

Access and Participation Plan (APP) 2020/21 to 2024/25

Our mission:

‘To be the University for Birmingham and to enable personal transformation of individuals, employers and society through excellence in practice-based education, research and knowledge exchange’

The University has in the region of 24,600 students (HESA 2017/18), 20,400 full time (In excess of 17,800 students are on undergraduate programmes, but there has been significant recent growth in post-graduate programmes) and 3,150 staff. The 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. Around 12% of the University’s students are international and are drawn from 95 different countries. This APP applies to UK domiciled students only; all figures and tables presented in this plan reflect our First Degree (FD) entrants excluding our international student data. IMD deciles 1-10 have been converted to quintiles 1-5 to allow comparison with POLAR data which is presented in quintiles.

1. Assessment of performance

Our students: Our HESA data shows that our full-time undergraduate first-degree population is extremely disadvantaged (**Table 1**) with high levels of IMD Q1 (39%) and BAME (52%).

**Table 1: Birmingham City University disadvantaged student profile
HESA UK FTFD entrant population 2013-2018**

Under-represented group	Source	2013/14 (%)	2014/15 (%)	2015/16 (%)	2016/17 (%)	2017/18 (%)
POLAR Quintile 1 (<21 only)	HESA Entrant Population	11.9	14.6	13.9	14.2	13.6
IMD Quintile 1 (England only)	HESA Entrant Population	36.2	37.2	38.4	39.7	38.9
Ethnic backgrounds (BAME)	HESA Entrant Population	48.1	45.3	47.4	49.2	51.6
Mature (21 years or older)	HESA Entrant Population	26.4	27.5	25.8	25.8	21.6
Declared a disability	HESA Entrant Population	9.6	10.3	9.8	11.7	11.4
Declaring a mental health condition	HESA Disabled Population	10.4	14.9	20.3	23.7	29.2
Cognitive learning difficulty	HESA Disabled Population	59.4	52.0	44.7	41.3	35.2
Care leaver (Headcount)	HESA Entrant Population	21	47	38	25	75

1.1 Higher education participation, household income, or socioeconomic status

1.1.1 Access: POLAR4 and IMD (2015)

Figure 1 demonstrates that Birmingham City University (BCU) recruits a significant proportion of its students from low participation neighbourhoods in England; with a sector POLAR gap of 18.5% versus a BCU gap of only 5.9% between quintiles 1 and 5. **Figure 2** demonstrates that BCU is even more successful at recruiting students from the most deprived neighbourhoods in England; with no gap in IMD at all for the Sector and a positive 25% more students recruited from the most deprived neighbourhoods (IMD Q1) than from the least deprived neighbourhoods (IMD Q5)

Conclusion on Access: Over the last 5 years BCU has reduced the gap between POLAR Q5 and Q1 from 10.3% to 5.9%; however, a significant gap remains which will be addressed in our first target.

BCU Target (PTA-1): Reduce the gap in participation between the most (Polar Q5) and least (Polar Q1) represented groups by a further 3% to 2024/25 which reduces the gap from 5.9% to 2.9% (current sector gap of 18.5%).

Figure 1: Access from POLAR Quintiles 1 & 5

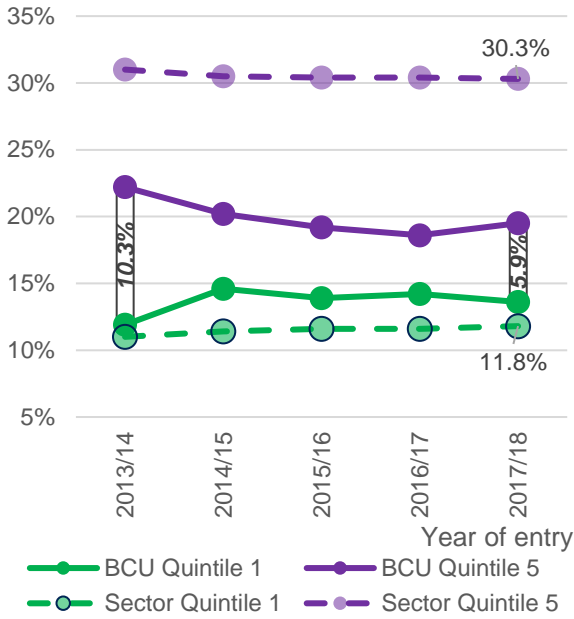
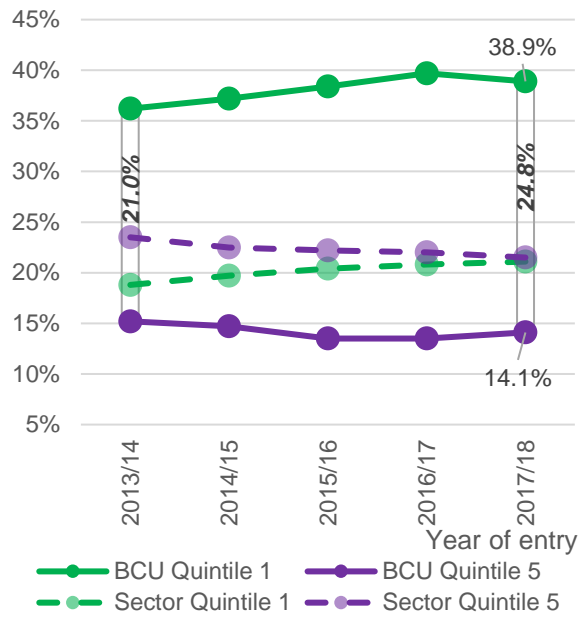


Figure 2: Access from IMD Quintiles 1 & 5



1.1.2 Success-Continuation: POLAR4 and IMD (2015)

Figure 3 shows that the POLAR continuation gap between quintiles 1 and 5 at BCU has reduced to only 1.6% as the sector gap has increased to 4.3%. In contrast, **Figure 4** shows the increasing disparity between those from the least deprived neighbourhoods (IMD Q5) and the most deprived neighbourhoods (IMD Q1) has increased from 1% to 4.3% since 2014/15 (sector gap 7.2%).

Figure 3: Continuation by POLAR(4) Quintile 1 & 5

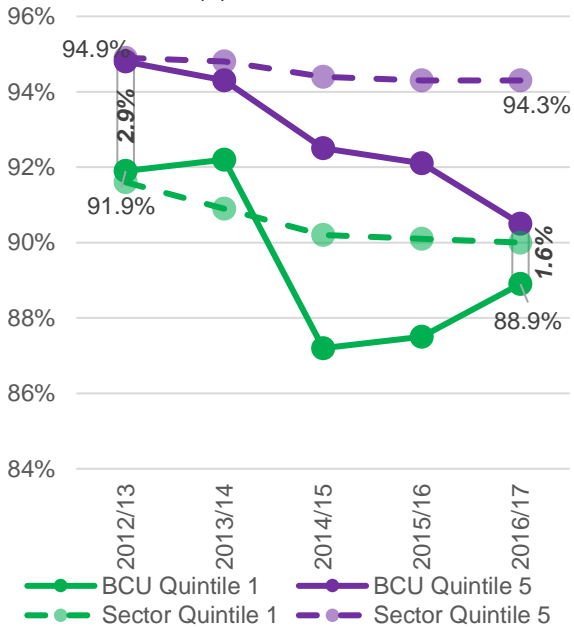
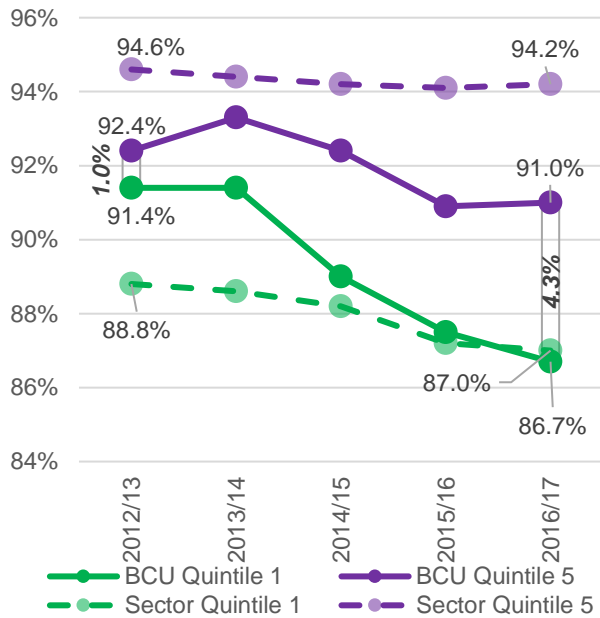


Figure 4: Continuation by IMD Quintile 1 & 5



Conclusion on Continuation: A significant gap in continuation exists between IMD Q5 and Q1 at BCU. This gap widened by +3.3% in the last 5-years therefore a target for improvement needs to be set for this measure. However, the continuation rates of full-time students fell in 2014/15 following the centralisation of academic services and a change to the academic regulations which adversely affected Q1 students more than Q5.

BCU Target PTS_1: Reduce the performance gap in entrant continuation rates between entrants from the least deprived (IMD quintile 5) and the most deprived neighbourhoods (IMD quintile 1) by 3% by 2024/25 and eliminate completely by 2030/31.

Contribution to National Target (KPM3): BCU is already making a contribution to the national target to eliminate the gap in Continuation between Polar 4 Q5 and Q1 by 2030/31. Current BCU gap 1.6% (non-significant, improved by 1.4% in the last 5-years) versus sector gap of 4.3%. No target is set for improvement of this measure

1.1.3 Success-Attainment: POLAR4 and IMD (2015)

Figure 5 shows the time series performance of graduates awarded a good degree (first or upper second-class honours) by POLAR with attainment gap of 3.4% versus the sector gap of 9.8%. **Figure 6** shows the gap between the least deprived (IMD quintile 5) and the most deprived neighbourhoods (IMD quintile 1) at BCU has worsened over the 5 years, although the gap at BCU is lower (+15%) than the sector (+18.0%).

Figure 5: Attainment by POLAR Quintile 1 & 5

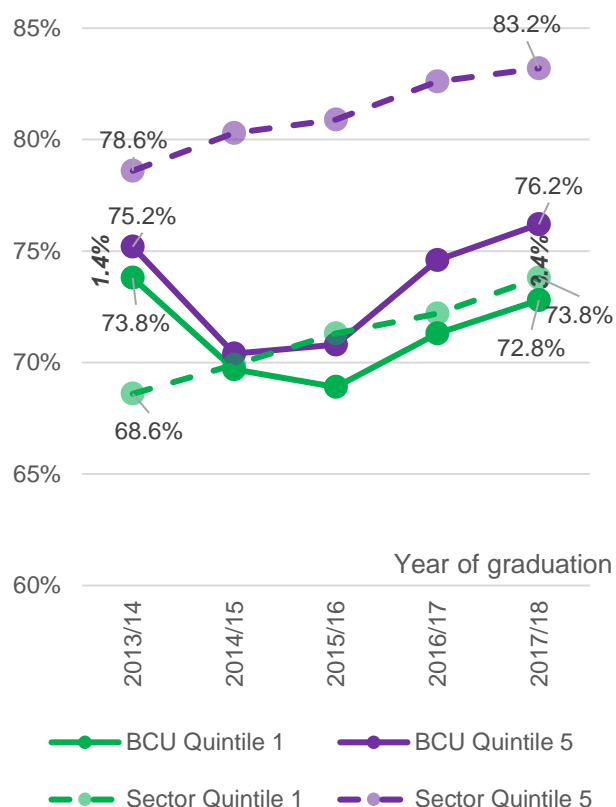
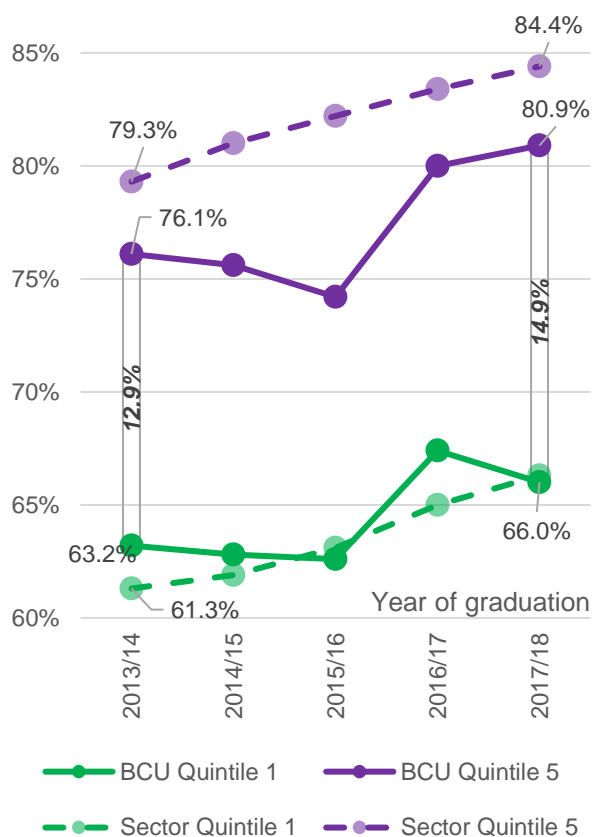


Figure 6: Attainment by IMD Quintile 1 & 5



Conclusion on IMD Q1 Attainment: A significant gap in attainment exists between IMD Q5 and Q1 at BCU. This gap has widened by +2.0% in the last 5-years; therefore, a target for improvement needs to be set for this measure.

BCU Target PTS_2: Reduce the performance gap in degree attainment levels between entrants from the least deprived (IMD quintile 5) and the most deprived (IMD quintile 1) neighbourhoods to less than +10% by 2024/25 and eliminate completely by 2030/31.

1.1.4 Progression to highly-skilled employment or higher-level study

Figure 7 shows that the POLAR progression gap between quintiles 1 and 5 has reduced to 1.4%. **Figure 8** shows the IMD gap in performance, between IMD quintile 5 and quintile 1 progressing onto highly-skilled employment or higher level study after graduation, has significantly reduced over the last 5 years by 10.5%.

Conclusion on IMD Q1 Progression: Despite recent progress in this area, there remains a significant gap in Progression between Q5 and Q1 at BCU of 7.4%; therefore, a target for improvement needs to be set for this measure.

Figure 7: Progression by POLAR quintile 1 & 5

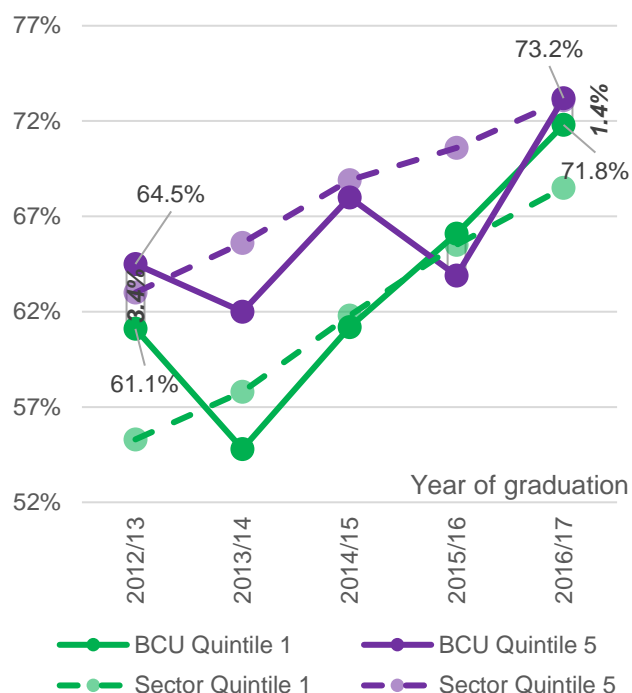
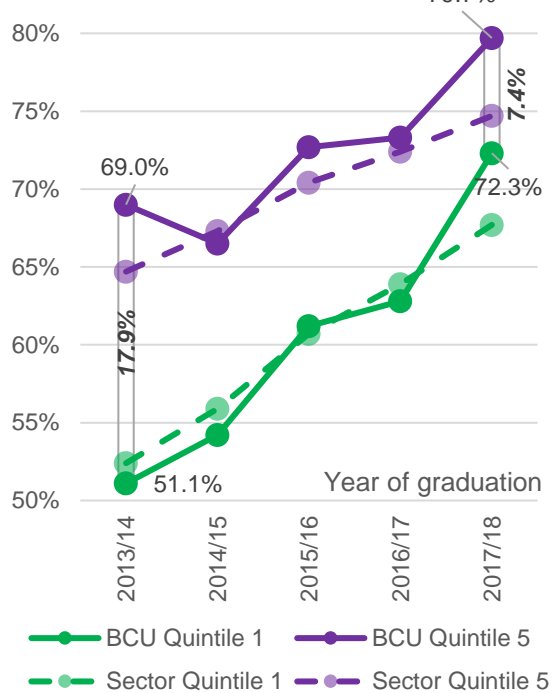


Figure 8: Progression by IMD quintile 1 & 5



BCU Target PTP_1: Reduce the performance gap in progression rates between graduates who originate from IMD Q5 and IMD Q1 neighbourhoods to less than 5% by 2024/25 and eliminate completely by 2030/31.

