BPP University
Access and Participation Statement

BACKGROUND AND CONTEXT

1. BPP University (BPPU) is proud of its diverse student body and inclusive environment. The University continues to be firmly committed to lifelong learning, through building access to the professions with its unique range of degree and apprenticeship programmes. Widening Access and Participation through Inclusion and Equality and a celebration of Diversity remain at the heart of our DNA.

2. Our flexible modes of delivery include online, blended and in-centre; with convenient, modern, city-centre facilities which provide accessible, localised learning opportunities for students near to transport hubs, amenities and personal support networks. All learning and teaching materials, including recordings of lectures and tutorials, are available on the BPP Virtual Learning Environment (VLE) to ensure that students can revisit activities, materials and key learning points.

PARTICIPATION AT BPP

3. BPPU continues to make a positive contribution to creating opportunities for individuals who may otherwise be excluded from higher education. BPP has seen an increase in the number of registered students from low participation areas. The profile of our students, approximately 54% of whom are on postgraduate programmes, is diverse in a number of characteristics:

   a. From the Participation of Local Areas (POLAR) data, which illustrates the proportion of the young population who participate in higher education, there has been a 2% increase from 7% to 9% in 2018/19\(^1\) of UK domiciled, undergraduate students are from POLAR quintile 1 (1 representing areas of low participation (most disadvantaged) and 5 being the areas with high rates of participation (most advantaged)) and a further 1% increase from 13% to 14% from quintile 2, in 2018/19.\(^2\)

   b. 24% of BPP students identify as Black or Asian.\(^3\)

   c. 57% of all (UG/PG) students were aged 20; 27% aged 25 and 6% are aged 30.\(^4\)

   d. The gender balance across all programmes (UG/PG) is 61% female and 39% male.\(^5\)

   e. Disability disclosure rates across all programmes (UG/PG) are over 13% with some postgraduate law programmes at 14%.

\(^1\) 2018/19 Internal BPP statistical reports
\(^2\) Ibid
\(^3\) Ibid
\(^4\) Ibid
\(^5\) Ibid
WIDENING ACCESS

4. BPPU works with a large number of both primary and secondary schools and 6th form colleges, where we deliver Business games, attend careers fairs, run public legal education workshops and mock trials.

5. BPPU is an active member of a number of Widening Participation networks including the NEON BME and Disabled Students working groups, the National Association of Disability Practitioners, The Mental Health Foundation and Time to Change.

6. Higher education study can be a significant financial burden on those who do not find themselves within a certain socio-economic stratum. To help facilitate accessibility to the professions, BPPU has committed substantial resources to encouraging accessibility by granting a wide range of internal scholarships for exceptional students from all backgrounds. BPPU offers over £1 million in annual scholarship funds through a variety of schemes and discounts. A list of BPPU’s offered scholarships include can be found on its website, which is updated regularly to reflect ongoing schemes. The most recent of which are:

- **The STEM Future Lawyers Scholarship** is a scheme resulting from the partnership between BPPU and STEM Future Lawyers which will see £5,000 awarded to a graduate of a STEM subject with the aim of achieving a Graduate Diploma in Law (GDL).
- **BPTC Excellence Award**: Individual awards of up to £5,000 for students who have earned a 1st Class Degree who demonstrate a potential for excellence in legal practice.
- **BPTC Advocacy Award**: Individual awards of up to £5,000 for students who demonstrate a proven aptitude for advocacy/public speaking.
- **International Postgraduate Bursary**: Individual awards of £1,000 will be applied towards an international student’s fees of any postgraduate programme who hold a 1st Class Honours degree (or the equivalent).
- **Undergraduate Excellence Bursary**: Individual tuition awards of £2,865 per year for students who hold AAB+ A-Level results (£1,000 per year for ABB+ A-Level students).
- **BPPU Crisis Fund**: While not a scholarship, the Crisis Fund offers a modest grant up to £250 (£150 for part-time students) with the sole aim of providing short-term emergency support, in case of unexpected and unforeseen circumstance which may negatively affect a student’s outcome at BPPU.

