





## **Work and Study Placement bursary**

This covers expenses such as travel, accommodation and/or childcare. Students from households with assessed annual incomes of less than £45k may apply to receive a bursary of between £200 and £1,000 dependant on the cost of undertaking the placement.

Following a light touch review in 2022/23, the above bursary eligibility was added to, to target automated support to Part 2 and Part 3 MPharm students who are undertaking mandatory placements throughout the academic year so that they receive an award based on the following criteria:

Assessed household income of less than £25,000: £300

Assessed household income of between £25,001 - £45,000: £200

## **Digital Support Funds**

The Digital Support Fund is a support fund to help students with the associated costs of hybrid learning and study. There are limited grants of £400 per student, designed to provide financial support towards internet connectivity, specialist software as well as IT related study equipment costs. The £400 can be used as a contribution to buying a laptop and peripherals (mouse, keyboard, extra monitor, router, dongle etc.) or for paying broadband bills.

The eligibility for this fund is targeted and students must:

Be a first year or a returning student on any undergraduate course; and

Couple - £2,000

Families (students with dependants) - £3,000

Final year students who apply after the end of term 2 - £1,000

## **Other Financial Support**

### **Diagnostic Testing**

The University provides financial support towards the costs of diagnostic tests for students from households with assessed household incomes of less than £27k who have

2021/22	2570	£2,740,450
2022/23*	2567	£2,761,000

\*Information taken from HEBSS on 11<sup>th</sup> May 2023.

### **Care Experienced, Foyer students and Estranged students bursary**

Spend for 2022/23 Care Experienced and Estrangement Student bursary (up to 21<sup>st</sup> February 2023) is £77,000 at present as a decision was made to backdate some of the awards for estranged students who were identified by the Student Loans Company. Currently 60 students are in receipt of this bursary.

### **Pre-entry travel bursary provision**

This bursary is administered and assessed by the Student Financial Support Team.

Out of 108 applications received up to 31<sup>st</sup> March 2023, 80 applicants received the bursary, the total spend for 2022/23 is currently £6,921.90. The mean average award amount is £86.52, and no applicant received the highest award available of £300.

### **Pre-application bursary provision**

For the academic year 1 fu5 up to 31



The main reason for undertaking paid work was to pay for essential living costs  
e previous report.

The second highest results were earnings to pay for books, study materials etc,  
and to have a more comfortable life while studying, both with 51.7% and 52.2%  
respectively, these are the same highest rated reasons than the previous report.







The number of students within each household income group (applying the [HESA Standard Rounding Methodology](#)) for each cohort were:

**Continuation:**

Household Income Group	2017/18	2018/19	2019/20
1: HHI between £25,001 and £42,737	390	295	305
2: HHI £25,000 and below	755	635	655
3: HHI over £42,737	510	475	500
4: HHI unknown/missing (assumed high)	1455	1385	1170

**Degree Completion/Good Degree:**

Household Income Group	2017/18	2018/19	2019/20
1: HHI between £25,001 and £42,737	375	385	390
2: HHI £25,000 and below	630	595	620
3: HHI over £42,737	440	510	540
4: HHI unknown/missing (assumed high)	825	990	1180

The regression analysis compares the outcomes of students in household income groups 2, 3, and 4 against group 1 to predict if students in these groups are more or less likely to achieve the outcome of interest, and the odds of this happening.

Alongside the household income data, a range of independent control variables were included in the analysis. The majority of these were included in the HESA data release, with additional variables mapped in by PSO. These control variables were:

HESA-provided

- Gender/Sex
- Nationality
- Age on entry
- Ethnicity
- Declared disability and Disabled Students Allowance (DSA)
- Main subject of degree
- Tariff score

- POLAR4 Quintile
- Term-time accommodation type (retention only)
- Distance travelled from home address to university in kilometres (retention only)
- Degree size (retention only)

University-sourced

- NSS overall satisfaction score
- IMD2019 Quintile
- Entered through Clearing

The NSS overall satisfaction scores for the students were mapped in from the results data made available to the University following each survey edition. Results were mapped in as follows:

For the retention cohorts, results from the survey edition in their year of entry were used (e.g. 2017/18 uses the 2018 NSS).

For the degree outcomes cohorts, results from the third year of study (i.e. the expected end date for a three-year course) were used (e.g. 2016/17 uses the 2019 NSS).

As no individual student results are made available, aggregated course data was mapped in for each student. Where no course-level result was available Department/School-level results were used.

support offering on the above variables, significant differences within the control variable categories were also noted.

The binary logistic regression analyses were undertaken using SPSS, with all independent control variables included. The outputs of these analyses were then reviewed to distinguish any variables (or categories within variables) that displayed a statistical significance. This significance was identified where the *Sig* value (or p-value) was <0.05, indicating that there was a less than 5% chance that the variable occurred randomly. Additionally, results with a *Sig* value between 0.05 and 0.1 were interpreted as indicating a likelihood of correlation, but not necessarily of statistical significance. Results with a *Sig* value >0.1 were interpreted as indicating no statistically significant difference.