1.2 Black, Asian and Minority Ethnic students (BAME)

The diversity of our city and region is reflected in our student body, with 52% of UK domiciled students of Black, Asian, Minority ethnicities (BAME). **Table 2** provides information on full time First-Degree entrants from England.

Table 2: Birmingham City University Student Profile
Source: HESA Student Data Collection 2017/18

	% of Population	
Birmingham	32%	1871
Other West Midlands Combined Authority (excl Birmingham)	24%	1440
Other West Midlands Region (excl WMCA)	12%	729
Other England	32%	1876
Total England	100%	5916

Table 3 illustrates the IMD profile of students across our recruitment area; with 68% of BCU students from Birmingham who commenced a full-time UG First-Degree programme in 2017/18, originating from the most deprived (IMD Q1) neighbourhoods in England.

Table 3: Birmingham City University Indices of Multiple Deprivation (IMD) Student Profile
Source: HESA Student Data Collection 2017/18

Full-time First-Degree England entrants 2017/18 Student domicile	IMD Quintile				
	Most deprived → Least deprived				
	1	2	3	4	5
Birmingham	68%	16%	10%	4%	2%
Other West Midlands Combined Authority (excl Birmingham)	45%	17%	17%	12%	10%
Other West Midlands Region (excl WMCA)	9%	15%	21%	28%	26%
Other England	18%	19%	18%	21%	24%

Table 4 provides further detail on the ethnic make-up.

Table 4: Birmingham City University ethnicity of student profile

Source: HESA Student Data Collection 2017/18

Full-time First-Degree England entrants 2017/18

Student domicile	Ethnicity					
	White	Asian	Black	Mixed	Other	Not Known
Birmingham	26%	46%	18%	6%	3%	1%
Other West Midlands Combined Authority (excl Birmingham)	46%	33%	12%	6%	1%	1%
Other West Midlands Region (excl WMCA)	84%	8%	3%	5%	0%	0%
Other England	54%	17%	22%	6%	1%	1%

Limitations of Polar 4 in relation to BCU ethnicity data and why IMD is a more appropriate measure of disadvantage for our BAME student body

Table 5 demonstrates that BCU has consistently achieved high levels of disadvantaged BAME intakes over the past 5 years. In contrast Table 6 uses Polar 4 Q1 as a measure of low participation by ethnicity and demonstrates the lack of correlation between participation (as measured by Polar 4) and disadvantage (as measured by IMD) for ethnic groups. This is best illustrated by comparing Asian ethnicity intake over a 5-year period with an IMD Q1 representation ranging between 54-62% compared to only 5.1-8.4% for Polar 4 Q1.

Table 5: Birmingham City University FT First-Degree England IMD Q1

	2013/14	2014/15	2015/16	2016/17	2017/18
White Ethnicity	18.5%	19.7%	19.6%	18.8%	17.6%
Asian Ethnicity	54.3%	57.2%	58.5%	62.2%	60.0%
Black Ethnicity % IMD (Quintile 1)	60.4%	61.2%	62.7%	62.4%	61.0%
Mixed Ethnicity	41.5%	46.7%	41.6%	44.9%	39.8%
Another Ethnicity	56.3%	62.7%	67.1%	71.6%	64.2%

Table 6: Birmingham City University FT First-Degree UK (under 21 years old) Polar 4 Q1

	2013/14	2014/15	2015/16	2016/17	2017/18
White Ethnicity	14.6%	17.3%	17.0%	16.8%	16.0%
Asian Ethnicity	5.1%	8.4%	7.2%	7.9%	6.9%
Black Ethnicity % POLAR 4 (Quintile 1)	13.0%	17.9%	14.8%	17.4%	20.4%
Mixed Ethnicity	24.5%	18.8%	21.4%	19.2%	16.1%
Other Ethnicity	14.6%	11.4%	10.2%	13.4%	11.0%

Conclusion on HE participation versus socioeconomic status: We conclude that Polar 4 Quintile1 is a poor indicator of disadvantage (linked to low participation neighbourhoods) for BAME BCU students in Birmingham and the West Midlands. In response to this evidence we have adopted the convention of using IMD Q1, throughout this assessment of performance, in addition to Polar 4 data.

1.2.1 BAME Access

Over the past 3 years, the participation of students from minority ethnic backgrounds has increased year on year and now represents 52% of the total FTFD entrant population, showing a positive 3.3% more BAME than white compared to sector gap of 38%. The BAME population at BCU in 2017/18 comprises: Asian (29%); Black (16%); Mixed 6% and Other 2%. Within BAME Table 7a compares ethnic groups at BCU to the English HE population aged 18-24 on entry (wider population data was not available). Table 7a shows that BCU has a higher proportion of individual ethnic groups when compared to the sector HE

population in England, as calculated by the geographic ratio provided in Table 2, for 8 of the 10 ethnic groups. The two exceptions are Asian Other (2.4% BCU vs 2.6% sector) and Other (1.7% BCU vs 2.1% sector). **Table 7b** compares ethnic groups at BCU to the English General Population aged 18-22. Table 7b shows that BCU has a higher proportion of individual ethnic groups when compared to the General Population in England, as calculated by the geographic ratio provided in Table 2, for 9 of the 10 ethnic groups. The exception is Black Other (0.7% BCU vs 1.2% sector).

Table 7a: Ethnicity breakdown of UK FT UG entrant population

Age Group	Entry	Year	Asian (%)	Indian	Pakistani	Bangladeshi	Chinese	Asian Other	Black (%)	Black Caribbean	Black African	Black Other	Mixed (%)	Other (%)	BAME (%)	White (%)	
18-24	HE	BCU Pop	2017/18	30.9	8.2	15.2	4.2	1.0	2.4	14.0	3.9	9.4	0.7	6.0	1.7	52.5	47.5
		Population	WMCA	32.5	10.6	14.5	4.0	0.7	2.7	15.2	5.1	9.5	0.6	6.6	2.2	56.5	43.5
			WM Region (Excl WMCA)	20.9	7.0	8.9	2.4	0.6	2.0	9.3	3.0	5.9	0.4	5.1	1.5	36.7	63.3
			England (Excl WM Region)	14.4	4.0	4.5	2.3	0.8	2.7	9.8	1.9	7.4	0.5	5.1	2.1	31.4	68.6
BCU geographic ratio 52:12:36			24.7	7.8	10.3	3.2	0.7	2.6	12.6	3.7	8.3	0.5	5.9	2.1	45.2	54.8	

Table 7b: Ethnicity breakdown of UK FT UG entrant population

Age Group	Entry	Year	Asian (%)	Indian	Pakistani	Bangladeshi	Chinese	Asian Other	Black (%)	Black Caribbean	Black African	Black Other	Mixed (%)	Other (%)	BAME (%)	White (%)
18-22	General Population*	WMCA	24.4	6.5	11.7	3.2	0.4	2.6	7.1	2.7	2.7	1.7	7.1	1.8	40.4	59.6
		WM Region (Excl WMCA)	3.8	1.2	1.4	0.2	0.3	0.6	0.6	0.2	0.4	0.1	2.8	0.3	7.4	92.6
		England (Excl WM Region)	8.7	2.2	2.8	1.4	0.5	1.7	4.8	1.1	2.8	0.9	4.4	1.1	19.0	81.0
		BCU geographic ratio 52:12:36		16.3	4.3	7.3	2.2	0.4	2.0	5.5	1.8	2.5	1.2	5.6	1.4	28.8

*https://www.nomisweb.co.uk/census/2011/DC2101EW/view/1946157186?rows=c_ethpuk11&cols=c_age

Conclusion on BAME Access: Further analysis of BAME data on multiple ethnic groups shows that there is no significant underrepresentation of any single ethnic group. Consequently, no target is set for improvement of BAME Access.

1.2.2 BAME Success: Continuation

The continuation rates of full-time students fell in 2014/15 following the centralisation of academic services and a change to the academic regulations which had an adverse effect across all groups but disproportionately on particular BAME ethnicities (black and mixed race black-white).

Figure 9: UK FTFD Entrant continuation within HE (incl. transfers) by ethnic background

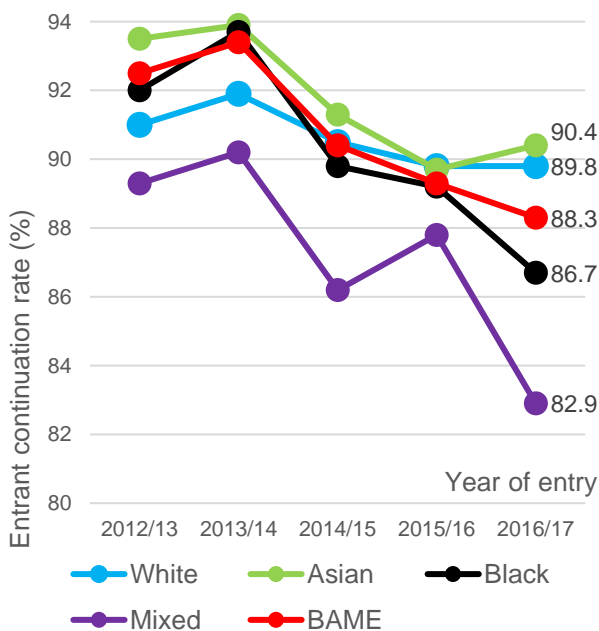


Figure 10: UK FTFD Entrant continuation at same provider (excl. transfers) by white / mixed ethnic background

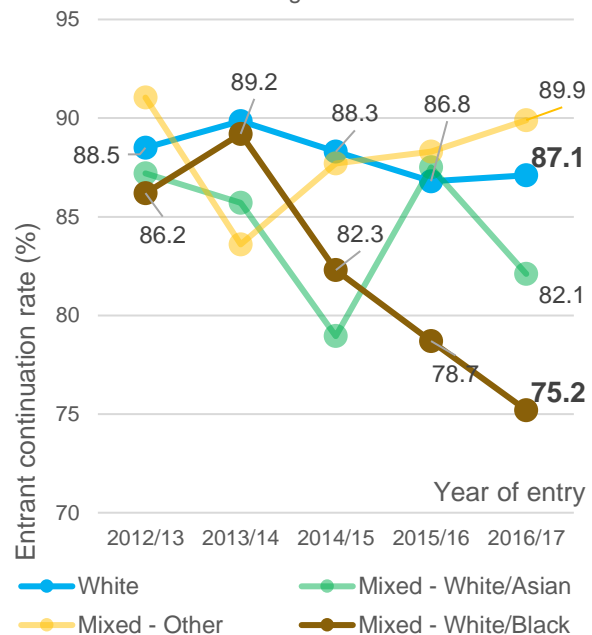


Figure 9 shows that Asian students have the best continuation rates at BCU, sustained despite the fall observed over the 5-year period. The gap in continuation between students with a white ethnicity and students with a mixed ethnicity has increased year on year since 2013/14. **Figure 10** therefore compares white with mixed ethnicity continuing at BCU which needs to be targeted for improvement.

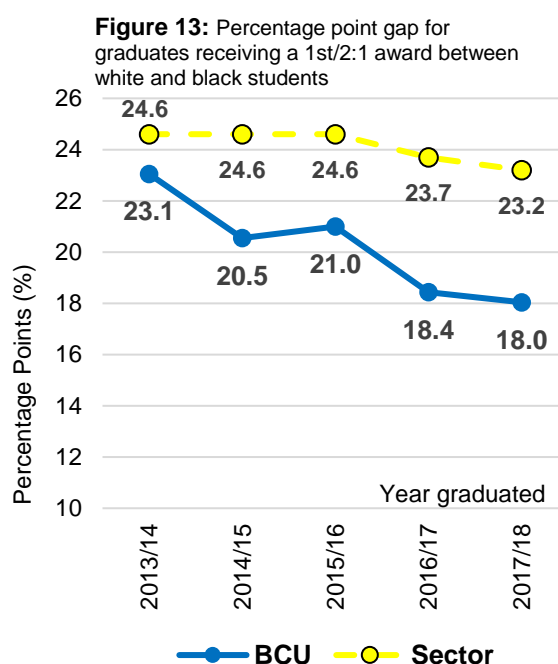
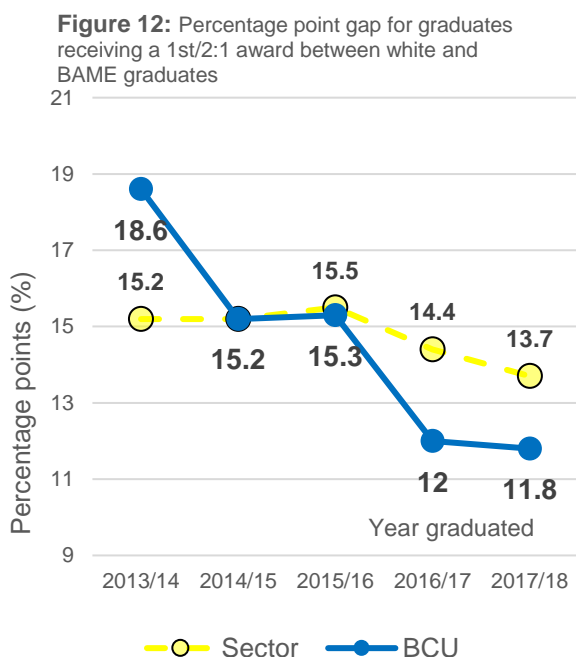
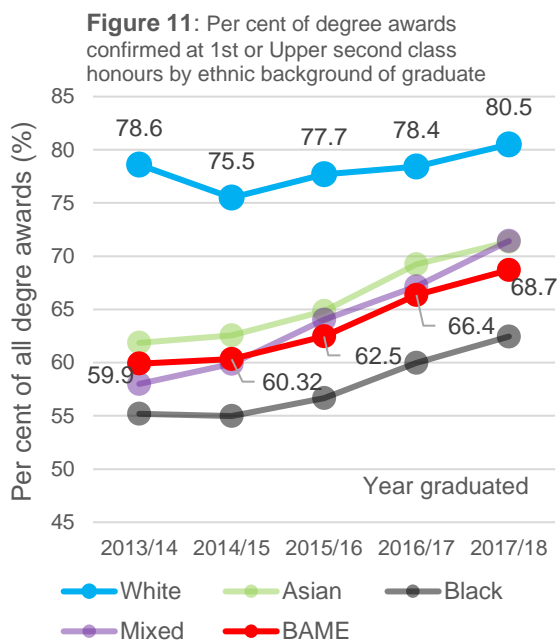
Conclusion on Continuation: A significant gap (11.9%) in continuation exists between white and black-white mixed ethnicity therefore a target needs to be set for improvement.

BCU Target PTS_3: Reduce the performance gap in entrant continuation rates between entrants from white ethnic background and students from mixed white and black (11.9% gap) ethnic background by 5% by 2024/25 and eliminate completely by 2030/31.

It should be noted from **Figure 9** that the 3.1% gap between black and white continuation is being addressed through our PTS_1 Target on the basis that a high proportion (62%) of our black students come IMD Q1 neighbourhoods (see Section 1.2.2).

