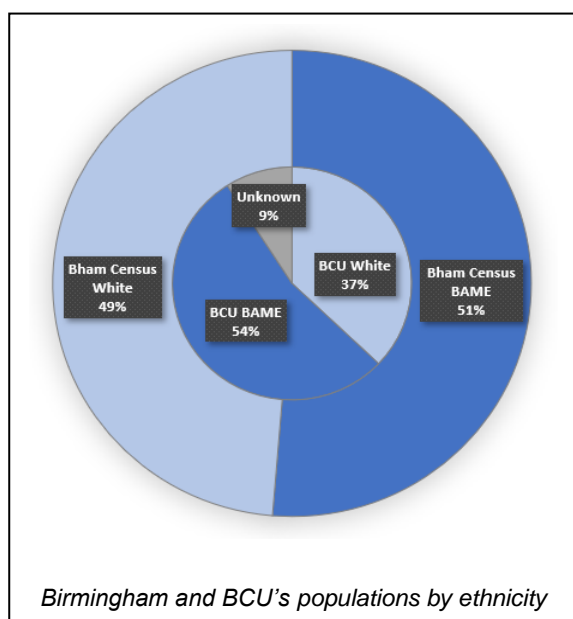
Because BCU is the university *for* Birmingham, its students mirror these proportions. BCU's access success means that Black, Asian and minority ethnic students constitute more than half of the university's population (58%), which means they're over-represented as compared to the city itself. More than half of BCU students are the first in their families to attend university and 69% are considered 'commuters'; 46% originate from the most deprived neighbourhoods of Birmingham (IMD Quintile 1); and 32% of young full-time entrants were eligible for Free School Meals. Additionally, over the course of the past several years, BCU has significantly grown the number of students entering with vocational qualifications; 44% of young full-time undergraduate entrants for the 2021-22 academic year entered with BTEC qualifications or similar. It is anticipated this figure will grow.

BCU's mission is to provide excellent and transformational higher education.   The university has developed an excellent track record of enabling access, particularly for students typically under-represented at sector level. The academic outcomes, student satisfaction and employability of BCU graduates is strong, aligning with or above sector benchmarks in many areas.

These positive outcomes are in large part to do with our active engagement with local education partners and agencies to raise aspirations amongst young people locally and to support them to transition into and then progress on from higher education in pursuit of their ambitions. A cornerstone of our commitment to supporting pre-HE attainment and transition into university is our new BCU Accelerate programme. This programme focuses on improving transitions into higher education by increasing awareness of university and developing resilience through advice and support. It delivers these outcomes through long-term partnerships with at least 4 targeted, local Accelerate schools, featuring sustained engagement with learners which focuses on raising

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[1] https://www.birmingham.gov.uk/download/downloads/id/2533/index_of_deprivation_2019.pdf accessed the 10th of May 2023
[2] 111.101_Housing_Strategy_2023_to_2028_vs9_Design.pdf

attainment and HE preparedness. It also delivers outcomes through scholarships that target enrolled students who've previously engaged with BCU through our work with their school or students who complete an online 'transition to HE' module and attend a pre-enrolment Accelerate Transition Day.

While there are positive examples like these, we only want to improve what we're doing. BCU sees it can make greater progress against our key priorities which include securing equality of opportunity for our students. Against BCU's current APP, excellent progress has been made towards all access targets, 1/3 of continuation targets, 1/3 of attainment targets, and 2/3 of progression targets. BCU's focus is now tightening in on continuation, attainment and some progression issues in order to push forward towards our ultimate aim of providing the best educational opportunities possible for all students.

To focus on areas where improvements are still needed to secure equality of opportunity across the university, BCU has been re-evaluating its current offer in terms of academics and student support, diving deep into data to take a hard look at progress thus far. This has been done as part of a detailed investigation into student performance led by BCU's Deputy Vice-Chancellor (Academic) in Autumn 2022. At that time, BCU conducted a comprehensive assessment of performance of all students across the entire student lifecycle to identify areas where further improvements were needed. These meetings were also catalysts to conversations about using robust tools like theories of change to develop comprehensive interventions to positively support students through tailored, focused, measurable actions rather than simply setting arbitrary numerical targets. As an outcome of these meetings, initial intervention plans were drafted by faculty colleagues, agreed with BCU senior leaders and implemented from October 2022. Progress against those plans is currently being monitored and has recently been compared to an updated assessment of performance using the most recent OfS A&P data dashboards. That most recent assessment, coupled with early findings from initial interventions and a detailed understanding of current challenges to ensuring all students experience equality of opportunity, informs this plan and the intervention strategies contained within it.

In exploring the barriers that students might face in achieving successful outcomes from their higher education experience, BCU is acknowledging that university policies, practices and processes may themselves present barriers to certain students. For example, processes and expectations for moderation boards, examination boards and external examiners are being revised to make explicit an expectation that they will monitor performance and awarding gaps, along with EDI issues, as part of their reviews. Alongside this, curriculum content, assessment types and variations, and opportunities for extra-curricular activities including enrichment and employability activities are being reviewed in order to identify areas in which BCU's offer to students can be improved in order to empower its students to be best prepared for the challenges of the 21st century, such as the significantly shifting labour market driven by emerging technologies and environmental crises related to climate change.

BCU is on a journey to better understand and respond to the particular and varied needs of its student population. For example, the COVID-19 pandemic emergency affected BCU students in significant ways due to the high proportion of Black and Asian students who live with their families in multi-generational households[3]. In response, BCU kept its library open to support students who required a quiet space to study. In acknowledging barriers associated with digital poverty during that crisis, BCU distributed free laptops to students with less than £30,000 family income, together with funds to support the additional data costs from internet providers. The cost-of-living crisis, which has followed closely behind the height of the pandemic, exacerbates the pressures felt by our students as they work hard to balance study, caring responsibilities and paid employment.[4]

Balancing multiple responsibilities is normal for a typical BCU student, which is why the university is invested in expanding not only its support for current students, but also its work with schools and colleges to better support and prepare younger students for future opportunities like going to

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[3] Why have Black and South Asian people been hit hardest by COVID-19? - Office for National Statistics (ons.gov.uk)
[4] Studying during rises in the cost of living - Office for Students

university. Raising aspiration and attainment through our BCU Accelerate Programme in partnership with local schools is a main vehicle for doing so. The importance of supporting students' transition from college to university study, especially for the growing number of students applying to BCU with vocational or technical qualifications, is evident in continuation rates; the better supported students are, the more likely they are to continue into their second year of study. This is why Transitions to BCU was launched in 2022-23. It is a multi-modal communications campaign offering workshops and resources for students and staff, designed to provide a visible welcome, academic support, and to enhance student mental health, well-being and integration into university life. In order to support students well once they have transitioned into university life, BCU must know more about its students. To this end, BCU will introduce a survey at enrolment which asks students about their accommodation, financial situation, commute, work responsibilities and caring commitments in order to better understand students' needs so that bespoke packages of targeted support can be provided.

This plan crystallises the work BCU has put in motion over the past 12-18 months to shift our focus from primarily access to one that focuses on student success much more seriously. Though this plan represents a refreshed focus on student success, BCU remains committed to extending access to higher education as core to its mission. We've worked for many years to establish strong partnerships across 22 local schools and colleges, enabling access to higher education for young people across the Birmingham city region, most often from the most deprived areas. Our success in doing so is reflected by BCU's richly diverse student population and by the fact that BCU is the primary choice for many local students. We will continue our work with our key local partners to maintain the rich access avenues already developed and to support our evolving raising-attainment work with local children through programmes like IntoUniversity. We will also expand the work we do with local partners to better prepare those young people to succeed at BCU by further investing in and developing our transition programme (elements of which feature as activities in the intervention strategies contained within this plan).

While this APP does not contain access objectives, BCU will continue its access work through our membership in the Aimhigher West Midlands Partnership (AHWM). AHWM is a long-standing collaboration of five universities in the region (Aston University, Birmingham City University, University College Birmingham, University of Birmingham and University of Worcester) which fund pre-16 outreach activity collaboratively to secure economies of scale and added value. AHWM is committed to working collaboratively to support schools and learners across the region in raising attainment through the delivery of three new evidence-based intervention types: a reading and comprehension programme, subject-specific tutoring and a Y11 residential summer school. These interventions will target learners at a 3-4 or 4-5 grade borderline, who are eligible for FSM/Pupil Premium, care-experienced learners and learners from a lower socioeconomic background. Evaluation will continue to be at the heart of programme development and delivery. Findings will be used to engage in reflexive practice, demonstrate impact and share best practice with the sector.

BCU's Strategy 2025 puts academic excellence as central to the delivery of its mission. It also makes clear that success is measured by students' experiences, committing to reducing gaps in student success to ensure positive outcomes for all BCU students. To deliver on those commitments, BCU must embed a focus on continuous improvement in BCU's working culture, alongside delivering time-bound and measurable student-centred interventions in areas that require improvement whether they be at module, programme, faculty or university-level. BCU has an enviable record for widening access to higher education. It now aims to become a sector leader in providing robustly-evaluated evidence of what works in ensuring success for all students, so that not only BCU but also the sector can address evolving challenges and move positively forward into a more diverse and inclusive future.

Risks to equality of opportunity

BCU considered all stages of the student lifecycle, identifying indicators of risks to equality of opportunity for a range of student groups, including disparities in continuation, completion, attainment and progression rates. The assessment included a granular analysis of performance associated with a range of student characteristics as compared to their associated comparator groups over a 4-year time series and investigated the potential for intersections of characteristics to heighten risk.

The assessment has confirmed that the student characteristics associated with the most significant indicators of risk to equality of opportunity at BCU are:

1. Socio-economic disadvantage;
2. Age on entry;
3. Prior educational attainment (i.e. qualification type);
4. Experience of care; and
5. Ethnicity.

The most significant indicators of risk manifest at BCU and the student groups most affected are as follows:

1. Black students: *awarding gap of 33.1% in 2021-22 graduates compared to White students.*

2. Asian students: *awarding gap of 23.7% in 2021-22 graduates and progression gap of 14.0% for 2019-20 leavers compared to White students.*

3. Young (U21) students entering BCU via L3 vocational or technical qualifications (e.g. BTECs): *continuation gap of 6.6% for 2020-21 entrants, completion gap of 11.2% for 2017-18 entrants and an awarding gap of 22.2% in 2021-22 compared to young (U21) students who enter with A-level qualifications.*

4. Young (U21) male students eligible for free school meals prior to joining BCU: *continuation gap 4.8% for 2020-21 entrants and completion gap of 12.2% for 2017-18 entrants compared to young (U21) female students who were not eligible for FSM.*

5. Mature entrants between 21-25 years of age living in the 20% most deprived neighbourhoods in the UK; *continuation gap of 12.7% for 2020-21 entrants and completion gap of 10.2% for 2017-18 entrants compared to young (U21) students who live in the least deprived neighbourhoods of the UK.*

6. Young (<26) students who declare they have care experience before their 16th birthday; *continuation gap of 6.7% for 2020-21 entrants and completion gap of 20.3% for 2017-18 entrants compared to young (<26) students who have no care experience.*

The analysis considered a multitude of intersectionalities to identify the most significant indicators of risk, taking into account the numbers of students impacted and sizes of gaps, alongside consideration of the Equality of Opportunity Risk Register (EoRR). While BCU's indicators of risk reflect existing APP target areas to some extent, the data indicates a need for more focused APP targets and objectives to address associated risks. For example, intersectionalities of identity are not highlighted in BCU's current plan, though the most recent assessment of performance revealed that the intersection of sex and socio-economic disadvantage heightened risks to equality of opportunity and so has been captured in a new objective.

The OfS's EORR risk matrix suggests indicators of risk associated with on-course attainment and continuation rates are underpinned by nine risks to equality of opportunity, including knowledge and skills, information and guidance, limited choice of course type and delivery mode, insufficient academic support, insufficient personal support, mental health, ongoing impacts of coronavirus,

cost pressures and capacity issues.[1] Eight of these risks are also linked to completion rates. As expected, those flagged as at risk by BCU's assessment of performance align with the student groups EORR recognises as most likely to be affected, including students eligible for free school meals, socio-economically disadvantaged students, those with care experience, and students from black, Asian and minority ethnic backgrounds. A further risk - progression from higher education - is also noted as relevant to BCU's Asian students in particular. The evidence indicates the disparities in continuation, completion, attainment and progression experienced by these groups of students are likely underpinned by these risks to equality of opportunity, and with the evidence available, no other feasible explanation can currently be identified.

The diagram below illustrates the student lifecycle stage at which the most at-risk student groups identified face the greatest risks to equality of opportunity:
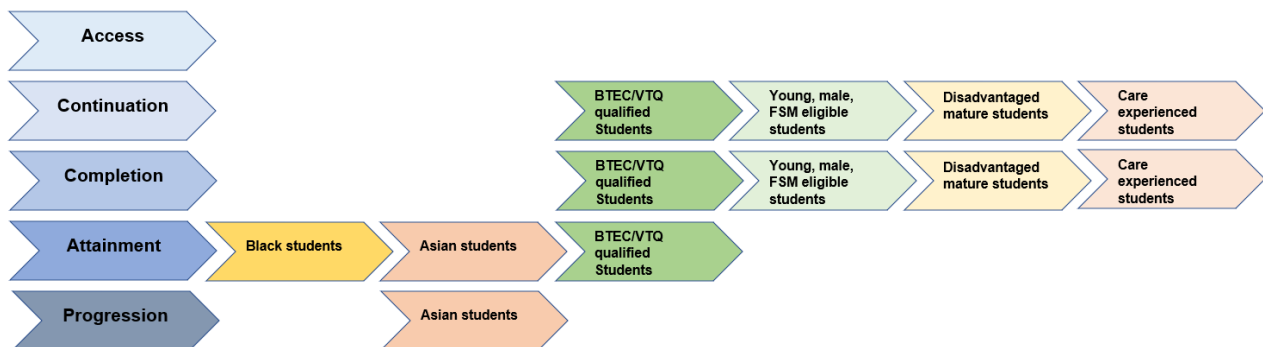
These indications of risk can be understood as the different ways risks (as captured in the Equality of Opportunity Risk Register) might appear in BCU data. The key risks identified in BCU's context are as follows:

1. RISK 1: Knowledge and Skills: students applying to BCU may not have developed the knowledge and skills required to be successful on programme even where they are accepted given some historical instances of accepting students with lower tariff levels than typically required through Clearing. This risk contributes to indications of risk like early withdrawal rates and lower continuation rates for students, especially between Y1 and Y2 (which can be seen in the above illustration).
2. RISK 2: Information and Guidance: students may not have received useful or valuable information and guidance during their secondary school or college experiences to make informed choices or prepare themselves for undertaking higher education study. This risk contributes to indications of risk like lower attainment and continuation rates as above.
3. RISK 6: Insufficient academic support: students may not receive sufficient personalised academic support to achieve a positive outcome. This risk contributes to indications of risk like lower continuation rates, lower attainment rates and lower completion rates for a range of students at BCU.
4. RISK 7: Insufficient personal support: students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome. This risk contributes to indications of risk like lower continuation rates, lower completion rates, and lower attainment rates at BCU.
5. RISK 8: Mental Health: students may not experience an environment that is conducive to good mental health and wellbeing. BCU recognises that mental health is key to all our students' success, but crucially to those struggling with other barriers indicated in this plan, and have committed to signing up to Student Mind's Mental Health Charter, about which more is said on pg. 23.
6. RISK 10: Cost pressures: Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade. Given BCU's student demographic, it's recognised that many if not most students face financial pressures during their higher education study, which can contribute to lower continuation rates, lower attainment rates and lower completion rates.

7. RISK 12: Progression from higher education: students may not have equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience. This risk materialises in lower progression rates for Asian students in particular at BCU.

These are the main risks identified in BCU's context and underpinning the indications of risk detailed in this section and indicated in the intervention strategies below. Given the risks to equality of opportunity identified through this analysis, the activities set out in the intervention strategies to achieve the objectives below will focus on increasing students' levels of satisfaction and engagement with their programmes and the university itself, and consequently participation, continuation and attainment because these are proven methods for addressing gaps like those evident at BCU (for evidence of effectiveness, see the evaluation report for OFS's Addressing Barriers to Student Success programme). The intervention strategies are provided following the section below on objectives.

A note about socio-economic disadvantage in particular: The University recruits significant numbers from households that reside in the most deprived neighbourhoods (IMD quintile 1) in the country; approximately 45% of full-time undergraduate entrants. The Assessment of Performance identified that amongst all full-time undergraduate students, there exists a 4-5% gap in rates of completion for socio-economic disadvantaged students compared to students from more advantaged neighbourhoods. These gaps in completion are expected to increase further when the pandemic affected cohorts begin to be included in the analysis. The assessment continued by conducting intersectional analysis to understand the impact of deprivation on different student groups to identify groups for which there are more significant outcome differentials. The identified objectives focus on intersectionalities where deprivation had a significant and material effect on widening inequalities when compared to their peers. These include, specifically, some mature age groups and young males. However, all the groups identified in the objectives, even those not specifically referencing socio-economic disadvantage (e.g., young students entering with vocational and technical qualifications), are particularly exposed to deprivation--84% of those living in the most deprived neighbourhoods will be targeted by at least one of the objectives (often more than one as indicated in the 'cross intervention' column). In other words, the objectives as set out focus on the 6 student groups facing the greatest risk to equality of opportunity and will support the vast majority of the most deprived students in some form. To ensure our understanding of the material impacts of deprivation alongside other characteristics deepens going forward, we are committing to explore further the ABCS measure in order to revise both BCU's understanding of its students and the interventions to support them.

There is evidence that some inequalities previously identified and included in BCU's current APP have been successfully addressed and should, therefore, not feature in this APP. These include gaps between students who declare a disability and those who do not, and very small gaps in access which are not significant enough to warrant APP-specific objectives at this point. BCU will continue its ongoing access and schools-focused attainment-raising activity, especially where it supports to provide local pathways into higher education and where it is vital to achieving the objectives set out below.

For a more detailed and comprehensive assessment of performance, please see Annex A.

