

University Centre Weston Access and Participation Plan 2019-20

Assessment of current performance

University Centre Weston (UCW) is part of Weston College of Further and Higher Education, referred to hereafter as “Weston College”. UCW has a diverse student population, many of whom are from the target groups that have been identified by the Office for Students (OfS). UCW has a number of Strategic Aims that align to the OfS priorities of widening access, enabling success, and supporting students to progress to either further study or employment. The Access and Participation Plan confirms the commitment that UCW has in meeting the priority areas that have been identified by the OfS.

Data indicates that UCW is performing well in recruiting students from disadvantaged backgrounds, with 14.8% coming from Participation of Local Areas (POLAR) quintile one, the most deprived wards where progression to higher education is low. The percentage of students recruited from POLAR quintiles one and two in 2016-17 is 49%, up by 2.4% compared to 2014-15. Whilst the percentage of students from POLAR quintile one has remained static for the past three years, the figure from quintiles one and two has increased. Consistent with national data this indicates that there is still a need to focus on students from the most deprived wards.

Student Loan Company data demonstrates that UCW also recruits well in terms of attracting students from low income backgrounds. In 2016-17 just over half (51%) of the directly-funded UCW students are from low income backgrounds with a declared household income of £25,000 per year or less.

Another underrepresented group that UCW recruits well is mature students. 56% of UCW students were over 21 at the start of their programme, and 26.3% of these students were over 30 years of age. This compares to 47% of UCW students being over 21 years of age in the 2013-14 academic year. This is in direct contrast to the national picture which has seen a decline in mature entrants into higher education.

The numbers of students recruited who disclose a specific learning difference, or a disability is increasing year-on-year. In 2016-17, 29.5% of students declared they had a specific learning difference or disability which is an increase from 28% in 2015-16, which in turn was an increase on the previous year. Of the students who have a specific learning difference or a disability, nearly 70% have dyslexia or dyspraxia; by far the biggest percentage of students with additional needs fall into this category or other specific learning differences, including dyscalculia. This figure remains static. The number of students disclosing a mental health problem or Autism Spectrum Disorder (ASD) have seen a slight decrease on the previous year. However, reflective of national trends, students requiring support in this area continues to increase regardless of an official diagnosis.

UCW is aware that there are some underrepresented groups that require additional attention. This includes applications from care leavers, young carers and black and minority ethnic (BME) groups.

In the 2016-17 academic year 3.7% of UCW students were care leavers and 7% deem themselves to be carers, or young carers for another adult. Despite working with local charities and external organisations (such as Propel) the numbers of students applying to UCW from these groups remains low. UCW has a named contact on promotional material and the website for care leavers, young carers and estranged students, to ensure that applicants know who to approach with queries or requests for specialist additional support. Financial and practical support is prioritised for care leavers, including but not limited to, guaranteed all year-round accommodation and targeted peer mentoring. UCW is committed to increasing participation from this underrepresented group.

The number of BME students has declined slightly to 6.8% in 2016-17 from 7.1% in the previous year. However, over a three year period the figure has essentially remained static, and ranges between 6.8% and 7.2%. These figures are broadly in line with the North Somerset population figure of 8%. The Widening Participation and Recruitment Officer has engaged in outreach and recruitment activity across the region and within Bristol. The commitment to work with targeted disadvantaged students remains; a BME working group has been developed with students and staff, and links have been made with a local community group. This group considers any further actions UCW can take to support and recruit BME students both locally and further afield. Application data does not indicate any unconscious bias in making offers but this continues to be closely monitored.

In widening access, UCW focuses on all stages of the student journey: recruiting from disadvantaged backgrounds; retaining students and enabling them to succeed. UCW seeks to continually improve the service that is on offer to students and is mindful that students from disadvantaged backgrounds are at greater risk of leaving before completing their studies. Teaching Excellence Framework (TEF) Year Three metrics confirm that student continuation for 2015-16 is at 90% which is above the benchmark of 86.9%, whilst also being convergent with the UCW key performance indicator (KPI) target of 90%. Although this indicates that current measures are effective in supporting student continuation, including the introduction of a Higher Education Welfare and Retention Officer, internal data for 2016-17 indicates a fall in continuation compared to 2015-16.