1.2.3 BAME Success: Attainment

Figure 11 shows the time series performance of graduates awarded a good degree (first or Upper second-class honours) by ethnicity with the largest gap between white and black graduates. **Figure 12** and **13** show the BCU gap versus the sector gap.



Conclusion on BAME Attainment: Whilst the gap at BCU between BAME and White has narrowed from 18.6% to 11.8% - a significant gap remains across all groups: Asian (from 16.7% to 9.1%); mixed ethnicity (from 20.6% to 9.1%) and particularly black students (23.1% to 18%). A target is clearly needed for both BAME and Black students in particular.

BCU Target PTS_4: Reduce the performance gap in degree attainment between white entrants and those from BAME ethnic backgrounds by 8% by 2024/25 and eliminate altogether by 2030/31.

BCU Target PTS_5: Reduce the performance gap in degree attainment between white entrants and those from Black ethnic backgrounds by 8% by 2024/25 and eliminate altogether by 2030/31.

1.2.4 BAME Progression to highly-skilled employment or higher-level study

Figure 14 shows that progression has improved over the past 5 years with white students achieving the highest progression rates and Asian students having the lowest progression rates throughout this period. Whilst BCU has reduced this gap from 23.8% to 12.4% (Figure 15), BCU is still performing significantly worse than the sector gap of 5.8%.

Figure 14: Per cent of UKFTFD graduates who secure high skilled or higher level study by their ethnic background

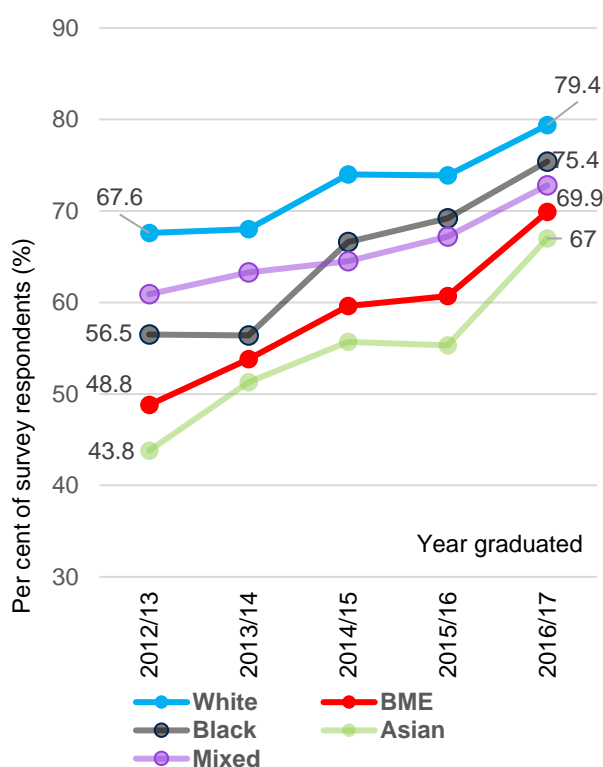


Figure 15: Percentage point gap of progression rates to high skilled employment or higher study between white and Asian graduates

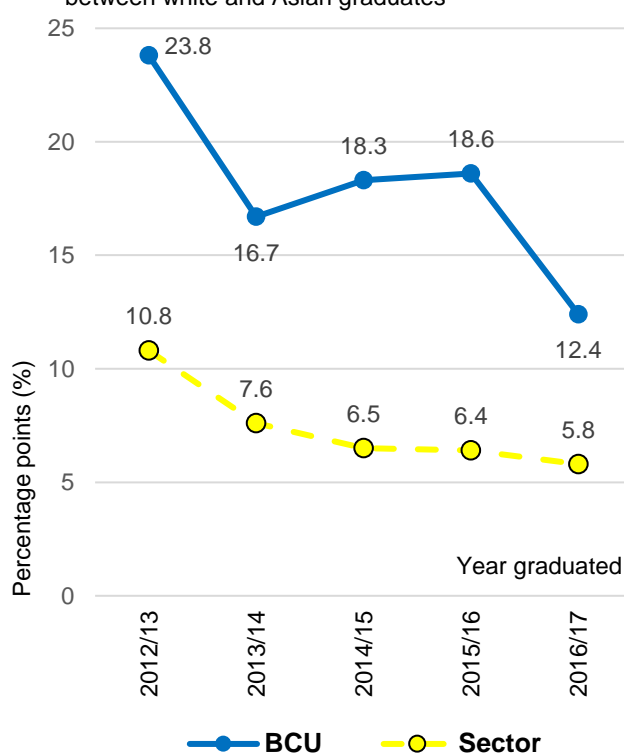


Table 8

	% progressing to highly skilled or higher level study							Denominator								
	Asian (%)	Indian	Pakistani	Bangladeshi	Chinese	Asian Other	White (%)	BCU White - Asian Gap (%)	Sector White - Asian Gap (%)	Asian (%)	Indian	Pakistani	Bangladeshi	Chinese	Asian Other	White (%)
2016/17	67.0	66.9	68.0	72.0	50.0	59.3	79.4	12.4	5.8	724	272	284	96	18	54	1,786
2015/16	55.3	53.7	56.0	53.6	60.0	61.0	73.9	18.6	6.4	839	313	350	97	20	59	1,710
2014/15	55.7	55.2	57.5	50.0	56.3	56.1	74.0	18.3	6.5	697	277	273	74	32	41	1,517
2013/14	51.3	53.3	52.1	42.3	44.4	53.1	68.0	16.7	7.6	618	259	238	71	18	32	1,539
2012/13	43.8	45.38	42.0	37.0	53.8	54.1	67.6	23.8	10.8	585	238	224	73	13	37	1,417

Conclusion on BAME Attainment: Whilst the gap between white and Asian progression at BCU has reduced from 23.8% to 12.4% over the past 5 years, BCU performance is still significantly worse than the sector (reduced gap from 10.8% to 5.8%) so a target is needed for this metric.

BCU Target PTP_2: Reduce the gap in progression rates between graduates from white and Asian ethnic backgrounds to less than 5% by 2024/25 and eliminate completely by 2030/31

1.3 Mature students

1.3.1 Access: Mature students

Figure 16 illustrates that the proportion of mature entrants (aged 21 and over on commencement of study) has shown a falling trend at BCU since year 2 (2013/14) at BCU with a significant drop observed in 2017/18 to 21.6%. **Figure 17** shows which subjects have been impacted with nursing and allied health showing significant reductions in mature students between 2016/17 and 2017/18 linked to withdrawal of NHS bursaries in August 2017.

Figure 16: Per cent of entrants aged 21 or over on commencement of programme [UK FTFD]

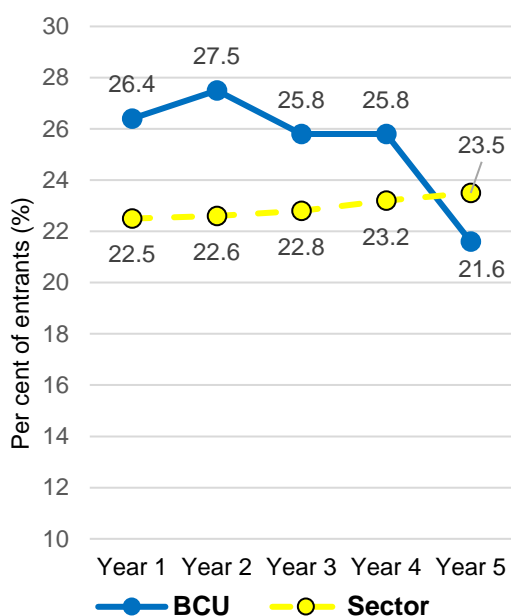
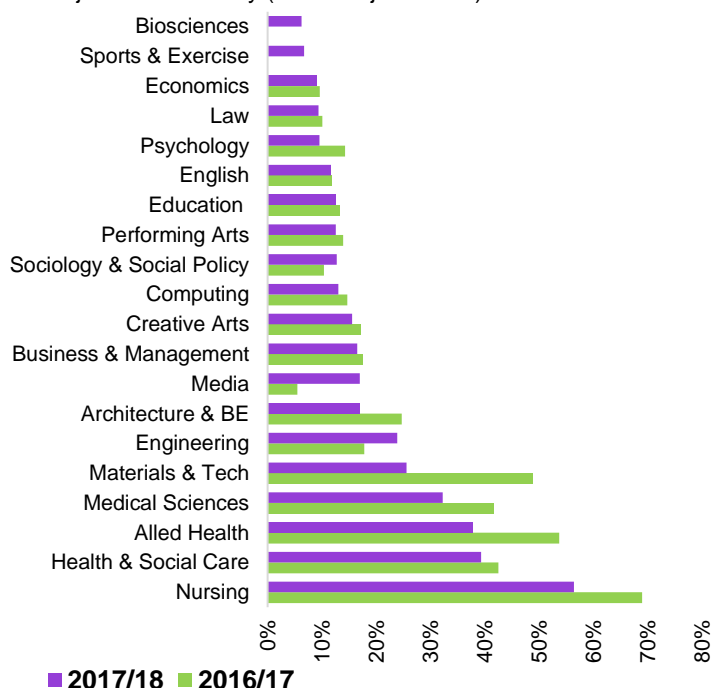


Figure 17: Per cent of entrants aged 21 or over by subject area of study (CAH subject areas)



In addition, the University expanded its curriculum in 2017/18 to include new subjects such as Biosciences and Sport and exercise science which have low mature entrant participation levels. BCU has addressed the issue in Nursing and midwifery by being the first institution to have Nursing Associate apprenticeships approved by the Nursing & Midwifery Council in February 2019 and are planning a 4 year BSc Nursing Apprenticeship route for next year.

Conclusion on Mature Access: During 2017/18 BCU observed a fall of 4.2% in Mature students taking BCU below the sector average of 23.5% for the first time. However, recent developments in higher apprenticeships (level 5 Nursing associate and level 6 Nursing degrees) should offset this recent fall therefore no target is set for this area at present. Monitor and maintain mature access levels.

1.3.2 Success: Mature Student Continuation

Figures 18 & 19 show the entrant continuation rate gap, with young students having a 4% gap compared to mature students (21 years old or over) below the sector gap of 7%.

Figure 18: Entrant continuation rate by age group (basic)

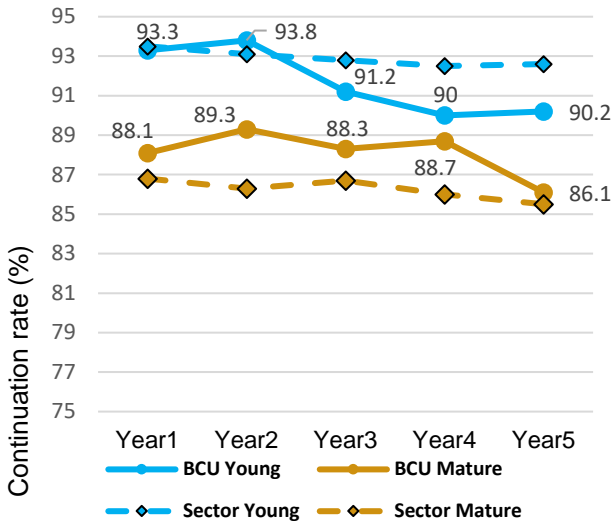


Figure 19: Percentage point gap in continuation between Young and Mature entrants

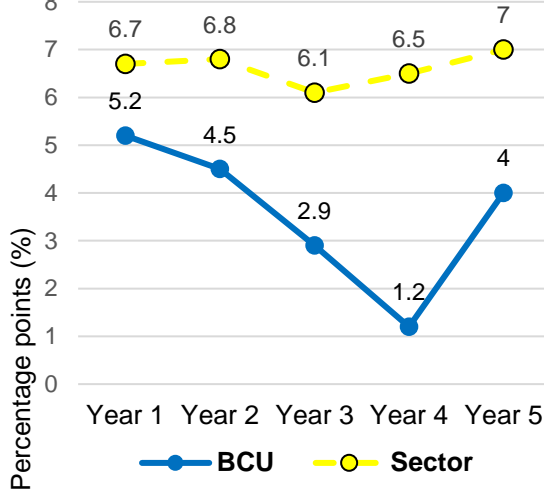


Figure 20 shows the most consistent gap in continuation is found between young entrants (<21 years) and mature entrants aged 21-25. **Figure 21** shows the BCU gap at 4.9% versus the sector gap of 7.2%.

Figure 20: Entrant continuation rate by age group (detailed)

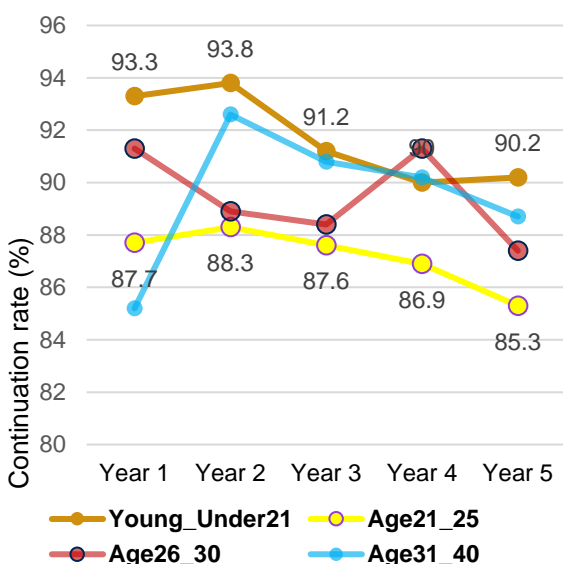
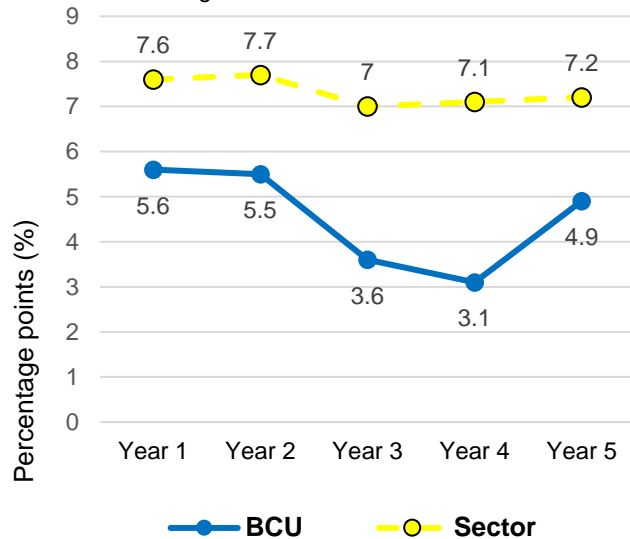


Figure 21: Percentage point gap in continuation between young entrants and entrants aged 21-25



Conclusion on Mature continuation: The persistent gap in continuation is found between young entrants (<21 years) and mature entrants aged 21-25. This needs to be addressed.

BCU Target PTS_6: Reduce the performance gap in entrant continuation rates between young entrants (aged under 21 years old on commencement of study) and mature entrants (aged 21-25) by 2% by 2024/25 and eliminate altogether 2030/31.

1.3.3 Success: Mature Student Attainment

Figure 22 shows the time series performance of UK FTFD graduates awarded a good degree (first or Upper second-class honours) by young versus mature. Attainment performance between young and mature at BCU had been reducing up to 2015/16, however, the gap has increased significantly in 2016/17 and further still in 2017/18. It is notable that the 2016/17 graduating cohort were the first full cohort through the 2014/15 revised academic regulations which may have impacted. **Figure 23** shows the BCU attainment gap between young and mature graduates at 8.3% versus the sector gap of 9.5%, for the most recent cohort.