Objectives

Because of the importance of understanding the impact of intersectionality on students' experiences, the proposed new objectives have been built around the intersections described above, with targets focused on the most pronounced disparities and the greatest risks to equality of opportunity. The specific risks and their indications (i.e., at what point in the students' journeys do these risks manifest and how) articulated above are reflected in the objectives below. The six indications of risk identified above and captured in objectives below headline an intervention

strategy designed to improve the performance of those students at risk of not experiencing equality of opportunity and at risk of experiencing the types of gaps identified in the data. More on the intervention strategies below.

These objectives focus on reducing gaps in student outcomes while making clear that gap reductions should be achieved by improving the performance of targeted student groups. The way in which such performance will be enhanced might include empowering learners; at the same time, performance improvement might arise from changes to university practices. Performance improvements should result in reductions in the gaps identified here, assuming the comparator groups' performance stays relatively stable. This approach to APP objectives both reflects what OFS wants to see and also improves upon methods which focus solely on reducing gaps because it puts students' success at the heart of the work. It enables recognition amongst colleagues across the university that students' achievements must be supported by university-level changes to practices and processes as well as faculty-specific work.

The agreed BCU objectives are below, grouped by the student groups identified above as facing the most significant risks to equality of opportunity:

Black full-time, first-degree students:

OBJECTIVE 1: To improve degree awarding rates for Black students from 46% to above 74% to reduce awarding gaps between them and White full-time, first-degree students by 2027-28.

Asian full-time, first-degree students:

OBJECTIVE 2a: To improve degree awarding rates for Asian students from 55% to above 74% in order to reduce awarding gaps between them and White full-time, first-degree students by 2027-28.

OBJECTIVE 2b: To improve progression rates for Asian students from 61% to above 68% in order to reduce gaps between them and White full-time, first-degree graduates by 2027-28.

Young (U21) students entering HE with vocational or technical qualifications:

OBJECTIVE 3a: To improve continuation rates for young (U21) students entering HE with vocational or technical qualifications from 88% to above 91% to reduce gaps between them and young (U21) students who enter with A-Level qualifications by 2027-28.

OBJECTIVE 3b: To improve completion rates for young (U21) students entering HE with vocational or technical qualifications from 82% to above 86% in order to reduce gaps between them and young (U21) students who enter with A-Level qualifications by 2027-28.

OBJECTIVE 3c: To improve degree awarding rates for young (U21) students entering HE with vocational or technical qualifications from 52% to above 74% in order to eliminate awarding gaps between them and those entering with A-levels by 2027-28.

Young (U21) male students eligible for Free School Meals (FSM):

OBJECTIVE 4a: To improve continuation rates for young (U21) male students eligible for Free School Meals (FSM) from 88% to above 91% in order to reduce gaps between them and young (U21) female students who were not eligible for FSM by 2027-28.

OBJECTIVE 4b: To improve completion rates for young (U21) male students eligible for Free School Meals (FSM) from 81% to above 86% in order to reduce gaps between them and young (U21) female students who were not eligible for FSM by 2027-28.

Socio-economically disadvantaged mature students (aged 21-25):

OBJECTIVE 5a: To improve continuation rates for socio-economically disadvantaged mature students (aged 21-25) from 81% to above 87% to reduce gaps between them and young (U21) socio-economically advantaged students by 2027-28.

OBJECTIVE 5b: To improve completion rates for socio-economically disadvantaged mature students (aged 21-25) from 80% to above 83% in order to reduce gaps between them and young (U21) socio-economically advantaged students by 2027-28.

Young (U25) care-experienced[5] students:

OBJECTIVE 6a: To improve continuation rates for young (U25) care-experienced students from 86% to above 91% in order to eliminate the gap between them and young (<26) students with no care experience by 2027-28.

OBJECTIVE 6b: To improve completion rates for young (U25) care-experienced students from 70% to above 83% in order to reduce gaps between them and those without experience of care by 2027-28.

The 12 objectives above target the indicated student groups at different points in the student lifecycle where gaps in outcomes have been identified. These mutually-reinforcing objectives will headline one intervention strategy per targeted student group because the activities within the strategies will benefit the respective students at different stages of the student lifecycle and, therefore, impacts are expected to be seen at multiple points. In other words, some activities to support continuation rate improvements are expected to also support improvements for completion rates, progression rates or attainment rates. Because of this, these objectives will work together and headline individual intervention strategies aimed at the student groups indicated above.

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[5] In this instance, BCU uses 'care experienced' to both capture care leavers and those young students with experiences of care prior to entering university.

Intervention strategies and expected outcomes

Intervention strategies are simplified versions of theories of change, which have been developed at BCU to provide a logic model for how we will achieve the objectives above. The strategies below indicate what activities will be delivered, the inputs required to deliver them, the outcomes expected from them, whether the activities deliver to other intervention strategies, and whether the activity will be delivered at university or faculty-level. Activities are focused at faculty-level where we've identified a concentration of risk within certain subjects. The strategies signal which EoRR risks they correspond to and provide the evidence base and rationale for the activities. They also provide an overview of how each strategy will be evaluated and an approximate cost of delivery over the 4-year plan cycle, along with a Y1 estimate. In total, the intervention strategies represent an investment of approximately £10 million over the life of the plan, though exact figures are subject to further interrogation and annual budget approvals.

INTERVENTION STRATEGY 1: Black full-time, first-degree students

> **Objective 1**: To improve degree awarding rates for Black students from 46% to above 74% to reduce awarding gaps between them and White full-time, first-degree students by 2027-28.

Target: PTS_10

Risks to equality of opportunity: on-course academic support; on-course personal support; support for mental health and cost of living pressures.

Evidence base and rationale: The ethnicity awarding gap is persistent across the sector with few reliable studies indicating effective intervention activities. There are, however, effective practice examples of what works to improve students' senses of satisfaction, belonging, engagement in order to improve their participation, continuation and attainment rates provided by OFS's ABSS programme evaluation which inform activities within this intervention strategy. BCU's commitment to closing awarding gaps is part of its whole provider approach, and its APP ensures this is embedded at executive, faculty, course and module level, with activities and incentives to develop staff and improve the quality of academic support they provide. The recent QAA collaborative project on inclusive assessment[6] noted the impact of just-in-time academic support and assessment clarity on reduction in attainment gaps. At BCU, we recognise our unique student demographic and the benefits of enabling flexibility in assessment, building upon IT literacy of students. Therefore, intervention activities promote aspiration, community, and inclusivity. They work in conjunction with other intervention strategy objectives, which are expected to positively influence race and ethnicity gaps as indicated by the evidence; for example, those that address risks to equality of opportunity associated with deprivation and alternative entry qualifications[7].

BCU Student feedback indicates significant issues with assessment design, briefs, and understanding of what is expected of them in assessment. (Centre for academic success). Assessment design has been found to be a particular issue for students from black and economically disadvantaged backgrounds, while representative peer support is shown to positively impact black student educational outcomes. The important role of these activities, in light of this evidence, is reflected in this intervention strategy.

Activities	Inputs	Outcomes	Cross intervention?	University-wide or Faculty-specific?
Black Student learning needs diagnostic run for all new students	Staff time, finance, student time	Increased student engagement with CAS/Library services based on diagnostic needs identified in tool by end of S2, 2025.	IS3, IS4, IS5, IS6	University-wide

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[6] QAA, "Collaborative Enhancement Projects - Inclusive Assessment," 2022. [Online]. Available:https://www.qaa.ac.uk/en/membership/collaborative-enhancement-projects/assessment/.

[7] Exploration of the key factors contributing to the inequality among students and the impact on progression: The Feeder College Project - HEAwardGap.org.uk

Peer tutoring (informed by Black Student learning diagnostics) (CURRENT)	Staff time, student time	90% first time submission rate for black students who engaged with at least 70% of peer tutoring sessions vs. Students who did not by end of S2, 2025. 50% of black students engage with PSD support for learning i.e. ADD, CAS, or library by end of S2, 2025. 15% reduction of Academic misconduct cases from previous years for Black students by end of S2, 2025	IS2, IS3, IS4, IS5, IS6	University-wide with additional focus in BLSS faculty.
Alternative/authentic assessment redesign to provide greater choice while servicing learning outcomes and connecting to relevance outside course	Staff time, assessment guidance developed	15% reduction of Academic misconduct cases from previous years for Black students by end of S2, 2025. 90% first time submission rate for black students by end of S2, 2025.	IS2, IS3, IS4, IS5	University-wide, and additional focus in BLSS faculty.
Identify and deploy Black student mentors (Y3) on target courses to work with L4 and L5 Black students	Staff time, student time	A significant reduction in awarding gaps by end of 2026.	IS3, IS4, IS5, IS6	Faculty-specific (BLSS)
Total investment over 4-year plan (Y1)	£1,479,268 (£426,594)			

Evaluation:
Individual activities in this intervention strategy will be evaluated using a range of methodologies to generate quantitative and qualitative data and demonstrate benefits, depending on the scope of activity and intended outcomes. University-wide and faculty-specific activities where possible will be evaluated to generate OfS Type 2 standards of evidence about whether they lead to intended (short and medium-term) outcomes, including the extent to which activities contribute to meeting the overall objective (impact). We will use validated or sector-standard tools and techniques for data collection where possible. We will also utilise qualitative data inputs form activities such as student focus groups run by colleagues from the Centre for Academic Success.

INTERVENTION STRATEGY 2: Asian full-time, first-degree students

> **OBJECTIVE 2a**: To improve degree awarding rates for Asian students from 55% to above 74% in order to reduce awarding gaps between them and White full-time, first-degree students by 2027-28.
>
> **OBJECTIVE 2b**: To improve progression rates for Asian students from 61% to above 68% in order to reduce gaps between them and White full-time, first-degree graduates by 2027-28.

Target: PTS_11, PTP_1

Risks to equality of opportunity: on-course academic support; on-course personal support; progression from higher education; support for mental health and cost of living pressures

Evidence base and rationale: Effective employability strategies necessarily align to subject employment landscapes. At BCU, the Business courses have the most significant Asian population. Thus, alongside the breadth of employability support and guidance, targeted interventions will be required within those courses. At BCU, business and Asian students are largely commuter student with a very high level in employment whilst studying. Some Asian students living at home can find their ability to undertake placements and obtain graduate level jobs constrained by family expectations or circumstances. Females and students from disadvantaged backgrounds report a high level of disconnect between their capabilities and what matters to a potential employer[8]. Employers are moving away from degree outcomes, personality tests and CVs to competency-based assessments, assessment centres and psychometric evaluations[9]. Evidence suggests students who have studied during lockdown require more support in networking, professional skills and 'camera-ready' presence for interviews[10]**.** Thus, BCU recognises different employment preparation is key to support our students. Qualitative on-course evidence reveals heightened engagement from students in relation to entrepreneurship and networking with employers. Activities in this strategy address the need for students to create opportunities for employment and further study alongside developing better preparedness for employment generally.

Activities	Inputs	Outcomes	Cross intervention?	University-wide or Faculty-specific?
Ensure embedded placement opportunities within portfolio to be achieved for courses with high percentage population of Asian students. Focus on short internships,	Preparation of students for assessment centre approach to graduate recruitment – staff time in Careers, Centre of academic Success,	Increased confidence of students around work placement opportunities as	IS4, IS5, IS6	University-wide

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[8] How organizations can foster an inclusive workplace | McKinsey (June 2020) reported in Institute of Student Employers Insight report 'How to bridge the confidence gap for students' June 2023.
[9] 2:1 degrees and personality tests lose favour | ISE Insights.
[10] Times 'Graduates who studied during lockdown left struggling to find jobs' 8th June 2023.

working closely with employers to see value and enable social mobility (CURRENT)	in impactful writing and synopsis of experience. Staff time for quality assurance of placement and automated platform to enable timely administration for students and employers.	measured by engagement analytics. Improved progress rates.		
Financial scheme to enable students to take time from current employment to undertake short placements	Finance, review of financial regulations to enable awards for travel, etc.	Increased uptake of placements.	IS3, IS4, IS5, IS6	Faculty-specific (BLSS).
Alumni mentors-- matching students with successful industrially-active mentors with similar backgrounds.	Staff time, skills and expertise. Industry time from mentors. Financial resources. MentorNet platform implemented.	Improved completion, attainment and progression rates.	IS1, IS3, IS4, IS5, IS6	Faculty-specific (CEBE, BLSS).
Embed employability exposure opportunities within curriculum, e.g. field trips, external visits, industry guest lecturers, etc. (CURRENT)	Staff time, skills and expertise. Industry time.	Improved awareness of progression opportunities. Improved progression rates.	IS1, IS3, IS4, IS5, IS6	University-wide
Total investment over 4-year plan (Y1)	£1,482,750 (£391,264)			

Evaluation:
University-wide activities within this intervention strategy will be evaluated to generate Type 2 evidence to establish whether they lead to intended outcomes, as well as examine the extent to which each activity contributes towards meeting the overall objective. Faculty-specific activities in this intervention strategy allow for more focused evidence collation on student performance on specific courses. Existing datasets will be used to monitor student continuation, completion and attainment at course and module level. Regular student engagement data including VLE engagement, attendance and placement uptake will be used to interrogate the intervention strategy outcome. Strong qualitative data collation methods, including survey points, will be utilized to develop focused correlations particularly for target groups of students.

INTERVENTION STRATEGY 3: Young students entering HE with vocational or technical qualifications

OBJECTIVE 3a: To improve continuation rates for young students entering HE with vocational or technical qualifications from 88% to above 91% to reduce gaps between them and young students who enter with A-Level qualifications by 2027-28.

OBJECTIVE 3b: To improve completion rates for young students entering HE with vocational or technical qualifications from 82% to above 86% in order to reduce gaps between them and young students who enter with A-Level qualifications by 2027-28.

OBJECTIVE 3c: To improve degree awarding rates for young students entering HE with vocational or technical qualifications from 52% to above 74% in order to eliminate awarding gaps between them and those entering with A-levels by 2027-28.

Target: PTS_5, PTS_6, PTS_7

Risks to equality of opportunity: knowledge and skills; information and guidance; on-course academic support; on-course personal support; support for mental health and cost of living pressures

Evidence base and rationale:
Cross-sector persistent attainment gaps are reported between BTEC and A-level students across all tariff ranges, though the gap is not observed in apprenticeship courses. BCU's internal course module evaluation (CME) data evidences persistent gaps between students with different entry qualifications. Qualitative data from BCU's Education Development Service (EDS) indicates that transition from vocational to academic pedagogies is a contributory factor. Work by BCU on the OfS DRIVER research project (2019), in addition to the recent European ENTRANTS project and previous work as part of OFS's Addressing Barriers to Student Success programme, identified the need for transition support, academic support, clarity for T&L expectations and assessment. The Feeder Schools Project from Manchester Metropolitan University recognises the impact of prior learning experiences upon continuation and attainment, noting disadvantage for students with non-A-Level qualification (e.g. BTECs) and the impact of engagement with feeder schools. Assessment reviews, transition support and sessions to improve student confidence contributed to reducing gaps for students both on the basis of entry qualifications and ethnicity. BCU's activities will address lack of awareness of pre-university learning experience, engage feeder schools and colleges, review and align curriculum and assessments, and provide support for student transition[11].

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[11] Exploration of the key factors contributing to the inequality among students and the impact on progression: The Feeder College Project - HEAwardGap.org.uk.

Activities	Inputs	Outcomes	Cross intervention?	University-wide or Faculty-specific?
Specialised Welcome Week focused on transitions into higher education learning expectations and experiences	Staff time, partner college time	Improved continuation and completion rates.	IS1, IS2, IS4, IS5, IS6	University-wide
Early on-boarding diagnostic skills analysis aligned with targeted academic support through Peer Navigator scheme	Staff time to develop bespoke, pre-enrolment course. Peer navigator time and logistics.	Improved continuation and completion rates. High levels of engagement with tools. Engagement with Peer navigators.	IS1, IS2, IS4, IS6	BLSS, CEBE
Dedicated personal tutors to focus on academic writing and assessment expectations; engaging with students in small groups rather than individually at L4 (CURRENT)	Staff time	Improved continuation, completion and attainment rates.	IS1, IS2, IS4, IS6	BLSS, CEBE
BCU Accelerate Programme to focus on improving transitions offer in partnership with 4 primary college partners	Staff time, partner college time	Improved continuation, completion and attainment rates.	IS1, IS2, IS4, IS6	University-wide
Training new and existing academic staff delivering on targeted courses to ensure they understand the needs of students from vocational/BTEC learning background	Staff time, development of resources	Improved continuation, completion and attainment rates.	IS1, IS2, IS4, IS6	BLSS, HELS
Total investment over 4-year plan (Y1)	£1,599,654 (£400,877)			

Evaluation:

This intervention strategy speaks to wider challenges faced across the higher education sector, placing BCU in a position to provide leading empirical evidence and correlation. Existing datasets will be used to monitor student continuation, completion and attainment at a course and module level. The Planning and Performance Department will interrogate lead data metrics to build more efficient approaches to identifying improvements without relying on end of year data, including assessment point and methods. Qualitative research methods will be central to evaluating this intervention strategy, particularly for measuring the impact of enhanced pedagogical approaches, academic staff development and training, and dedicated student support. Activity within this strategy will be evaluated to generate OfS Type 1 and 2 standards to establish whether they lead to the intended outcomes and contribution to overall objectives. Existing datasets will be used to monitor student continuation, completion and attainment at course and module level and triangulated with qualitative data for demonstrating benefits of enhanced pedagogical approaches, academic staff development and training, and dedicated student support.

INTERVENTION STRATEGY 4: Young Male Students eligible for Free School Meals (FSM)

OBJECTIVE 4a: To improve continuation rates for young male students eligible for FSM from 88% to above 91% in order to reduce gaps between them and female students who were not eligible for FSM by 2027-28.

OBJECTIVE 4b: To improve completion rates for young male students eligible for FSM from 81% to above 86% in order to reduce gaps between them and female students who were not eligible for FSM by 2027-28.

Target: PTS_3, PTS_4

Risks to equality of opportunity: on-course academic support; on-course personal support; support for mental health and cost of living pressures

Evidence base and rationale: The number of years a child has been eligible for free school meals is considered the best available marker for childhood poverty with fewer biases than other measures of deprivation[12]. ONS data shows that FSM students are half as likely to secure five good GCSE grades as their non-FSM counterparts, which impacts upon progression to FE and HE. Only 14.5% of all students eligible for FSM at the age of 16 secure a place in HE[13]. Although progression rates are still very low, the Free School Meals HE progression rate has continued to improve over the past decade[14]. Although male students eligible for FSM are less likely to access HE than non-eligible females, those that do successfully enter higher education have been found to have reduced attainment compared to those females (Hillman and Robinson, 2016). Alongside gendered expectations, subject differences and approach to assessment are key reasons provided for differential attainment (HEA, 2008).