Analysis of student non-continuation, indicates that students who engage with support and specialist services are less likely to withdraw from their programme of study. The most common reason for withdrawal or suspension of studies is physical or mental health issues, with some students deemed unfit to continue to study; this accounted for 19% of all withdrawals in 2016-17. Of those students deemed unfit to study 83% declared a disability. However, only half of those applied for, and were in receipt of support via the Disabled Students Allowance (DSA). Many students find the process of applying difficult and may not complete all the necessary paperwork and processes in order to get the required support in place. In addition, changes to DSA eligibility criteria have meant that some students are no longer able to access support, where previously they may have been able to do so.

Student continuation is reported and scrutinised at HE Governance Committee to provide assurance that UCW is doing all that it can to retain students and to enable them to succeed. It is also a standing agenda item at Higher Education Management Team (HEMT).

Achievement of UCW students is impressive, in 2016-17 the number of students achieving first class honours degree increased by 3% to 27% which is well above the national average. In addition good degrees (first class and upper second) have risen from 67% to 73% which is in line with national benchmarks. There are no significant differences in terms of achievement between genders. With regards to BME students, results improved significantly in 2016-17. Results at the highest levels were comparable and all BME students achieved good degrees. However, it is important to note that

there are a small number of BME students across all years and so the number of students completing honours level qualifications is also very small, so one student could therefore significantly influence the data.

UCW data from 2016-17 indicates that students with disabilities did not achieve as highly as those without. Fewer students achieved good degrees, whilst significantly more students achieved a lower second degree. In contrast students with a disability, and in receipt of DSA support, are achieving at least as well as other students with 28% achieving first class honours degree and 78% achieving good degrees. This indicates that students with a disability but not in receipt of DSA are disadvantaged in multiple ways as they are more likely to withdraw before completing their programme, and potentially will not achieve as highly as other students. However, the data regarding DSA students demonstrated the impact of specialist support and that their strategies in supporting students to become independent learners are effective.

The data for destination of leavers in 2015-16 is positive with 95.1% of students progressing to employment or further study. This represents a small decline compared to 2014-15. For 2015-16 the proportion of students who entered employment increased by 9%, whilst those who continued their studies at UCW declined by 10%. This can be attributed to the increase in students who are following honours top-up programmes.

Destination of Leavers HE (DLHE) data for UCW directly-funded provision for 2015-16 also presents a positive picture with 87% in either work or further study, with an average salary of £16,000 per annum. This is a slight drop on the previous year, although TEF Year Three metrics indicate that the percentage of students entering highly skilled employment or further study is 71.2% which is above the benchmark of 69.7%. The TEF data also indicates that UCW achieves excellent outcomes for students with different characteristics including those with disabilities, BME students and those from disadvantaged backgrounds.

Based on the number of students studying at UCW, it is feasible to monitor the progress and success of all students. This includes data in relation to the recruitment of widening participation students and their ongoing achievement, which is scrutinised at key deliberative committees and presented to Governors. Attendance of all students is also monitored and those at risk of leaving are tracked to allow for early intervention where possible. Students may be identified as 'at risk' using a range of criteria, including if they fall within one of priority groups such as care leavers or those who are estranged as well as students whose attendance falls below the expected level. Due to the numbers of students at UCW analysis of subgroups has been considered, but to date, not been formally reported. Initially this was to avoid identification of individuals, or producing data which appeared perverse given the low numbers of students. UCW recognises the need to develop this for the future, but because of the size of the student body, will continue to contextualise this numerically.

UCW is committed to continuous enhancement and as a result scrutinises all elements of the student experience, its provision and data in order to review and improve performance. UCW will continue to set challenging targets that underpin delivery and ensure that all students receive an outstanding academic experience.

Ambitions and strategy

Weston College is set in the heart of the community and within close proximity of some of the most deprived wards in Weston-super-Mare. The College's mission is "Creating Brighter Futures", it promotes inclusion and opportunity for all regardless of background or experience, and has recently

won Beacon Awards for both its commitment to widening participation in education and inclusive practices. UCW shares these priorities and its mission is:

“To deliver an outstanding higher education experience, enabling success and inspiring ambition”.

The UCW Higher Education Strategic Plan 2017-18 to 2019-20 includes a number of Strategic Aims that align directly to OfS priorities relating to access, participation, student support and progression and demonstrate the strength of commitment UCW has to these areas.