7. BPPU offers a wide range of scholarships to promote and assist those from disadvantaged backgrounds and easing their accessibility to professional career. In addition to internally offered scholarships, BPP works directly with a number of law firms on their Diversity Access Schemes to provide fee waiver places to assist a number of external award schemes such as:

- **The Law Society’s Diversity Access Scheme**: Offers assistance with LPC fees to

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6 BPP Scholarships
7 STEM Future Lawyers Scholarship
8 BPTC Excellence Award
9 BPTC Advocacy Award
10 International Postgraduate Bursary
11 Undergraduate Excellence Bursary
12 BPPU Crisis Fund
13 BPP Scholarships
exceptional individuals who face financial, social, educational, health-related or personal obstacles. BPP Law School provides three free places for this scheme each year.14

➢ BPPU runs the Law Ambassador Programme, which matches up schools with law firms in Yorkshire, to provide legal mentors and a variety of activities for pupils, including for example a day in Court.

➢ BPPU is actively recruiting Law students to the Freshfields Stephen Lawrence Scholarship Scheme, which is designed to broaden access to legal careers in law firms and challenge under-representation.

➢ The Amos Bursary: Offers full tuition coverage for 18-20 year old state secondary school-educated British males of African/Caribbean heritage who are able to demonstrate academic excellence and show clear commitment toward a professional career.15

➢ BPPU funds the places of trainees on the Legal Education Foundation’s Justice First Fellowship to study the Practical Skills course, where all trainees work in NGOS aimed at delivering free advice to the vulnerable.

➢ Additionally, BPPU’s Law School and School of Business & Technology supported a scholarship fund for fifty St Lucian scholars in 2015.16

➢ BPPU’s Law School Dean’s Scholarship require that the student awardee must be representative of a background currently underrepresented in the legal profession in order to be eligible. Similarly, the BPTC Hardship Award is available to those from an underrepresented background and the BPTC Regional Programme Leader’s Award offers awards to students applying to the Leeds, Manchester, Birmingham or Bristol sites, to encourage an equal nationwide opportunity to legal education which is not London-centric.

8. BPPU has a number of projects which promote widening access to legal education and the legal profession, for example:

➢ BPPU runs the Law Ambassador Programme, which matches up schools with law firms in Yorkshire, to provide legal mentors and a variety of activities for pupils, including for example a day in Court.

➢ Through a number of avenues, BPPU seeks to play an active and charitable role in communities across the UK. The Law School, BPPU’s largest School, espouses BPPU’s Corporate Social Responsibility strategy by offering a number of nationwide projects designed to assist disadvantaged peoples and communities. The CSR strategy summarises BPPU’s responsibility to:

❖ Facilitate access to justice and legal knowledge.
❖ Improve educational and career opportunities and raise educational aspirations.
❖ Make a positive social contribution to the communities in which we operate.

These aims have been exemplified through BPP Law School’s Pro Bono Centre which has developed an extensive range of free legal services nationwide. These include:

➢ The Legal Translation Service (LTS)
The LTS was set up in 2004 to provide language assistance and translation services to legal clients for whom English is not a first language. The LTS works to ensure the correct

14 Law Society Diversity Access Scheme
15 Amos Bursary BPP Scholarship & The Amos Bursary Official Website
16 St Lucian Delegation visits BPPU
legal advice is given and sensitive issues are accurately addressed. LTS centres are spread all across the UK with sites in London, Bristol, Birmingham, Cambridge, Leeds & Manchester.17

➢ **BPP Legal Advice Clinic (BLAC)**
The BPP BLAC provides free legal advice to members of the public, ranging from general legal advice to more specific areas of law such as Tenant, Domestic and Civil Law. BLAC has operates from centres in London, Leeds & Manchester. In the 2015/2016 academic year, BLAC interviewed and advised **100 clients** on their housing and family law cases.18

➢ **Employment Law Telephone Advice Line (ELTA)**
ELTAL provides a telephone advice service specifically dealing with issues regarding Employment Law, providing legal advice for workers across the UK in London, Cambridge, Leeds & Manchester. During the 2015-2016 academic year, ELTAL delivered specialist Employment Law advice to **500 clients**.19