Digital poverty impacts on students' flexibility of study, as many are living at home, and engagement with course resources and assessment. For the past 3 years, BCU has provided a laptop for life to our most disadvantaged students, contributing to an increase in progression and completion rates and reduction in withdrawals[15]. BCU's intervention strategy recognises that there is insufficient data on our students' circumstances and associated disadvantages. However, those students who access BCU have shown resilience in attaining strong entry tariffs. Therefore, activities are included to improve data collection, which will enable personalised and targeted support, as well as provision of enhanced academic support.

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[12] Measuring Disadvantage - Sutton Trust.
[13] Free School Meals and Entry to Higher Education | Cambridge Admissions Office.
[14] 'Free School Meals - Gap' from 'Widening participation in higher education'.
[15] TEF 2023 provider submission evaluation, page 9.

Activities	Inputs	Outcomes	Cross intervention?	University-wide or Faculty-specific?
BCU Accelerate Programme to focus on improving transitions offer in partnership with 4 primary college partners	Staff time, partner college time	Improved continuation, completion and attainment rates.	IS1, IS2, IS3	University-wide
Provide bespoke and learner-centred communications related to financial support available	Finance, staff time	Improved awareness and uptake of financial assistance	IS1, IS2, IS3, IS6	University-wide
BCU Advantage scheme to enable laptop for life or contribution towards higher specification	Finance, staff time, logistical plan for identification of need and distribution	Improved continuation and completion rates	IS1, IS2, IS3, IS6	University-wide
Provide targeted external uni-funded opportunities for students to engage in enrichment activities (e.g., international exchanges, industry placements, field trips)	Finance, staff time	Improved continuation and completion rates	IS1, IS2, IS3, IS6	BLSS, CEBE
Propose changes to assessment methods and timings for targeted subjects, while evaluating for impact on engagement and outcomes for target students	Academic staff time, admin time	Improved continuation and completion rates; reduced early withdrawal or non-submission rates	IS1, IS2, IS3, IS6	University-wide, but target subjects to be determined within faculties for focused work to be evaluated
Total investment over 4-year plan (Y1)	£3,745,787 (£936,447)			

Evaluation:

BCU will develop its data capability around student hardship funds and digital assistance packages to enable focused evaluation of impact of investment. Existing datasets will be used to monitor student continuation, completion and attainment at course and module level, and triangulated with qualitative data to demonstrate the benefits of on-campus and digital support packages, and review assessment modes designed to better support the target population and reduce barriers preventing equality of opportunity to be realized.

INTERVENTION STRATEGY 5: Socio-economically disadvantaged mature students (aged 21-25)

OBJECTIVE 5a: To improve continuation rates for socio-economically disadvantaged mature students (aged 21-25) from 81% to above 87% to reduce gaps between them and young socio-economically advantaged students by 2027-28.

OBJECTIVE 5b: To improve completion rates for socio-economically disadvantaged mature students (aged 21-25) from 80% to above 82% in order to reduce gaps between them and young socio-economically advantaged students by 2027-28.

Target: PTS_1, PTS_2

Risks to equality of opportunity: on-course academic support; on-course personal support; support for mental health; cost of living pressures

Evidence base and rationale: Students from disadvantaged backgrounds are more likely to reduce their level of participation in HE[16]. Financial concerns, cultural isolation and a lack of familiarity with HE contributes to continuation and awarding gaps. GuildHE reports that 44% of white working-class students and 37% of black students enter university with only BTEC qualifications[17]. Research by Purcell et all (2007) found mature graduates have a greater propensity to come from lower socio-economic backgrounds and have non-standard entry qualifications[18]. It is known that activities which support transition to HEI reduce associated continuation and awarding gaps. Across the sector in 2020, there were relatively high proportions of mature entrants among black students (38%), particularly black women (41%). A higher proportion of mature students also report a disability compared to younger students and are more likely to study part-time and in subjects allied to medicine or education[19]. BCU recognises the complex factors influencing mature students' ability to continue and complete their studies, further complicated by a significant proportion undertaking courses in the NHS with placements. Our intervention activities therefore embed transition at L4, provide enhanced personal and academic support, as well as align course content, modules and assessments with streamlined information for students.

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[16] Socio-economic disadvantage and experience in higher education | JRF.
[17] BTEC's set to be scrapped – Is this Levelling Up Education? - ChamberUK.
[18] Mature learners: a synthesis of research | Advance HE (advance-he.ac.uk).
[19] Mature students in England - House of Commons Library (parliament.uk).

Activities	Inputs	Outcomes	Cross intervention?	University-wide or Faculty-specific?
Targeted information provided to all mature students about finance support and funding available (BCU and NHS as appropriate)	Staff time, marketing materials created	Increased pass rates, grades and continuation from 1st year. Improved continuation and completion rates	IS1, IS2	University-wide
Pre-enrolment bespoke Success+ Course provided to all mature learners to familiarise them with academic expectations and supports available (CURRENT)	Staff time, course materials developed	Reduced withdrawal rates and non-submission rates. Improved continuation and completion rates.	IS1, IS2	
Specialised Welcome Week/extended induction focused on transitions into higher education learning expectations and mental health and assessment supports	Staff time, materials developed	Improved continuation and completion rates.	IS1, IS2	University-wide, but focused in BLSS and HELS
Mature Learner Peer Navigators providing personalised support in a programme co-designed with students	Staff and student time	Improved continuation and completion rates.	IS1, IS2	BLSS and HELS
Specialised personal tutors to ensure identification of needs and signposting during student journey to relevant supports (CURRENT)	Staff time	Improved continuation and completion rates	IS1, IS2	BLSS and HELS
Total investment over 4-year plan (Y1)	£187,903 (£46,626)			

Evaluation:
Pre-enrolment activity will have embedded measures to monitor changes in student understanding of academic expectations and awareness of support available over time. Course-specific activities in this intervention strategy allow for more focused qualitative data collation, particularly on student confidence and senses of belonging. Efficacy of assessment feedback built into modules will be analysed as part of the evaluation process in partnership with the Centre for Academic Success. Existing qualitative data sources will be used to measure attendance and VLE engagement of students and will build lead quantitative measures that inform end of year performance, such as non-submission rates and first attempt pass rates.

INTERVENTION STRATEGY 6: Young (25 yrs or younger) care-experienced students

OBJECTIVE 6a: To improve continuation rates for young care-experienced students from 86% to above 91% in order to eliminate the gap between them and young students with no care experience by 2027-28.

OBJECTIVE 6b: To improve completion rates for young care-experienced students from 70% to above 83% in order to reduce gaps between them and those without experience of care by 2027-28.

Target: PTS_8, PTS_9

Risks to equality of opportunity: knowledge and skills; information and guidance; perception of higher education; on-course academic support; on-course personal support; mental health; cost pressures; progression from higher education

Evidence base and rationale: Care experienced children tend to have poorer educational achievement in school, with disruption in their personal lives emerging as factors in low attainment[20]. OfS's effective practice advice for care experienced students and looked after children recognises the need for enhanced personal support throughout the student lifecycle, including the need for financial support[21]. BCU's activities therefore include enhanced packages of financial, personal and academic support for care leavers and care experienced students in line with corporate parenting principles[22]. These intervention activities will form the basis of our institutional commitment to the Care Leaver Covenant[23].

Activities	Inputs	Outcomes	Cross intervention?	University-wide or Faculty-specific?
All care leavers and care experienced students will receive a booklet to support their transition to HE with information about the support available to them	Staff time, marketing materials developed	Improved continuation rates	IS3, IS4, IS5	University-wide
Accommodation guarantee provided—all care leavers and care-experienced students receive a guaranteed place in BCU accommodation (CURRENT)	Staff time and expertise to develop prioritisation system within accommodation allocation	Improved continuation and completion rates	IS3, IS4, IS5	University-wide

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[20] Consistency needed - Care experienced students and higher education (officeforstudents.org.uk).
[21] Effective practice advice - Office for Students.
[22] Applying corporate parenting principles to looked-after children and care leavers (publishing.service.gov.uk).
[23] Education Sector Engagement - Care Leaver Covenant (mycovenant.org.uk).

£1500 annual non-means-tested bursary for all years of study for all care leavers, with £2000 in final year offered (CURRENT)	Financial resources, staff time to identify and allocate	Improved continuation and completion rates	IS3, IS4, IS5	University-wide
Pastoral Care programme including named contact in each service given to all care leavers/care-experienced students, along with life coaching, financial literacy support, and integrated academic support in faculties (CURRENT)	Staff time (academic and life coach)	Improved continuation and completion rates	IS3, IS4, IS5	University-wide
Total investment over 4-year plan (Y1)	£1,476,496 (£403,600)			

Evaluation:

Small population size (n=70) will enable focused evaluation and measurement of impact of intervention strategy. To demonstrate the benefits of listed activities, qualitative data will be collected to triangulate with quantitative data (continuation and completion rates), which will include working in partnership with support staff and faculty colleagues.

Whole provider approach

A whole provider approach is now central to how we support successful outcomes for our students, embedding access and participation activity across the university. That A&P activity is overseen by our APP Strategy Group, with delivery managed and monitored by our APP Implementation Group. The former comprises executive team members and stakeholders from across the university, including the Students' Union. They are reportable to the University Executive Group and Board of Governors. The APP Implementation Group comprises faculty leaders to ensure intervention activities are delivered, monitored and evaluated across the university. The APP Implementation Group reports to the APP Strategy Group, facilitating a consistent whole provider approach with accountability for improving access and participation at module, course and faculty levels. In creating this plan, we have made equality, diversity and inclusion the focus of analysis and can confirm that we have met our responsibilities under the Equality Act 2010.

In September 2022, a new post of Director of Strategic Academic Engagement (DSAE) was created to take responsibility for the university's strategic approach to academic engagement and how its operationalised in the university to support an academic transformation. Challenging existing ways of thinking and working are crucial to bringing colleagues into a new way of considering access and participation as not simply something 'that happens' but rather something that can be driven forward intentionally with the view to delivering excellence for all students within BCU's vibrant student community. This role acts as the strategic lead for Access and Participation, chairing the APP Strategy Group while working closely with senior faculty colleagues and the Deputy Vice-Chancellor (Academic) on developing strategic plans for improving student performance at BCU. This positioning recognizes that access and participation priorities reach across the whole student lifecycle. Early proof of the importance of this new role can be measured by a growing consensus amongst colleagues about the benefits realized in centralizing oversight of the access and participation strategy.

Discussions about how BCU's A&P objectives align with its broader strategic ambitions have been commonplace since autumn 2022. There now exists cross-university support and involvement in the delivery of the current APP commitments (as reflected by the existing APP Operational Group and APP Strategy Group), but also some acknowledgement that more is needed going forward if BCU's ambition is to really tackle the most significant risks identified in this plan. BCU's ambition is to ensure that not only are all students experiencing equality of opportunity in their pursuit of higher education at BCU, but also that they receive a world-class, locally-rooted, technically-excellent and application-focused higher education experience which enables them to thrive in the 21st century. To do that, we must address areas where we can see students are not experiencing equality of opportunity *and* we must develop better ways of delivering that equality; something that is now central to BCU's mission. This requires leadership from the top and across all areas of the university.

Not only does it require leadership and cross-organisational awareness of the importance of equality of opportunity, but also it requires the university to look at itself as a contributing factor to the manifestations of risks identified in this plan. In other words, the university is now looking at its policies, processes and practices to query the extent to which any of those aspects of a students' experience at BCU may themselves present barriers or exacerbate known risks to equality of opportunity. This self-examination process involves reviewing curriculum across all programmes, considering the types and varieties of assessments utilised, thinking through the pedagogical underpinnings of BCU's education offer, and examining university policies and regulations for improvements that could be made in light of available evidence. For example, OFS's evaluation of its Addressing Barriers to Student Success led to effective practice case studies highlighting the need for universities to ensure greater diversity in assessment types to avoid disadvantaging students whose further education assessments were more varied. This is but one example justifying BCU's commitment to review university-wide practices, including teaching and assessment practices, to ensure we're offering the highest-quality education to our current and future students and supporting them all to succeed.

Heightened appreciation for the importance of evaluation is central to our whole provider approach. During 2022, we initiated our own forensic examination of academic performance data and started to question the effectiveness of our business-as-usual activities. It became clear to us that we have not invested enough resource into testing the effectiveness of our offer, especially our support services. To address this, we have restructured to build a new directorate (Directorate of Academic and Support Services), headed by an Academic Registrar/Director for the first time who will hold accountability for providing excellent academic and support services to our students. Investment has also been recently made in a centralized evaluation team. Recently formed, this team sits within our Performance and Planning Department and will oversee the evaluation of APP activities while liaising with academic and professional services colleagues to embed evaluation principles across the university. They will also work with colleagues to produce outputs that can be disseminated across the university and the sector, contributing to a stronger evaluation community of practice.

BCU is also investing in students' mental health. We know from our data that our students face disproportionately large barriers to succeeding at higher education when compared to others in the sector. Those disadvantages can culminate in mental health challenges. To this end, BCU is currently undertaking a self-assessment against Student Minds' Mental Health Charter framework. This will be submitted in July 2023, with an award decision anticipated in December 2023. If successful, BCU will hold Charter status for 5 years and expect to create an action plan for maintaining and improving practice to support students' mental health, submitting annual updates to Student Minds. This expectation aligns with BCU's plan to evaluate the APP intervention strategies since the mental health support package is effectively a necessary underpinning to success for all students, but especially those already experiencing some barriers to equality of opportunity. We will, therefore, include within the overall evaluation plan mentioned below reflections on the mental health activities that form the backbone of our Charter status.

To ensure this Access and Participation Plan is delivered successfully, a complete implementation plan will be co-developed with academic and professional service colleagues, students, and university leaders, including the Deputy Vice-Chancellor (Academic) and the Director of Strategic Academic Engagement, in an early October workshop. Alongside this, a socialisation plan will be developed to ensure there is broad and deep understanding across the university about BCU's refreshed APP ambitions. And, in line with acknowledgement at the start of this plan that BCU's policies, processes and practices could contribute to risks to equality of opportunity, work will continue to redevelop and refresh academic policies and practices, including reviewing curriculum and assessment frameworks, to ensure they do not inadvertently introduce or entrench barriers to the success of students with protected characteristics.

Student consultation

Student involvement in both the development and the oversight of access and participation planning is a priority at BCU. All ongoing access and participation activities related to BCU's current APP are overseen by the APP Strategy Board, on which sit BCU's Students' Union Chief Executive Officer and the SU President, who contribute to regular discussions about the impact of activities ongoing as part of BCU's current APP. They also engaged in discussions about whether to volunteer for Wave 1 and were vocal in their support of so doing.

The wider Students' Union Officer team and student representatives have reviewed and contributed comments and suggestions to draft intervention strategies and APP narratives, supporting or challenging various details as well as the overall approach. The Vice President Academic Experience and Vice President Student Voice, alongside the President and students were given copies of the draft APP, draft objectives and draft intervention strategies, after which DSAE held a focused, dedicated meeting with them to talk through the OFS guidance to ensure comprehension and then to explain how the draft plan components spoke to the guidance and set out to deliver a higher level of ambition than previous plans. During that meeting, students felt the analysis had captured the greatest risks at BCU and that the objectives aimed to deliver to

the areas they were aware needed greater support. They were very supportive of the ambition, though pushed for greater involvement of students in the evaluation activity. Following feedback from students, the evaluation strategy has been revised to incorporate the use of focus groups and student surveys as a key mechanism for gathering feedback about the effectiveness of certain activities.

To further embed students in evaluation activity, BCU will also create 2 PhD studentships focused on APP evaluation. Starting in the autumn 2023, these PhD students would act as central researchers gathering data from students and staff, working closely with our Evaluation Officer to deliver the evaluation over the next several years. The studentships should be agreed and advertised by early autumn 2023.

These student representatives have agreed to be involved in developing our APP implementation plan, which will include the implementation of the evaluation, starting with an initial scoping workshop in October 2023. They will continue to participate in oversight groups for the new plan and to support DSAE with APP socialization plans as appropriate. In particular, the Vice President Equity & Inclusion and Vice President Student Voice have a vested interest in the APP as part of the portfolio of their roles, while the Vice President Academic Experience was recently elected on a manifesto that directly aligns to some of the interventions identified for the APP moving forwards.

A new SU Chief Executive has just started in role and is keen to explore methods for engaging a wider group of students. The SU CEO and DSAE will work together over the next academic year to identify avenues for engaging with that wider group of students in order to ensure views are captured from across the student body on the impact of activities as they are implemented. This approach will also enable an iterative process through which BCU can update its approaches with live feedback throughout the delivery phase of this plan.

Evaluation of the plan

OfS acknowledges that evidence of 'what works' for access and participation is weak and wants these reforms to catalyse knowledge-building in this area. To this end, BCU is building a comprehensive evaluation plan for the APP as one whole programme, planning to evaluate set activities within intervention strategies and participate in evaluation collaborations. BCU's APP evaluation will comprise both a process and an impact evaluation. It will include evaluating the work we do with partners to test the scalability of our interventions. It will also involve contributing to a wider community of evaluation practitioners, including establishing a community of practice with other University Alliance members, which DVC-A and DSAE will put in motion this autumn.

The university will deploy a realist model of evaluation that is concerned both with evaluating what works, for whom, under what circumstance, why and how, and noting the importance of context in the generation of outcomes. It is a model of evaluation commonplace in measuring the relationship between outcomes achieved and inputs assigned across a wide range of sectors, including public and private sectors[24].

To ensure the intervention strategies were developed in a way which can be evaluated, theories of change have been developed for each of the objectives. While there is no set method for developing a theory of change, the process often starts with articulating the desired, long-term change an intervention needs to achieve, and then enables the identification of the desired outcomes, the justifications for outcomes, the added value provided, the short-term outputs expected, the inputs required, and the measurements by which progress will be judged. The theories of change developed for this new plan have been used to populate the strategies herein and will be retained as internal documents to monitor implementation and guide the plan's evaluation.