- 01 To provide a positive, vibrant student experience characterised by excellence in learning and teaching, and a supportive, nurturing learning environment.
- 02 To grow the student intake by 25 per cent over the duration of the strategic planning period by attracting, recruiting and retaining diverse and ambitious students.
- 03 Through excellence in quality assurance, effective governance and academic management, ensure that standards are maintained and the student experience is safeguarded.
- 04 To engage with the widening participation agenda and successfully recruit non-traditional or disadvantaged students by making higher education accessible to them.
- 05 To focus on employability and nurture resilient, self-assured individuals with graduate attributes who demonstrate the skills to enter employment, self-employment, as well as enterprise and innovation.
- 06 Ensure that UCW is an attractive place to work, with an academic community that engenders a culture of enhancing staff knowledge, research, scholarship, innovation and collegiality.
- 07 To collaborate effectively with university partners, employers and key stakeholders in the development of new provision and the sharing of best practice.
- 08 To demonstrate financial probity, viability and sustainability in all UCW activities.

In addition to the Strategic Aims, UCW makes a commitment to five key areas that underpin the aims and ensure they are achieved. These demonstrate the responsibility that UCW accepts to recruit students from diverse backgrounds, support them through the student lifecycle to achieve and progress. These are as follows:

- A high quality student academic experience.
- Recruitment and retention of students.
- Student involvement at all levels.
- Widening Participation.
- Graduate employability.

The Strategic Aims and UCW commitments are linked to key performance indicators with clear targets, all of which underpin the activity and approach taken within this Access and Participation Plan. UCW has key performance indicators (KPI) relating to the Strategic Aims, these reflect the whole student lifecycle. The KPIs that are convergent with the aims of the UCW Access and Participation Plan are as follows:

Access

- For student gender reported under OFFA table 7, no.1, an annual male baseline participation of 41%, to increase to 44% by 2019-20.
- For all students, proportion of students under the “ethnicity” category to increase from 6.8% to 7.3% by 2019-20.

Success

- Continuation rate from year one to year two to be higher than the national benchmark for college higher education overall, and in each category.
- On Honours programmes, overall student success of First and Upper Second Degrees to be at national benchmark for college higher education (if available) or above 70%.

Progression

- For all graduating students, the percentage in highly skilled employment and/or further study after 6 months is higher than the latest DLHE published national benchmark data for college higher education.

Targets are discussed and agreed with students, academic staff, and management from UCW and partner universities. Some are retained as targets already set within the previous Access Agreement; others are arrived at through the identification of areas for improvement and priorities for UCW and the sector as a whole. These are proposed and refined through the committee process, being discussed and agreed at Higher Education Board of Studies and Higher Education Governance Committee prior to being formally ratified by the Governors at Corporation level. UCW recognises that Access and Participation Plan Targets are to be reviewed next year and as is the established approach, will fully engage with this process to ensure that all targets are relevant and impact focused. Performance against these targets is reported to Higher Education Board of Studies and HE Governance Committee on a termly basis in order to monitor progress and implement additional resources or measures if required.

UCW also has an ambitious growth target. To support this UCW continuously reviews programmes on offer to ensure that the curriculum is current and up-to-date, and also to identify opportunities for the development of new provision, to provide local progression for level three students. UCW is looking to convert Foundation Degrees and Honours top-ups to three-year full Honours Degrees where appropriate, whilst also introducing Degree Apprenticeships and a taught Master's programme. Most programmes are offered both full and part-time and many are delivered to fit alongside work and family commitments to enable mature students or those with additional responsibilities to undertake studies.

Weston College and UCW have made a strategic commitment to meeting the needs of the local community by working closely with the Local Authority, the Local Enterprise Partnership, universities, employers and community partners to support the redevelopment and economic regeneration of the town and local districts. Weston-super-Mare is a coastal town in North Somerset with a population of around 77,000. The Social Mobility Index 2016 found that coastal areas and industrial towns are becoming real social mobility 'cold spots'. Many of these areas perform badly on both educational measures and adulthood outcomes, giving young people from less advantaged backgrounds limited opportunities to get on¹.

In terms of the Indices of Deprivation 2015, North Somerset has 18 areas in the most deprived quartile in the country. All of these are in Weston-super-Mare. There are areas in North Somerset within the most deprived one per cent nationally and within the least deprived one per cent nationally. This results in North Somerset having the third largest inequality gap out of the 326 English districts. The index of Multiple Deprivation is a Lower Layer Super Output Areas (LSOA) measure of multiple deprivation. There are 135 LSOAs in North Somerset, nine of these are in the

¹ The Social Mobility and Child Poverty Commission

10% most deprived areas and two are within the most deprived one per cent nationally. All are located in central, south and west wards of Weston-super-Mare².