➢ **Streetlaw**
Streetlaw is BPPU’s most prestigious project, offering a free legal literacy programme designed to increase legal awareness by offering a range of fun and interactive classes and workshops within a range of community groups including schools, youth groups, prisons, homeless persons and carers of vulnerable adults affected by mental health issues.20

➢ **Streetlaw** has grown since its establishment in 2004, it now has centres in London, Bristol, Birmingham, Cambridge, Leeds, Manchester & now even offering its services in the Cayman Islands. In the 2016/17 academic year:

➢ **325** BPP law students voluntarily delivered a **Streetlaw** session to members of the public – **a 15% increase in student engagement** with the project as compared with the 2015/16 academic year.

➢ Over **200 Streetlaw sessions** were delivered across the UK to over **3000** members of the public.

➢ **BPP Law School**’s pro bono efforts have not gone unrecognized, as it has received extensive awards and accolades from the annual **LawWorks** and **Attorney General Student Awards** events.

➢ **BPP Law School** has sought to encourage its staff and students to embody its **CSR** responsibilities in a number of ways, having worked with a long list of charities and organisations to contribute a range of services, including offering legal advice, providing disadvantaged individuals work placements, organising charity sales and events and recruiting volunteers to deliver training or work with community initiatives. The charities and organisations **BPP Law School** has co-operated with include:

➢ **St Mungo’s, Key4Life, Personal Support Unit (PSU), Human Rights Unit (HRU), European Council for Refugees and Exiles (ECRE), Leasehold Advisory Service (LEASE), Citizen’s Advice Bureau, Youth Factory Zone, East London Employment Tribunal, Stonewall, Equality Challenge Unit, National Association of Disability Practitioners, International Lawyers Project, Medical Practitioner’s Tribunal Service (MPTS), National Justice Museum, Bail for Immigration Detainees (BID),**

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17 BPP Pro Bono Legal Translation
18 BPPU’s Probono Legal Advice Clinic
19 BPPU’s Employment Law Telephone Advice Line (ELTAL)
20 BPP Streetlaw
ADMISSIONS

9. BPPU is committed to providing fair admissions which facilitate access for students with outstanding achievement and potential, irrespective of their background in line with the 5 key principles of Fair Admissions as outlined in the Schwartz report: transparency; minimising barriers to entry; selecting for merit; potential and diversity; professionalism and using assessment methods that are reliable and valid.

10. The Admissions Team works in partnership with Schools and other sections of the University to deliver a professional and equitable admissions service. BPPU recognises that, at times, a course’s standard procedure for assessing applications may not provide an accurate understanding of an applicant’s suitability. In such cases applicants are asked to provide alternative forms of evidence in support of their application such as via interview with a member of faculty, admissions test or references from previous employers.

11. Admissions Officers are able to make offers where standard entry criteria are met. They are supported by Admissions Validation Officers (AVO), who review the applications and either validate the offer or reject the application. All non-standard applications are scrutinised by AVOs, including all applications for accredited prior learning, before consulting with or referring to Faculty for a final decision. Each application is reviewed at least twice and in some cases three times. The AVOs do not communicate directly with applicants restricting unconscious bias towards an applicant, as all communication is via the Admissions Officer. This structure of review has been in place for over two years and has been acknowledged as sector wide good practice in the UCAS Report on Unconscious Bias and their study of name blind applications published in November 2017.

12. BPPU benefits from a central Inclusion and Learning Support team which works closely with the Admissions team to ensure that students with learning difficulties and disabilities receive timely and appropriate support from the outset. The team also monitors admissions data and identifies specific groups such as care leavers to ensure that students are supported and feel included from the very start of their journey with BPPU.

13. In the last year, staff development has remained a key focus with a range of activity across BPPU. This included training with the Admissions teams on Inclusion and the barriers facing disabled, mature, BME and care leavers, which has led to an increased disclosure rate from the Admissions team and a deeper understanding of the experiences of some BME groups.