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[24] Pawson, R and Tilley, N (1997) *Realist Evaluation* London: Sage.

To lead and manage the university-wide APP evaluation, BCU has identified dedicated, centralized resource in its Planning and Performance Department. PPD colleagues will work closely with DSAE, academic colleagues and those in professional services where necessary to ensure a robust programme-level evaluation is designed, including process and impact measures. This work is vital to gathering evidence of what's worked and how well at BCU. It is also work that can be translated into academic publications and other outputs for dissemination more broadly. Doing so will position BCU as a sector leader on evaluating APP interventions and provide opportunities for raising the profile of the work we have done in this space.

Working closely alongside those PPD colleagues will be 2 new PhD students, whose substantive research activity will concern the APP evaluation. These roles are a direct result of student feedback pushing for greater student engagement in evaluation activity. Studentships will be developed over the summer and advertised in the autumn.

To support ongoing professional evaluation development, BCU will establish an evaluation collaboration across a handful of similar University Alliance universities including, but not limited to, Teesside, UWE, Hertfordshire, and Greenwich. This group will provide an initial community of practice and enable learning to be shared as interventions are deployed to address similar risks. BCU will also continue to participate as a member in the Access and Participation Plan Special Interest Group within the Forum for Access and Continuing Education (FACE) Network. The Group provides a space for APP leaders to share findings, best practices and approaches to supporting students from under-represented groups. Over the course of the plan, the group will be working collaboratively to provide peer support, professionalisation opportunities and advocacy for widening participation across the country. It will also provide an outlet for disseminating evaluation findings and contributing to the evaluation community of practice BCU wishes to play an instrumental role in building.

Provision of information to students

We are committed to providing prospective students with clear, accessible and timely information relating to fees and finance, including hardship funding and scholarship opportunities like BCU's new Accelerate programme which provides transition support and a £1,000 scholarship to eligible students from lower-income households. Information is already published about the Accelerate programme, including student eligibility for it, and will be updated as further aspects are developed for subsequent academic years.

BCU has a significant Financial Assistance Fund to help students experiencing financial difficulties which are impacting on their success or progression at the university. It's used for assisting those who need short-term financial support to help meet costs not covered by other sources; to provide emergency payments for unexpected crises; or to intervene in cases where students may consider leaving university because of financial problems. The Fund may also be used to pay for private dyslexia diagnostic assessments. To be eligible for the Fund, students must be fully enrolled at BCU; be from a priority group indicated in our Access and Participation Plan or have exceptional or emergency circumstances; demonstrate a shortfall in funding impacting on their success or progressionThis and further information about our Financial Assistance Fund can be found on our dedicated BCU webpage.

The Fund is in addition to the financial assistance provided to certain specific student groups like care leavers and students with disabilities. We launched a new Care Leaver Bursary in academic year 2022-23. Full details including the eligibility criteria can be found on the website. Last year, BCU also trialled providing welcome packs to new students entering university accommodation who had declared themselves as Care Leavers to Accommodation Services. The welcome pack consists of £200 vouchers to purchase food and other essentials.

In light of recently revised CMA guidance, we are in the process of ensuring that information about total costs associated with study are very clear for students (for example, costs in addition to tuition fees like graduation ceremonies). Information on the costs of study and other necessary information like A&P commitments and financial supports for students during their time of study are communicated through: BCU's website and prospectus; direct communications with current applicants, entrants and enquirers; information provided at Open Days and Applicant Taster Days; other direct, tailored communications to local education partners or agencies; in the student contract at offer and acceptance stages. Academic staff as well as student support staff are also expected to refer students to relevant financial support advice and resources where appropriate.

Annex A: Assessment of performance

1. An assessment of performance of student groups has been undertaken to identify potential areas of risk within the Office for Students individualised student data resources. We focused on the indicators of those risks through gap analysis of key outcome performance metrics which include:

   - Successful continuation of study after 12.5 months post entry
   - Successful continuation of study after 24.5 months post entry
   - Successful completion of study after 48.5 months post entry
   - Classification of bachelor's degree awards, and,
   - Progression to professional/managerial employment or further study

2. The assessment described below reflects those 5 measures and provides the data-driven evidence for the 6 objectives contained in the plan.

STUDENT POPULATION

3. Due to the variation of recruitment to modes and levels of study beyond full-time first degree (FTFD) as shown below in Table A, the following contextual analysis and assessment of performance will primarily focus on FTFD recruitment because it forms 88% of BCU's undergraduate recruitment. Additional analysis of other populations is included where relevant.

Table A: *Birmingham City University student population headcount*

UK domiciled entrants*		2017/8	2018/9	2019/0	2020/1	2021/2
Full-time UG		**6170**	**6130**	**6420**	**6900**	**6820**
	Bachelors	5850	5820	6130	6460	6530
	Other UG	250	230	220	320	190
	UG Degree with PG	80	80	70	120	100
Part-time UG		**250**	**240**	**160**	**130**	**120**
	Bachelors	130	130	100	100	80
	Other UG	120	110	60	30	30
UG Apprenticeships		**130**	**240**	**320**	**390**	**470**
	Higher	100	190	280	280	280
	Bachelors	30	40	40	100	180

* -rounded to nearest 10

STUDENT GROUPS

4. In understanding and identifying the groups most at risk of not experiencing equality of opportunity, the assessment of performance has considered the following personal characteristics alongside other area-based indicators and prior educational success that may intersect with these groups:

Personal characteristics	Household and area based Indicators	Key stage 5 outcomes
Declared a disability	Free school meal status	Vocational/Academic entry
Mental Health	Parental Education	
Cognitive disabilities	IMD	**Intersections**
Care experienced	Locality	
Ethnicity	TUNDRA	ABCS
Sex		
Gender identity		
Age		
Sexual Orientation		

5. The assessment was based on determining indications of risk measured through magnitude of gaps in outcomes of the 5 measures cited in paragraph 1, comparing identified disadvantaged groups to those deemed more advantaged (comparison group). The comparison groups were identified from below.

- **Sex**: Male compared to female
- **Age**: Mature [>20] (all and specific age groups) compared to young [under 21]
- **Disability**: declared (all and specific disabilities) compared to those with no disability
- **Ethnicity**: Minority ethnic backgrounds compared to White ethnic backgrounds
- **Care Experience**: Those with care experience compared to those with none
- **Socio-economic status**: deprived [those in IMD Q1 neighbourhoods for mature students and those eligible for FSM for young students] compared to less deprived [those in IMD Q4/5 neighbourhoods for mature students and not eligible for FSM for young students]
- **Entry qualification**: Students who enter with vocational entry qualifications compared to those that enter with GCE A levels

6. Groups with the highest magnitude of gaps have been identified for objectives and intervention strategies within this new plan.

7. The assessment of performance of the majority mode and level shows that comparing students across disabilities, sexual orientation or parental background provides no significant indication of risk of differential outcomes. However, the data suggests potential indications of risk when examining a student's:

- age on entry
- sex
- in-care experienced status
- academic entry route into HE
- ethnic background

8. The indications of risk above are even more pronounced when intersecting multiple groups and so six objectives have been built around these indications of risk, but focused in on the most pronounced gaps within those groups. Presented below is a summary of the complete assessment of performance completed. It is organised in such a way as to relate and

demonstrate support for the objectives that were created at the conclusion of the assessment, in line with the most pronounced gaps identified.

AGE ON ENTRY (MATURE[25] STUDENTS)

Objective: To reduce gaps in student continuation and student completion success rates between mature (21-25 yrs.), socio-economically disadvantaged students and young (U21), socio-economically advantaged students by 2030.

9. Although the University has seen a small participation decline in students from mature age groups compared with an increase across the sector (fig 1), a significant number of students continue to commence full-time first-degree study in the mature age groups (1,290 in 2021/2), specifically in courses related to subjects allied to medicine (fig 2) which account for over 50% of all mature entrants at BCU.

Figure 1
Per cent of FTFD entrants aged 21 years or older

Figure 2
Per cent of FTFD entrants aged 21 years or older by subject of award

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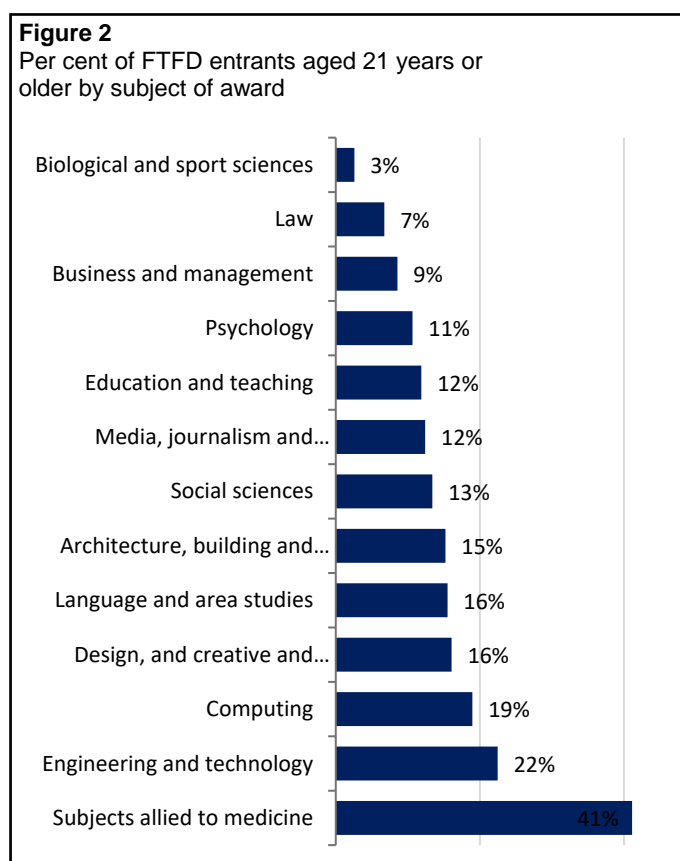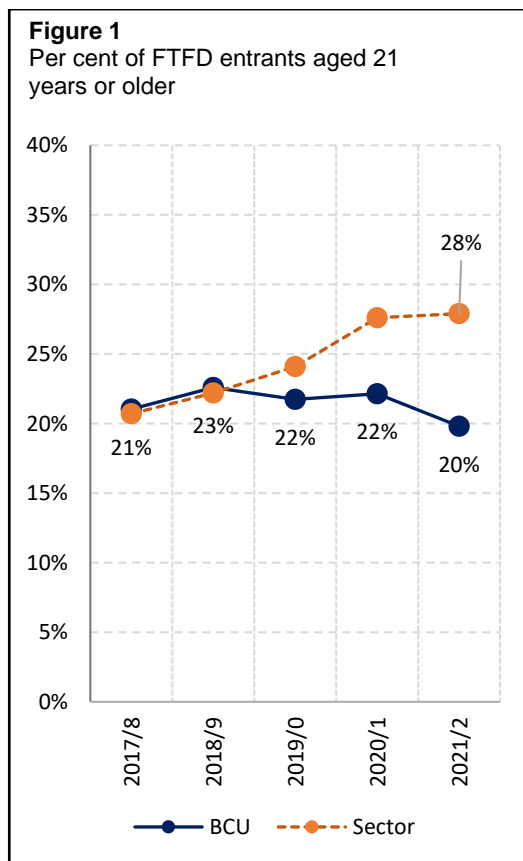
[25] Mature students are defined at undergraduate level as entrants aged 21 years or older on commencement of the academic year of entry

Figure 3
Mature entrants by age group (headcount)
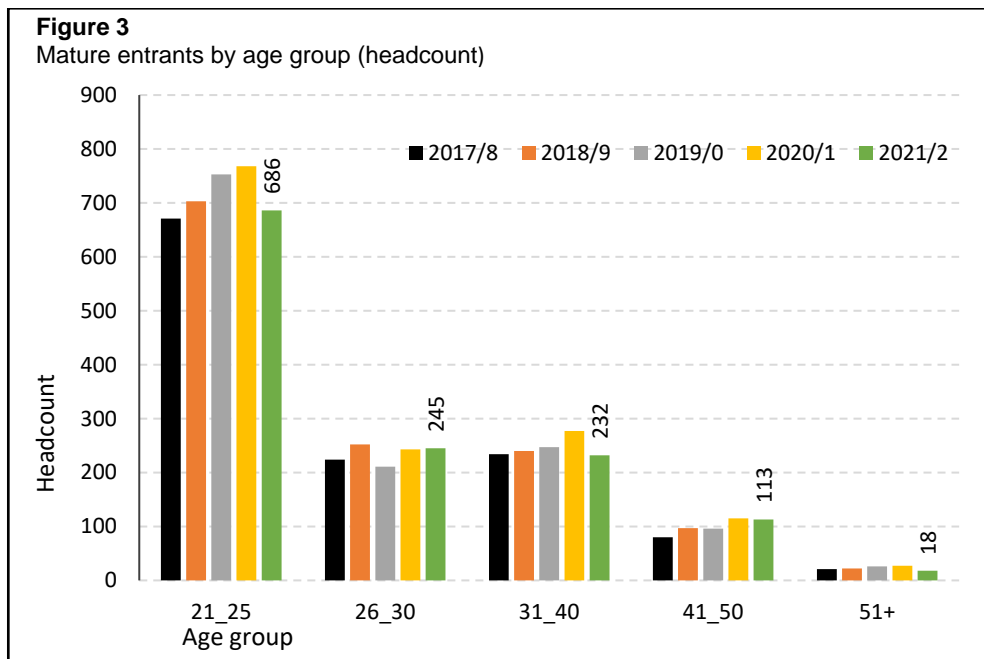
10. The basis for the assessment of performance was to examine, in terms of descriptive data, if age was a contributing factor to the level of successful outcomes. Guidance from the Office of Students recommends providers investigate more granular analysis within student characteristics to identify any potential indications of risk of inequalities. The data on student outcomes split by age group, suggests, that students aged 21-25 have poorer continuation and completion outcomes than more mature age groups, when compared to young students. If age wasn't a significant factor in determining outcomes, then we would not expect to see material differences between young students (who have recent experience of full-time education) and more mature entrants.

11. The data in Table B below identifies the continuation gaps at 12.5 months between young entrants and those aged 21 to 25 (mature) across the four most recent cohorts (Y1 to Y4[26]) and provides some evidence that the continuation success for FTFD entrants is impacted by age, with a higher magnitude of difference between young students and those aged between 21-25, the second largest age group after Under-21s (fig 3). The continuation gap at sector level for this group is similar in magnitude to other OfS defined mature age groups, whereas at BCU it is higher and significantly higher for those impacted by higher deprivation levels (IMD Quintile) in their local neighbourhood (table C).

Table B: *Entrant continuation (at 12.5 months) rates by Age on Entry group*

| | Y1 | Y2 | Y3 | Y4 | Aggregated | |
					4 Year	2 Year
Young (U21)	91.4%	89.9%	92.8%	90.6%	91.2%	91.7%
21-25 age group	88.8%	86.1%	87.8%	85.0%	86.8%	86.3%
BCU Gap	**2.6%**	**3.8%**	**5.0%**	**5.6%**	**4.4%**	**5.4%**
Sector Gap	7.7%	8.6%	8.2%	9.7%	8.6%	9.0%

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[26] Y1 is the cohort starting furthest away in time, Y4 is the most recent.

Table C: *Entrant continuation (at 12.5 months) rates by Age on Entry group intersected by deprivation level (England domiciles only)*

	Y1	Y2	Y3	Y4	Aggregated 4 Year	2 Year
Young (U21) + IMD Q4/5	92.0%	91.1%	93.3%	93.6%	92.5%	93.4%
21-25 age group + IMD Q1	86.9%	86.3%	85.5%	80.8%	84.8%	83.2%
BCU Gap	**5.1%**	**4.8%**	**7.8%**	**12.8%**	**7.7%**	**10.2%**

12. Lower retention rates for this age/socio-economic group persist and increase after their second year, with continuation at 24.5 months and completion rates (measured after 4 years) significantly lower than compared to their comparator group [U21 IMD Q4/5] (Table D).

Table D: *Entrant continuation (at 24.5 months) and completion outcomes by Age on Entry intersected by deprivation level (England domiciles only)*

Entrant continuation rates (24.5 months)					Aggregated	
	Y1	Y2	Y3	Y4	4 Year	2 Year
Young (U21) + IMD Q4/5	89.8%	90.9%	90.3%	91.3%	90.6%	90.8%
21-25 age group + IMD Q1	79.2%	79.9%	79.0%	78.8%	79.2%	78.9%
BCU Gap	**10.6%**	**11.0%**	**11.3%**	**12.5%**	**11.4%**	**11.9%**
Entrant completion rates (48.5 months)					**Aggregated**	
	Y1	Y2	Y3	Y4	4 Year	2 Year
Young (U21) + IMD Q4/5	93.0%	91.2%	89.9%	90.5%	91.2%	90.2%
21-25 age group + IMD Q1	85.8%	79.7%	78.5%	80.1%	80.9%	79.3%
BCU Gap	**7.2%**	**11.5%**	**11.4%**	**10.4%**	**10.3%**	**10.9%**

SEX[27]

Objective: To eliminate gaps in student success rates (continuation and completion) between young male students who were eligible for FSM and young female students who were not by 2030.