UCW is situated in the heart of these most deprived wards. Areas closest to UCW experience significant social deprivation with high unemployment, and a large percentage of the workforce claiming benefits. Weston College works closely with the local Job Centre Plus and also offers training opportunities along with information, advice and guidance for those seeking to return to work. In addition, Weston-super-Mare has a high number of drug rehabilitation centres providing either treatment or support to individuals with drug and/or alcohol issues. Many of these individuals settle and raise families locally, which means that the area is put at further risk of intergenerational social decline.

UCW and Weston College work closely with the four schools in Weston-super-Mare which are all for 11-16 year olds. Two are sponsor led Academies, one is a Learning Trust (sponsoring one of the sponsor led academies), and the other is a mainstream academy. Two have Progress 8 outcomes which are average, one is below average and the other is well below average. One of the schools was judged as 'Inadequate', another 'Requires Improvement' and the other two are at least 'Good'. They also have high levels of pupils receiving free school meals; one had 51% of its students in receipt of free school meals, demonstrating the levels of deprivation of its pupils and only 14.6% of 18 year olds entering higher education, compared to the others schools that range from 26.6% - 39.3%. The school also has 11% of pupils who do not speak English as a first language, with 89% of students staying in education or entering employment compared to a national average of 94%³.

Whilst UCW has been successful in recruiting students from a wide variety of backgrounds, and from the target groups identified by the OfS, widening participation remains a strategic aim and commitment, with significant investment in activities to widen access and participation. In response to the deprivation within Weston-super-Mare, and the underperformance of its schools, UCW will continue to fund outreach work within the local community and local schools. Partnering with the National Collaborative Outreach Programme (NCOP), National Networks for Collaborative Outreach (NNCO) and Into University whilst working with and local schools and Weston College, UCW will continue to raise aspirations and encourage young people from disadvantaged backgrounds and low participation neighbourhoods to progress into Higher Education. The NCOP has targets to work with influencers and UCW continues to look for opportunities to engage with parents particularly, and teachers where appropriate.

In 2018-19 UCW joined with seven other HEIs in the area to sustain the Western Outreach Network (WON) to organise HE awareness and progression activities for students and their parents. The WON also offers continuing professional development (CPD) opportunities for teachers and advisers in addition to providing a website (www.won.ac.uk) and regular newsletters that act as a single source of information. The WON has increased partners' capacity to deliver sessions and proved popular with schools with 95 sessions reaching 3600 students in a 12 month period. The WON is managed through the Western Vocational Progression Consortium (WVPC) Board.

UCW will collaborate with nineteen other universities to fund, maintain, develop and promote the free to use, careers and progression planning websites managed by the Western Vocational Progression Consortium (WVPC) based at the University of Bath: Lifepilot, engaging and supporting mature and part-time students in progressing to higher level study (www.life-pilot.co.uk), Careerpilot, an award winning website * providing one-stop inspirational, impartial

² North Somerset JSNA – Changing Population Dec 2015

³ DfE / GOV.UK School and College Performance Tables

pathway and progression information to 13-19 year olds, parents and advisers in the South of England region. The site was used by and used by 420,000+ users in 2017-18. (www.careerpilot.org.uk). Careerpilot supports schools in meeting the 2018 Careers Statutory Guidance and 8 Gatsby Benchmarks and is integrated into the work of six NCOP projects.

The Department for Education (DfE) asserted that levels of aspiration pupils possess are thought to have considerable impact on whether they will go on to higher education. Despite aspirations being seen by government policy as a key to increasing social and economic mobility, it is not enough for young people just to aspire; they also need to be able to plot their educational pathway to achieve their goal (DfE, 2010). Continued input with students from a young age has been identified as having the greatest impact in terms of progression to higher education. Linked to the national Careers strategy for schools (2017) providing regular touch points and access to information advice and guidance (IAG), UCW has built a progressive programme of activity starting with pupils at Primary School and making interventions at key decision making stages in their education journey.

UCW seeks to provide a positive, vibrant student academic experience that appeals to a broad range of students. Recruiting those from a BME backgrounds remains an essential part of the UCW Access and Participation Plan. Although UCW's student population reflects the demographic of the local community, there is a commitment to support students from BME backgrounds as this contributes to a rich and diverse learning experience.