SUPPORTING SUCCESS

14. The retention and achievement of learners is monitored through the Student Assessment, Retention and Achievement Committee and our annual programme monitoring processes. Information and data covering equality and diversity indicators is monitored both at programme level and by University boards and committees, including the Equality and Diversity Forum. These boards collate and share equality and diversity reports to ensure that teams within the University understand the retention, achievement and progression of particular disadvantaged groups. Annual Equality and Diversity reports are produced to ensure the institutional and departmental focus is maintained. An online Equality Analysis training package is ready for deployment. This will provide further advice and guidance for staff designing programmes of study to ensure that inclusive practice remains a key focus from the design stage.

Immigration Tribunal Friends (ITF), InterLaw, NEON Widening Participation Network, Manuel Bravo Project, School Consent Project (SCP), Care4Calais, A4ID, ROLE UK.
15. The University operates an Equality and Diversity Strategy, a Learning Support Strategy and has recently implemented an overarching Retention and Success Strategy and an Early Engagement Strategy. Taken together, these strategies aim to build targeted interventions, which cover, in detail, all aspects of the learning journey. This is coupled with ongoing training and development to share with BPPU staff the subtle and complex issues at play in student retention and achievement.

16. The University’s differential attainment when split by ethnicity is consistent with the lower attainment of BME students in the HE sector more generally. The attainment gap between male and female students varies across programmes with no significant differences on the larger LPC programme. Differential outcomes do exist for mature students across most programmes. Where differential outcomes exist these are identified at programme level and analysis and actions agreed with the programme team and with the wider strategic approach in this area.

17. A dedicated project, Equality Retention and Achievement through Inclusive Curriculum (Project ERATIC) has been established to provide an institutional focus for understanding how, within the specific learning spaces of BPPU, students with a range of protected characteristics can be successfully retained and achieve their full potential. Reporting to the Equality and Diversity Forum, this group of key staff from across BPP are working to develop effective processes which foster a deeper sense of belonging for mature, BME, care leavers and students with protected characteristics.

WELLBEING AND RESPONDING TO AT RISK STUDENTS

18. In response to an increase in the number of students who become vulnerable to external and/or personal factors which affect wellbeing and the ability to study, BPPU has successfully introduced an ‘At Risk’ system which incorporates responses to mental health crisis, suicidal ideation, safeguarding concerns and Prevent issues. In February 2018 the Safeguarding and Prevent teams were incorporated into the Inclusion and Learning Support team to ensure that all aspects of student care and support are inter-connected. The At Risk strategy is a collaborative approach to support, protect and safeguard our most vulnerable learners. Utilising clear and simple procedures issued to all staff, the aim is to provide a rapid response service for students which has the ability to draw on the knowledge and experience of Learning Support, Prevent, Safeguarding, University Mental Health Field Lead and counselling teams. Students are supported, using this wide range of internal resources and referred to external agencies as appropriate. Students are then tracked and monitored to ensure that ongoing support and interventions continue as required.

19. BPPU has implemented training on mental health, suicide awareness, responding to students in distress and has disseminated a focus on the experiences of BME students in Higher Education, which has led to a clearer and more efficient response to students in distress from the wider University.

20. BPPU has invested in the training of a Mental Health First Aid Trainer to assist with the delivery of 2 day Mental Health First Aid course to key student facing teams from autumn 2019.

21. The Learning Support team, in response to student feedback, runs Wellbeing workshops, coping with exam stress workshops and collaborated with the Students Association and other teams to facilitate mental health days across all sites in spring 2019, providing students with the opportunity to talk about what mental health and wellbeing and what it means to them. This included a student competition to suggest a new tag line for a marketing campaign. The winner line “Your Story makes you Stronger” will be used on all Inclusion and Learning Support team
marketing from autumn 2019.

22. The University is proud to report that a recent (January 2018) case study submission outlining the support for students with mental health issues was recognised as best practice by the QAA\(^6\). The University also renewed its commitment to supporting mental health through a re-signing of our renewed Time to Change Pledge, by our Pro-Vice Chancellor for Education Services.