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[27] Legal sex as declared by the student

Figure 4
Participation by declared sex: UK FTFD

Figure 5
Participation by Sex & FSM: UK FTFD
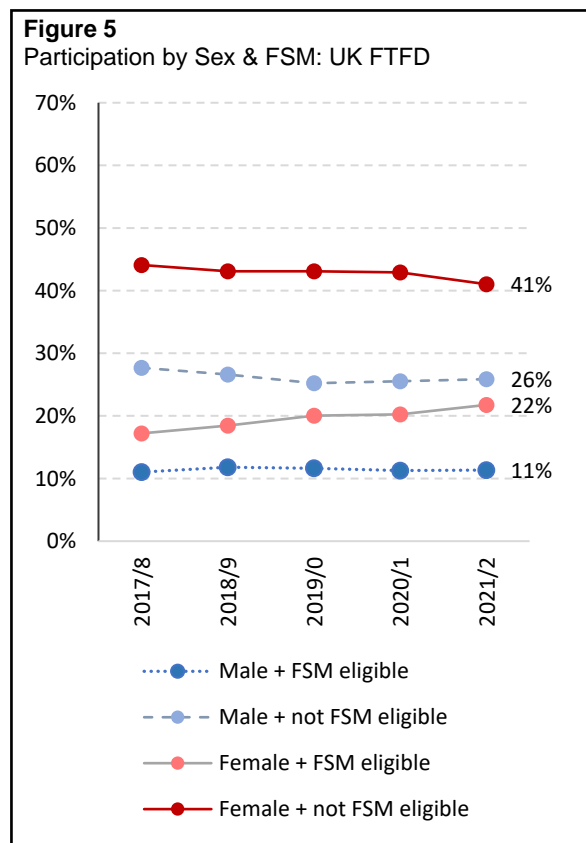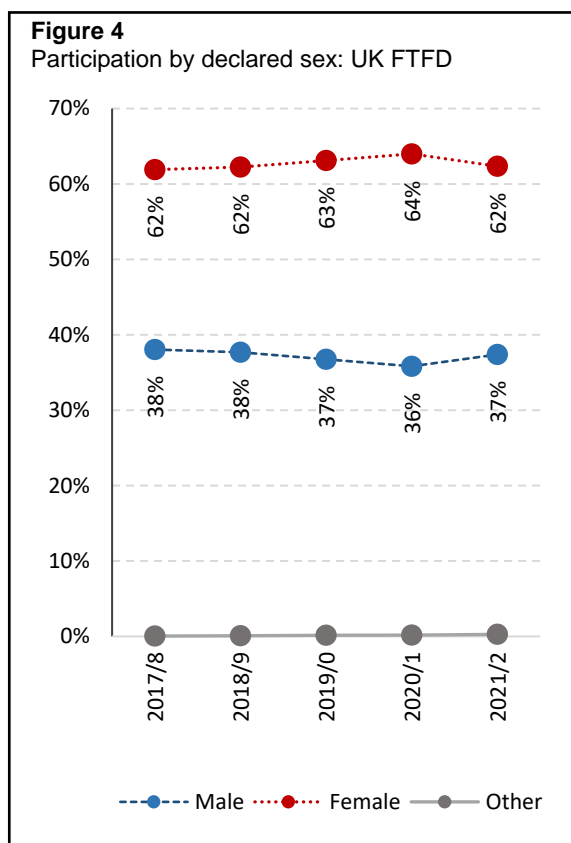
13. The participation by sex shows that the majority of students that commence a FTFD programme of study at BCU declare as female (fig.4). When examining the poverty level of young students, figure 5 shows that students that had declared their sex as male and additionally were eligible for free school meals (FSM) have the lowest participation rate at only 11% of young entrants. As a comparator group, students declared female who were not eligible for FSM have the highest participation rate at 41% of young entrants.

14. Table E below shows entrant continuation rates for students by their declared sex. There exists a continuation gap between male and female students at BCU; male students are less likely to continue beyond their first year. This largely mirrors the sector.

Table E: *Entrant continuation (at 12.5 months) rates by Sex*

	Y1	Y2	Y3	Y4	Aggregated 4 Year	2 Year
Female	92.7%	90.6%	93.2%	91.0%	91.9%	92.1%
Male	88.8%	87.3%	90.3%	87.6%	88.5%	89.0%
BCU Gap	**3.9%**	**3.3%**	**2.9%**	**3.4%**	**3.4%**	**3.1%**
Sector Gap	3.0%	2.8%	3.0%	3.9%	3.1%	3.4%

15. Table F shows the intersection of sex with eligibility to claim free school meals for young entrants. The lower continuation rate for male students cited above further extends when their FSM status is included. Young male students who come from households where the income level is under the threshold for eligibility for FSM have a higher magnitude of gap.

Table F *Entrant continuation (at 12.5 months) rates by Sex intersected with eligibility for FSM**

	Y1	Y2	Y3	Y4	Aggregated 4 Year	2 Year
Female + Not FSM eligible	93.5%	91.8%	93.2%	92.6%	92.8%	92.9%
Male + FSM eligible	88.7%	87.8%	88.9%	87.8%	88.3%	88.3%
BCU Gap	4.8%	4.0%	4.3%	4.8%	4.5%	4.6%

*FSM status restricted to young students only

16. Table G below shows continuation gaps continuing through following years of study and eventually contributing to lower completion rates. The data shows that intersecting with FSM status increases the indication of risk across the study duration to completion and therefore the combination of sex and FSM status should be the focus of improvement over sex or FSM status in isolation.

Table G: *Entrant continuation (at 24.5 months) and completion outcomes by Sex and also intersected by eligibility for FSM**

Entrant continuation rates (24.5 months)	Y1	Y2	Y3	Y4	Aggregated 4 Year	2 Year
Female (young)	90.0%	90.8%	90.6%	90.6%	90.5%	90.6%
Male (young)	85.2%	84.8%	84.7%	85.9%	85.2%	85.3%
BCU Gap	4.8%	6.0%	5.9%	4.7%	5.3%	5.3%
Female + Not FSM eligible	90.6%	92.2%	91.8%	91.1%	91.4%	91.5%
Male + FSM eligible	79.6%	82.8%	84.1%	80.6%	81.8%	82.3%
BCU Gap	11.0%	9.4%	7.7%	10.5%	9.6%	9.2%

Entrant completion rates (48.5 months)	Y1	Y2	Y3	Y4	Aggregated 4 Year	2 Year
Female (young)	91.9%	89.2%	90.4%	91.5%	90.8%	91.0%
Male (young)	89.2%	87.4%	85.8%	83.5%	86.4%	84.6%
BCU Gap	2.7%	1.8%	4.6%	8.0%	4.4%	6.4%
Female + Not FSM eligible	91.8%	90.2%	91.3%	92.8%	91.6%	92.1%
Male + FSM eligible	87.9%	83.8%	79.6%	80.6%	82.6%	80.1%
BCU Gap	3.9%	6.4%	11.7%	12.2%	9.0%	12.0%

*FSM status restricted to young students only

CARE EXPERIENCED STATUS[28]

Objective: To eliminate continuation and completion gaps between care-experienced students aged 18-25 and those without experience of care by 2030.

17. The participation of BCU entrants aged 25 years or younger (applying through UCAS) who have voluntarily declared that they have experience of being in local authority care (i.e., with foster carers, residential care) is shown in fig.6 below.

Figure 6
UK FTFD Headcount: care experienced entrants (18-25yo)

Year	Count
2017/8	62
2018/9	48
2019/0	69
2020/1	64
2021/2	63
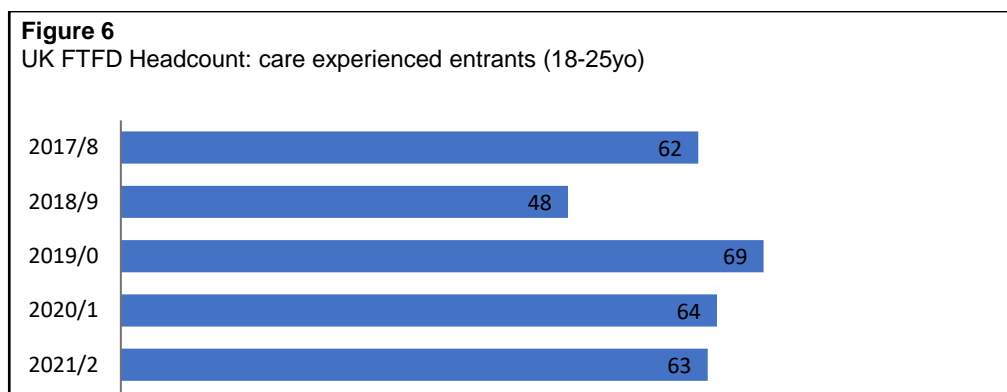
18. Although care-experienced students are relatively low in number (approx. 1 in every 100 UK domiciled entrants), they face significant struggles in maintaining continuity of study. A disproportionate number of those students leave their studies early. Table H below identifies a gap in continuation and completion which varies significantly year-to-year due to the low numbers included, however aggregated rates across years suggest a persistent issue that this group have high continuation and completion gaps when compared to their peers.

Table H: *Entrant continuation (at 12.5 months) and completion outcomes for declared care experience compared to entrants who had no care experience*

Entrant continuation after 12.5 months	Y1	Y2	Y3	Y4	Aggregated 4 Year	Aggregated 2 Year
No care experience	91.1%	89.3%	92.1%	89.9%	90.6%	91.0%
Has care experience	83.1%	85.1%	85.1%	85.7%	84.7%	85.4%
BCU Gap	8.0%	4.2%	7.0%	4.2%	5.9%	5.6%

Entrant completion rates (48.5 months)	Y1	Y2	Y3	Y4	Aggregated 4 Year	Aggregated 2 Year
No care experience	90.1%	87.9%	87.4%	87.9%	88.3%	87.7%
Has care experience	87.9%	74.1%	55.0%	70.4%	73.1%	66.2%
BCU Gap	2.2%	13.8%	32.4%	17.5%	15.2%	21.5%

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[28] Entrants that declare they have experience of being in local authority care before their 16th birthday

VOCATIONAL ROUTE OF ENTRY

Objective: To eliminate gaps in student success rates (continuation and attainment) between young students entering HE with vocational qualifications and those entering with A-levels by 2030.

19. Level 3 vocational qualifications are an increasingly popular way for young people to gain access to university. Birmingham City University has seen a significant participation increase over the past 10 years for this route to entry (fig.7). Students entering through a vocational or technical route are more likely to originate from the local area, to be from deprived neighbourhoods, to be the first in their families to attend university, to be dealing with poverty and to be from minoritized ethnic backgrounds.

Figure 7
Young UKFTFD entrants: Route to entry
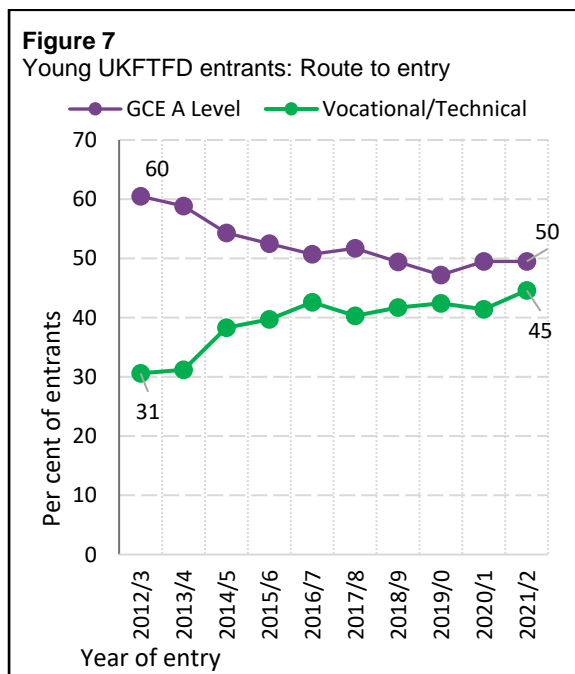
	% from IMD Quintile 1	% from Asian, Black Mixed Other	% Eligible for FSM	% first generation	% locally domiciled
VTQ	55.1	72.8	37.1	56.3	48.2
GCE A LEVEL	37.1	52.8	26.4	51.0	30.2

data for 2021/2 entry

20. Table I below shows continuation and completion rate gaps between young (U21) entrants who transitioned to HE study through a vocational/technical qualification route (e.g. BTEC) compared with young entrants who entered via a more traditional academic route (GCE A-level); data indicating young students from vocational backgrounds having a lower probability of successful outcomes than those from more traditional academic routes.

Table I: *Continuation and completion rates for non-foundation year entrants who commenced study from a vocational level 3 pathway compared to the more academic entry route*

Entrant continuation after 12.5 months					Aggregated	
	Y1	Y2	Y3	Y4	4 Year	2 Year
GCE Alevel + U21	94.6%	93.3%	94.7%	94.7%	94.3%	94.7%
BTEC + U21	88.0%	87.0%	91.2%	88.1%	88.6%	89.6%
BCU Gap	**6.6%**	**6.3%**	**3.5%**	**6.6%**	**5.7%**	**5.1%**

Entrant continuation rates (24.5 months)					Aggregated	
	Y1	Y2	Y3	Y4	4 Year	2 Year
GCE Alevel + U21	93.0%	93.0%	92.9%	93.6%	93.1%	93.3%
BTEC + U21	83.0%	83.6%	83.9%	85.9%	84.1%	84.9%
BCU Gap	**10.0%**	**9.4%**	**9.0%**	**7.7%**	**9.0%**	**8.4%**

Entrant completion rates (48.5 months)					Aggregated	
	Y1	Y2	Y3	Y4	4 Year	2 Year
GCE Alevel + U21	94.1%	92.4%	93.3%	93.8%	93.4%	93.5%
BTEC + U21	85.9%	83.2%	83.2%	82.6%	83.6%	82.9%
BCU Gap	**8.2%**	**9.2%**	**10.1%**	**11.2%**	**9.8%**	**10.6%**

21. Table J below highlights an increasing awarding gap between academic years 2018/9 (Y1) and 2021/2 (Y4) for those that entered with vocational or technical qualifications compared to those with general academic qualifications.

Table J: *Awarding gap rates between Academic and vocational entry students*

Awarded 1st/2:1 Degree classification					Aggregated	
	Y1	Y2	Y3	Y4	4 Year	2 Year
GCE Alevel + U21	83.7%	88.1%	81.1%	74.1%	82.1%	77.7%
BTEC + U21	67.7%	71.7%	56.9%	52.0%	62.0%	54.3%
BCU Gap	**16.0%**	**16.4%**	**24.2%**	**22.1%**	**20.1%**	**23.4%**

Figure 8
Percent of awards classsified as 1st class by entry qualification type

50% — 46.3%

45%

40% — 15.3%

35%

30% — 29.0%

25% — 19.5%

20%

15% — 26.6%

10% — 16.4% 19.9%

5% — 13.3%

0%

●— GCE A Level ●— Vocational

2018/9 2019/0 2020/1 2021/2

Year graduated
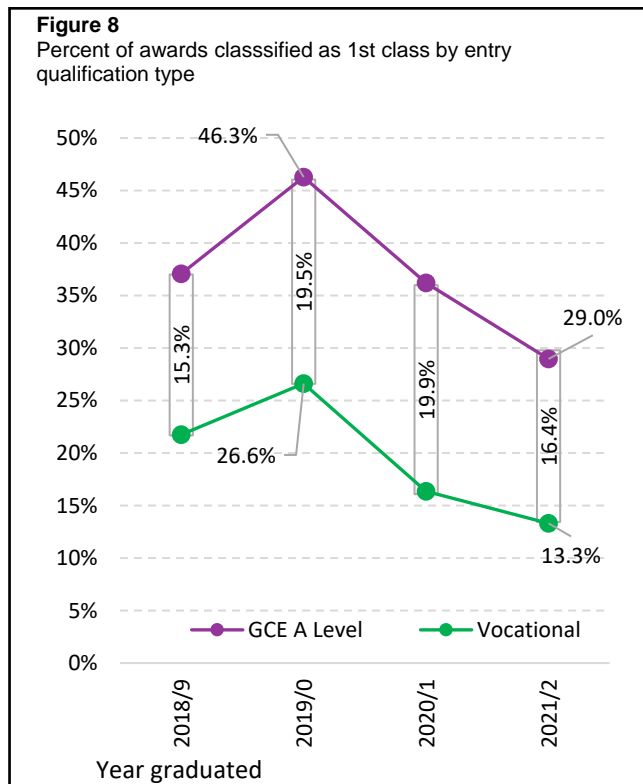
22. The majority of the awarding gap between vocational entry students and GCE A level students can be attributed to the differences of awards made at 1st Class honours (fig.8). In other words, graduates who entered with level 3 vocational/technical qualifications were significantly less likely to graduate with a 1st classification with honours.

ETHNIC BACKGROUND[29]

Objective: To eliminate awarding gaps between Black and Asian full-time first degree students and White full-time first degree students by 2030.

23. Birmingham City University hosts strong participation in HE amongst all minority ethnic backgrounds as shown in fig.9. Sixty-two per cent of entrants onto full-time undergraduate programmes in 2021/2 originated from a minoritized ethnic background. This participation increases to **73%** when examining the ethnicity of local students (same TTWA[30] as provider).

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[29] Entrants declare their ethnic background, based on a UK census coding frame
[30] TTWA – Travel To Work Area

Figure 9
2021/2 FTUG Entrant profile: % participation by ethnicity

Ethnicity	%
White	37.3%
Black African	17.3%
Asian Pakistani	16.5%
Asian Indian	6.7%
Asian Bangladeshi	4.5%
Black Caribbean	4.5%
Mixed White/Black Caribbean	2.9%
Other Asian	2.7%
Other Mixed	2.3%
Arab	1.4%
Mixed White / Asian	1.4%
Other Black	1.0%
Other unlisted ethnicity	0.6%
Not known	0.9%
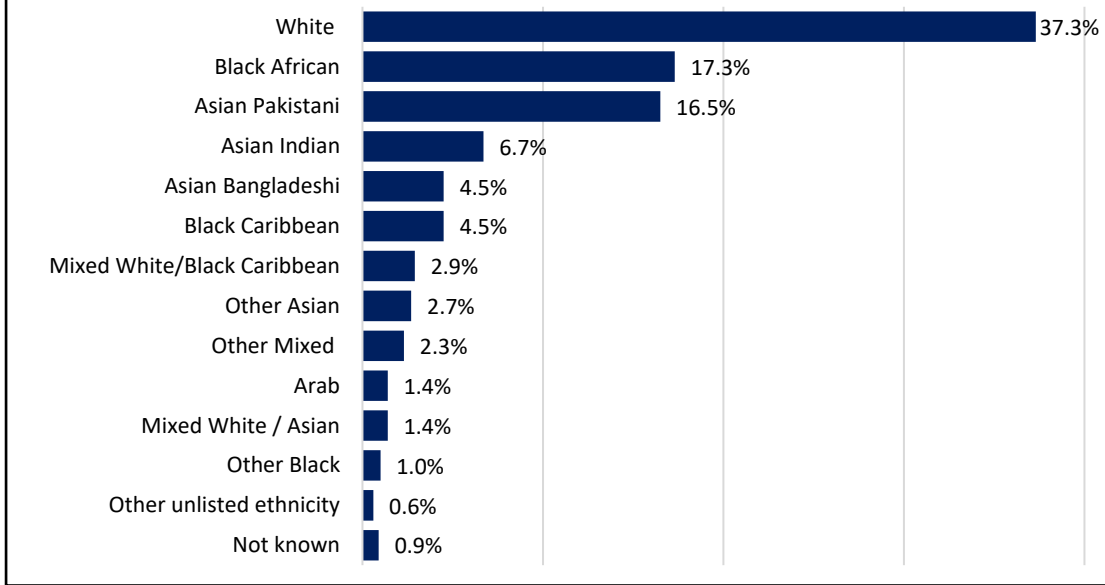
Figure 10
2021/2 FTUG entrants: % from socio-economic disadvantaged profiles

	Local	IMD Quintile 1	First Generation	Tundra Quintile 1 or 2	Eligible for FSM
White	28%	23%	47%	41%	15%
Black, Asian, Mixed & Other	48%	59%	56%	25%	42%

24. Figure 10 above displays the socio-economic factors which can affect student success in higher education, by declared ethnic background. Students who declare a Black, Asian or other minority ethnic background are more likely than White entrants to be living locally in Birmingham, originate from highly deprived environments [IMD], from households with low income levels [FSM], and from households in which they would be the first in family to go to university [PARED]. However, these same students are often living in neighbourhoods where motivation to study higher education after leaving state-maintained schools is high which we see reflected in our significantly high numbers of enrolment for these students (75% from TUNDRA Q3-5 neighbourhoods).