The UCW working group has established that BME students prefer to study at institutions that have an ethnically diverse student population. In response to this UCW is working hard to highlight the successes of BME students at UCW in terms of outcomes and destinations, to encourage applications from these students. We are also partnering with local community groups to raise aspiration and to highlight the benefits of studying in higher education; this is a long term investment which we believe will pay dividends and result in a more diverse student population.

UCW remains focused on work with Care Leavers and Young Carers, and as such has a designated member of staff who is the contact for Care Leavers. The member of staff attends the Personal Education Plan Reviews with Care Leavers who are studying on a level three course at Weston College to provide targeted advice and guidance, and to encourage progression to HE. UCW also links closely with the local Young Carers charity and is on hand to provide information and advice on progression opportunities to anyone accessing their service. Again, UCW is aware that this is a long term ambition and it remains a challenge, but there is a drive to maximise recruitment within these priority groups. Increased targeted hardship funds will continue to be made available to these students.

The HE Strategic Aim: To provide a positive, vibrant student experience characterised by excellence in learning and teaching, and a supportive, nurturing learning environment, has been devised to reflect the needs of a diverse student population at UCW. Providing a framework and scaffolding that enables students to flourish and succeed is a core belief of UCW. This is reflected in the level of expenditure on HE student services, including bespoke staff to support students with specific learning differences and welfare needs.

UCW has set an ambitious target in terms of student continuation, and is one of the institution's key performance indicators. Whilst the current continuation rate is above benchmark, UCW wants to ensure that disadvantaged students achieve their full potential, and in doing so benefit fully from higher education in terms of personal development and career opportunities available to them.

In line with the national picture the number of students experiencing mental health problems is increasing. Although only a small percentage of the student population declare mental ill health at enrolment, much larger numbers experience some difficulty during their studies and some need to suspend or reduce to part-time. As a result UCW intends to continue to promote wellbeing and positive mental health in addition to providing support in times of crisis. This will include wellbeing and resilience workshops, online out of hours resources and programmes exploring cognitive behavioural therapy (CBT) techniques.

Weston College, and its higher education arm, UCW, are committed to providing an inclusive environment and promoting and advancing equality of opportunity for all. This is clearly articulated through the Equality and Diversity Policy. The policy states:

“This policy has direct implications for all other College policies. We believe that delivering Equality and Diversity is one crucial strand of our College approach to overall quality improvement and we place it at the very heart of everything we do.

It is an important part of the mission, vision and values of the College, but also because, by attracting and retaining the most diverse range of talented people as learners, staff and partners, we will ensure the College’s future success. This extends to taking a pro-active approach to seeking opportunities supporting the College’s Equality and Diversity ethos.”[1]

The latest OFSTED inspection noted a strength in the promotion of equality and diversity through a wide range of activities and highly pertinent themed events.

With specific reference to UCW, it shares this commitment and value in recruiting students from all backgrounds as expressed through this plan. The Assistant Director HE: Academic Registry who is responsible for monitoring and reporting on progress of our Access and Participation Plan is a member of the Equality and Diversity Committee and ensures due regard is paid to all the protected characteristics and in particular, that the approach to Access, Success and Progression aligns with the overall Equality and Diversity Policy and aims.

UCW is steadfast in its approach to ensuring all students are enabled to succeed and achieve their full potential. This is further driven by UCW’s Universal Design for Learning Strategy, which will ensure that learning is accessible to all students including those with specific learning differences and others who have progressed from vocational programmes.

UCW recognises the social model of disability and views universal learning and teaching as a strategy for removing barriers, empowering individuals and facilitating students to be autonomous, independent and equal in society. This Universal Design for Learning Strategy was developed to enhance and support students at UCW, and to successfully meet the expectations stipulated by the Equality Act 2010, the Teaching Excellence Framework (TEF) and the Quality Assurance Agency.

The UCW Universal Design for Learning Strategy is aligned to the UCW Strategic Plan 2017/18-2019/20. UCW is committed to Universal learning and take a strategic approach in supporting students and staff to embrace an inclusive learning environment. UCW recognises that promoting equality involves treating everyone with equal dignity and worth, irrespective of the group or groups to which they belong, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds.

The use of lecture capture is being further explored to support and enhance learning, and all students gain from the HE Library Plus (HE.LP) study skills programme, which helps to develop good academic practice at the various levels of study.