**LEARNING SUPPORT FOR DISABLED STUDENTS**

23. The disclosure rates for disabled students at BPPU continue to increase steadily across all sites. This includes an increase in the disclosure of mental health, visual impairment and more complex health difficulties; hence the overall complexity of the student entitlement is increasing. This trend is well reported in both the national press and in the Higher Education sector more widely. BPPU benefits from an expanding, experienced team of Disability Advisors.

24. The Learning Support team is promoted throughout BPPU to ensure that all students are aware of the support available to them. This includes automatic welcome emails from the admissions system, a comprehensive VLE site, BPPU website, a hard copy Mini Guide to Inclusion and Learning Support, flyers, posters and a learning support presence at all inductions.

25. BPPU also benefits from a dedicated Safeguarding team, who work alongside the Learning Support and Inclusion teams to ensure that holistic care is available to all students.

26. A Reasonable Adjustments Panel, chaired by the Deputy Vice-Chancellor, is convened each term to provide equitable consideration of alternative formats of assessment for students with the most significant disability and health conditions. The panel considers the appropriateness and feasibility of alternative forms of assessment for students who are unable to sit examinations for disability related reasons. Students with complex disabilities are provided with an appropriate range of reasonable adjustments which aim to enable them to sit the actual exam with their peers in the first instance. Examples include students with severe anxiety and physical conditions such as chronic pain.

27. The Inclusion and Learning Support team were proud recipients of the Students’ Association Staff led Awards for best team at the spring 2019 graduation ceremony.

**ACCESSIBILITY STRATEGY**

28. A new Accessibility Strategy and content standards are ready for deployment in 2019/20 which identify improvements to the accessibility of the various learning platforms at BPP. In a recent Digital Skills conference, a key presentation included how to make accessible learning materials for students to ensure that all aspects of the provision remain accessible and inclusive. A resource base for faculty is under development and will provide key guidance and information on how to produce an inclusive learning environment.

29. BPPU has rolled out TextHelp Gold and Zoomtext, software across the main Library and IT suites which complements existing Mind Mapping software, JAWs and CCTV monitors.

**DIVERSITY GROUPS AND THE STUDENT VOICE**

30. The student Diversity Groups have continued to be successful in engaging students with a range of characteristics. Students are encouraged to join the Culture and BME, LGBT, Mature, Disability and/or Women’s Group which are operated by students for students, with the support and resources from the Inclusion team. The groups provide opportunities for students to engage
in peer to peer support, participate in the development of new diversity initiatives, attend events and join networks, and importantly feedback directly into the University to facilitate a clear student voice in this area. Student Inclusion Representatives also sit on the Equality and Diversity Forum to provide invaluable input to the University Equality and Diversity Strategy and continuous improvement in this area.

31. BPPU provides collaborative events for students around the inclusion of disabled students, women, black and ethnic minority, LGBT+. BPPU is a member of the Law Society, Lawyers with Disability Division, LawCare, InterLaw – LGBT+ networks and Stonewall. There are also a wide range of Students’ Association groups which support and reflect culture, religion and diversity.

32. In the BPPU Student Experience Survey, which covers all programmes, 91% of our students are satisfied with BPPU as an educational institution and 95% would recommend BPPU Programmes to other students.

33. Students with disabilities continue to be more than satisfied with the service. There is an upward trend which rose to 92% satisfaction in 2017.

34. The same Student Experience Survey results for Equality and Diversity have also increased from the previous year, with 96% of students in 2017 reporting that BPPU is supportive in relation to their Equality and Diversity requirements.

**BPP UNIVERSITY EMPLOYABILITY**

35. As an educational institution with a heavy professional and practical emphasis, BPPU prides itself in its ability to prepare students for professional life as well offering considerable employment opportunities by ‘bridging the gap’ between academic higher education and professional practice. BPPU has done this and continues to do so through a network of guiding initiatives, schemes, focuses and aims which are embedded into all aspects of provision set out by BPPU’s 2016-2020 Academic Development Plan, in which increasing the employability of students is one of its chief priorities.