25. Despite that motivation to study, students from Black, Asian and other minority ethnic backgrounds have experienced significant disparities in awards, culminating in awarding gaps[31] when compared with white ethnic background peers over recent graduating cohorts

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[31] Award gaps are based on percentage point differences for those awarded a 1st or Upper Second class award

(see Fig. 11 below). The majority of the gap is attributable to the difference in 1st Class honours awards made to both groups (Fig.12 below).

Figure 11 Awarding gap - white compared to all ethnicities except white

Figure 12 Awarding gap - 1st class honours only
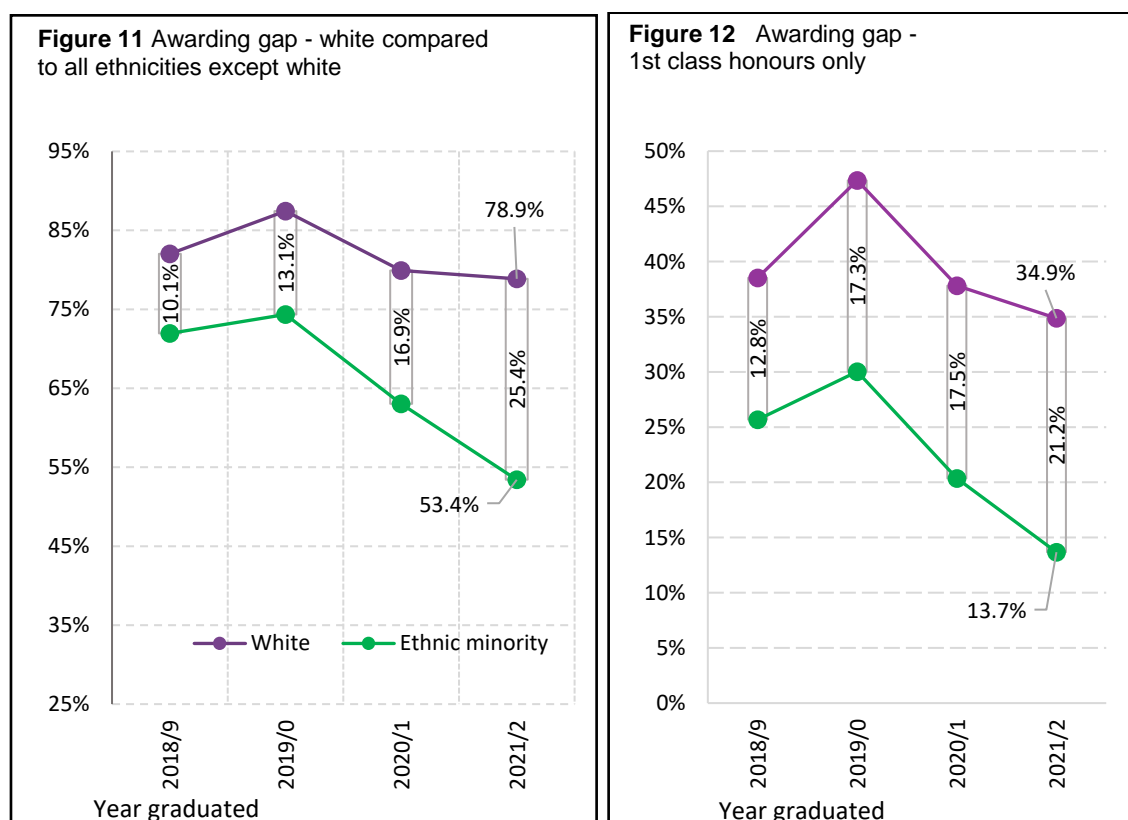
26. Table K and L below show the awarding rates and gaps between White students and all other grouping of ethnic backgrounds, including comparisons with sector average (where data is available). Sector awarding gaps have decreased up to 2020/1, in comparison BCU observed increases in gaps across all ethnic groups.

Table K: *Awarding gap rates between White and all other ethnicities except White*

Awarded 1st/2:1 Degree classification					Aggregated	
	Y1	Y2	Y3	Y4	4 Year	2 Year
White	82.0%	87.4%	79.9%	78.9%	82.2%	79.4%
Black, Asian, Mixed or other	72.0%	74.4%	63.0%	53.4%	64.5%	58.0%
BCU Gap	**10.1%**	**13.1%**	**16.9%**	**25.4%**	**17.8%**	**21.4%**
Sector gap	14.4%	11.7%	9.7%	11.4%	11.7%	10.6%

Table L: *Awarding gap rates between White and other specific ethnicity groups*

Awarded 1st/2:1 Degree classification					Aggregated	
	Y1	Y2	Y3	Y4	4 Year	2 Year
White	82.0%	87.4%	79.9%	78.9%	82.2%	79.4%
Black, Asian, Mixed or other	72.0%	74.4%	63.0%	53.4%	64.5%	58.0%
BCU Gap	**10.1%**	**13.1%**	**16.9%**	**25.4%**	**17.8%**	**21.4%**
Sector gap	14.4%	11.7%	9.7%	11.4%	11.7%	10.6%

Awarded 1st/2:1 Degree classification					Aggregated	
	Y1	Y2	Y3	Y4	4 Year	2 Year
White	82.0%	87.4%	79.9%	78.9%	82.2%	79.4%
Black	67.3%	68.5%	58.3%	45.8%	59.5%	51.5%
BCU Gap	**14.8%**	**18.9%**	**21.6%**	**33.1%**	**22.7%**	**28.0%**
Sector gap	22.8%	19.9%	18.4%	20.0%	20.2%	19.2%

Awarded 1st/2:1 Degree classification					Aggregated	
	Y1	Y2	Y3	Y4	4 Year	2 Year
White	82.0%	87.4%	79.9%	78.9%	82.2%	79.4%
Asian	72.5%	76.9%	62.7%	55.1%	66.6%	58.7%
BCU Gap	**9.5%**	**10.6%**	**17.2%**	**23.7%**	**15.6%**	**20.7%**
Sector gap	12.2%	9.2%	6.6%	8.9%	9.2%	7.9%

Awarded 1st/2:1 Degree classification					Aggregated	
	Y1	Y2	Y3	Y4	4 Year	2 Year
White	82.0%	87.4%	79.9%	78.9%	82.2%	79.4%
Mixed or other ethnic background	78.5%	76.1%	72.6%	62.6%	72.3%	67.6%
BCU Gap	**3.5%**	**11.3%**	**7.3%**	**16.3%**	**9.9%**	**11.8%**

PROGRESSION INTO PROFESSIONAL/MANAGERIAL EMPLOYMENT OR FURTHER STUDY

Objective: To reduce progression gaps between Asian and White full-time first-degree students by 2030.

27. Table M shows the differences in progression outcomes between White and Asian graduates who graduated from all courses excluding those in subjects allied to medicine (SAM). The ethnicity profile of SAM students is not representative of the larger University cohort and, therefore, due to high progression levels, will exhibit bias towards progression outcomes for White students. The analysis below in tables M and N examines gaps for all those excluding SAM, with SAM graduates assessed separately.

Table M*: Progression rate gaps between White and Asian ethnic groups (Excluding SAM subject area)*

Progression rates					Aggregated	
	Y1	**Y2**	**Y3**	**Y4**	**4 Year**	**2 Year**
White	70.9%	70.7%	68.5%	71.2%	70.3%	69.8%
Asian	61.7%	54.1%	56.8%	55.8%	57.2%	56.4%
BCU Gap	**9.2%**	**16.6%**	**11.7%**	**15.4%**	**13.1%**	**13.4%**

Table N*: Progression rate gaps between White and Asian ethnic groups (SAM subject area only)*

Progression rates					Aggregated	
	Y1	**Y2**	**Y3**	**Y4**	**4 Year**	**2 Year**
White	94.8%	95.7%	95.9%	93.8%	95.1%	94.9%
Asian	86.1%	93.3%	87.6%	79.7%	86.1%	83.4%
BCU Gap	**8.7%**	**2.4%**	**8.3%**	**14.1%**	**9.0%**	**11.5%**

28. Examination of the progression gaps between White and Asian ethnic backgrounds within subjects allied to medicine and all other subjects suggest that gaps exist independent of subject area of award.

					Y1	2017/8		
					Y2	2018/9		
					Y3	2019/0		
					Y4	2020/1		

Population based on 4 Year aggregated data   Negative values indicate that the target group outperforms the reference group

Characteristic	Targeted group	Population*	Reference Group	Population*	GAP (Manifestation of risk)							
					4 Yr Aggregated	2 Yr Aggregated	Conf Interval	Y1	Y2	Y3	Y4	Change Y4 - Y1
AGE	Age 21 years or older	5213	Age 20 years or younger	18331	2.5%	**3.4%**	1.7 to 3.3%	0.7%	2.1%	2.9%	**3.8%**	3.1%
AGE	21-25 years old	2833	Age 20 years or younger	18331	**4.3%**	**5.3%**	3.2 to 5.4%	2.6%	**3.7%**	5.0%	5.7%	3.1%
AGE +	Age 20 years or younger + Mental Health	596	Age 20 years or younger (without MH)	17735	**0.6%**	**0.6%**		1.5%	0.0%	2.3%	-1.0%	-2.5%
AGE +	Age 21 years or older + Mental Health	348	Age 21 years or older (without MH)	4199	**2.9%**	**2.2%**		-1.6%	**7.6%**	3.9%	0.5%	2.1%
AGE +	Age 21 years or older + Mental Health	348	Age 20 years or younger (without MH)	17735	**5.3%**	**5.2%**		-0.4%	**9.2%**	6.6%	4.3%	4.7%
AGE +	Age 21 years or older + Mental Health	348	Age 20 years or younger + Mental Health	596	**4.5%**	**4.6%**		-2.0%	**9.2%**	4.1%	5.1%	7.1%
AGE +	21-25 years old + Mental Health	199	Age 20 years or younger (without MH)	17735	**3.3%**	**3.7%**		-0.5%	**4.7%**	5.4%	2.5%	3.0%
AGE +	Age 21 years or older + IMD Q1	2535	Age 20 years or younger + IMD Q4/5	4883	**4.7%**	**6.8%**		1.9%	3.1%	5.2%	8.3%	6.4%
AGE +	21-25 years old + IMD Q1	1338	Age 20 years or younger + IMD Q4/5	4883	**7.6%**	**10.1%**		4.9%	4.9%	7.7%	12.7%	7.8%
ETHNICITY	Black, Asian & other minority ethnicity	12829	White	10432	-0.5%	0.7%		-1.4%	-1.9%	-1.4%	2.7%	4.1%
ETHNICITY	Black	3975	White	10432	-0.2%	1.0%	-1.1 to 0.7%	-1.3%	-1.7%	-0.9%	2.7%	4.0%
ETHNICITY	Black Caribbean	1027	White	10432	0.4%	2.0%		0.7%	-3.7%	0.3%	**3.8%**	3.1%
ETHNICITY	Black African	2784	White	10432	-0.4%	0.8%		-1.9%	-1.3%	-1.2%	2.5%	4.4%
ETHNICITY	Asian	6975	White	10432	-1.1%	0.2%	-1.8% to -0.3%	-1.8%	-2.8%	-2.0%	2.3%	4.1%
ETHNICITY	Asian Indian	1686	White	10432	-1.4%	-0.7%		-3.4%	-0.8%	-3.5%	2.2%	5.6%
ETHNICITY	Asian Pakistani	3611	White	10432	-0.3%	0.8%		-0.1%	-2.8%	-0.5%	2.0%	2.1%
ETHNICITY	Mixed ethnicities	1375	White	10432	2.0%	2.4%	0.5 to 3.5%	-0.1%	**3.4%**	0.0%	**4.5%**	4.6%
ETHNICITY +	Black + IMD Q1	2432	White + IMD Q 4/5	4538	1.6%	2.2%		-0.3%	1.1%	0.9%	**4.4%**	4.7%
ETHNICITY +	Asian + IMD Q1	4441	White + IMD Q 4/5	4538	0.8%	1.8%		0.1%	-0.5%	-0.8%	**4.4%**	4.3%
ETHNICITY +	Black + FSM	1156	White + Not eligible for FSM	6226	0.6%	0.8%		-0.2%	1.5%	-0.3%	1.8%	2.0%
FSM	Eligible for FSM	5044	Not Eligible for FSM	11562	1.7%	1.9%	0.9 to 2.6 %	1.5%	1.8%	1.2%	2.5%	1.0%
PARED +	No parental HE exp + Young	9171	Parental HE experience + Young	6134	1.1%	0.8%		0.9%	1.7%	0.1%	1.8%	0.9%
DISABILITY	Declared a disability	2999	No disability declared	20545	-0.3%	-0.3%	-1.2 to 0.6%	-1.5%	0.9%	0.2%	-1.1%	0.4%
DISABILITY	MH condition	944	No disability declared	20545	1.8%	1.6%	0.1 to 3.5%	0.5%	**3.3%**	3.2%	0.1%	-0.4%
DISABILITY	Cognitive disabilities	1017	No disability declared	20545	-2.1%	-2.7%	-3.5 to -0.8%	-2.3%	-0.6%	-2.5%	-3.1%	-0.8%
DISABILITY	Physical impairments	576	No disability declared	20545	-2.3%	-1.0%	-4.1 to -0.5%	-5.3%	-2.0%	-1.1%	-1.1%	**4.2%**
DISABILITY +	Black + Declared a disability	391	White + no disability declared	8568	-2.0%	0.6%		-5.9%	-4.6%	-2.7%	**3.3%**	9.2%
DISABILITY +	Asian + Declared a disability	455	White + no disability declared	8568	-1.7%	-1.0%		-1.2%	-3.8%	-2.9%	1.0%	2.2%
SEX	Male	8710	Female	14806	**3.3%**	**3.1%**	2.7 to 4.0%	**3.8%**	3.3%	2.9%	**3.3%**	-0.5%
SEX +	Male + FSM	1879	Female + not eligible	7204	**4.5%**	**4.6%**		**4.8%**	4.0%	4.3%	4.8%	0.0%
SEX +	Male + FSM + Ethnic Min.	1526	Female + not eligible + Ethnic Min	3145	2.8%	**3.6%**		1.9%	2.1%	1.5%	**5.7%**	3.8%
SEX +	Male + FSM + White	323	Female + not eligible + White	4008	**5.2%**	**4.1%**		**9.0%**	3.2%	3.9%	**4.3%**	-4.7%

Additional assessments of performance outcomes: **Continuation (cont'd.)**

					Y2	2018/9	
					Y3	2019/0	
					Y4	2020/1	

Population based on 4 Year aggregated data Negative values indicate that the target group outperforms the reference group

Characteristic	Targeted group	Population*	Reference Group	Population*	GAP (Manifestation of risk)							
					4 Yr Aggregated	2 Yr Aggregated	Conf Interval	Y1	Y2	Y3	Y4	Change Y4 - Y1
CARE EXP +	Has care experience + Young	178	Has no care experience + Young	18153	6.4%	5.9%		11.1%	2.0%	5.1%	6.7%	-4.4%
CARE EXP	Has care experience		Has no care experience									
SEX ORIENT	LGB&O	1347	Heterosexual	20953	1.8%	1.4%		5.3%	-0.4%	1.6%	1.1%	-4.2%
SEX ORIENT +	LGB&O + MH	206	Heterosexual + no declared disabilities	18633	2.8%	2.9%		7.1%	-0.1%	4.7%	1.3%	-5.8%
Deprivation	IMD Q1	10059	IMD Q 4/5	5848	2.5%	3.3%		1.4%	1.9%	1.3%	5.1%	3.7%
Deprivation +	IMD Q1 + 21-25 years old	1338	IMD Q 4/5 + 21-25 years old	575	6.4%	8.5%		6.2%	1.2%	6.4%	10.8%	4.6%
Deprivation +	IMD Q1 + declared a disability	1039	IMD Q 4/5 + declared a disability	925	3.5%	4.7%		0.9%	2.8%	3.1%	6.1%	5.2%
ABCS	ABCS Quintile 1	3942	ABCS Quintile 5	3841	6.2%	7.2%	5.1 to 7.3%	4.9%	5.3%	6.5%	7.9%	3.0%
SEC (Young)	Lower Socio-Economic backgrounds	6921	Higher Socio-economic backgrounds	7254	1.3%	1.2%		1.2%	1.8%	0.0%	2.3%	1.1%
F YEAR	Level 3 Entry	2353	Level 4 Entry	21191	8.0%	7.2%		15.2%	8.3%	6.4%	8.0%	-7.2%
HQE +	Level 4 Entry + VTQ entry + U21	6767	Level 4 Entry + GCE A LEVELS + U21	8116	5.7%	5.1%		6.6%	6.2%	3.5%	6.6%	0.0%
HQE +	Level 4 Entry + VTQ entry + FSM + U21	2396	Level 4 Entry + GCE A LEVELS + not elligible + U21	5703	6.1%	6.4%		5.8%	5.8%	4.4%	8.5%	2.7%
PARTICIPATION +	TUNDRA Q1 + U21	2067	TUNDRA Q5 + U21	3910	-0.1%	-0.3%		0.2%	0.2%	-1.4%	0.6%	0.4%

