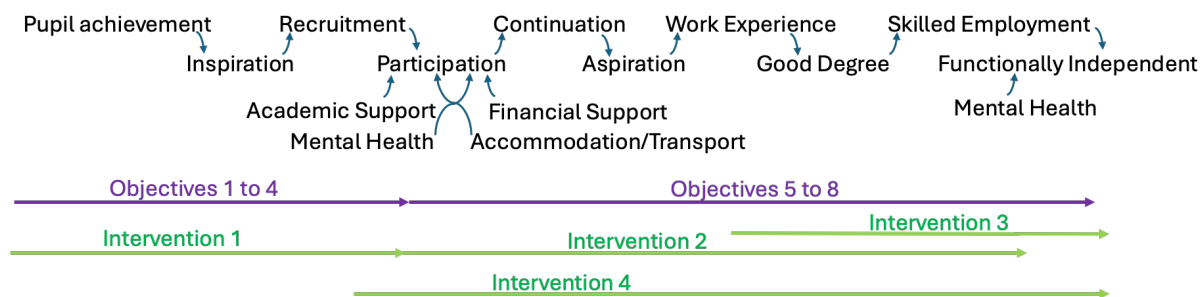


We are proud to be the University *of and for* Bradford with global reach; we place our local communities and people of the City, and the wider region, at the heart of our mission and values. Critical leadership and embedding of intersectional EDI to make our diversity count and deliver impact is the driving force in the design and delivery of our academic portfolio and wider student experience. The value placed on people by the University is nowhere more apparent than in the commitments to our students set out in this APP 2025-2028 and, most notably, our work to improve inclusion and social mobility. We have a deep commitment to bring about, and be recognised as an exemplar of, transformational diversity, inclusion, and social mobility.

We are proud of our whole institution pipeline approach to access, participation, and success, which engages our future audiences from primary school age upwards through to graduation and transition into skilled employment. All activities within the pipeline, academic and support, ensure that we are decolonising the student journey, eliminating discrimination, helping to advance equality of opportunity and fostering good relations between people who share protected characteristics and those who do not. Fig.1 maps our APP objectives and interventions to our student life cycle approach.

Figure 1: The student Life Cycle and it's relationships to the Whole Institution Pipeline



Objectives:

Our analysis of the risks identifies a range of points in the student life where there is a gap for students of certain characteristics compared to others. We have used consistent gaps to help us develop our objectives. Our ethos and delivery across the student lifecycle are underpinned by the principle of equity and intersectionality. In taking this forward we recognise that we cannot solely provide interventions in isolation for individual groups. For this reason, we include two objectives aimed at a range of students with characteristics that are different but demand related solutions. We have also taken account of information received from Students and Staff during the consultation period.

Access

With growth, by the academic year 2030-31 we will increase the proportion of students we recruit from the following characteristics:

- Objective 1:** Male students from 39.8% to 46% of the University population, with improved gender balance across all programmes.
- Objective 2:** Students overall from areas of multiple deprivation in IMD2019 Q1+Q2 to increase from 77.5% to 80% including White students in IMD2019 Q1+Q2 from 13.1% to 18% of the University population.
- Objective 3:** Black Students from 7.7% to 12% of the University population.
- Objective 4:** Traditionally under-represented and/or disadvantaged groups:
 - CARE students to increase from 5.3% to 8.0%
 - Students declaring mental health concerns from 3.5% to 6.0%

- Students with declared parenting and/or caring responsibilities from 0.4% to 1.0%.

Continuation, Completion, Award and Progression

By better understanding the needs of our student population, including the impact of systemic disadvantage and the intersecting factors of identity and circumstance that influence outcomes, and with better tracking of students we will reduce the gaps in **Continuation, Completion, Award and Progression** as follows:

Objective 5 Continuation gap will be reduced from:

- 0.9 to 0.3 percentage points between male and female students
- 1.0 to 0.5 percentage points between students declaring a disability or neurodiversity and all other students.

Objective 6 Completion gap will be reduced from:

- 10.8 to 0.3 percentage points between CARE students and all others.
- 12.1 to 4.0 percentage points between students with declared caring and/or parental responsibilities and all other students.

Objective 7 Award gap will be reduced from:

- 12.7 to 4.0 percentage points between White and BME students.

Objective 8 Progression success will be increased from:

- 72.2% to 76% for female Asian students.
- 67.6 to 72% for male Asian students.

Intervention Strategies:

Our whole provider approach, working to widen participation (Intervention 1) and assure the best experience (Interventions 2 and 3) and outcomes (Intervention 4) for all our students, underpins our success in delivering inclusion and social mobility. It is delivered through a systems model, recognising structural and intersecting disadvantage for minoritised people. We promote inclusion as a means of accelerating equity for all, making our diversity count, and enabling everyone to achieve their full potential.