36. BPP strives to be Close to Employers by consulting and working closely with companies and firms to develop programmes and apprenticeships which are industry-focused and fit for purpose. This is supported by the Career Ready Strategy, a guiding set of institutional commitments that inform BPPU’s dedication to producing successful, prepared students.

37. Through its many close partnerships with employers, companies & firms, BPPU is able to offer students and apprentices first-hand workplace experience of the highest quality, producing graduates who are fit for purpose and able to operate in the specific business environment in which they are employed. BPP trains professionals from over 90% of FTSE100 companies. This network of professional relationships allows BPP a unique ability to understand employer’s needs which informs how programmes and curriculums are subsequently designed.

38. BPPU’s largest school, the BPP Law School, is selected by over 60 leading law firms to exclusively train their future solicitors due to the professional emphasis of its education and the high standards of teaching, facilities and materials. BPPU’s School of Business & Technology’s Professional Development Team has mostly recently cultivated partnerships with employers like Credit Suisse, Co-Op Bank and Handelsbanken, in addition to continuing to work with major employers like Bloomberg, Lloyds Bank, Vodafone and KPMG to secure placements for students. Additionally, BPPU’s School of Nursing has recently secured partnerships with various NHS Trusts and HCA Healthcare for the delivery of nursing and healthcare programmes which further exemplifies BPPU’s pan-School approach to employability.
39. Having recently expanded its apprenticeship provision, BPP has been able to deepen its professional relationships and support employers’ staff development goals through a collaborative approach to student learning and outcomes. Ofsted found that “employers are fully involved throughout apprenticeship programmes, and they make sure that apprenticeship standards meet professional job roles.” With around 1,500 apprentices on programmes at levels two and three and on higher apprenticeships, many are on programmes aligned to apprenticeship standards in conjunction with major employers.

CAREER READY STRATEGY

40. Commended by the QAA as a feature of BPPU’s ‘good practice’, the Career Ready Strategy’s aim is to enhance the development of career ready skills, attributes and behaviors required for professional work, delivered by a faculty consisting of industry practitioners with professional experience directly relating to taught skills.

41. The Career Ready Strategy is built into every programme’s design and aims to ensure that any course undertaken will result in learning outcomes to aid the graduate’s professional-readiness due to the programme and its modules’ emphasis on professional development. Students enrolled on a number of MSc and MBA courses in the BPP School of Business & Technology are able to choose modules with a particularly experience-focused aim, including the Professional Development and Practice module, Employability Skills and Academic Practice module and the Academic Careers Skills module. These profession-related modules provide exclusive opportunities to engage with employers to provide students with valuable work experience which will undoubtedly assist professional development.

42. BPPU understands that technology holds a key position in the future of business and its commended Digital Literacy Project seeks to equip both students and staff with the digital skills required in the modern professional space, while scanning the horizon for new technologies that may well become central to particular professions. Digital literacy, like other aspects of the Career Ready Strategy, is conditional to the validation of any university programmes. BPPU’s 2018 Digital Literacy Conference was a series of events and workshops dedicated to the importance of digital literacy, with speeches from notable alumni such as Dana Denis Smith - Founder and CEO of Obelisk Support and the innovative history project on females in Law First 100 Years - on her ambitious work and the use of technology to achieve.

43. In order to ensure student success, BPPU delivers a Career Service at all of its nationwide sites to provide a wide range of extra-curricular services to help develop students’ employability-related skills through services such as:

➢ Individual guidance appointments – Where students can receive personal careers advice from a trained consultant and develop a personalised Career Development Plan, to help identify skills, set goals and create an action plan for developing career-ready skills.

➢ Career Ready workshops – Where students can receive advice on improving CVs, cover letters and how to research potential positions and employers

➢ ‘Mock’ interviews & assessments – Where students can prepare effectively for an upcoming job interview

➢ CareerHub – Which hosts an extensive database of current full/part-time and voluntary vacancies from currently 960 employers. In 2018, a total of 1,103 opportunities were posted.