Additional assessments of performance outcomes: **Completion outcomes**

		Year	
	Y1	2014/5	
	Y2	2015/6	
	Y3	2016/7	
	Y4	2017/8	

Population based on 4 Year aggregated data

Negative values indicate that the target group outperforms the reference group

Characteristic	Targeted group	Population*	Reference Group	Population*	GAP (Manifestation of risk)							
					4 Yr Aggregated	2 Yr Aggregated	Conf Interval	Y1	Y2	Y3	Y4	Change Y4 - Y1
AGE	Age 21 years or older	5129	Age 20 years or younger	15621	**4.0%**	**4.3%**	3.0 to 4.9%	**5.0%**	2.6%	**4.8%**	3.6%	-1.4%
AGE	21-25 years old	2678	Age 20 years or younger	15621	5.4%	6.0%	4.1 to 6.6%	4.8%	4.8%	6.6%	5.3%	0.5%
AGE +	Age 21 years or older + Mental Health	211	Age 20 years or younger + Mental Health	296	0.7%	3.4%		-6.7%	-2.0%	5.1%	3.2%	9.9%
AGE +	Age 21 years or older + Mental Health	211	Age 20 years or younger (without MH)	14209	**10.0%**	6.7%		**22.3%**	9.5%	5.4%	7.9%	-14.4%
AGE +	Age 21 years or older + IMD Q1	2300	Age 20 years or younger + IMD Q4/5	4855	7.7%	7.7%		8.1%	7.7%	7.7%	7.6%	-0.5%
AGE +	21-25 years old + IMD Q1	1157	Age 20 years or younger + IMD Q4/5	4855	10.2%	10.9%		7.6%	11.0%	11.5%	10.2%	2.6%
ETHNICITY	Black	2872	White	10734	0.8%	1.9%	-0.4 to 1.9%	-0.5%	-0.9%	0.4%	3.3%	3.8%
ETHNICITY	Black Caribbean	913	White	10734	1.3%	1.7%		1.3%	0.6%	-2.3%	5.7%	4.4%
ETHNICITY	Black African	1833	White	10734	0.1%	1.8%		-2.8%	-1.5%	1.1%	2.5%	5.3%
ETHNICITY	Asian	5515	White	10734	-0.3%	0.2%	-1.1 to 0.6%	-0.9%	-0.7%	-0.3%	0.6%	1.5%
ETHNICITY	Asian Indian	1646	White	10734	-2.8%	-3.4%		-1.3%	-3.3%	-4.3%	-2.5%	-1.2%
ETHNICITY	Asian Pakistani	2537	White	10734	1.1%	1.5%		-0.4%	1.0%	2.0%	1.2%	1.6%
ETHNICITY	Mixed ethnicities	1135	White	10734	3.2%	3.6%	1.4 to 5.0%	3.4%	2.0%	6.5%	0.9%	-2.5%
ETHNICITY +	Black + IMD Q1	1687	White + IMD Q4/5	4746	**4.3%**	5.4%		2.5%	3.1%	3.4%	7.3%	4.8%
ETHNICITY +	Black + FSM	765	White + Not eligible for FSM	6236	3.7%	6.3%		-0.1%	-0.7%	6.0%	6.7%	6.8%
ETHNICITY +	Asian + IMD Q1	3353	White + IMD Q4/5	4746	3.0%	2.7%		2.0%	4.0%	1.7%	3.7%	1.7%
FSM	Eligible for FSM	3753	Not Eligible for FSM	10273	**4.2%**	**5.1%**	3.2 to 5.3%	0.9%	4.5%	5.8%	4.5%	**3.6%**
PARED +	No parental HE exp + Young	8268	Parental HE experience + Young	5496	**3.7%**	**3.7%**		3.2%	4.5%	4.6%	2.9%	-0.3%
DISABILITY	Declared a disability	2217	No disability declared	18533	2.3%	1.8%	1.0 to 3.5%	2.4%	3.2%	2.2%	1.3%	-1.1%
DISABILITY	MH condition	507	No disability declared	18533	**6.1%**	3.9%	3.3 to 8.9%	**13.1%**	6.8%	3.1%	4.5%	-8.6%
DISABILITY	Cognitive disabilities	951	No disability declared	18533	-0.8%	-2.0%	-2.5 to 0.9%	-0.7%	1.7%	-1.7%	-2.3%	-1.6%
DISABILITY	Physical impairments	462	No disability declared	18533	2.6%	3.7%	-0.1 to 5.3%	**3.9%**	-2.0%	**7.7%**	-0.3%	-4.2%
DISABILITY +	Black + Declared a disability	231	White + no disability declared	9253	**3.7%**	5.7%		-6.2%	8.4%	13.0%	-0.7%	5.5%
DISABILITY +	Asian + Declared a disability	294	White + no disability declared	9253	2.2%	2.6%		2.8%	0.3%	-0.8%	5.6%	2.8%
SEX	Male	7629	Female	13117	**4.4%**	**5.8%**	3.7 to 5.2%	**3.5%**	2.6%	**4.2%**	7.3%	**3.8%**
SEX +	Male + FSM	1488	Female + not eligible	6445	**9.0%**	**12.0%**		3.9%	6.4%	11.7%	12.2%	8.3%
SEX +	Male + FSM + Ethnic Min.	1173	Female + not eligible + Ethnic Min.	2269	**9.4%**	**12.5%**		3.2%	7.3%	13.0%	12.0%	8.8%
SEX +	Male + FSM + Black	284	Female + FSM + Black	481	**11.8%**	**14.9%**		6.6%	7.6%	9.7%	20.0%	13.4%
SEX +	Male + FSM + Black	284	Female + not eligible + Black	506	**14.0%**	**18.2%**		8.1%	6.9%	14.7%	22.1%	14.0%
SEX +	Male + FSM + White/Black	582	Female + not eligible	6445	**13.6%**	**17.4%**		9.4%	7.8%	15.0%	19.7%	10.3%
SEX +	Male + FSM + White	298	Female + FSM + White	627	**6.4%**	**8.3%**		9.6%	0.0%	7.2%	9.5%	-0.1%
SEX +	Male + FSM + White	298	Female + not eligible + White	4140	**13.5%**	**16.0%**		11.4%	9.8%	15.4%	16.6%	5.2%

Additional assessment of performance outcomes: **Completion outcomes (cont'd.)**

					Y1	2014/5		
					Y2	2015/6		
					Y3	2016/7		
					Y4	2017/8		
		Population based on 4 Year aggregated data		Negative values indicate that the target group outperforms the reference group				

Characteristic	Targeted group	Population*	Reference Group	Population*	GAP (Manifestation of risk)							
					4 Yr Aggregated	2 Yr Aggregated	Conf Interval	Y1	Y2	Y3	Y4	Change Y4 - Y1
CARE EXP +	Has care experience + Young	99	Has no care experience + Young	13825	16.4%	18.9%		4.5%	22.1%	15.0%	20.3%	15.8%
CARE EXP	Has care experience		Has no care experience									
SEX ORIENT	LGB&O	711	Heterosexual	14258	5.2%	4.6%		N/A	6.6%	3.6%	5.5%	
SEX ORIENT +	LGB&O + MH	75	Heterosexual + no declared disabilities	12856	16.1%	17.4%		N/A	11.8%	16.5%	18.3%	
Deprivation	IMD Quintile 1	7887	IMD Quintile 4/5	5867	4.4%	4.5%		3.5%	5.0%	3.9%	5.0%	1.5%
Deprivation +	IMD Quintile 1 + declared a disability	685	IMD Quintile 4/5 with no disability	5092	7.9%	6.4%		7.8%	12.2%	5.4%	7.5%	-0.3%
ABCS	ABCS Quintile 1	3277	ABCS Quintile 5	3283	14.0%	15.7%	12.7 to 15.3%	13.1%	11.0%	14.3%	17.2%	4.1%
SEC (Young)	Lower Socio-Economic backgrounds	4412	Higher Socio-economic backgrounds	4975	2.7%	3.1%		N/A	1.8%	2.4%	3.7%	
ENTRY	Level 3 Entry	335	Level 4 Entry	20415	10.6%	13.4%		0.2%	9.1%	8.9%	16.6%	16.4%
ENTRY	Level 4 Entry + VTQ entry + U21	6059	Level 4 Entry + GCE A LEVELS + U21	8148	9.8%	10.7%		8.2%	9.2%	10.1%	11.2%	3.0%
PARTICIPATION +	TUNDRA Q1 + U21	1694	TUNDRA Q5 + U21	3460	3.6%	2.7%		3.6%	5.7%	3.3%	2.2%	-1.4%

Additional assessment of performance outcomes: **Attainment**

							Y1	2018/9				
							Y2	2019/0				
							Y3	2020/1				
			Negative values indicate that the target group outperforms the reference group				Y4	2021/1				
			Population based on 4 Year aggregated data									

Characteristic	Targeted group	Population*	Reference Group	Population*	GAP (Manifestation of risk)							
					4 Yr Aggregated	2 Yr Aggregated	Conf Interval	Y1	Y2	Y3	Y4	Change Y4 - Y1
AGE	Age 21 years or older	3948	Age 20 years or younger	13152	5.1%	4.3%	3.7 to 6.4%	4.3%	7.9%	5.7%	3.3%	-1.0%
AGE	21-25 years old	2107	Age 20 years or younger	13152	4.1%	4.1%	2.4 to 5.9%	2.9%	6.2%	5.7%	2.7%	-0.2%
AGE +	Age 21 years or older + Mental Health	260	Age 20 years or younger (without MH)	11518	7.4%	-2.4%		12.7%	20.7%	2.0%	-6.6%	-19.3%
AGE +	21-25 years old + Mental Health	137	Age 20 years or younger (without MH)	11518	4.6%	-4.3%		8.4%	18.1%	6.4%	-13.4%	-21.8%
AGE +	Age 21 years or older + IMD Q1	1742	Age 20 years or younger + IMD Q4/5	3963	19.9%	21.2%		15.6%	20.8%	21.4%	20.7%	5.1%
AGE +	21-25 years old + IMD Q1	903	Age 20 years or younger + IMD Q4/5	3963	19.3%	22.6%		11.7%	19.8%	23.2%	21.9%	10.2%
ETHNICITY	Black	2289	White	8171	22.7%	27.9%	20.9 to 24.5%	14.6%	19.0%	21.5%	33.1%	18.5%
ETHNICITY	Black Caribbean	668	White	8171	18.9%	22.3%		15.2%	16.3%	19.7%	24.7%	9.5%
ETHNICITY	Black African	1529	White	8171	23.8%	29.7%		13.8%	19.4%	22.1%	35.7%	21.9%
ETHNICITY	Black African	1529	Black Caribbean	668	4.9%	7.4%		-1.4%	3.1%	2.4%	11.0%	12.4%
ETHNICITY	Asian	4703	White	8171	15.6%	20.6%	14.3 to 16.9%	9.5%	10.6%	17.2%	23.7%	14.2%
ETHNICITY	Asian Indian	1310	White	8171	9.6%	14.6%		3.9%	5.7%	13.7%	15.5%	11.6%
ETHNICITY	Asian Pakistani	2283	White	8171	18.9%	25.1%		9.8%	12.9%	19.5%	30.2%	20.4%
ETHNICITY	Asian Bangladeshi	654	White	8171	15.7%	21.2%		13.1%	5.4%	17.8%	23.8%	10.7%
ETHNICITY	Mixed ethnicities	871	White	8171	9.0%	10.7%	6.4 to 11.5%	3.3%	10.6%	4.0%	17.5%	14.2%
ETHNICITY +	Black + IMD Q1	1328	White + IMD Q4/5	3721	27.5%	32.2%		20.8%	22.8%	27.3%	35.9%	15.1%
ETHNICITY +	Black + IMD Q1	1328	Black + IMD Q4/5	189	8.4%	5.8%		10.5%	12.0%	13.0%	-2.5%	-13.0%
ETHNICITY +	Black + IMD Q1	1328	White + IMD Q1	1486	16.3%	21.7%		9.7%	10.7%	16.6%	25.7%	16.0%
ETHNICITY +	Black Caribbean + IMD Q1	334	Black + IMD Q4/5	189	6.2%	4.6%		10.4%	7.8%	15.5%	-6.5%	-16.9%
ETHNICITY +	Asian + IMD Q1	2898	Asian + IMD Q4/5	515	5.6%	8.9%		1.6%	1.6%	6.5%	10.7%	9.1%
ETHNICITY +	Asian + IMD Q1	2898	White + IMD Q4/5	3721	21.1%	26.8%		14.6%	14.3%	23.8%	29.1%	14.5%
ETHNICITY +	Asian Pakistani + IMD Q1	1731	Asian + IMD Q4/5	515	7.6%	11.6%		1.7%	2.5%	7.5%	15.1%	13.4%
ETHNICITY +	White + IMD Q1	1486	White + IMD Q4/5	3721	11.2%	10.4%		11.1%	12.1%	10.6%	10.2%	-0.9%
ETHNICITY +	White + FSM	682	White + not eligible for FSM	4942	9.3%	12.6%		7.3%	5.1%	12.5%	12.5%	5.2%
ETHNICITY +	Black + FSM	650	White + not eligible for FSM	4942	24.3%	28.1%		15.6%	23.1%	19.0%	34.9%	19.3%
ETHNICITY +	Asian + FSM	1438	White + not eligible for FSM	4942	20.5%	25.8%		13.9%	15.6%	20.2%	31.1%	17.2%
ETHNICITY +	Black & Asian + FSM	2088	White + not eligible for FSM	4942	21.7%	26.5%		14.4%	18.1%	19.8%	32.4%	18.0%
ETHNICITY +	Black + FSM	650	Black + not eligible for FSM	663	2.9%	-2.8%		7.6%	9.2%	-9.9%	2.6%	-5.0%
ETHNICITY +	Asian + FSM	1438	Asian + not eligible for FSM	2308	5.9%	5.5%		5.4%	7.1%	1.6%	9.4%	4.0%
ETHNICITY +	Black + FSM	650	White + FSM	682	14.9%	15.6%		8.4%	18.0%	6.5%	22.5%	14.1%
ETHNICITY +	Black + not eligible for FSM	663	White + not eligible for FSM	4942	21.4%	31.0%		8.0%	13.9%	28.9%	32.4%	24.4%
ETHNICITY +	Black African + FSM	470	White + FSM	682	15.9%	16.0%		11.3%	18.5%	5.3%	23.8%	12.5%
ETHNICITY +	Black African + FSM	470	White + not eligible for FSM	4942	25.2%	28.6%		18.6%	23.6%	17.8%	36.3%	17.7%
FSM	Eligible for FSM	3262	Not Eligible for FSM	8626	12.0%	13.5%	10.5 to 13.6%	9.3%	10.7%	10.4%	15.9%	6.6%
PARED +	No parental HE exp + Young	6974	Parental HE experience + Young	4888	4.8%	4.7%		4.4%	5.0%	4.1%	5.2%	0.8%

Additional assessment of performance outcomes: **Attainment (cont'd.)**

						Y1	2018/9
						Y2	2019/0
						Y3	2020/1
Negative values indicate that the target group outperforms the reference group						Y4	2021/1
*Population based on 4 Year aggregated data							