Where a result was identified as being of statistical significance or likely correlation, the *B* value (or co-efficient) was used to determine if the result was positive (greater than 0) or negative (less than 0) in comparison to the reference group. The *exp(B)* value (or odds ratio) was then used to calculate the relative likelihood of this result occurring. This likelihood is presented as a percentage difference to the percentage of the comparison group achieving this result. The methodology

formula proposed by Zhang and Yu (1998)<sup>1</sup> -P  
 where OR is the odds ratio ( $exp(B)$ ) and P is the proportion of students in the reference group achieving the outcome being analysed (e.g. retained into their second year of study). The relative likelihood values are presented within a 75% confidence interval, calculated by moving 1.15 standard deviations from the mean. The 75% confidence interval is used due to the wide ranges for 95% confidence.

The guidance supplied by the OfS alongside the analysis toolkit provides an insight into how the results can be interpreted:

Result	What this means
Financial support recipients have <b>significantly better outcomes</b> than the comparison group.	Indicates that financial support is effective at improving outcomes (and possibly unfairly so with respect to the comparison group).
Financial support recipients have the <b>same outcomes</b> as the comparison group (i.e. no significant differences).	Indicates that financial support is effective (or there is actually no impact of financial disadvantage on educational outcomes).
Financial support recipients have <b>significantly worse outcomes</b> than the comparison group.	Indicates that financial support is either ineffective or insufficient to overcome the underlying effects of financial disadvantage.

## Retention

With all else being equal, there was no evidence of a statistically significant difference in retention into the second year of the course between students with a household income <£25,000 and those in the reference group (household income between £25,001 and £42,737) for the 2017/18, 2018/19 and 2019/20 cohorts. This indicates that the financial support provided by the University is effective in retaining students into their second year, or that financial disadvantage does not have an impact on retention.

The only statistically significant result was seen in 2017/18, where it can be inferred that the unknown/missing group had a greater likelihood of being retained into the second year with an odds ratio over one and a half (1.67) times greater than the reference group. This translates to them being 2.2% to 5.9% more likely to be retained.

The below tables show the output of the analysis for the household income groups:

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<sup>1</sup>







The below tables show the output of the analysis for the household income groups:

2014/15:

Household Income Group	B	Sig	exp(B)	Relative likelihood
<b>1: HHI between £25,001 and £42,737</b>				
<b>2: HHI £25,000 and below</b>	-0.168	0.274	0.846	N/A
<b>3: HHI over £42,737</b>	0.179	0.296	1.196	N/A
<b>4: HHI unknown/missing (assumed high)</b>	0.217	0.163	1.242	N/A

2015/16:

Household Income Group	B	Sig	exp(B)	Relative likelihood
<b>1: HHI between £25,001 and £42,737</b>				



Household Income Group	B	Sig	exp(B)	Relative likelihood
4: HHI unknown/missing (assumed high)	-0.170	0.260	0.844	

A second set of regression analyses were conducted with an amended reference group, comprising students with a household income up to £5,000 above the threshold to be eligible for the Reading Bursary (£25,001 to £30,000 for the 2014/15 to 2018/19 cohorts, and £27,001 to £32,000 for the 2019/20 cohort).

This second set of analyses yielded no statistically significant results between those with a household income below £25,000/£27,000 and those in the reference group for any of the metrics. Only one result of potential correlation between the two groups was observed, for the 2015/16 cohort for Good Degree. It can be inferred that those with a household income of <£25,000 were 3.4% to 19.4% less likely to achieve a good degree. These results could indicate that in reducing the impact of financial detriment compared to those with a slightly higher household income, or that financial detriment is not a primary factor within these metrics.

Statistically significant results were seen for two household income groups (the additional £30,000 to £42,737 group and those with an unknown/missing household income) for the 2017/18 cohort for Continuation. Students with a household income between £30,000 and £42,737 were 8.7% to 14.3% more likely than those in the reference group to continue into the second year, whilst those with an unknown/missing household income were 6.8% to 12.5% more likely to continue into the second year.

Statistically significant results were observed within several of the control variables. A summary of these is provided below.

## Retention

### *Gender*





Students from IMD2019 quintile 5 can be inferred to have been more likely to complete their degree within five years than students from quintile 1 for the 2014/15 (7% to 18.9% more likely), and 2016/17 (9.8% to 20.6% more likely) cohorts.

### ***Clearing***

Students who entered through Clearing can be inferred to have been 1.9% to 8.1% less likely to be retained into the second year of the course than students who entered through main cycle in the 2016/17 cohort. This significance was not seen in the other cohorts.

### **Good degree**

### ***Gender***

### ***POLAR4 and IMD2019***

No statistically significant results were observed for the POLAR4 quintiles.

Statistically significant results were observed for three IMD2019 quintiles:

Students from IMD2019 quintile 3 can be inferred to have been 9.6% to 29% more likely to achieve a good degree than students from quintile 1 for the 2016/17 cohort.

Students from IMD2019 quintile 4 can be inferred to have been 9% to 29% more likely to complete their degree within five years than students from quintile 1 for the 2015/16 cohort.

Students from IMD2019 quintile 5 can be inferred to have been 12.1% to 31.2% more likely to achieve a good degree than students from quintile 1 for the 2016/17 cohort.

### ***Clearing***

Students who entered through Clearing can be inferred to have been 1.9% to 8.1% less likely to achieve a good degree than students who entered through main cycle in the 2016/17 cohort. This significance was not seen in the other cohorts.

The next data release (containing retention for the 2020/21 cohort and degree/graduate outcomes for the 2017/18 cohort) is expected to be received from HESA in Summer 2023. Once this has been received, an updated evaluation will be conducted. If these data releases continue on an annual basis, the evaluation will become a BAU activity.

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