

GENERAL INFORMATION	
Title	Access to Bristol
Key words	Widening Participation, Under-represented Groups from Low Participation Areas,
Objectives	<ol style="list-style-type: none"> 1. To provide first-hand experience of what it is like to study at one of Britain's top universities. 2. Provide additional support for A' Level Students and boost UCAS applications. 3. Give an offer of a place (or interview) at the University of Bristol to all students on the programme who meet the full entry requirements of the course.
Phase of studies <i>(Choose all phases it applies)</i>	Access
Type of degree <i>(Choose all degrees it applies)</i>	Bachelor's
Level <i>(Choose all levels it applies)</i>	National Institutional Individual
Name of the institution	University of Bristol
Location <i>(City and country)</i>	Bristol, UK
Target group/s	High achieving students who are in either of the following categories; first generation university applicants, those who live in a low participation neighbourhood (LPN), those who attend a contextual school/college (i.e. where there is a lower percentage of students who progress to higher education)
Stakeholders involved	University, Schools and Colleges

Description of the organisational process

Actors, triggering evidence, campaigns, graph... (max. 300 words)

Access to Bristol provides local students with an unprecedented opportunity to experience life at the University of Bristol, gaining access to its academic expertise and facilities.

The scheme is designed as a curriculum enrichment opportunity for students taking A-levels or equivalents (qualifications required for university entry), and participation shows a commitment to study that will stand students in good stead when they apply to university.

Students attend a series of sessions, held at the University on Wednesday afternoons, studying one of twenty four subject streams, including a variety of subjects within Sciences, Social Science and Arts and Humanities. Each session is designed to give students an idea of what it is like to study at the University, working with academics and current students who can offer advice and guidance about higher education and their chosen area of study.

There is no qualification attained at the end of the scheme but the aim is to enable students to attain higher grades that will give them the entry requirements for university. A ceremony is held at the University of Bristol to mark those who have successfully completed the Access to Bristol sessions.

Within Access to Bristol there is also a more extensive two year programme called Pathways to Law, which is supported by The Sutton Trust and the Legal Education Foundation. It is a two year programme, which supports academically able students in year 12 and 13 who are from non-privileged backgrounds and are interested in a career in Law. The two-year programme gives students the chance to experience lectures and seminars on various aspects of law. It also includes the opportunity to participate in a three- to five-day placement with a law firm as part of the Pathways programme. Placements take place during school holidays. All Pathways students are invited to attend a three-night residential visit in July of Year 12 at the University of Warwick. This gives students an experience of university life and enables them to meet students from the other Pathways universities. One of the most important elements of the Pathways programme is e-mentoring. Students are matched to a current University of Bristol law student, who they can talk to about university or careers. The programme also includes advice and guidance sessions to support students with their application to university.

As a result of completing the scheme, all students are eligible for a Guaranteed Offer at the University of Bristol. This Guaranteed Offer provides students with the guarantee that the University will make them an offer to study here, or invite them to interview where their course routinely interviews, provided that they meet the full entry requirements of the

course they apply for and apply through UCAS by the appropriate deadline. Any of these students who come to study at the University of Bristol, are normally resident in England and have a household income of £25,000 or below will be eligible for the Access to Bristol bursary. This currently consists of a full tuition fee waiver during the first year of study, plus a maintenance bursary of £3,750 for each year of the course.

A. FORMAL EVALUATION CRITERIA

<p>A1. ACCESS TO INFORMATION Provide sources of information (URL, websites, literature, materials)</p>	<p>http://www.bristol.ac.uk/study/teachers/post-16/access/ http://www.bristol.ac.uk/study/teachers/post-16/pathways/</p>
<p>A2. TIMEFRAME Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long run. (max. 70 words)</p>	<p>Access to Bristol began in 2005 on a small-scale and has grown each year with a significant expansion in 2012. There are now 2 cohorts per year (Autumn and Spring)</p> <p>The Pathways to Law programme was set up in 2006 by The Sutton Trust and The Legal Education Foundation (formerly The College of Law), with support from major law firms, to inspire and support academically able students from non-privileged backgrounds interested in a career in law.</p>
<p>A3. NUMBER OF STUDENTS How many students are involved? Is the number representative considering the target group?</p>	<p>In 2015/16 a total of 628 students completed the Access to Bristol programme across 23 different subject streams. Students came from 68 different state schools/colleges across the local area.</p> <p>In 2015/16 – 28 students graduated from Pathways to Law at the University of Bristol</p> <p>All students will meet at least one of the categories within the target group, which would normally be that they have attended a State funded school or are from a local postcode (Bristol or Bath). They may also live in a Low Participation Neighbourhood or be the first in their family to attend university.</p>
<p>A4. SCALABILITY (“volume”) Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)</p>	<p>Access to Bristol can incorporate a growing number of disciplinary areas across the university. It has grown significantly in scale since it began in 2005 and now operates two cohorts of participants every year.</p> <p>Pathways to Law operates at different universities.</p> <p>The model of taster sessions offered within Access to Bristol can also be done at a more ad hoc, local level such as other initiatives like ‘Insight into Bristol’ and also offering tailored talks for local schools.</p>