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21 QAA Final Draft Report BPP Jan 2018, p.1
22 BPPU Self-Evaluation Document Sept 2017, p.43, 60, 70, 73, 143-144, 147-148, 186, 192, 194
23 BPP Digital Skills Conference & Obelisk Support & First 100 Years
➢ **Employer events and fairs** – In 2017 the Career Service hosted 243 different employers to deliver activities and events, such as workshops or panels, to students and prospective employees, whilst 136 new organisations have been added as event providers in 2018.

➢ **Student Satisfaction** – The Career Service scored an overall 8.9 out of 10 rating by students in 2018 who received an appointment.

**Student Employability Performance**

44. BPPU’s **Close to Employers** approach and **Career Ready Strategy** have made significant and verifiable contributions to student employability. The below key highlights take into account results from both the *Destination of Leavers from Higher Education (DLHE) 2016/17* survey published by the Higher Education Statistics Agency (HESA) and BPPU’s internally-conducted *2018 Postgraduate Destinations Survey*. BPPU’s performance compared to both alternative and ‘traditional’ providers was as follows:

**Key DLHE 2016/17 Highlights:**

➢ Results show that 92.4% of surveyed **DLHE 2016/17** BPPU graduates have gone into employment and/or continued with further study. This places BPPU 1.4% above the national average and 5.1% above the alternative provider (AP) average.

➢ 54.9% of leavers went on to further full-time study while 27% went on to full-time work. Compared to 2015/16 Survey results, this is an increase of 2.9% and 5% respectively.

➢ 74.7% of leavers in employment fall under one of HESA’s three ‘professional’ occupation classifications. Within the ‘professional’ categories, 61.3% of surveyed BPPU graduates are in ‘Associate Professional & Technical Occupations.’ This places BPPU 39.7% above the sector average of 33.4%, and 4.4% above the AP average.

➢ A 3.3% larger proportion of BPPU leavers have gone into employment with an annual salary exceeding £40,000 when compared to the sector average.

➢ Compared to **DLHE 2015/16**, the **DLHE 2016/17 Survey** results report a 7.4% increase in overall work and/or study numbers and a 0.8% decrease in unemployed leavers.

**Key 2018 Postgraduate Highlights:**

➢ 96.9% of UK & EU BPPU leavers who graduated with a postgraduate qualification during the 2017 calendar year have gone into employment and/or continued with further study. This places BPPU 4.8% above the national average and 4.9% above the AP average.

➢ The unemployment rate among BPPU postgraduates was 3.1%, lower than the sector and AP averages by 4.8% and 5% respectively.

➢ 51.4% of **2018** BPPU postgraduate leavers are in employment with an annual salary exceeding £40,000. This is 30.4% higher than the sector average.

➢ 96.5% of BPPU’s Law School postgraduates were in employment and/or further study against a national average of 91.9%. 80.1% of them were employed in a legal role.

➢ A higher percentage of BPPU Business and Health School postgraduate leavers - 20% and 17.7%, respectively – have continued with further study when benchmarked against a national average of 7.1%.

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24 QAA Final Draft Report BPP Jan 2018
25 A full school-by-school analysis of postgraduate leavers can be found in BPPU’s *2018 Postgraduate Destinations Survey*.
➢ There has been a significant increase of **34.2%** in the proportion of leavers who have go into employment classified as ‘Professional Occupations’, from **34.7%** to **68.9%**. Additionally, this is **19.1%** higher than the AP sector average.

Compared to **2017 Postgraduate** results, there have been overall increases in:

➢ The overall number of postgraduates who have gone into employment and/or further study has increased by **3.1%**, from **92.5%** to **95.6%**.

➢ The number of Law School postgraduates who have gone into employment and/or further study has increased by **3.2%**, from **93.3%** to **96.5%**.

➢ The number of Business School postgraduates who have gone into employment and/or further study has increased by **9.1%**, from **77.6%** to **86.7%**.

45. **BPPU has continually received praise from the QAA and Ofsted for its strong professional emphasis and how apprentices are trained and supported by tutors who use their professional knowledge and expertise particularly well, in addition to the career progression opportunities available for apprentices and students.** Additionally, the **Teaching Excellence Framework (TEF)** found that progression into highly skilled employment for BPP students was “notably above benchmark,” with a culture that “rewards excellent teaching . . . supported by a broad range of professional accreditations.”