In response to the number of students from low income households, UCW intends to offer bursaries, scholarships and discretionary funding as part of its support package to ensure that students are not disadvantaged on the basis of their financial ground. Bursaries will be prioritised to targeted groups but all students will be able to apply for discretionary funding and will be assessed on an individual basis.

Whilst the TEF metrics show all students have good outcomes, UCW is determined to support all students in terms of progression to employment or further study and as such this is one of UCW KPIs. UCW accepts that some students benefit from family contacts or networks, whilst others from disadvantaged backgrounds may not have these opportunities. As a result UCW is committed to providing all students with access to industry experts, to expose students to contacts and experiences not otherwise available to them. Programmes will use 'live' scenarios for assignments where possible and work-based learning is embedded within all programmes.

UCW regards its students as partners in their learning and ensuring that student feedback is received and responded to and is regarded as fundamental to continuous improvement. The Strategic Aims were developed in consultation with the student body last academic year, which underpin UCW's approach. In addition this Plan has also been presented at the Student Representative Committee to enable further student involvement. The Student Experience and Engagement Officer has also been involved in the process and all projects and measures within the document are evaluated on an annual basis. Wherever possible this includes 360 degree feedback involving those delivering, and those involved in the activities, encouraging reflection and amendment as appropriate.

UCW recognises that evaluation can enable enhancement and ensure continuous improvement. Therefore evaluation is embedded in our approach to access, success and progression. Each year programmes are revised and adapted based on the evaluations and feedback received. If appropriate, activities are changed or withdrawn to ensure only those that are most successful remain part of the programme. As part of the overall evaluation of activities, due regard is given to the protected characteristics and Equality and Diversity Policy to ensure any adverse effects on any particular groups of students are minimised.

After all activities all participants complete an evaluation form, this includes pupils, academic staff (where appropriate), widening participation staff, student ambassadors and any other relevant parties. The evaluation captures information on how enjoyable the activity has been, the parts that were successful and suggestions for improvement. In addition it asks whether the activity has made an impact on participant decisions regarding their motivation, aspirations, ambitions and confidence in relation to their education and future progression. In the short term it assesses whether the project has had an impact on the students learning disposition and how staff will continue to build on this back in school. It also establishes whether the event has had an impact on their opinions regarding progression to both post 16 and post 18 education.

UCW staff review the methods of evaluation used to ensure they are appropriate and effective for the age and ability of the participants. All activities have delivery targets expressed within the resource plan, and therefore evaluation of the success of the programme is not just based on the feedback from schools and participants, but also whether UCW has achieved the targets set out in the plan.

With reference to evaluating the financial support, UCW has referred to the OFFA Financial Evaluation Toolkit and following the completion of a first cycle of implementation, will be using some of the recommended questions within the evaluation. A survey and focus group will be conducted with all students in receipt of a UCW Bursary, with consideration given to students whose income is under £25,000 but did not receive a bursary (included to confirm this group has not been disadvantaged). It will also be used to inform UCW that students are aware of the other financial support available or any other further actions required in this regard.

In addition, a UCW lecturer is part of the Widening Participation Evaluation Group, and is researching learning dispositions and the readiness of students from widening participation backgrounds to be able to engage fully in higher education. This research should help us evaluate our activities, particularly HE.LP and the Head Start Study Skills programme and implement any recommended changes that may help students to succeed on their programmes. In addition UCW's Widening Participation and Recruitment Officer has undertaken research into the impact of Outreach work on targeted groups within Weston-super-Mare.

Access, student success and progression measures

UCW's Widening Participation and Recruitment Officer facilitates the Outreach Programme which includes, but is not limited to, work in primary schools (linked to Professor Fluffy's Learning Journey), Planning your Future Events for pupils in Years 8 and 9, and De-mystifying University workshops and Mentoring in Years 10 and 11. All these measures are focussed on raising aspirations of disadvantaged young people, recognising the value of education while also being able to support attainment and providing them with an opportunity to explore a subject area in more depth. UCW targets underperforming schools, or those based in low participation neighbourhoods and encourages the schools to target the students who will benefit the most and are from the target groups. In addition UCW will purchase resources and fund other activities to enable schools to engage with other projects including Children's University. In order to facilitate and enhance this programme, and in addition to the Widening Participation Officer, UCW intends to offer a graduate position so there is a younger role model within the team.