Intervention strategy 1: Equality of Opportunity for Access (Objectives 1 to 4)

This intervention focuses on enabling young people of primary and secondary school age to value attending university; supporting the provision of activities that improve their life experiences; and enabling them to be on the academic track required to gain qualifications necessary to enter HE. The activities within this intervention include in-school and college, in-community and in-university activities that are age and education stage appropriate. The activities are designed to combine supporting educational achievement in schools with raising awareness around career opportunities and the connection between higher education and realising career goals.

Our overarching **Access** objective is to create a position that for a wide range of different target groups, the concept of university becomes more common place, and confidence grows to believe university is a place “I can access.” To this end, we believe that multiple touchpoints through the development of young people is more likely to be successful than one off opportunities. Wherever possible, we will deliver multiple interactions to the same young people as they move through the key stages.

Intervention strategy 2: Understanding our students to improve Continuation, Completion and Award (Objectives 5 to 8)

This intervention strategy focuses on the academic, ‘on-programme’ experience of students at UoB, with the aim of removing direct, indirect and/or perceived barriers to succeed in and beyond academic studies. Activities included in this intervention collectively aim to foster a pro-active and data-informed approach to help academics adapt their practice, ensuring that all students have access to resources and the guidance needed to foster high achievement. The overarching process is to continue our decolonising approach, ensuring programme design, delivery and behaviours are

not based on historical legacies, such as the characteristics of who historically accesses and succeeds in HE.

In designing this intervention, we have borne in mind data which indicates that the likelihood of **Continuation, Completion** and **Award** can vary for different groups at different points across the student life cycle. This inconsistent challenge to different groups through the student lifecycle indicates that systemic improvement in our environment is necessary, so that everyone can succeed at all stages.

Therefore, key activities include improving data collection and reporting at programme level with the aim of increasing visibility and awareness of any disparities among cohorts with different characteristics to inform targeted interventions and enhancements. These data-related activities are fundamental to ensure that gaps or disparities in **Continuation, Completion, Award** and **Progression** are identified in a timely way and can inform bespoke interventions at the point of greatest impact - i.e. at programme level. We have also designed activities intended to streamline and 'join up' academic support within a more pro-active and responsive framework. We anticipate that these approaches will improve insights into the needs of individuals, as well as cohorts of students, and identifying ways of improving on-programme and wrap-around support.

Intervention strategy 3: Student wellbeing to improve Continuation, Completion and Award (Objectives 5 to 8)

This intervention focuses on pastoral support at the University, ensuring that students are not impacted in their **Continuation, Completion** and **Award** due to barriers associated with their identity, background, or circumstance. Due to the overlap and close working with academic engagement services there is likely to be a gain of positive impact on **Progression** (Intervention 4). Building inter-cultural capacity to support all minoritised students will enable staff to better understand the needs of students and contribute to an improved sense of belonging and better outcomes, from **Continuation** through to **Award**. This includes use of the Student Mental Health Charter programme ensuring we have constant benchmarking and scaffolding for all wellbeing initiatives across the institution and supporting our relationship building with local external wellbeing partners.

Within this intervention there is a focus on the provision of proactive support to CARE and other minoritised students, though a tailored, targeted package alongside the use of case management technology to flag a need for enhanced conversations. In addition, our enhanced capacity for data analysis ensures that where disparity in access to services occurs, we can begin closer working with sector colleagues and the Student Union to explore systemic causes and means of addressing e.g. via training and student communication campaigns.

Intervention strategy 4: Positive Progression (Objective 8)

The overarching aim is to build the capacity of students to be effective career planners, who understand the dynamics of the labour market, and have the skills, connections, confidence, and understanding of their value to make a successful transition into employment or further study beyond graduation. We have found the chance of positive Progression is related to student characteristics, particularly gender, ethnicity, and socio-economic background, both individually and where they intersect. This will include identification and motivation of those students known, through our new systems (**Interventions 2 and 3**), to need more support.

The activities in this intervention recognised systemic disadvantages experiences by our target students/graduates and include establishing a new institution-wide framework to enable consistency in embedding graduate skills into curricula and extra-curricular provision, improved use of data to inform enhanced designed and delivery of targeted services for those students most at risk of not progressing. We will provide bespoke programmes, delivered in partnership with business and community organisations, aiming to build the social and cultural capital and confidence of those at-risk students/graduates. This work will also tap into the Bradford District Inclusive Employers Network to support local employers to develop more inclusive employment practices and workplace cultures.