**PLANS FOR THE FUTURE**

46. **BPPU’s ambitious plans to widen participation and provide equitable admissions will continue with a deeper focus through the Early Engagement strategy and training and development on the complex requirements of students during the transition into higher education and apprenticeships. Building the confidence of students to disclose they have a disability, they are leaving care or that they have had a break from learning will form the focus of this work. Reaching these students early on and providing support, guidance and engagement through the Diversity Groups and fostering a sense of belonging to the University. These key relationships with students further facilitate opportunities for both consultation and a deeper understanding of the most appropriate forms of support.**

47. **BPPU continues to strives to increase the number of disadvantaged (Polar 1 and 2, disabled, BME) students engaging with Higher Education. The importance of raising aspirations through a wide range of activities and breaking down barriers to encourage new participants into the professions will remain a central theme of our outreach activity.**

48. As outlined above, a wide range of retention and success strategies, coupled with a pro-active approach to Learning Support and student engagement form the basis of supporting students once on programme. These strategies are informed by both qualitative and quantitative information, student surveys and consultations. The importance of this wide approach cannot be overstated.

49. The Equality Retention and Achievement through Inclusive Curriculum (Project ERATIC) group remains a key focus with further developments planned to ensure that the sociological context, learning and life histories of students at BPPU is taken into account throughout the student journey from the autumn 2019 term.

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27 BPPU Self-Evaluation Document Sept 2017, p.6-7
50. BPPU will continue to utilise Banner, the BPPU management information system, to enable better metrics which will drive innovation.

51. BPPU provision strives toward maximising access and participation, leading to an inclusive educational experience. BPPU will continue building towards a future where all people can access, benefit and contribute to a wide range of dynamic and rewarding professions.

PUSHING FORWARD AND TARGETS

52. BPPU has a clear focus on improving outcomes for students including those with protected characteristics. The BPPU Retention Progression and Achievement Project, led by cross BPPU senior staff champions, including the Vice Chancellor, Head of the Student Experience, Head of Inclusion and Learning Support and the Dean of the School of Business and Technology and the Law School. The group aims to facilitate improvements through a clear project plan which focusses on 7 clear work-streams:

➢ Student Profiling
➢ Pre-arrival Enculturation
➢ Programme Metrics
➢ Student Resilience
➢ At Risk
➢ Assessment and Feedback
➢ VLE Access

53. The BPPU SARA (Student Attendance, Retention and Achievement Committee) sets institutional targets for improving retention and achievement across the University. Information is collated at programme level and attainment gaps are carefully analysed with the programme leads. Targets are set at programme level and for the wider institution. For example on the LPC the 2017/18 Solicitors Regulatory Authority (SRA) annual return, BPPU has identified an attainment gap of 4% in Commendations between White and Asian/British Asian students. Our plans are to explore the reasons for this and close this gap by 1% per year.

54. The Head of Inclusion and Learning Support also works with programme teams each year to present and understand via an annual reporting cycle the performance metrics of students with protected characteristics.

55. BPPU’s ambitious plans to widen participation and close the attainment gap will continue with a deeper focus through building the confidence of students to disclose they have a disability, they are leaving care or that they have had a break from learning.28 Reaching these students early and providing support, guidance and engagement through Diversity Groups, Diversity Ambassadors and fostering a sense of belonging to the University through the Students Association and deliberative projects on engagement are key focusses in this area.

56. BPPU’s key relationships with students further facilitate opportunities for both consultation and a deeper understanding of the most appropriate forms of guidance and support.

57. As part of the SARA committee strategic approach to tackling and monitoring retention and

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28 Especially for Mature Students
BPP University aims to increase retention by 3% across all programmes by 2021.

58. BPP is a uniquely diverse organisation and as such targets relating to widening access aim to increase the number of students from POLAR 3 quintiles 1 and 2 by a further 2% by 2021.

END