Figure 22: Attainment levels by age group (basic):
Per cent awarded a first/2:1 honours

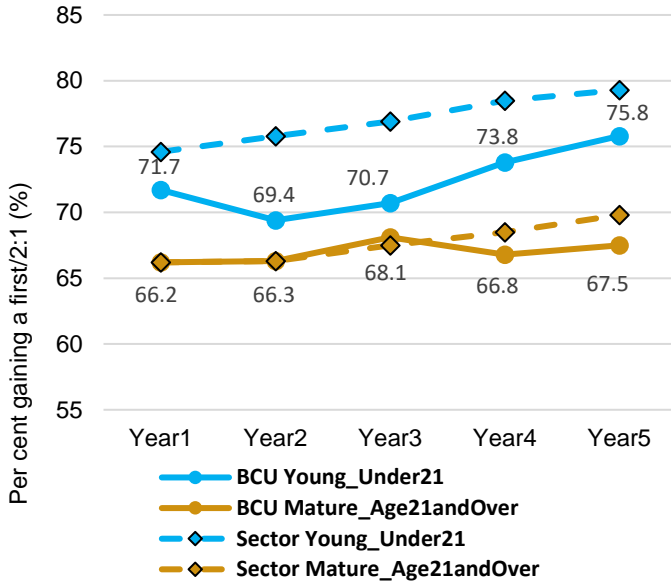
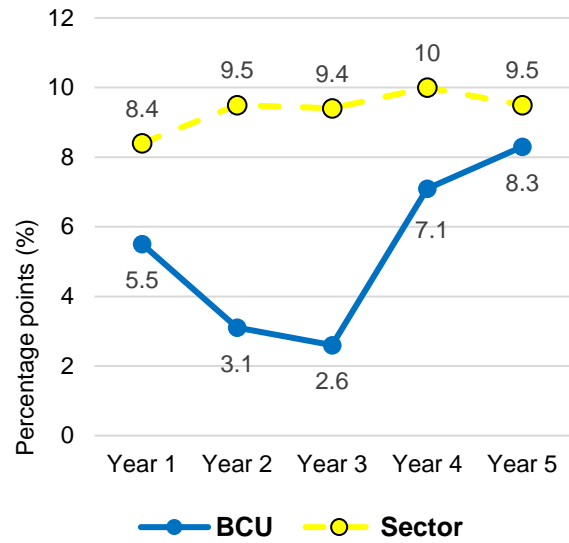


Figure 23: Percentage point gap in attainment levels between young and mature students



Conclusion on Mature Attainment: The worsening gap in attainment between young (<21) and mature (21 and over) needs to be addressed.

BCU Target PTS_7: Reduce the performance gap in degree attainment levels between young and mature students by 5% by 2024/25 (as measured by age on commencement) and eliminate gap completely by 2030/31.

1.3.4 Mature Progression to highly-skilled employment or higher-level study

Figure 24 shows that Mature graduates consistently progress to highly-skilled employment or higher-level study both at BCU and across the sector. Figure 25 shows that Mature students at BCU have a positive progression gap of 15.5% compared to the sector positive gap of 4.9%.

Figure 24: Per cent in high skilled employment or higher level study by age group (basic)

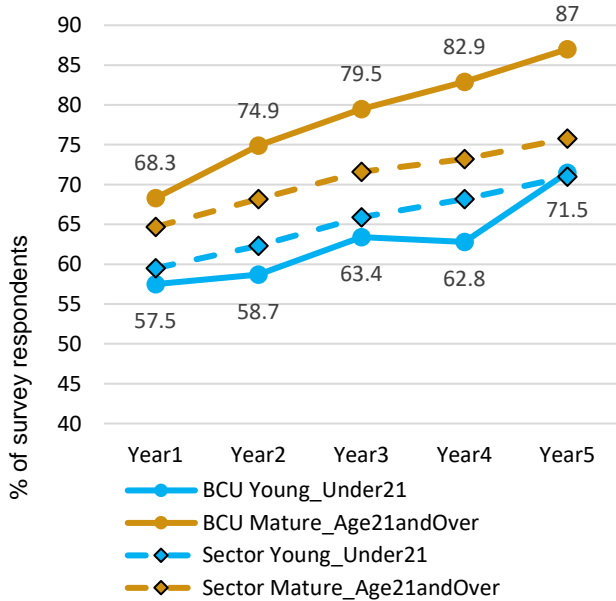
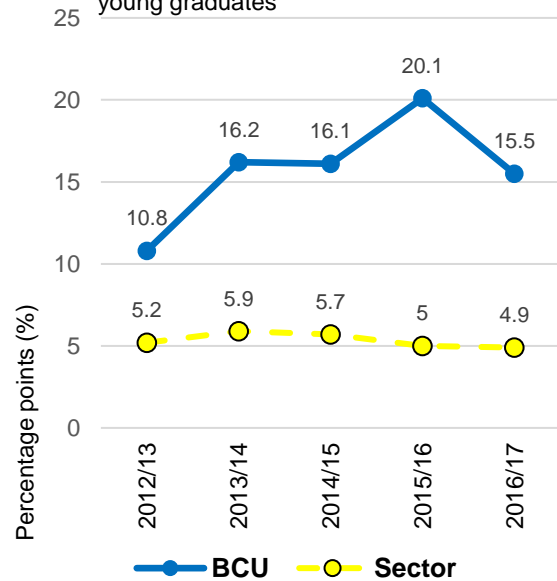


Figure 25: Percentage point gap in progression levels between mature and young graduates



Conclusion on Mature Progression: Attainment improved for both young and mature students over the 5-year period. The positive progression gap at 15.5% for mature students is welcomed against an increasing attainment for young entrants. No target is needed for this metric.

1.4 Disabled students

1.4.1 Access: students with disability

Figure 26: UK FTFD - Entrants that declare a disability (%)

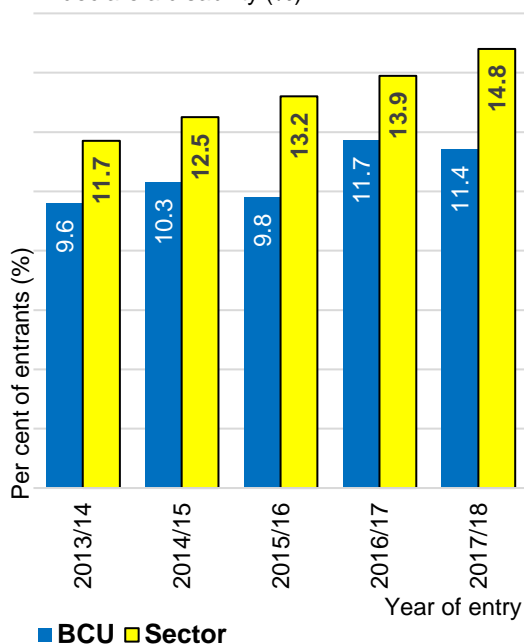


Figure 27: UK FTFD % of those with a disability by disability group

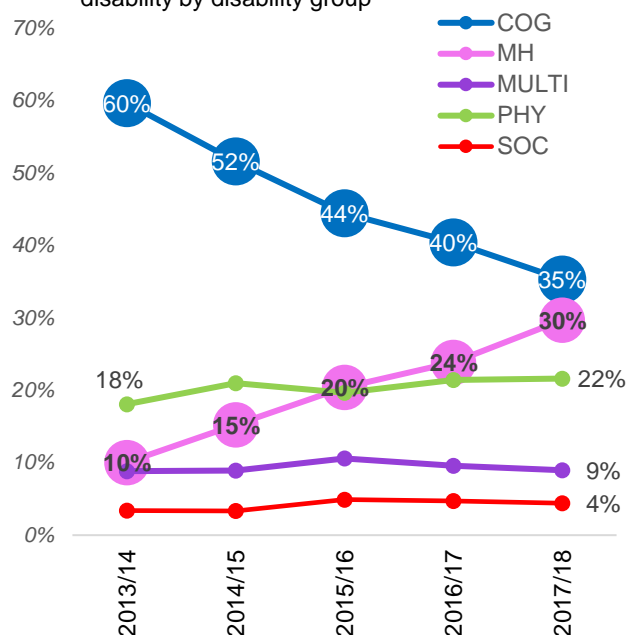


Figure 26 shows an inconsistent pattern of disability self-declaration at Birmingham City University but a steady increase across the sector over the same period. **Figure 27** shows fluctuations in reporting of disability by BCU entrants over the period. These percentage changes are also reflected in absolute numbers as set out in **Table 9**. This change in reporting at BCU follows the pattern across the sector with cognitive and learning difficulties falling from 53% to 38% in 2017/18, with a similar increase in those declaring mental health conditions.

Table 9: Major changes in self-reported disability 2013-2017/18

Headcount	2013/14	2014/15	2015/16	2016/17	2017/18
Cognitive & Learning	310	290	240	280	240
Mental Health	55	85	110	160	200

Conclusion: BCU has a lower rate of self-reported disability compared to sector.

BCU Target (PTA_2): Increase reporting of entrants with disability by 1% per cent per annum to 2025.

1.4.2 Success- Continuation: students with disability

Figure 28 & 29 show an entrant continuation gap, between FTFD students with no known disability and those with a declared disability, of 2.6% reducing over the 5 years to a negative 0.5% gap compared to sector gap of 0.8%.

Figure 28: FTFD Continuation rate by disability status

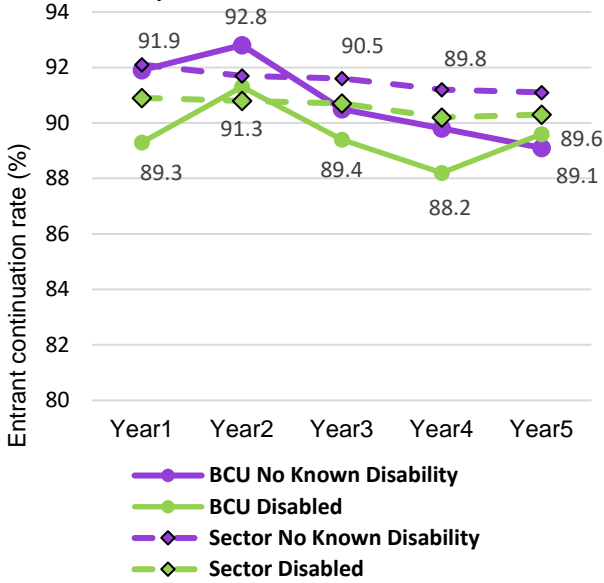
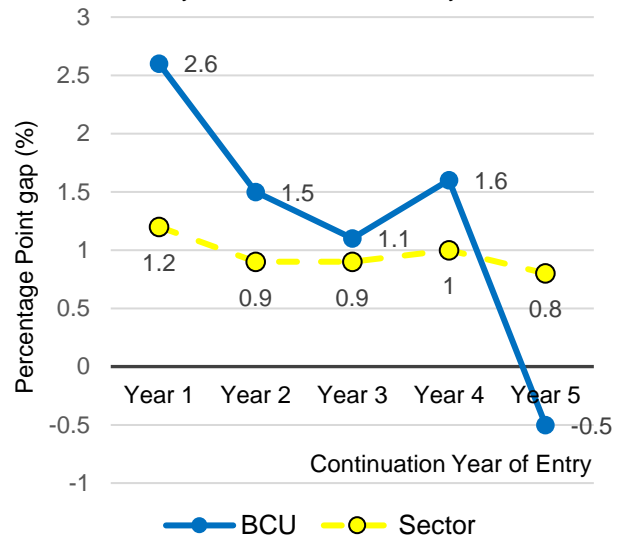


Figure 29: Percentage point gap in continuation rate between FTFD students with no disability and those with a disability



Conclusion on Disabled Continuation: BCU has closed the continuation gap between disabled and non-disabled students therefore no target is set for this metric.

1.4.3 Success- Attainment: students with disability

Figure 30 shows the time series performance of UK FTFD graduates awarded a good degree (first or Upper second-class honours) by no known disability versus disabled for BCU and the sector. In the last two years the BCU gap has gone from no gap to 3.2%. Reviewing of disability type (Figure 31) reveals that this has been caused by a recent drop in attainment for those with cognitive and learning disability (gap 7.5% below graduates with no known disability versus sector 3.1% below).

Figure 30: Degree attainment level by disability status

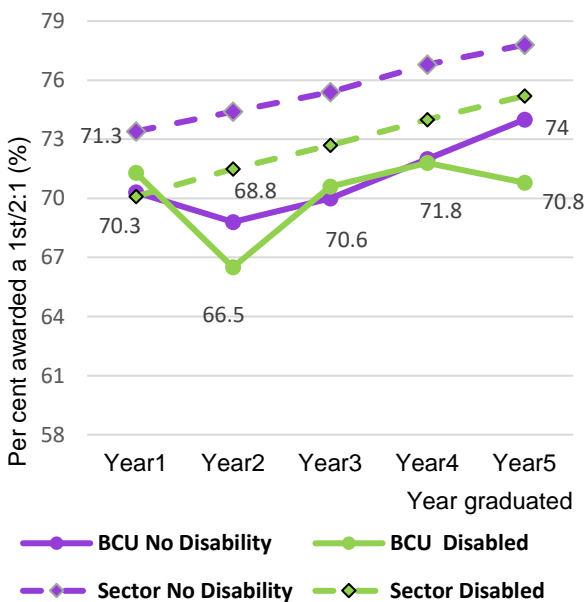
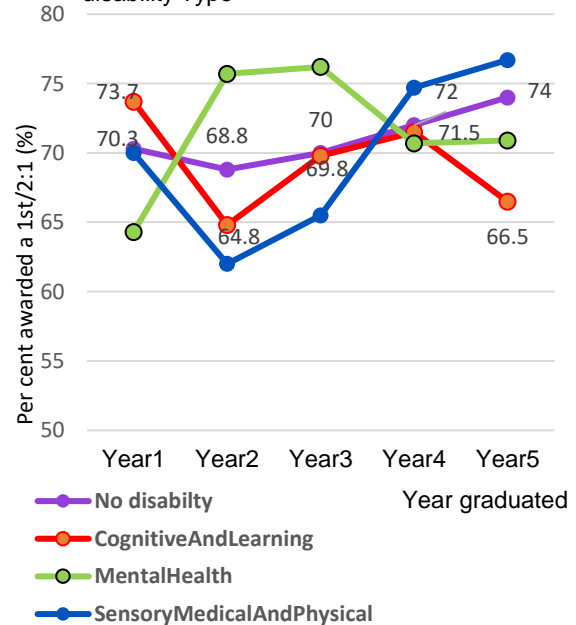


Figure 31: Degree attainment by disability Type

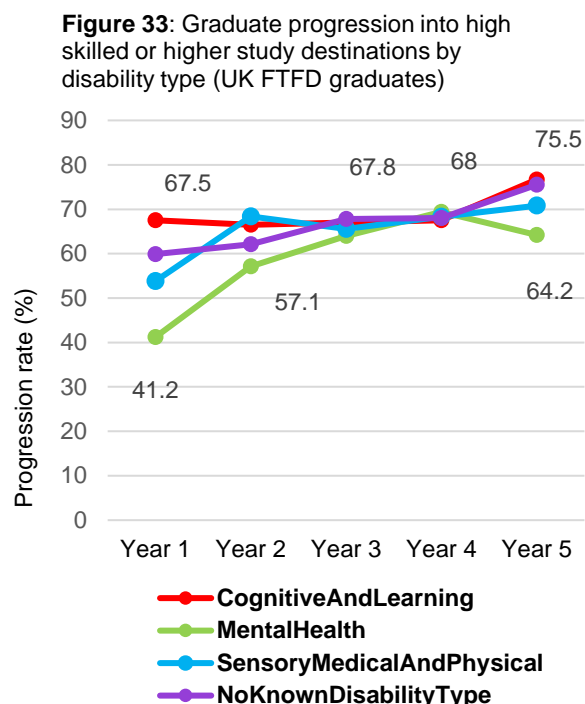
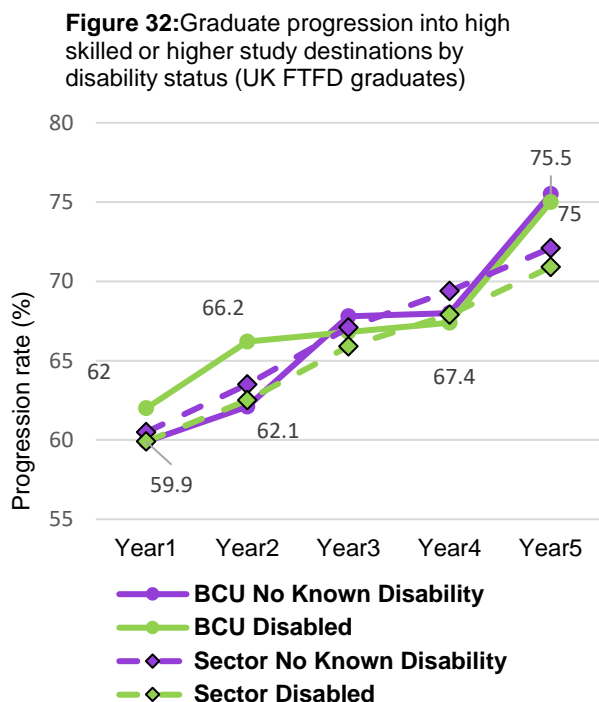


Conclusion on Disabled Attainment: BCU has a 7.5% gap in degree attainment for students with cognitive and learning disability and those without disability.