UCW works closely with Weston College, delivering tutorials to students in Years 12 and 13, offering Personal Statement workshops and hosting parent information evenings amongst other things. UCW will also offer opportunities for potential students to take part in taster workshops. These enable students to participate in subject-specific workshops providing a real insight into the programmes available and an opportunity to experience teaching at HE level. It is hoped that they will contribute towards raising aspirations, increased progression rates to HE, and ensure students make informed decisions about their future decisions with regards to HE.

The Widening Participation and Recruitment Officer will continue to work in schools to target and support BME progression to UCW. As links with local community groups continue to be established we will endeavour to continue to offer a number of activities to remove barriers to progression within this target group. UCW receives many invitations to events and requests for activities from schools and colleges, attendance and delivery will be prioritised based upon those that that will most likely support achievement of the targets and priority groups identified in this plan.

UCW is committed to providing all students with the potential to succeed the opportunity to progress to higher education. UCW is committed to encouraging students from a variety of pathways to progress to Higher Education and will invest in training and development to ensure staff understand and recognise the value of these non-traditional pathways. Due to the number of

students progressing from vocational pathways offering academic study skills support is necessary to enable success.

In response to student feedback regarding Head Start, this programme will now be extended to all applicants who firmly accept a place at UCW. Staff will target and encourage any students with a disability, or mature and part-time learners returning to education to attend Head Start. This programme is intended to ensure a smooth transition into higher education and enhance academic study skills; building confidence and providing students with the academic skills student need to succeed.

The Study Skills and HE.LP Programme are designed to equip all students with the academic skills they require to successfully complete their programme and raise academic standards. Sessions include: research; referencing and plagiarism; dissertation workshops and report writing, and are embedded into every programme of study. This is a progressive programme across all the years of study. Feedback from students has been positive and is used to develop and tailor the programme to student's needs.

In response to the numbers of students who have a disability UCW has invested in highly qualified, fully trained and experienced Specialist Support practitioners who can provide bespoke one-to-one study skills support. UCW has made a commitment to support all students who, following initial screening, have been identified as having a specific learning difference prior to their DSA being in place.

UCW intends to extend this team in order to provide additional support to students, regardless of their eligibility to a DSA with the intention of reducing the number of students with a disability, who are not receiving support, that are at risk of withdrawing early. In addition UCW will extend the HE Support Coordinator's role in order to further encourage students to persist with their application for DSA support to ensure they get the full package of support they are entitled to. UCW is working closely with a local assessment centre to try and conduct DSA needs assessments on campus, so students do not need to travel elsewhere to ease the application process and reduce anxiety. It is hoped this will enable more students who are eligible for DSA to access it.

All students will have access to careers education, information, advice and guidance (CEIAG) from dedicated careers staff. Tailored tutorials will be delivered alongside one-to-one sessions, and volunteering options will be available. Work-based and placement learning will be monitored and reviewed to ensure they are of high quality and enable students to evidence transferable skills that employers desire. CEIAG support will help to nurture resilient, self-assured individuals with graduate attributes required to enter employment.

As a significant number of students are from low income families offering bursaries and scholarships is essential and UCW is of the opinion that financial support can improve student retention. On the basis of consultation with students who received Bursaries, from 2017-18 onwards UCW took the decision to significantly alter the bursaries provided, offering fewer bursaries but of a higher value to targeted students.

This approach is only in its first year so whilst at the moment we anticipate maintaining this approach, if the evaluation process indicates further change is required this will be implemented in subsequent academic years. However, it is worth clarifying that the level of support will not be less than what is indicated in this document.

Due to the increase in numbers UCW intends to increase the number of bursaries and will offer 40 bursaries of £2,000 spread equally across the first two years of study to targeted students from low income backgrounds. Priority will be given to those experiencing multiple factors of deprivation including:

- Care leavers / young carers.
- Students who are estranged or currently living in an accredited Foyer.
- Students from POLAR Quintile one.
- Single parents.
- Those with a declared disability.

Students can either choose cash instalments made twice a year (November and February), a fee waiver or in-kind support, such as help with accommodation costs.

In addition UCW intends to provide discretionary funds to support students experiencing financial hardship. This allocation would ensure students are not disadvantaged in terms of accessing additional materials, purchasing kit or participating in residential trips and work placement based on financial barriers. UCW understands that these optional activities can advantage students and support future career opportunities and does not want underrepresented groups to be disadvantaged due to financial limitations. UCW will also ensure that student accommodation is available all year round for care leavers, and if required will cover the cost for vacation periods.