<p>A5. TRANSFERABILITY (from one context to another) <i>Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)</i></p>	<p>As well as Sixth Form students, Access to Bristol is also available for Mature Students studying on Access courses.</p> <p>Insight into Bristol runs in London. We have offered the Access to Bristol content and given priority to students who are from an ethnic group which is under represented at the University of Bristol.</p>
<p>A6. ASSESSMENT <i>Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)</i></p>	<p>Pre and Post evaluation questionnaires are given to the students for all courses. There is evidence that participation has influenced the likelihood of participants applying to university. On the questionnaires for 2015/16, 98% of participants agreed/strongly agreed that there were planning to go on to university and 95% believed that they would enjoy studying at the university. There is also evidence that participants have enjoyed the Access to Bristol scheme, with 96% agreeing/strongly agreeing that they enjoyed it and they liked the teaching with 97% saying that their subject leaders were enthusiastic about their subject and 93 % that sessions were well prepared and well structured.</p> <p>Applications to the university from participants are also monitored to measure progress in admissions from students from under-represented groups. This data also informs the Access Agreement for the University and is used for the National Office for Fair Access (OFFA) monitoring returns.</p>
<p>A7. CONTACT <i>Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?</i></p>	<p>Access to Bristol – Liam Dowson, WP and UG Recruitment Officer (Liam.Dowson@bristol.ac.uk)</p> <p>Pathways to Law - Alex O'Driscoll, WP and UG Recruitment Officer (Alex.ODriscoll@bristol.ac.uk)</p>

B. CONTENT EVALUATION CRITERIA

B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)

<p>B1.1 Self-determination <i>Rate and Justify (max. 70 words)</i></p> <p><i>(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)</i></p>	<p style="text-align: center;"><i>Very weakly</i></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><i>Weakly</i></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><i>Well</i></p> <p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p style="text-align: center;"><i>Very well</i></p> <p style="text-align: center;"><input type="checkbox"/></p>
		<p>Student feedback on the evaluation questionnaires can help to inform course development.</p>		

<p>B1.2 Rights Rate and Justify (max. 70 words)</p> <p><i>(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input type="checkbox"/></p>	<p>Very well <input checked="" type="checkbox"/></p>
<p>The respect of all participants no matter their social background underpins the ethos of the whole scheme.</p>				
<p>B1.3 Access Rate and Justify (max. 70 words)</p> <p><i>(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input type="checkbox"/></p>	<p>Very well <input checked="" type="checkbox"/></p>
<p>All participants are given equal access to course materials and resources.</p>				
<p>B1.4 Equity Rate and Justify (max. 70 words)</p> <p><i>(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input type="checkbox"/></p>	<p>Very well <input checked="" type="checkbox"/></p>
<p>Student ambassador participate within the scheme in order to give more direct help and guidance to participants. Participants also get to meet academic staff and attend courses in the university in order that they can feel more comfortable in a university environment.</p>				
<p>B1.5 Participation Rate and Justify (max. 70 words)</p> <p><i>(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input checked="" type="checkbox"/></p>	<p>Very well <input type="checkbox"/></p>
<p>The Access to Bristol scheme is aimed at students who may have felt under-confident about applying to university, particularly a Russell Group (high status university). Student ambassadors and academic staff work to ensure that participants feel welcomed and comfortable within the university environment.</p>				
<p>B2. COLLABORATION Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</p>	<p>There is collaboration between the university and local Bristol schools and colleges as well as schools in other parts of England.</p>			
<p>B3. STUDENT SATISFACTION</p>	<p>The post event questionnaires provides evidence of student satisfaction.</p>			

<p><i>Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)</i></p>	<p>There are many positive statements from students who have taken part in the Scheme including;</p> <p>“The Scheme was highly informative and most enjoyable, playing an important role in my decision to choose the university; the care and attention shown to each applicant has really made this university stand out” (Access to Bristol Student).</p> <p>“Brilliant, well worth it. The scheme really gives you an insight to what it will be like at university; it helped me understand what I want to do” (Access to Bristol Student).</p>
<p>B4. STUDENT WELLBEING <i>How does it influence on students’ (a) psychological, (b) social, (c) academic, and (d) physical wellbeing? What kind of evidence there is? (max. 200 words)</i></p>	<p>There is evidence that the course has provided a knowledge and skills base for the students but also increased their confidence in aiming for university study. In the 2015/16 cohort, 83 % of participants said that they felt more confident about going to university than before participating in the scheme. There were 71% who had made new friends. There were 81% who said that participating in the scheme had helped them to see their subject in a new light.</p>
<p>C. FINAL REFLECTIONS (based on the previous description of your good practice)</p>	
<p>Success factors <i>What are the factors required for the successful implementation? (max. 200 words)</i></p>	<p>In 2015/16 Access to Bristol contained 23 subject streams (7 of which took place twice through the year), each of which required 6 two-hour academic taster sessions needed to be delivered by academic staff. The input and dedication of academic staff time is extremely important for the success of the scheme.</p> <p>Student ambassadors are current students employed by us to accompany the groups, attend all the sessions, answer questions about student life, support the academics, act as a role model, get to know the participants and make them feel at ease.</p>
<p>Sustainability <i>What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)</i></p>	<p>Funding is needed to pay for academic staff time and the student ambassadors as well as all the material resources and university space.</p> <p>Funding is also needed for the access to Bristol bursary (see website for details, normally 20-30 per year receive this). Most funding comes from University Widening Participation funds via the Access Agreement with the National Office for Fair Access (OFFA).</p>

Challenges

*What are the constraints identified?
How easy it is to learn and implement?
(max. 200 words)*

Limited resources in terms of academic staff and space at the University.

There can be challenges around students being able to make sufficient time to join the scheme, including schools/colleges allowing students to miss lessons.

Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). (http://www.yths.fi/filebank/692-ENG_OPISKELUKYKYMALLI.pdf)

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queensland University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)