BCU Target PTS_8: Reduce the performance gap in degree attainment levels between cognitive disability and no disability by 1.5% per annum until gap eliminated by 2024/25.

1.4.4 Progression: disabled student highly-skilled employment or higher-level study

Figures 32 & 33 shows the rate of progression into high skilled employment or higher study for UK FTFD graduates who declare a disability and for certain declared disabilities. The gaps between those that declare a disability and those with no known disability are comparatively small and not statistically significant.



Conclusion on Disabled Progression: BCU has closed the attainment gap between disabled and non-disabled students therefore no target is set for this metric.

1.5 Care leavers

Tables 10 shows that the numbers of new UG entrants across all ages have been sustained over the past 5 years, with info on continuation, attainment and progression. This group is over-represented in IMD Q1 (47% on average versus 38% BCU average over the same period).

Table 10: UK FTFD Care Leavers

All ages	2013/14	2014/15	2015/16	2016/17	2017/18	Average/5yrs
Care leaver entrants	21	47	38	25	75	41
English Domiciled	21	46	37	25	74	41
IMD Q1	52%	54%	49%	28%	46%	47%
Continuation at same provider	81%	87%	71%	56%	80%	77%
Graduation year	2016	2017	2018			
Attainment (good degree)	64%	66%	61%	NA	NA	63%
DLHE -Higher skills or higher study	43%	67%	NA	NA	NA	57%

In terms of Access we have 4 times the entrant care leaver population of 18 year olds from our region (The proportion of West Midlands region entrants in HE in 2017/18, aged 18 years old or younger and who had previously been in care, was approx. 0.2% compared to 0.8% of West Midlands entrants at BCU). In terms of student success and progression this group will benefit from targeted interventions for IMD Q1, but we feel we have to do more for this group so have set a commitment to have a focussed intervention to support this group across the student lifecycle (recent success in increasing intake from 25 to 75 via collaboration but too early to set targets -see access section page 17).

BCU Target PTS_9: Care Leaver attainment to be increased by 10% by 2024/25

BCU Target PTP_3: Care Leaver progression into graduate jobs or higher study to be increased by 10% by 2024/25.

1.6 Intersections of disadvantage

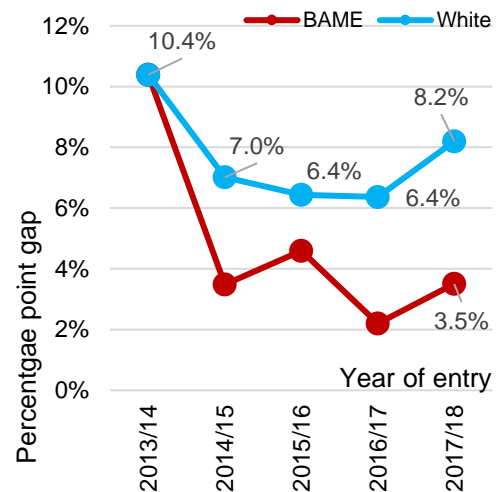
1.6.1 Access and Intersections of disadvantage: POLAR, IMD and ethnicity

In section 1.1 we identified a gap in participation between the most (Polar Q5) and least (Polar Q1) represented neighbourhood groups of 5.9% and set a target (PTA-1) to reduce this gap. In this section, we re-examine this gap in relation to ethnic disadvantage. Table 11 and Figure 34 confirm that the most significant gap is white rather than BAME students with a gap of 8.2%.

Table 11: POLAR quintile gap by ethnic background

POLAR Q5 - Q1 Gap	2013/14	2014/15	2015/16	2016/17	2017/18
BAME	10.4%	3.5%	4.6%	2.2%	3.5%
White	10.4%	7.0%	6.4%	6.4%	8.2%

Figure 34 : POLAR Q5-Q1 gap by broad ethnic background



Figures 35 & 36 detail the proportion of young entrants who originate from IMD quintile 1 neighbourhoods by ethnic background and gender. This analysis confirms that the only under-represented group is white which has lower than 20% in IMD Q1.

Figure 35: Female FTFD young entrants: Per cent from IMD Q1 by ethnicity

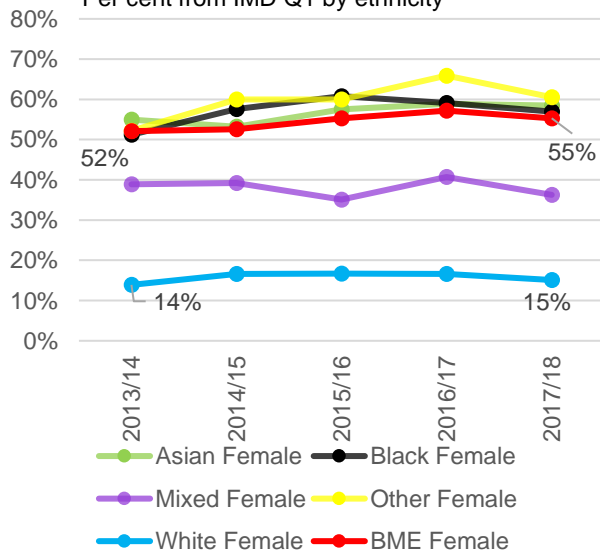
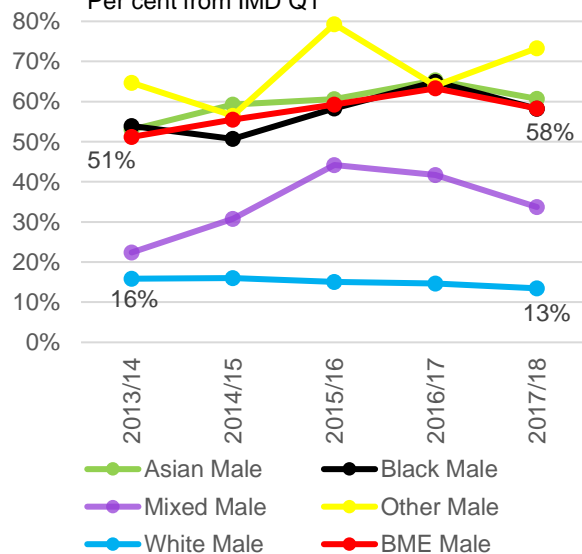


Figure 36: Male FTFD young entrants: Per cent from IMD Q1



Conclusion on Intersections of Access: POLAR, IMD & ethnicity: The gap between POLAR Q5 neighbourhoods and the least participating POLAR Q1 neighbourhoods has significantly reduced (6.9%) for entrants from minority ethnic backgrounds over the last five years; however, the gap has not reduced to the same extent for students from white backgrounds. Entrants from White backgrounds also have the lowest proportion of entry from the most deprived neighbourhoods (approx. 15%) compared with over 55% of minority ethnic backgrounds from IMD Q1. However, White POLAR Q1 has the most significant gap at 8.2%; a target has been set for this intersection of disadvantage.

BCU Target (PTA_3): Reduce the gap in participation between white most (POLAR Q5) and white least (POLAR Q1) represented from 8.2% to 3.5% by 2024/25 and work towards elimination of the gap by 2030/31

1.6.2 Continuation and Intersections of disadvantage: IMD, ethnicity, age and disability

Table 12 shows that the gap in continuation between students from the most and least deprived neighbourhoods is different for students from white ethnic backgrounds compared to those from black ethnic backgrounds.

Table 12: Continuation data by Intersections of disadvantage: IMD, ethnicity, age and disability

IMD Q4&5 - Q1&2 Gap	2012/13	2013/14	2014/15	2015/16	2016/17
Asian	1.0%	3.2%	-1.1%	3.3%	4.8%
Black	0.6%	7.8%	10.1%	10.0%	10.1%
Mixed/Other [BAME]	-2.4%	-0.6%	10.8%	-0.4%	5.1%
White	1.5%	2.9%	4.8%	3.3%	2.7%
Young	0.0%	1.8%	5.7%	3.9%	3.9%
Mature	-0.5%	2.2%	-0.1%	2.9%	4.4%
Disabled	0.4%	-2.2%	6.5%	7.2%	5.4%
Not disabled	-1.6%	2.8%	4.2%	3.2%	3.8%

Table 12 shows that the gap in performance between students from the most (Q 4&5) and least deprived neighbourhoods (Q1&2) is much lower for students from white ethnic backgrounds (2.7%) compared to those from black (10.1%) and BAME (6.0%) ethnic groups. Mature and disabled students have a gap in continuation when compared to young and non-disabled; however, the gap in both cases is not significant.

Conclusion on Intersections of Continuation: The effect of deprivation is affecting continuation rates for students from Black and BAME ethnic groups more so than those from White ethnicities. The University is already targeting improved continuation rates for students from a BAME or Black and Mixed black-white ethnic group, in addition to targeting improvements in continuation for those from the most deprived neighbourhoods (IMD Q1).

No target has been set for Continuation and intersection of disadvantage, due to coverage of improving Continuation already detailed in targets PTS_1 and PTS_3.

1.6.3 Attainment and Intersections of disadvantage: IMD, ethnicity, age and disability

Table 13 shows a gap of 2.6% between BAME and White, and 3.4% between Black and White, White the most disadvantaged in both cases. Mixed/Other has a similar profile to White. The gap between Young and Mature is 4.8%, with Mature from IMD Quintiles 1&2 having lower degree attainment. In contrast, students from IMD 1&2 who are disabled are outperforming the non-disabled cohort from the same quintiles.

Table 13: Attainment data by Intersections of disadvantage: IMD, ethnicity, age and disability

IMD Q4&5-Q1&2 Gap	2013/14	2014/15	2015/16	2016/17	2017/18
Asian	-7.80%	-4.2%	6.9%	6.5%	3.1%
Black	5.4%	-7.5%	7.9%	23.5%	5.0%
Mixed/Other	13.9%	2.9%	3.9%	7.9%	8.6%
BAME	-0.5%	-2.3%	7.5%	10.9%	5.8%
White	4.2%	7.7%	6.6%	3.3%	8.4%
Young	8.0%	10.9%	12.8%	10.3%	11.1%
Mature	16.6%	11.1%	12.0%	6.8%	15.9%
Disabled	20.6%	5.7%	16.9%	7.0%	8.9%
Not disabled	9.4%	12.0%	12.3%	10.6%	13.8%

Conclusion: Table 13 shows the level of gap difference between IMD Q1/2 and Q4/5 among different groups. All four underrepresented groups have been targeted separately to improve attainment levels.

No target has been set for Attainment and intersection of disadvantage, due to coverage of improving Attainment already detailed in targets PTS_2, PTS_4 and PTS_6.

1.6.4 Progression and Intersections of disadvantage: IMD, ethnicity, age and disability

Table 14 shows a positive gap of 13.8% for Black graduates from Quintiles 1&2 against Quintiles 4 &%. There is also a positive gap for Mature graduates (a 1.7% lower gap) in comparison to Young graduates. In respect of Disabled graduates, there is again a positive gap when compared to Non-disabled graduates (a difference of 7%).

The only two groups with significant gaps in respect of Q1/2 and Q4/5 are Asian and Mixed/Other.

Table 14: Progression data by Intersections of disadvantage: IMD, ethnicity, age and disability

IMD Q4&5-Q1&2 Gap	2012/13	2013/14	2014/15	2015/16	2016/17
Asian	13.1%	8.3%	4.1%	10.7%	4.5%
Black	-14.7%	-0.5%	1.9%	3.0%	-13.8%
Mixed/Other	16.0%	17.6%	0.8%	6.6%	8.3%
[BAME]	8.0%	9.3%	1.7%	8.0%	0.6%
White	5.4%	-1.1%	1.5%	0.3%	0.0%
Young	18.3%	9.4%	12.6%	11.1%	7.0%
Mature	9.6%	12.7%	2.6%	9.2%	5.3%
Disabled	3.9%	10.6%	-4.8%	2.5%	-1.5%
Not disabled	14.0%	8.3%	9.7%	8.9%	5.5%

Conclusion: The gap analysis in table 14 above shows that Black and Disabled graduates from the most deprived neighbourhoods(Q1/2) have better levels of progression than their peers from the least deprived neighbourhoods (Q4/5). It is only in respect of Asian and Mixed/Other where there seems to be an impact on the intersection of disadvantage.

The University has identified that progression rate improvements of Asian graduates and those from the most deprived neighbourhoods (IMD Q1) will be targeted; PTP_1 and PTP_2

No target has been set for Progressions and intersection of disadvantage, due to coverage of improving Progression already detailed in targets PTP_1 and PTP_2.

1.7 Other groups who experience barriers in higher education

We could not identify any statistically significant gaps in access, continuation, attainment or progression for part-time First-Degree students and therefore have not identified any separate targets for part-time students. It should be noted that we have a number of part-time other undergraduate students where the data shows gaps present that relate to single modules contractually commissioned by the NHS and the Ministry of Defence- these numbers are large (circa 1,000) and don't result in an award as they form part of CPD provision related to individual staff contracts. These students don't progress through the degree student lifecycle therefore terms such as continuation, attainment or progression just don't apply.

2. Strategic aims and objectives

Birmingham City University puts its students at the heart of its mission. Our focus is to be the University for our City, and to enable our students to transform their lives. Throughout its evolution, it has maintained its orientation towards practice-based and industry-relevant education.

2.1 Strategic Aims

1. To ensure that all students with the academic ability are given equality of opportunity to access HE at BCU, irrespective of socioeconomic status or protected characteristic.
2. To identify underrepresented groups at BCU (by socioeconomic and/or protected characteristic) and create positive interventions to increase equality of Access to HE by targeting that group (PTA_1-4).
3. To support equality of opportunity for all students to succeed in their chosen course irrespective of socioeconomic and/or protected characteristic at entry.
4. To identify underperforming groups (by socioeconomic and/or protected characteristic) and create positive interventions to secure equality of opportunity for achieving successful outcomes by reducing gaps in continuation and attainment between advantaged and disadvantaged groups (PTS_1-8).
5. To support equality of opportunity for all students to progress into graduate jobs and/or further study on completion of their first degree irrespective of socioeconomic and/or protected characteristic.
6. To identify underperforming groups (by socioeconomic and/or protected characteristic) and create positive interventions to deliver equality of opportunity by reducing gaps in graduate outcomes between disadvantaged and non-disadvantaged groups (PTP_1-3).

2.2 Objectives, Target Groups and BCU Targets

Based on the University's assessment of performance (Section1). A summary of underrepresented groups that will be targeted at each stage of the student lifecycle is presented in **Table 15** below.