Characteristic	Targeted group	Population*	Reference Group	Population*	GAP (Manifestation of risk)							
					4 Yr Aggregated	2 Yr Aggregated	Conf Interval	Y1	Y2	Y3	Y4	Change Y4 - Y1
DISABILITY	Declared a disability	2429	No disability declared	14671	0.4%	-2.5%	-1.3 to 2.0%	5.5%	-0.3%	-1.8%	-3.4%	-8.9%
DISABILITY	MH condition	738	No disability declared	14671	0.5%	-6.2%	-2.3 to 3.3%	12.0%	3.7%	-3.4%	-8.9%	-20.9%
DISABILITY	Cognitive disabilities	925	No disability declared	14671	0.5%	-1.0%	-2.0 to 3%	2.1%	0.6%	0.2%	-2.5%	-4.6%
DISABILITY	Physical impairments	462	No disability declared	14671	0.7%	-0.7%	-2.8 to 4.2%	7.3%	-5.9%	0.1%	-1.4%	-8.7%
DISABILITY +	IMD Q1 + Declared a disability	757	IMD Q 4/5 + Declared a disability	837	**14.0%**	**14.5%**		**16.3%**	8.8%	**16.8%**	**12.3%**	-4.0%
DISABILITY +	White + Declared a disability	1546	White + no disability declared	6625	6.9%	6.8%		8.7%	4.3%	5.7%	7.8%	-0.9%
DISABILITY +	Black + Declared a disability	295	White + Declared a disability	1546	**22.8%**	**20.9%**		**24.8%**	**25.5%**	**15.3%**	**24.5%**	-0.3%
DISABILITY +	Black + Declared a disability	295	Black + no disability declared	1994	6.5%	-1.9%		**19.6%**	**11.5%**	-1.8%	-2.4%	-22.0%
DISABILITY +	Asian + Declared a disability	371	Asian + no disability declared	4332	-0.8%	-3.1%		7.6%	-7.0%	-0.7%	5.9%	-1.7%
DISABILITY +	Asian + Declared a disability	371	White + no disability declared	6625	**16.2%**	**19.2%**		**18.0%**	4.9%	**17.8%**	**20.1%**	2.1%
SEX	Male	5972	Female	11106	1.0%	1.3%	-2.2 to 0.2%	0.6%	0.3%	1.4%	1.3%	0.7%
SEX +	Male + FSM	1154	Female + not eligible	5517	**14.2%**	**15.8%**		**10.8%**	**13.1%**	**10.0%**	**21.2%**	10.4%
SEX +	Male + FSM + Black	202	Female + not eligible + Black	452	**10.7%**	0.4%		**20.1%**	**21.1%**	-7.7%	6.3%	-13.8%
SEX +	Male + FSM + Black	202	Male + FSM + White	200	**25.0%**	**23.1%**		**26.7%**	**26.2%**	**15.7%**	**28.1%**	1.4%
SEX +	Male + FSM + Asian	578	Female + not eligible + Asian	1322	-6.8%	-8.9%		-2.3%	-8.3%	0.1%	-18.4%	-16.1%
SEX +	Male + FSM + White	200	Female + not eligible + White	3266	5.7%	7.3%		2.0%	6.0%	6.4%	8.0%	6.0%
CARE EXP +	Has care experience + Young	69	Has no care experience + Young	11946	**11.2%**	4.2%		**23.1%**	**17.8%**	**14.7%**	-2.5%	-25.6%
SEX ORIENT	LGB&O	859	Heterosexual	14983	-2.3%	-5.9%		6.8%	-7.2%	-0.5%	-9.4%	-16.2%
SEX ORIENT +	LGB&O + MH	131	Heterosexual + no declared disabilities	13031	-2.2%	-6.0%		**19.8%**	-9.0%	-2.8%	-12.8%	-32.6%
Deprivation	IMD Quintile 1	6656	IMD Quintile 4/5	4769	**17.5%**	**19.9%**		**13.6%**	**14.9%**	**18.2%**	**21.1%**	7.5%
SEC (Young)	Lower Socio-Economic backgrounds	4638	Higher Socio-economic backgrounds	5374	6.8%	7.9%		5.4%	4.9%	7.4%	8.3%	2.9%
F YEAR	Level 3 Entry	438	Level 4 Entry	16662	1.8%	-1.9%		1.7%	-6.7%	-16.5%	-0.2%	-1.9%
HQE+	Level 4 Entry + VTQ Entry + Black + U21	639	Level 4 Entry + GCE A LEVELS + White + 21	3951	**34.3%**	**42.4%**		**23.5%**	**27.1%**	**40.4%**	**43.4%**	19.9%
HQE+	Level 4 Entry + VTQ Entry + Black + U21	639	Level 4 Entry + VTQ Entry + White + 21	1718	**20.1%**	**27.5%**		8.6%	**14.5%**	**21.8%**	**32.4%**	23.8%
HQE +	Level 4 Entry + GCE A LEVELS + Black + U21	637	Level 4 Entry + GCE A LEVELS + White + 21	3951	**15.6%**	**22.2%**		7.9%	**12.6%**	**18.5%**	**25.0%**	17.1%
HQE +	Level 4 Entry + VTQ entry + U21	4813	Level 4 Entry + GCE A LEVELS + U21	6931	**20.1%**	**23.4%**		**15.9%**	**16.4%**	**24.3%**	**22.2%**	6.3%
HQE +	Level 4 Entry + VTQ entry + FSM	1570	Level 4 Entry + GCE A LEVELS + not eligible for FSM	1341	**28.2%**	**31.8%**		**21.2%**	**25.2%**	**30.5%**	**32.4%**	11.2%
PARTICIPATION +	TUNDRA Q1 + U21	1386	TUNDRA Q5 + U21	2897	1.3%	0.3%	-1.1 to 3.7%	3.6%	0.5%	0.9%	-0.5%	-4.1%

Additional assessment of performance outcomes: **Progression** (excluding SAM subject area)

				Y1	2017/8				
				Y2	2018/9				
				Y3	2019/0				
				Y4	2020/1				
Group population based on 3 Year aggregated data									
				Negative values indicate that the target group outperforms the reference group					

Targeted group	Population*	Reference Group	Population*						
				Y1	Y2	Y3	Y4	Change Y4 - Y1	
Age 20 years or younger	5188	Age 21 years or older	818	**3.5%**	**3.2%**	1.8%	1.7%	-1.8%	
Age 20 years or younger	5188	21-25 years old	542	-0.1%	2.7%	-0.5%	-0.6%	-0.5%	
Age 20 years or younger + MH	166	Age 21 years or older + no disabilities	648	**13.6%**	-1.7%	-2.5%	2.5%	-11.1%	
Black	700	White	3068	**6.0%**	**6.7%**	5.1%	**6.0%**	0.0%	
Black Caribbean	214	White	3068	1.5%	**6.9%**	**13.8%**	1.3%	-0.2%	
Black African	445	White	3068	**6.5%**	**8.1%**	0.4%	**9.2%**	2.7%	
Black Caribbean	214	Black African	445	-5.0%	-1.3%	**13.4%**	-7.9%	-2.9%	
Asian	1825	White	3068	**9.2%**	**16.6%**	**11.6%**	**15.4%**	6.2%	
Asian Indian	602	White	3068	**8.4%**	**15.7%**	**10.7%**	**15.6%**	7.2%	
Asian Pakistani	780	White	3068	**8.4%**	**14.8%**	**12.3%**	**16.8%**	8.4%	
Asian Bangladeshi	279	White	3068	**10.8%**	**24.0%**	**10.7%**	**18.0%**	7.2%	
Mixed ethnicities	281	White	3068	0.6%	**5.8%**	-1.1%	**3.3%**	2.7%	
Black + IMD Q1	391	White + IMD Q4/5	1441	**6.5%**	**13.6%**	6.7%	**14.1%**	7.6%	
Black + IMD Q1	391	Black + IMD Q4/5	61	**20.4%**	**10.3%**	-10.6%	**17.8%**	-2.6%	
Black + IMD Q1	391	White + IMD Q1	452	**8.1%**	**12.9%**	7.8%	7.8%	-0.3%	
Asian + IMD Q1	1084	Asian + IMD Q4/5	239	-5.1%	-0.8%	3.1%	6.4%	11.5%	
Asian + IMD Q1	1084	White + IMD Q4/5	1441	**10.4%**	**18.3%**	**13.0%**	**18.7%**	8.3%	
White + FSM	280	White + not eligible for FSM	2117	-4.0%	**6.7%**	0.5%			
Black + FSM	216	White + not eligible for FSM	2117	**12.2%**	**15.1%**	6.9%			
Asian + FSM	561	White + not eligible for FSM	2117	**12.7%**	**17.4%**	9.6%			
Black + FSM	216	Black + not eligible for FSM	256	**9.2%**	**14.4%**	-0.5%			
Asian + FSM	561	Asian + not eligible for FSM	946	**4.7%**	0.6%	-4.3%			
Black + FSM	216	White + FSM	280	**16.2%**	**8.4%**	6.4%			
Black + not eligible for FSM	256	White + not eligible for FSM	2117	3.0%	0.7%	**7.5%**			
Eligible for FSM	1180	Not Eligible for FSM	3504	**6.1%**	**9.3%**	2.1%			
Local	2163	Not local	3843	**5.6%**	**4.8%**	0.3%			
Local + IMD Q1	1275	Not local + IMD Q1	834	**5.9%**	-0.7%	2.1%			
Local + Asian	1012	Not local + Asian	813	**4.9%**	0.2%	-3.8%			
Local + White	716	Not local + White	2352	**1.9%**	-2.6%	-0.1%			
Local + IMD Q4/5	272	Not local + IMD Q4/5	1555	**-2.2%**	-0.3%	-8.6%			

Additional assessment of performance outcomes: Progression (excluding SAM subject areas) (cont'd).

				Y1	2017/8		
				Y2	2018/9		
				Y3	2019/0		
				Y4	2020/1		
Group population based on 3 Year aggregated data							
				Negative values indicate that the target group outperforms the reference group			

Targeted group	Population*	Reference Group	Population*	Y1	Y2	Y3	Y4	Change Y4 - Y1
No parental HE exp + Young	2617	Parental HE experience + Young	1924	5.4%	10.4%	7.8%	7.0%	1.6%
Declared a disability	767	No disability declared	5239	0.0%	-1.8%	-3.8%	0.6%	0.6%
MH condition	228	No disability declared	5239	9.8%	5.1%	-3.7%	3.2%	-6.6%
Cognitive disabilities	281	No disability declared	5239	4.1%	-9.3%	-5.7%	4.2%	0.1%
Physical impairments	160	No disability declared	5239	-10.2%	9.4%	-6.7%	-8.7%	1.5%
IMD Q1 + Declared a disability	222	IMD Q 4/5 + Declared a disability	1867	6.8%	11.8%	6.3%	4.2%	-2.6%
Male	2357	Female	3645	-4.2%	-3.9%	0.1%	-4.1%	0.1%
Male + Asian	805	Male + White	1125	14.5%	16.0%	10.4%	11.4%	-3.1%
Female + Asian	1019	Female + White	1939	5.9%	17.9%	12.8%	19.1%	13.2%
Male + FSM	453	Female + FSM	726	-8.5%	-8.2%	0.8%		
Male + FSM	453	Female + not eligible	2180	-0.4%	3.7%	2.0%		
Male + FSM + Asian	238	Female + not eligible + Asian	542	5.8%	-6.7%	-1.9%		
Male + FSM + White	83	Female + not eligible + White	1345	-16.0%	-6.6%	4.2%		
Has care experience + Young	26	Has no care experience + Young	4872	-6.1%	-2.5%	-3.0%	-34.8%	-28.7%
LGB&O	275	Heterosexual	5384	5.9%	-9.1%	-8.4%	0.4%	-5.5%
LGB&O + MH	36	Heterosexual + no declared disabilities	4757	17.6%	19.8%	-9.6%	10.7%	-6.9%
IMD Quintile 1	2109	IMD Quintile 4/5	1827	6.3%	10.3%	5.8%	12.4%	6.1%
IMD Q1 + not local	834	IMD Q 4/5 + not local	1555	2.4%	10.6%	3.3%		
IMD Q1 + Local student	1275	IMD Q 4/5 + Local student	272	10.5%	10.3%	14.0%		
ABCS Quintile 1	1909	ABCS Quintile 5	347	11.1%	14.7%	6.4%		
Level 3 Entry	67	Level 4 Entry	5940	-13.1%	13.0%	4.5%	-17.4%	-4.3%
Level 4 Entry + VTQ Entry + Black + U21	220	Level 4 Entry + GCE A LEVELS + White + U21	1762	5.3%	4.6%	6.9%	17.9%	12.6%
Level 4 Entry + VTQ Entry + Black + U21	220	Level 4 Entry + VTQ Entry + White + U21	712	-0.5%	2.8%	-1.2%	8.1%	8.6%
Level 4 Entry + GCE A LEVELS + Black + U21	259	Level 4 Entry + GCE A LEVELS + White + U21	1762	11.0%	7.9%	11.8%	-3.1%	-14.1%
Level 4 Entry + VTQ Entry + Asian + U21	668	Level 4 Entry + VTQ Entry + White + U21	712	13.0%	16.1%	8.9%	11.0%	-2.0%
Level 4 Entry + GCE A LEVELS + Asian + U21	821	Level 4 Entry + GCE A LEVELS + White + U21	1762	6.4%	15.7%	13.9%	16.9%	10.5%
Level 4 Entry + VTQ entry + U21	1735	Level 4 Entry + GCE A LEVELS + U21	3017	7.3%	4.6%	7.5%	10.7%	3.4%
TUNDRA Q1 + U21		TUNDRA Q5 + U21		-1.3%	-4.1%	-3.2%	-2.3%	-1.0%

Fees, investments and targets 2024-25 to 2027-28

Provider name: Birmingham City University

Provider UKPRN: 10007140

Summary of 2024-25 entrant course fees

*course type not listed

Inflation statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X

Table 3b - Full-time course fee levels for 2024-25 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree	FdA Popular Music	N/A	9250
Foundation year/Year 0		N/A	9250
HNC/HND		N/A	9250
CertHE/DipHE		N/A	9250
Postgraduate ITT		N/A	9250
Accelerated degree		N/A	11100
Sandwich year		N/A	1850
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years		N/A	1385
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2024-25

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Foundation for Conductive Education(The)	10032093	9250
First degree	South & City College Birmingham	10005967	9250
Foundation degree	South & City College Birmingham - FdA Early Years	10005967	7500
Foundation degree	South & City College Birmingham - FdA Popular Music	10005967	9250
Foundation degree	Unknown - Aston Villa Foundation - Foundation Degree in Sports Coaching and Development		8650
Foundation year/Year 0	*	*	*
HNC/HND	Birmingham Metropolitan College - HND Law and Practice; HND Media and Communication	10006442	9250
HNC/HND	South & City College Birmingham - HND Business and Management	10005967	7500
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2024-25 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6935
Foundation degree		N/A	6935
Foundation year/Year 0		N/A	6935
HNC/HND		N/A	6935
CertHE/DipHE		N/A	6935
Postgraduate ITT		N/A	6935
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2024-25

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	South & City College Birmingham - FdA Early Years	10005967	6935
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets
2024-25 to 2027-28

Provider name: Birmingham City University

Provider UKPRN: 10007140

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

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.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OfS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment (£)	NA	£1,256,000	£1,276,000	£1,293,000	£1,300,000
Financial support (£)	NA	£1,690,000	£1,690,000	£1,690,000	£1,690,000
Research and evaluation (£)	NA	£362,000	£370,000	£378,000	£380,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment	Pre-16 access activities (£)	£423,000	£433,000	£443,000	£450,000
Access activity investment	Post-16 access activities (£)	£833,000	£843,000	£850,000	£850,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	**Total access investment (£)**	**£1,256,000**	**£1,276,000**	**£1,293,000**	**£1,300,000**
Access activity investment	***Total access investment (as % of HFI)***	**2.3%**	**2.3%**	**2.3%**	**2.3%**
Access activity investment	***Total access investment funded from HFI (£)***	**£1,256,000**	**£1,276,000**	**£1,293,000**	**£1,300,000**
Access activity investment	***Total access investment from other funding (as specified) (£)***	**£0**	**£0**	**£0**	**£0**
Financial support investment	Bursaries and scholarships (£)	£315,000	£315,000	£315,000	£315,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£1,375,000	£1,375,000	£1,375,000	£1,375,000
Financial support investment	**Total financial support investment (£)**	**£1,690,000**	**£1,690,000**	**£1,690,000**	**£1,690,000**
Financial support investment	***Total financial support investment (as % of HFI)***	**3.1%**	**3.1%**	**3.1%**	**3.0%**
Research and evaluation investment	Research and evaluation investment (£)	£362,000	£370,000	£378,000	£380,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	0.7%	0.7%	0.7%	0.7%

Fees, investments and targets
2024-25 to 2027-28

Provider name: Birmingham City University

Provider UKPRN: 10007140

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
	PTA_1														
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
Increase degree awarding rates for graduates from Black ethnic backgrounds	PTS_1	Attainment	Ethnicity	Black	N/A		No	The access and participation dataset	2021-22	Percentage	45.8	54.0	60	66	74
Increase degree awarding rates for graduates from Asian backgrounds	PTS_2	Attainment	Ethnicity	Asian	N/A		No	The access and participation dataset	2021-22	Percentage	55.2	59.0	65.0	70.0	74.0
Increase entrant completion rates for young (u21) students entering higher education with vocational or technical qualifications	PTS_3	Continuation	Intersection of characteristics	Other (please specify in description)	N/A	Target group: full-time first degree entrants aged under 21 years old who entered at level 4 or higher with vocational or technical level 3 qualifications.	No	The access and participation dataset	2020-21	Percentage	88.1	87.1	89.1	90.1	91.1
Increase entrant completion rates for young (U21) students entering higher education with vocational or technical qualifications	PTS_4	Completion	Intersection of characteristics	Other (please specify in description)	N/A	Target group: full-time first degree entrants aged under 21 years old who entered at level 4 or higher with vocational or technical level 3 qualifications.	No	The access and participation dataset	2017-18	Percentage	82.6	82.6	83.6	84.6	85.6
Increase degree awarding rates for young (U21) students entering higher education with vocational or technical qualifications	PTS_5	Attainment	Intersection of characteristics	Other (please specify in description)	N/A	Target group: full-time first degree entrants aged under 21 years old who entered at level 4 or higher with vocational or technical level 3 qualifications.	No	The access and participation dataset	2021-22	Percentage	52.0	56.0	61.0	67.0	74.0
Increase entrant continuation rates for young (U21) male students who were eligible for free school meals	PTS_6	Continuation	Intersection of characteristics	Other (please specify in description)	N/A	Target group: full-time first degree male entrants aged under 21 years old who were eligible for free school meals	No	The access and participation dataset	2020-21	Percentage	87.8	87.8	88.8	89.8	90.8
Increase entrant completion rates for young (U21) male students who were eligible for free school meals	PTS_7	Completion	Intersection of characteristics	Other (please specify in description)	N/A	Target group: full-time first degree male entrants aged under 21 years old who were eligible for free school meals	No	The access and participation dataset	2017-18	Percentage	80.6	80.6	81.6	83.6	85.6

Aim	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
Increase continuation rates for mature (21-25) IMD Quintile 1 entrants.	PTS_8	Continuation	Intersection of characteristics	Other (please specify in description)	N/A	Target group: full-time first degree entrants aged 21-25 on entry who were permanently domiciled in IMD quintile 1 neighbourhoods prior to entry.	No	The access and participation dataset	2020-21	Percentage	80.9	83.9	85.4	86.4	87.4
Increase completion rates for mature (21-25) IMD Quintile 1 entrants.	PTS_9	Completion	Intersection of characteristics	Other (please specify in description)	N/A	Target group: full-time first degree entrants aged 21-25 on entry who were permanently domiciled in IMD quintile 1 neighbourhoods prior to entry.	No	The access and participation dataset	2020-21	Percentage	80.4	75.4	78.4	81.4	82.9
Increase continuation rates for care experienced entrants aged 25 or younger	PTS_10	Continuation	Intersection of characteristics	Other (please specify in description)	N/A	Target group: full-time first degree entrants aged 25 years or younger with care experience	No	The access and participation dataset	2020-21	Percentage	85.7	86.9	87.9	89.9	90.9
Increase completion rates for care experienced entrants aged under 25 years or younger	PTS_11	Completion	Intersection of characteristics	Other (please specify in description)	N/A	Target group: full-time first degree entrants aged 25 years or younger with care experience	No	The access and participation dataset	2017-18	Percentage	70.4	73.0	76.0	82.0	83.0
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
Increase progression rates for Asian graduates	PTP_1	Progression	Ethnicity	Asian	N/A		No	The access and participation dataset	2019-20	Percentage	61.2	63.0	65.0	67.0	68.0
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														