Table 15: Summary of APP objectives, target groups and targets for Birmingham City University

Target Group	Target	Timeframe	Contribution to OfS KPM
Access			
POLAR Target: PTA_1 (see 1.1.1)	Reduce the gap in participation between the most (POLAR Q5) and least (POLAR Q1) represented groups (FTFD students)	3% by 2024-25 Eliminate by 2030-31	KPM1: reducing gap in participation between most (Polar Q5) and least (Polar Q1) represented groups. BCU contribution from baseline gap of 5.9% (18.5% sector) to 2.9%.
Disability Target: PTA_2 (see 1.4.1)	Increase reporting of entrants with disability	5% by 2024-5	
Intersectional Target: PTA_3 (see 1.6.1)	Reduce the gap in participation between white most (POLAR Q5) and white least (POLAR Q1) represented groups	5% by 2024-5 Eliminate by 2030-31	
Success			
Low socio – economic status Target: PTS_1 (see 1.1.2)	Reduce gap in entrant non-continuation rates between most (IMD Q1) and least (IMD Q5) deprived neighbourhoods	3% by 2024-5 Eliminate by 2030-31	KPM3: BCU already contributes to the national target to eliminate the gap in non-continuation between Polar 4 Q1 and Q5 by 2030-31. BCU baseline 1.6% gap vs sector 4.4%
Low socio – economic status Target: PTS_2 (see 1.1.3)	Reduce gap in degree outcomes (1 st or 2:1s) between most (IMD Q1) and least (IMD Q5) deprived neighbourhoods	5% by 2024-5 Eliminate by 2030-31	
BAME Target: PTS_3 (see 1.2.2)	Reduce gap in entrant non-continuation rates between White and Black/White mixed ethnicities.	5% by 2024-5 Eliminate by 2030-31	
BAME Target: PTS_4 (see 1.2.3)	Reduce gap in degree outcomes (1 st or 2:1s) between White and BAME ethnic background students	8% by 2024-5 Eliminate by 2030-31	
BAME Target: PTS_5 (see 1.2.3)	Reduce gap in degree outcomes (1 st or 2:1s) between White and Black ethnic background students	8% by 2024-5 Eliminate by 2030-31	KPM4: Reducing gap in degree outcomes (1sts or 2:1s) between white students and black students
Mature Target: PTS_6 (see 1.3.2)	Reduce gap in entrant non-continuation between young (<21) and mature (21-25) students	2% by 2024-5 Eliminate by 2030-31	
Mature Target: PTS_7 (see 1.3.3)	Reduce gap in degree outcomes (1 st or 2:1s) between young (<21) and mature (21 and over) students	5% by 2024-5 Eliminate by 2030-31	
Disability Target: PTS_8 (see 1.4.3)	Reduce the gap in degree outcomes (1 st or 2:1s) between cognitive disabled students and non-disabled students	Eliminate by 2024/25	
Care Leaver Target: PTS_9 (see 1.5)	Increase attainment rate for care leavers	10% by 2024-25	
Progression			
Low socio – economic status Target PTP_1 (see 1.1.4)	Reduce gap in progression rates between most (IMD Q1) and least (IMD Q5) deprived neighbourhoods	<5% by 2024-5 Eliminate by 2030-31	
BAME Target PTP_2 (see 1.2.4)	Reduce gap in progression rates between white and Asian students	<5% by 2024-5 Eliminate by 2030-31	
Care Leavers Target: PTP_3 (see 1.5)	Increase progression rate for care leavers	10% by 2024-5	

3. Strategic measures

3.1 A whole provider approach

Overview

A whole provider approach is central to how we engage with and support successful outcomes for our students; with access and participation activity embedded across the University (culturally and structurally), and centrally-led through a hub and spoke model (internally and externally as part of collaborative working and partnership arrangements).

In creating this APP, we have made equality, diversity and inclusion the focus of our analysis and can confirm that we have met our responsibilities under the Equality Act 2010. Section 2.1 sets out our strategic aims with Section 2.2 setting out detailed objectives and targets. These together set out our commitment to equality of opportunity. All policy changes are subject to equality impact assessment both before and after the implementation of such changes. We do not currently have robust data on all protected characteristics- we request such data at the time of enrolment but the response rates in some areas are low. To address this under reporting of protected characteristics we have developed a student portal allowing students to update their own data on the live system from 2019/20. This will allow individual students to declare such data at any time with a further option to opt-in or out of sharing the data (with consent) which will be used anonymously to monitor our services.

Making a difference takes planning; and the University is committed to developing and embedding multi-purpose tools to articulate the BCU core mission, refine strategy, and for providing a roadmap for impact measurement through a theory of change model (see Section 3.3 Figure 38 for an example).

Access and Participation continues to be led by the Deputy Vice Chancellor (Academic), Professor Peter Francis who chairs an APP Steering Group comprised of: DVC (Research, Innovation and Enterprise), Faculty Executive Deans, Director of Planning, Director of Marketing and Recruitment, Director of Equality Diversity and Inclusion, and senior representation from BCU Students Union (BCUSU). This is supported by an APP Implementation Group (with mirrored representation from academic and professional services staff, EDI unit staff, and Student Ambassadors) to oversee delivery with achievement of targets and investment reported to the Board on a quarterly basis. This reflects the organisational-wide commitment, including leadership from senior management and governing body, to access and participation.

Alignment with other strategies

The Board of Governors and the Vice-Chancellor have confirmed that the APP aims, objectives and targets (Section 2) will be adopted in full within our Equality, Diversity and Inclusion (EDI) Strategy and our Inclusive Learning and Teaching Strategy, which will be published later this year alongside our new University Strategy 2020-25 currently under development.

Access and participation sits at the heart of our mission to be the University for our City, and to enable our students to transform their lives as reflected in our current 'Strategy 2025' which has KPIs linked to 'student success' and 'widening participation'. The University's strategic approach to access and participation is embedded in governance structures (see also Section 3.3) such as the APP Steering Group, which bring together senior management with responsibility for learning and teaching, equality, diversity and inclusion, business and community engagement; and ensures access and participation investment and activity is aligned with other core strategies. The APP Implementation Group is a key mechanism for ensuring staff and students from across the University are actively engaged in supporting access and participation; and opportunities for joined-up thinking at an operational level.

Strategic Measures

Access (Strategic Aim 1 - ensure all students with academic ability have to access HE at BCU):

The University has a centralised Admissions Team which runs a contextualised admissions policy. The team works closely with the University's network of 250 College Providers to coordinate enhancement activity across all academic Faculties to provide a central targeted programme of pre-entry support; aligned with collaborative outreach activities (and investment) through the University's partnerships with AimHigher, NCOP and Children in Care, which together have successfully delivered improvements in access over the last 5 years including: POLAR gap (Q5-Q1) reduced by 4.4% to 5.9% (sector -18.5%); IMD gap (Q5-Q1) removed completely at +25% (sector -0.4%); Ethnicity gap (white- BAME) improved by

7% and removed completely at +3.2% (sector gap 38.1%)¹. These activities are embedded and will continue.

Access (Strategic Aim 2 – Raise attainment in schools and increase equality of Access to HE by identifying and targeting BCU underrepresented groups). BCU has a wonderful and diverse student intake, with BAME students in the majority (52%) - each ethnicity being well represented when compared to regional and national populations. BCU is even more successful at recruiting students from the most deprived neighbourhoods in England, with 39% IMD Quintile 1 students overall and a positive gap of 25% more students recruited from the most deprived neighbourhoods (IMD Q1) than from the least deprived neighbourhoods (IMD Q5). However, our analysis has revealed 3 underrepresented groups: we have a 5.9% gap in recruitment from low participation neighbourhoods between quintiles 1 and 5 in England; this low participation neighbourhood gap increases to 8.4% gap for both male and female entrants from White backgrounds; and we are under-represented in students declaring a disability. These observations have informed our 4 access targets as follows:

Target PTA_1: POLAR gap (Q5-Q1) reduced by 3% to -2.9% by 2024/25.

Target PTA_3: POLAR white gap (Q5-Q1) reduced by 5% to -3.4% by 2024/5.

1. £200k Annual Fund for targeted interventions with POLAR Q1 schools/colleges: to deliver evidence-based interventions to raise attainment² through the BCU Forward programme; aspiration-raising workshops, academic tutoring, maths and science sessions and summer schools. The outreach team will manage the fund against set criteria (programme design and evaluation) for reporting of outcomes.
2. BCU 'Forward' programme: Current research² related to attainment-raising activities has informed our theory of change for the BCU Forward programme. Thus, building on our continuing work with schools and aspiration-raising activities we have designed, with a school partner, a bespoke school engagement project which includes study skills and delivery of academic tutoring. Embedded within the project is a fostering of engagement with the wider community with activities involving parents and carers. As part of the APP 2023/24 Variation, BCU will highlight the impact of this programme and commit to its expansion. BCU has partnered with Hamstead Hall Academy (Handsworth Wood, Birmingham), launching the BCU Forward programme in January 2022. Working closely with the school, BCU Forward has been designed to provide bespoke attainment-raising workshops in English and Science, personal confidence-building sessions, career awareness work, engagement with local employers, and campus visits to BCU. The full programme currently reaches 120 'average grade' (Grade 4) pupils from Year 7 and Year 8, which form the core cohort for the programme. The core cohort will engage with the programme from KS3 through to KS5.

While raising attainment is a key focus for BCU Forward, it is acknowledged that for many schools with pupils from IMD1/2 backgrounds *maintaining* the grades that pupils from underrepresented backgrounds are currently producing is a key target. Many structural and societal barriers can have a significant impact on young students' engagement, with a notable decline from Year 9 onwards, resulting in many pupils completing their studies with a lower grade than originally predicted in Year 7. The BCU Forward team have developed monitoring and evaluation mechanisms to measure the impact of the programme on students' attainment.

¹ BCU APP Dataset

² [Rapid evidence review and typology of attainment-raising activities conducted by HEPs June 22.docx \(pcdn.co\)](#)

Rationale for activity

In accordance with the OfS's requirement for HEIs to partner with local schools to raise attainment, BCU Forward has been developed to be embedded within the partner school's curriculum to deliver a body of workshops, campus visits, and a residential summer school with the aim of increasing identified pupils' attainment, academic confidence, knowledge of career pathways and higher education.

Detailed below is the logic model for 21/22 activity across all-year groups at Hamstead Hall Academy.

Inputs and resources	Activities	Outputs	Short term outcomes	Medium/long term outcomes
Senior Manager WP assistants	Meet with schools to secure relationships and account manager partnerships Recruitment of relevant academics and supporting staff Workshop delivery Engaging with key stakeholders Event planning e.g. summer school, family day, parents' evening etc	Memorandum of understanding and ensuring schools remain engaged in partnerships and delivery Securing additional school partnerships	Assists the schools in meetings and ensures agreed Gatsby benchmarks are met	Assist the school with changes in pupils' behaviours and academic outcomes
Senior Evaluation Officer	Creating initial benchmarking and evaluation structure. Collect relevant pupil data e.g., protected characteristics and gain statistical data access Conduct research and evaluation activities e.g. focus groups	Evaluation of short-, medium- and long-term outcomes	Provide evidence of the impact of BCU Forward of the initial cohort through qualitative and quantitative data	Disseminate evaluation findings
BCU academics across all subject areas Literacy tutors Student ambassadors External industry representatives (NHS, West Midlands Police, HS2 and Science Made Simple)	Activities to deliver study skills, English and Maths sessions, academic 1:1 tutoring Aspiration raising activities Support delivery of the family day and BCU Forward summer school	Engaged with 580 pupils across all year groups (Year 7 -13) Supported delivery of 4 sessions of 1.5 hours with 66 pupils (core Year 7) Support in the engagement of 34 pupils at summer school (Year 10) and 125 pupils and parents/carers at the family (core Year 7 & 8)	Deepened pupil understanding of HE courses, career pathways and industry insight Increase in pupil confidence in public speaking and increase in reading standards	Support in raised aspiration and understanding of HE courses and career pathways Support the improvement of GCSE literacy outcomes and raising of attainment

Outcomes cover both qualitative and quantitative data, including attainment outputs and participant narrative.

Attainment Outputs	Participant Narrative
<ul style="list-style-type: none"> Protected characteristics and trends Detention and absence data Robin reports GCSE and A Level selection Growth of 6th Form Retention of 6th form Higher Education application dataset Destination data 	<ul style="list-style-type: none"> Benchmarking on school culture Focus groups: parental, teacher, student Pastoral data Workshop evaluations Summer school evaluation Family Day feedback

To add further dimension to our impact assessment, BCU is also collating parent views on expectations and attitudes towards educational attainment and higher education, teacher views on student aspirations and contributions from students in focus groups. BCU School of Education Research Unit has been appointed to provide assessment of our own internal evaluation of this programme – providing a stronger evidence base that will inform future work and is anticipated to be disseminated through TASO conference.

2. BCU is sponsoring an IntoUniversity centre in Birmingham- Kingstanding which will launch in Autumn 2019: based on national data³ that suggests that the programme is effective at supporting students to gain a university place (70% of IntoUniversity school leavers progressing into HE in 2018). The centre will provide a Higher Education presence in a Birmingham low participation neighbourhood (POLAR1, predominantly white) and will provide a range of programmes working over the long-term with young people aged 7-18. In its first year of opening the centre will work with a minimum of 450 young people (each year) and once established with a minimum of 900. Our target is to improve access of POLAR Q1 by 20 percentage points (compared to POLAR 4 benchmark) for students who joined the Kingstanding IntoUniversity programme pre-16.

The Birmingham City University partnership with IntoUniversity will include collaboration with multiple local primary and secondary schools. This collaboration includes the charity and the University (e.g. volunteers, academics and/or WP staff) working with whole classes from target primary schools and with secondary schools to identify students for specific interventions in school, at the IntoUniversity centre, and at the university. In addition, the university and IntoUniversity will collaborate with local businesses, corporates and other local partners to deliver the programme.

Pupil tracking will be undertaken and benchmarked using national datasets. Intermediate outcomes will be tracked using evaluation forms completed by students, teachers and parents.

Target PTA_2: to increase reporting of disability by 1% per annum until 2024/25.

3. BCU is opening a 120-seater Assessment Centre in September 2019: this centre was initially conceived to support student success; however, the evidence base⁴ has suggested it may have a role in screening for disability testing (cognitive and mental health). We therefore intend to target screening of all new entrants and on self- referral or staff- referral of returning students, supported through dyslexia diagnostic assessments. The University’s internal and HESA data will be monitored to determine impact.

Success (Strategic Aim 3 - support equality of opportunity for all students to succeed in their chosen course irrespective of socioeconomic and/or protected characteristic at entry). There are two central services which operate to support continuation: Student Affairs (mental health and wellbeing, enablement team for students with disability) which provides services directly to students; and the Education and Development Service (EDS) which has student and staff facing services including: the Centre for Academic Success (offering academic writing and maths support to students within workshops and 1:1 on self-referral or staff-referral); embedded Student Success Advisors (recent BCU graduates who provide bridging support between staff and students); Student Academic Mentoring initiatives across all faculties (in partnership with Faculty Associate Deans for teaching and Learning), with a specific focus

³ <https://intouniversity.org/our-impact>; White, K., Eames, A. and Sharp, C. (2007). *A qualitative evaluation of the IntoUniversity programme*. Slough: NFER; Sadler, J and Grainger, P (2017). *IntoUniversity Supplementary Schools Project: Project Evaluation Final Report*. Paul Hamlyn Foundation

on addressing barriers to student success including: student-led projects on being a commuter student, a student with disabilities, and BAME attainment. EDS staff facing services include the Academic Apprenticeship (teaching qualification for new staff) and staff development sessions including Equality, Diversity and Inclusion.

The University's central specialist Mental Health and Well-being Services have been proactive in recognising the importance of Mental Health: utilising the Institution's Strategic Investment Fund to expand the range of mental health services on offer to students and implementing training for staff and students across the University (including suicide-prevention training); having already seconded a Registered Mental Nurse from our local NHS Trust as our University Mental Health Lead (UMHL) and begun to see improvements in NHS liaison through her expertise and networks. The UMHL has been key in our recent service redesign and we have recruited a Wellbeing Casework Co-ordinator as a central role in developing a clinical model of a demand led service (all students receive 1:1 counselling within 24 hours of first presentation); as well as a Student Minds consultant (we are currently running a national Peer Support pilot on their behalf).

Mental Health & Wellbeing Services have improved continuation rates over the last 5-years and have delivered positive improvements in continuation rates for students with disability such as mental health which has improved by 6.3% over the last 5 years. The gap between disabled and non-disabled continuation has been eliminated and there is a positive continuation rate for disabled students of 2.2% (sector -3.4%). In terms of degree attainment, BCU APP data identifies there is no significant gap between POLAR Q1 and Q5 attainment at -3.4% (sector -9.4%). These success activities are embedded and will continue.

Success (Strategic Aim 4 - secure equality of opportunity in student outcomes by reducing gaps in continuation and attainment between advantaged and disadvantaged groups). In 2015, BCU underwent a major review and centralisation of academic administration (Academic Services) away from Academic Schools; and introduced new academic regulations which removed the automatic right to a full cycle of assessment (sit and resit). These two initiatives resulted in a drop-in continuation rates for all groups, with the exception of students with disabilities who were managed with reasonable adjustments under the enablement team. BCU APP data identifies some groups with protected characteristics (IMD, ethnicity, mature) who were particularly negatively impacted by the regulatory changes which went unobserved due to the centralisation of administration at the same time. As a result, we have identified 3 continuation and 5 success targets for specific groups requiring additional interventions, as follows:

Continuation targets (PTS_1; PTS_3 and PTS_5) have been set for: IMD Q1 and Q5; white vs black and mixed race; and Young and Mature.

Degree attainment targets (PTS_2; PTS_4, PTS_5, PTS_7, PTS_8 and PTS_9) have been set for IMD (Q1 and Q5); Ethnicity (white and BAME/Black); Age (Mature and Young); cognitive learning disabilities (CLD and no disability) and care leavers (care and not in care).

These targets will be delivered through four interventions (3 and 4 of which are structural), namely:

1. Revised regulations to ensure a full cycle of assessment is available to all students: implemented in August 2018, BCU HESA data already shows the original fall over 3 years (2015-18) and a 2% increase overall for 2017/18 entrant continuation rate (same provider) with a larger increase for disadvantaged students (3.3% IMD Q1 vs 1.6% IMD Q5).

2. Establishment of an Assessment Centre (Sept 2019): which will target students within our target groups who miss a scheduled exam to offer a full cycle of assessment. In addition, it will facilitate all exams by computer to promote inclusive assessment by 2020/21.

3. Decentralisation of academic administrative support back to Academic Schools (circa 250 staff back to 12 schools): this will be completed August 2019 with student: staff ratio improved from 300:1 (within Academic Services) to 150:1 (Academic Schools) to enable local monitoring and support for all students particularly those with protected characteristics.

4. Integration of remaining Academic Services (after decentralisation of school administration) and Student Affairs: to increase responsiveness and connection across the student journey. For example, Academic Quality has been merged with Disability Services (Enablement) to embed reasonable adjustments into curriculum refresh so that the new Inclusive Learning, Teaching and Assessment Strategy will reduce the need for adjustments by being more anticipatory. In addition, EDS has been combined with this grouping to form a new department of 'Academic Development Quality Enhancement and Inclusion' reporting to a new PVC Learning and Teaching post. The second department includes a

new Academic Registry (with a focus on centralising recording of student characteristics) working together with student governance (exceptional circumstances, complaints, misconduct and appeals), and the Mental Health and Wellbeing Team to create more student-centred monitoring of the student journey and thereby enable earlier intervention to ensure student success. This new Department will report to the DVC (Academic) against the 8 targets identified for improvement using both internal BCU data and HESA data. The integrated approach will enable responsive approaches eg the provision of a Care leaver package.

Progression (*Strategic Aim 5 - support equality of opportunity for all students to progress into graduate jobs and/or further study irrespective of socioeconomic and/or protected characteristic*).

Our institution-wide Graduate+ three-year Award Programme to enhance employability of undergraduate students is designed to provide students with a personalised range of extra-curricular activities, experiences and events to build their professional profile. In addition, the University Careers+ service (co-ordinated within our Central Innovation and Enterprise Unit) co-locates careers staff into each Faculty to provide a discipline specific link to alumni and placement/work experience opportunities. Careers+ also delivers targeted student-employer mentoring to improve access to the professions including a dedicated BAME employer mentoring scheme in partnership with the National Mentoring Consortium; and provides 'aftercare' employability services for up to 3-years after graduation. These mainstream programmes have been enhanced through collaborative innovation funding such as the University's HEFCE Catalyst project 'Levelling the Playing Field' which uses placements to reduce the gap in differential graduate employment outcomes particularly for BAME students/graduates. Together, these services have delivered significant improvements both in general progression and in equality of opportunity of progression outcomes for BCU graduates over the last 5 years, including: POLAR gap (Q5-Q1) reduced by 2% to -1.4% (sector -4.6%); Black /White progression gap reduced by 7.1% to -4% (sector -5.3%); and disabled/non- disabled progression gap of -0.5% (sector -1.3%). Graduate+ and Careers+ are embedded and will continue.

Progression (*Strategic Aim 6 - deliver equality of opportunity by reducing gaps in graduate outcomes between disadvantaged and non-disadvantaged groups*). However, our analysis has revealed 3 groups who do not achieve their full potential in terms of graduate jobs and further study: A gap of 7.8% between those the most deprived neighbourhoods (IMD Q1) than from the least deprived neighbourhoods (IMD Q5); a 12.4% between Asian and white ethnicity students; and a markedly lower progression level for care leavers. These observations have informed our 3 participation targets as follows:

Target PTP_1: IMD Q5-Q1 gap of 7.8% reduced to 4.9% by 2024/25

Target PTP_2: White/Asian gap of 12.4% reduced to 4.9% by 2024/25

Target PTP_3: Care leavers progression of 67% (2014-15 entry) to be improved by 10% by 2024/25

We will achieve this by Graduate+ and Careers+ undertaking targeted activity with these three groups.

In addition, we have secured OfS Challenge Competition funding for a new intervention called 'Graduate Re-tune'. This is a collaborative project between BCU and Aston working closely with Birmingham City Council, The West Midlands Combined Authority, Local Enterprise Partnerships and Jobcentre+. Graduate Re-tune will be targeted at graduates newly registered for Universal Credit with JCP in the Greater Birmingham and Solihull Local Enterprise (GBSLEP) Area; working with JCP Work Coaches in all 13 local Jobcentres to enhance the JCP service offering and increase the graduate 'talent pool' available to local businesses. Evaluation has been costed into project delivery and will use project data and national data (including JCP regional data) to evaluate the impact on graduate employment rates (using Graduate Outcomes as a baseline); off-flows from Universal Credit; and the impact of interventions in terms of replicability nationally.

3.2 Student consultation: Statement from BCUSU Executive Officer Team 2018/19

"We are proud of the rich diversity of the institution and commend Birmingham City University's mission that puts students at the heart of it with the aim to transform the prospects of students. We have had access to the metrics, been involved in working groups and influenced the plan. After reviewing the Birmingham City University Access and Participation Plan 2020/21 to 2024/25 we agree with the focus on attainment, progression and outcomes for BCU students and believe the metrics in the plan are the correct ones and will have a huge impact on students studying at Birmingham City University. Discussions have taken place at the Access and Participation Working Group and Student Experience Committee on developing initiatives to achieve the target - with agreement that the University and Students' Union will work together, along with the targeted student population, on the interventions and embedded practice for the duration of the plan. All targets have

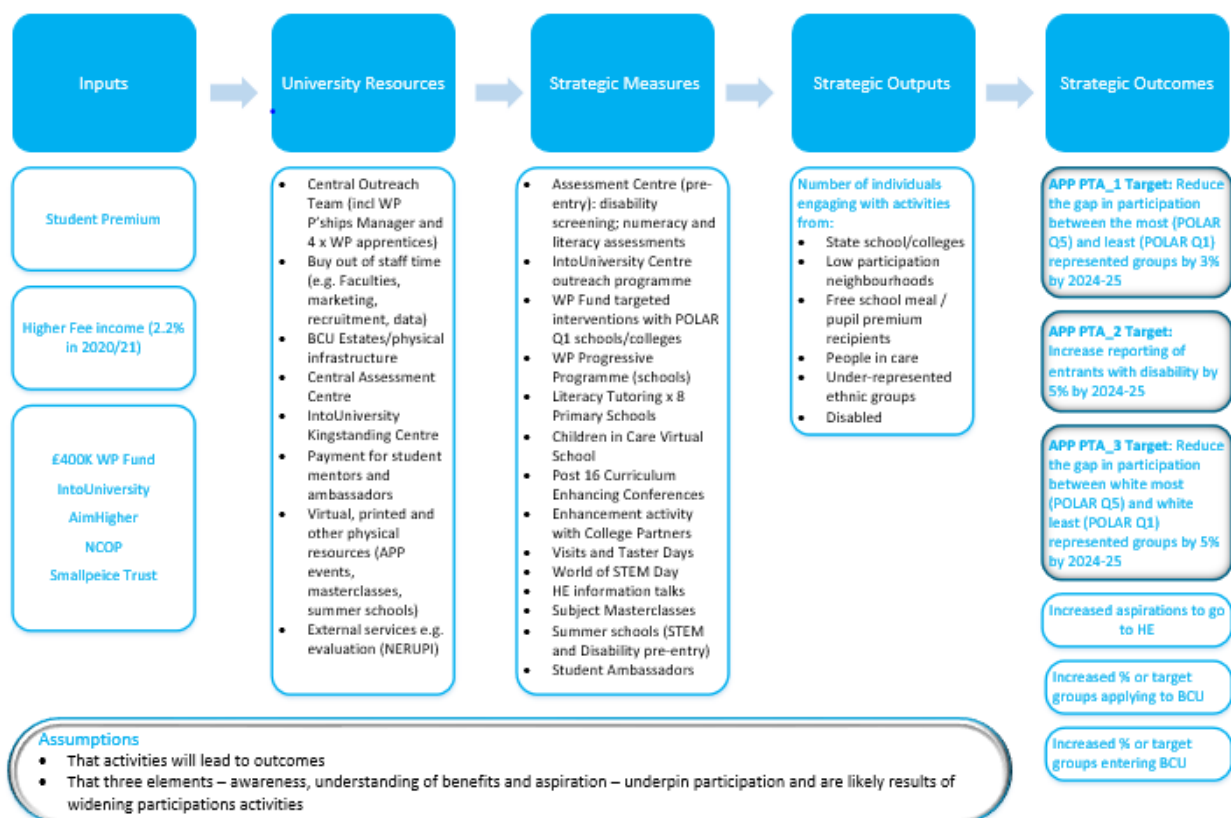
been agreed in collaboration with student leaders and student voice representatives input coordinated by BCUSU.” Students are members of the APP Implementation Group but wider student input was obtained from the SU. Two issues were raised: 1. Mature student targets lacked support initially but the objection was removed when we explained the definition of Mature as being 21 or over on commencing a course. 2. A specific request was made for us to involve the target cohort (such as IMD Q1, BAME) in the design of and implementation of any developments and interventions targeted to reduce the gaps identified- this has been supported.

3.3 Evaluation strategy

Strategic Context: Evaluation is a standing item on the APP Steering Group, which is a sub-committee of the University Executive Group (DVs, PVC L&T, 4 PVC (Deans), Director of Planning, Director of Marketing and Recruitment, BCUSU Chief Executive, BCUSU Vice-president (Chair of Student Voice University Committee), and Director of EDI) which meets monthly and oversees resource reporting (investment and staff deployment separately costed for delivery and evaluation), actual versus planned, and KPIs which are then reported to the Executive Group and the Board of Governors on a quarterly basis. The APP Implementation Group reports to Learning, Teaching & Quality Committee – LTAQ (Chaired by PVC for Learning & Teaching) and Student Experience Committee (Chaired by DVC - Academic). Academic and students comprise members of both committees. Professional service staff from the Quality Team and EDI Unit are represented in the former with a wider range of services in the latter (such as head of security, accommodation, graduate+, careers, safeguarding, wellbeing and enablement). This facilitates a whole institution approach and ensures linkage in access and participation activities with our inclusive learning and teaching strategy and wider service provision.

Theory of Change: The University is committed to developing and embedding multi-purpose tools to articulate the BCU core mission, refine strategy, and for providing a roadmap for impact measurement through a theory of change. We have established logic models to map out and communicate what our access and participation activities and interventions set out to accomplish, how work streams align, the link with goals and targets, and underpinning investment and resources. A diagrammatic representation of the University’s main strategic ‘access’ measures is provided in **Figure 37**. We are committed to develop these aggregate level logic models further by creating programme/ project-level logic models, to support delivery and evaluation at the local level with defined and agreed deliverables supported by a standardised indicator bank for measuring outcomes.

Figure 37: Exemplar Logic Model – Birmingham City University Main Strategic Access Measures



Programme design: All strategic interventions are required to set out the evidence base as a pre-requisite to funding decisions; where there is no evidence to support or reject the rationale for the intervention the proposal will only be considered if it sets out a primary research strategy sufficiently powered to contribute to the emerging evidence base. The APP Steering Group is responsible for approving all strategic interventions and engages expertise from the academic community as appropriate to the proposal in making its determination.

Evaluation, design and implementation: All our APP activities are underpinned by an explicit and shared understanding of what works in what context, which the University is committed to developing through the use of logic models. Mixed method evidence is used on an on-going basis to support the development of processes involved in delivering APP activities to ensure activities, through triangulation of data (such as data sourced from previous evaluations, research literature and national datasets), are tailored to achieve the best outcomes. Evaluation design is proportionated to investment. One off investments such as taster days and subject masterclasses would fall under Type 1 evaluation (narrative). More expensive activities such as residential summer schools would be evaluated on a Type 2 (empirical) basis exploring the counterfactual. For example, our residential summer school for autistic student transition to University is measured in relation to continuation in semester 1 with lower levels of non-continuation evidenced in the summer school cohort; and our investment in hardship funding is measured in relation to student success through monitoring retention and completion rates compared with non-hardship fund recipients, which, going forward, we plan to measure against student characteristics as defined in our APP targets. We are currently exploring using RCT design (Type 3) evaluation for interventions which are resource intensive and the evidence base of benefit is not yet established. Through our AimHigher West Midlands partnership we jointly fund one of three data services, that were approved by HEFCE, to oversee the monitoring and evaluation of the NCOP. This also supports our on-going work to track the attainment and entry to higher education of participants in institutionally funded AimHigher programmes. Individual activities are evaluated using a range of methodologies, depending on the scope of activity and intended outcomes. For example, the Graduate + programme (as a large-scale, cross-institutional initiative) uses primarily participant feedback sheets to evaluate the impact of individual activities, but also produces: Regular student engagement data, examining programmes and schools which show lower levels of engagement than might be expected, and can also be used to interrogate the engagement specific groups of students. The most recent analysis has shown, for example, that BME and disabled students are proportionally over-represented in Graduate+ activities.

Learning: As would be expected, the findings of our evaluations affects how we run future activities (see **Programme Design**). For example, our Outreach team run masterclass sessions, which are short subject tasters designed either to introduce pre-16 students to a subject or to help post-16 students confirm whether this is the right subject of choice for them to study at University. Participants are asked to complete pre- and post-event evaluations where they are asked the same questions, with the main purpose of the evaluation is to assess whether the session gave the students a positive insight into a subject and to see whether the session assisted in raising their aspirations and motivated them in their current studies. After one particular Sociology masterclass, a group of students fed back to say that after the session they now knew that their chosen subject of Sociology was not for them. We saw this as a positive exercise as it had assisted the students in making an informed decision and had stopped them from applying for the wrong course at university. We used this information to reconsider the format for our masterclasses and we have now changed these activities to 'subject explore' days.

3.4 Monitoring progress against delivery of the plan

The APP Steering Group is responsible for oversight of monitoring and investment against the KPIs and for taking action if progress is worsening. This group meet monthly (term time) and have a standing agenda item on APP KPIs and accompanying risk register which details mitigations in response to worsening KPIs. Where mitigating actions are unable to retrieve KPIs within year these are notified to the board of Governors so that the Institution can review its level of investment linked to action plan for improvement against the KPIs. Independently as part of routine monitoring, the Board of Governors receives a KPI report at each meeting (minimum 4 times per year) which now includes a section on APP progress against targets. **Figure 38** sets out how monitoring is embedded across the provider at all stages of course design, annual monitoring and periodic review.

Course Health Check meetings are held by DVC (Academic) and the director of Planning with Course Leaders of all undergraduate courses, and include a WP strand (KPIs) as part of the TEF focus. The Student Representation Scheme (run as a partnership between BCUSU and the University) also ensures students are robustly engaged with the assurance of academic standards and quality at BCU; with a set of principles governing student participation, openness, accountability and being action-oriented - supported by local adaptations to a shared model to implement principles in the local context. This has been underpinned by Students as Academic Partners Projects (39 funded during 2017/18) and resulted in double the number of students as academic leaders (739 SALs and 44 School Reps in place during 2017/18); work reflected in the University's Student Union 2018 NSS score (64%, 7% above the sector average).

Figure 38: Access and Participation KPIs are embedded in Course Design, monitoring and Periodic Review

	1. New course development and approval	2. Annual Monitoring	3. Periodic Review
	Annual review of School portfolio by Portfolio Approval Committee (PAC), linked to planning round and including new course approval and withdrawals	Risk-based annual review of courses via LTAQC to confirm that academic standards and quality of education remain appropriate and for enhancement	Review of whole School portfolio and enhancement strategy at intervals of not greater than every 6 years
External input	External academic peers and stakeholders (e.g. practitioners and/or employers) on approval panels	Annual external examiner reports provide confirmation of academic standards of awards and comparability with standards set at other HEIs	External academic peers and stakeholders (e.g. practitioners and/or employers) on periodic review panels and external examiner reports
Data scrutiny	PAC to review module and course intake data for existing courses in the context of the School strategic plan and external market research reports for all new courses	Analysis draws on degree outcomes, progression data, DLHE data, NSS and PTES data	Analysis draws on enrolment data, degree outcomes, progression data, DLHE data, staff professional development
Student voice	Student Panel members, Student members of School and Faculty Learning, Teaching, Assessment and Quality (SLTAQ and FLTAQ) Committees, University LTAQC and Academic Board	Outcomes of student surveys (NSS, PTES, PRES and module evaluation). Student members of School and Faculty Learning, Teaching, Assessment and Quality (SLTAQ and FLTAQ) Committees, University LTAQC and Academic Board	Outcomes of student surveys (NSS, PTES, International Student barometer, PRES and module evaluation). Student members of review and re-approval panels and meetings with student representatives during review
Self-evaluation	Proposal documents produced by course teams and approved by Faculty articulate academic and strategic rationale	Annual self-evaluation through production of annual monitoring reports at course and School level form basis for scrutiny	Self-evaluation documents produced by School forms basis of periodic review

LTAQC reporting to Academic Board (and Audit Committee and Board of Governors)

3.5 Provision of information to students

We are committed to providing prospective students with clear, accessible and timely information relating to our fees and hardship fund, including the cost of tuition. We provide no direct financial support in the form of scholarships or fee waivers but invest heavily in hardship funding. This is advertised for each year of study and communicated through: website and web-prospectus; direct communications with both current applicants, entrants and enquirers; information available at our Open Days and Applicant Taster Days; other direct/tailored communications to widening participation groups; a schedule of age appropriate communications; and set out clearly in the student contract at offer and acceptance stages. Hardship funds can only be accessed after a formal assessment which relies on UK students agreeing to share their financial information as set out in the application form. Criteria for accessing APP hardship funds: students are UK domicile; included in a disadvantaged group set out in Section 1; and/or covered by Equalities Act 2010; and are able to demonstrate an unplanned shortfall in funding impacting on their success and/or progression. A separate hardship fund exists for international students.

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

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

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

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£9,250
Foundation degree	*	Fee applies to entrants/all students	£9,250
Foundation year/Year 0	*	Fee applies to entrants/all students	£9,250
HNC/HND	*	Fee applies to entrants/all students	£9,250
CertHE/DipHE	*	Fee applies to entrants/all students	£9,250
Postgraduate ITT	*	Fee applies to entrants/all students	£9,250
Accelerated degree	*	Fee applies to entrants/all students	£11,100
Sandwich year	*	Fee applies to entrants/all students	£1,650
Erasmus and overseas study years	*	Fee applies to entrants/all students	£1,385
Other	*	*	*

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

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	Foundation for Conductive Education(The) 10032093	Fee applies to entrants/all students	£9,250
First degree	South & City College Birmingham 10005967	Fee applies to entrants/all students	£9,250
Foundation degree	South & City College Birmingham 10005967	Fee applies to entrants/all students	£9,250
Foundation degree	South & City College Birmingham 10005967 - Early Years	Fee applies to entrants/all students	£7,500
Foundation year/Year 0	*	*	*
HNC/HND	Birmingham Metropolitan College 10006442	Fee applies to entrants/all students	£5,835
HNC/HND	South & City College Birmingham 10005967	Fee applies to entrants/all students	£7,500
CertHE/DipHE	*	*	*
Postgraduate ITT	Gloucestershire College 10002696	Fee applies to entrants/all students	£9,250
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

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

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£6,935
Foundation degree	*	Fee applies to entrants/all students	£6,935
Foundation year/Year 0	*	*	*
HNC/HND	*	Fee applies to entrants/all students	£6,935
CertHE/DipHE	*	Fee applies to entrants/all students	£6,935
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

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

Sub-contractual part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	South & City College Birmingham 10005967 - Early Years	Fee applies to entrants/all students	£5,000
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

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

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

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

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£9,250
Foundation degree	*	Fee applies to entrants/all students	£9,250
Foundation year/Year 0	*	Fee applies to entrants/all students	£9,250
HNC/HND	*	Fee applies to entrants/all students	£9,250
CertHE/DipHE	*	Fee applies to entrants/all students	£9,250
Postgraduate ITT	*	Fee applies to entrants/all students	£9,250
Accelerated degree	*	Fee applies to entrants/all students	£11,100
Sandwich year	*	Fee applies to entrants/all students	£1,850
Erasmus and overseas study years	*	Fee applies to entrants/all students	£1,385
Other	*	*	*

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

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	Foundation for Conductive Education(The) 10032093	Fee applies to entrants/all students	£9,250
First degree	South & City College Birmingham 10005967	Fee applies to entrants/all students	£7,500
Foundation degree	South & City College Birmingham 10005967	Fee applies to entrants/all students	£7,500
Foundation year/Year 0	*	*	*
HNC/HND	Birmingham Metropolitan College 10006442	Fee applies to entrants/all students	£9,250
HNC/HND	South & City College Birmingham 10005967	Fee applies to entrants/all students	£7,500
CertHE/DipHE	*	*	*
Postgraduate ITT	Gloucestershire College 10002696	Fee applies to entrants/all students	£9,250
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

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

Part-time course type:	Additional information:	Cohort:	Course fee:
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First degree	*	Fee applies to entrants/all students	£6,935
Foundation degree	*	Fee applies to entrants/all students	£6,935
Foundation year/Year 0	*	*	*
HNC/HND	*	Fee applies to entrants/all students	£6,935
CertHE/DipHE	*	Fee applies to entrants/all students	£6,935
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	Fee applies to entrants/all students	£6,935

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

Sub-contractual part-time course type:	Additional information:	Cohort:	Course fee:
First degree	South & City College Birmingham 10005967	Fee applies to entrants/all students	£6,935
Foundation degree	South & City College Birmingham 10005967	Fee applies to entrants/all students	£6,935
Foundation year/Year 0	*	*	*
HNC/HND	Birmingham Metropolitan College 10006442	Fee applies to entrants/all students	£6,935
HNC/HND	South & City College Birmingham 10005967	Fee applies to entrants/all students	£6,935
CertHE/DipHE	South & City College Birmingham 10005967	Fee applies to entrants/all students	£6,935
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

**Access and participation plan
Fee information 2020-21**

Provider name: Birmingham City University

Provider UKPRN: 10007140

Summary of 2020-21 entrant course fees

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

Inflationary statement:

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

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

Full-time course type:	Additional information:	Course fee:
First degree	*	£9,250
Foundation degree	*	£9,250
Foundation year/Year 0	*	£9,250
HNC/HND	*	£9,250
CertHE/DipHE	*	£9,250
Postgraduate ITT	*	£9,250
Accelerated degree	*	£11,100
Sandwich year	*	£0
Erasmus and overseas study years	*	£1,385
Other	*	*

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

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	Foundation for Conductive Education(The) 10032093	£9,250
First degree	South & City College Birmingham 10005967	£9,250
Foundation degree	South & City College Birmingham 10005967	£9,250
Foundation year/Year 0	*	*
HNC/HND	Birmingham Metropolitan College 10006442	£9,250
HNC/HND	South & City College Birmingham 10005967	£9,250
CertHE/DipHE	*	*
Postgraduate ITT	Gloucestershire College 10002696	£9,250
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

Part-time course type:	Additional information:	Course fee:
First degree	*	£6,935
Foundation degree	*	£6,935
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	£6,935

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

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	South & City College Birmingham 10005967	£6,935
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan 2020-21 to 2024-25

Provider name: Birmingham City University

Provider UKPRN: 10007140

Investment summary

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

Note about the data:

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

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£1,290,000.00	£1,381,761.00	£1,432,428.00	£1,273,639.00	£1,316,194.00
Access (pre-16)	£325,000.00	£351,319.00	£363,651.00	£373,273.00	£383,161.00
Access (post-16)	£565,000.00	£630,442.00	£668,777.00	£700,366.00	£733,033.00
Access (adults and the community)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (other)	£400,000.00	£400,000.00	£400,000.00	£200,000.00	£200,000.00
Financial support (£)	£750,000.00	£750,000.00	£750,000.00	£750,000.00	£750,000.00
Research and evaluation (£)	£129,000.00	£138,200.00	£143,300.00	£347,400.00	£351,600.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£58,485,514.00	£62,807,304.00	£65,110,351.00	£66,983,593.00	£68,917,915.00
Access investment	2.2%	2.2%	2.2%	2.2%	2.2%
Financial support	1.3%	1.2%	1.2%	1.1%	1.1%
Research and evaluation	0.2%	0.2%	0.2%	0.5%	0.5%
Total investment (as %HFI)	3.7%	3.6%	3.6%	3.8%	3.8%

Targets and investment plan 2020-21 to 2024-25

Provider name: Birmingham City University

Provider UKPRN: 10007140

Targets

Table 4a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in participation in HE between the most (POLAR Q1) and least (POLAR Q5) represented groups	PTA_1	Low Participation Neighbourhood (LPN)	Percentage difference in new entrant rates between POLAR quintile 5 and POLAR quintile 1 UKFTFD students	Yes	The access and participation dataset	2017-18	5.9%	5.3%	4.7%	4.1%	3.5%	2.9%	2024/25 target to be achieved by improvement in access via contextualised admissions and collaborative working (AimHigher, NCOP). Our new INTOUniversity centre opens in Sept 2019 targeted at primary school age, which will be limited in its contribution to the target for 2024-5 but will help us eliminate the gap completely by 2030-31.
Increase reporting of entrants with disability	PTA_2	Disabled	Percentage difference in new entrant rates reporting a disability (UKFTFD students)	No	The access and participation dataset	2017-18	11.4%	12.4%	13.4%	14.4%	15.4%	16.4%	2024/25 target to be achieved via an increase in reporting of disability by 1% per annum until 2024-5. This will be achieved by screening students on entry, self-referral and tutor referral for testing in new 120 seater Assessment Centre.
Reduce the gap in participation between white most (POLAR Q5) and white least (POLAR Q1) represented groups	PTA_3	Multiple	Intersectional of POLAR Q1 and white working class (male and female)	Yes	The access and participation dataset	2017-18	8.4%	7.4%	6.4%	5.4%	4.4%	3.4%	2024/25 target to be achieved by improvement in access via contextualised admissions and collaborative working (AimHigher, NCOP). Our new INTOUniversity centre opens in Sept 2019 targeted at primary school age, which will be limited in its contribution to the target for 2024-5 but will help us eliminate the gap completely by 2030-31. Long term goal for elimination of gap by 2030-31.

Table 4b - Success

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in entrant non-continuation rates between HE students from most (IMD Q1) and least (IMD Q5) deprived neighbourhoods	PTS_1	Socio-economic	Percentage difference in continuation between IMD quintile 5 and IMD quintile 1 UKFTFD students	No	The access and participation dataset	2016-17	4.3%	3.2%	2.8%	2.3%	1.8%	1.3%	2024/25 target to reduce gap by 3% and eliminate gap completely by 2030/31
To reduce the attainment gap between HE students from most (IMD Q1) and least (IMD Q5) deprived neighbourhoods	PTS_2	Socio-economic	Percentage difference in degree attainment (1st and 2:1) between most (IMD Q1) and least (IMD Q5) deprived neighbourhoods UKFTFD students	No	The access and participation dataset	2017-18	15%	14%	13%	12%	11%	10%	2024/25 target to reduce gap by 5% and eliminate altogether by 2030/31
To reduce the gap in entrant non-continuation rates between HE students of white ethnicity and students from a black or mixed white-black ethnicity	PTS_3	Ethnicity	Absolute percentage reduction in non-continuation between white and mixed white-black ethnicity UKFTFD students	No	The access and participation dataset	2016-17	11.9%	10.9%	9.9%	8.9%	7.9%	6.9%	2024/25 target to reduce gap by 5% and eliminate altogether by 2030/31.
To reduce the attainment gap between HE students from white and BAME ethnic backgrounds	PTS_4	Ethnicity	Percentage difference in degree attainment between white and BAME ethnicity UKFTFD students	No	The access and participation dataset	2017-18	11.8%	9.8%	7.8%	5.8%	4.8%	3.8%	2024/25 target to reduce gap by 8% and eliminate altogether by 2030/31
To reduce the attainment gap between HE students from white and black ethnic backgrounds	PTS_5	Ethnicity	Percentage difference in degree attainment between white and Black ethnicity UKFTFD students	No	The access and participation dataset	2017-18	18%	16%	15%	13%	12%	10%	2024/25 target to reduce gap by 8% and eliminate altogether by 2030/32
To reduce the gap in entrant non-continuation rates between young HE entrants (<21 years) and mature HE entrants (aged 21-25 years)	PTS_6	Mature	Percentage difference in continuation between young HE entrants (<21 years) and mature HE UKFTFD entrants (aged 21-25 years)	No	The access and participation dataset	2016-17	4.9%	4.4%	3.9%	3.4%	3.1%	2.9%	2024/25 target to reduce gap by 2% and eliminate altogether by 2030/31
To reduce the attainment gap between young HE entrants (<21 years) and mature HE students (aged 21 and over)	PTS_7	Mature	Percentage difference in degree attainment between young HE entrants (<21 years) and mature HE UKFTFD students (aged 21 and over)	No	The access and participation dataset	2017-18	8.3%	7.3%	6.3%	5.3%	4.3%	3.3%	2024/25 target to reduce gap by 5% and eliminate altogether by 2030/31
To reduce the attainment gap between disabled students with a cognitive and learning disability and those without disability	PTS_8	Disabled	Percentage difference in degree attainment between disabled HE UKFTFD students with a cognitive and learning disability and those without disability	No	The access and participation dataset	2017-18	7.5%	6%	4.5%	3%	1.5%	0%	2024/25 target to eliminate gap completely
To increase attainment rate for care leavers	PTS_9	Care-leavers	Percentage difference in degree attainment between care leavers and non-care leavers by entry cohort year	No	The access and participation dataset	2015-16	61%	63%	65%	67%	69%	71%	Increase by 10% by 2024-25

Table 4c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
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To reduce the gap in progression rates into graduate jobs and/or postgraduate study between students from most (IMD Q1) and least (IMD Q5) deprived neighbourhoods	PTP_1	Socio-economic	Percentage difference in progression into graduate jobs and/or postgraduate study between IMD quintile 5 and IMD quintile 1 UKFTFD students	No	The access and participation dataset	2016-17	7.8%	7.1%	6.4%	5.7%	5.2%	4.9%	2024/25 target to reduce gap to <5% and eliminate altogether by 2030/31
To reduce the gap in progression rates into graduate jobs and/or postgraduate study between students of white ethnicity and asian ethnicity	PTP_2	Ethnicity	Percentage difference in progression into graduate jobs and/or postgraduate study between UKFTFD students of white ethnicity and asian ethnicity	No	The access and participation dataset	2016-17	12.4%	10.9%	9.4%	7.9%	6.4%	4.9%	2024/25 target to reduce gap to <5% and eliminate altogether by 2030/31
To increase the progression rate for care leavers	PTP_3	Care-leavers	Percentage difference in progression between care leavers and non-care leavers by entry cohort year	No	The access and participation dataset	2014-15	67%	69%	71%	73%	75%	77%	Increase by 10% by 2024-25