Investment

UCW will spend a total £248,075 on widening participation activity; this will support the recruitment of underrepresented groups of students, it will help them to succeed and then progress to either further study or employment. The level of expenditure on this activity equates to 30.1% of the total anticipated tuition income above the basic level.

In line with UCW's ambitions and strategy that are outlined in this Plan, of the income generated by charging above the basic level: 6% will be spent on Access; 22.7% on Success and Financial Support and 1.5% on Progression.

UCW will spend a further £288,125 on activity to support success and outcomes, enabling all students to achieve their potential regardless of their background, disability, or specific learning difference.

Provision of information to students

UCW will publish the Access and Participation Plan, and the Access and Participation Statement on its website, to ensure that the documents are accessible and readily available to applicants and current students. On an annual basis UCW updates and publishes a Student Finance Guide to ensure that applicants are aware of the financial support that is available to them both from Student Finance England and UCW. The Guide is available on the UCW website and is brought the attention of applicants at open days, and as part of the interview/audition process; a hard copy version is also included with the offer letter.

UCW also produces information on budgeting and student survival tips. In addition, details regarding measures to support success and progression are outlined in our “Supporting Your Success” booklet and again available through the website.

Tuition fees are published on programme pages in the prospectus and on the UCW website, to ensure that applicants are aware of the fee level applicable to the programme of study. Any additional costs associated with the programme of study are published on the website, and are available at the research and application stage.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

UCW does not intend to increase fees in line with inflation, the fee will be at the stated level.

Full-time course type:	Additional information:	Course fee:
First degree	New	£8,250
First degree	Top up Continuing	£7,950
Foundation degree	New / Continuing 2019 onwards	£8,250
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree	- Top up New	£4,125
First degree	- Top up Continuing	£3,975
First degree	- New Full Honours	£6,187
Foundation degree	- New	£5,500
Foundation year / Year 0		*
HNC / HND	- New	£3,225
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Gender	Other statistic - Gender (please give details in the next column)	Work to encourage more males to HE	No	2013-14	36%	39%	40%	41%	42%		
T16a_02	Access	State school	Other statistic - State School (please give details in the next column)	Maintain high levels of recruitment from state sector	No	2013-14	90.4%	93.5%	93.5%	94%	94.5%		
T16a_03	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Maintain representation from Ethnic Minorities	No	2012-13	6.2%	7.2%	7.3%	7.4%	7.5%		
T16a_04	Access	Disabled	Other statistic - Disabled (please give details in the next column)	Maintain recruitment of students with disabilities or learning difficulty and enable them to access support	No	2013-14	21.8%	24%	24.5%	25%	25%		
T16a_05	Access	Part-time	Other statistic - Part-time (please give details in the next column)	Increase the numbers of Part time students	No	2014-15	3.4%	4%	4.5%	5%	5.2%		
T16a_06	Student success	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Improve Continuation Rates from Y1 to Y2	No	2014-15	85.7%	91%	91%	92%	92%		
T16a_07	Progression	Other (please give details in Description column)	Other statistic - Progression to employment or further study (please give details in the next column)	Enable Student Progression, from both Foundation Degree and Honours into employment / further study 6 months after graduation	No	2014-15	93%	95%	95.5%	96%	96%		

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Professor Fluffy Y6 Primary School Project	No	2012-13	300	350	350	350	350	350	This was a half day activity and has now been changed to a full day following feedback but means greater investment in terms of resources. Into University are also offering ongoing activities so some schools are now working with them and may not engage with this activity.
T16b_02	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Curriculum Enrichment Projects to students in Years 9 and 10	No	2012-13	60	100	100	100			This has now been replaced by the Plan your future events which include taster activities
T16b_03	Access	Disabled	Outreach / WP activity (summer schools)	Summer School for students on Autism Spectrum or with MH conditions or other disabilities	No	2015-16	New Initiative	12	12	12	15	20	Larger number of disabled students are engaging in summer school as some part time / mature students are still working prior to engaging in study hence the change in targets. The level of investment is unchanged
T16b_04	Access	Multiple	Outreach / WP activity (summer schools)	Summer School for PT and Mature Learners	No	2014-15	12	17	20	20	20	15	Larger number of disabled students are engaging in summer school as some part time / mature students are still working prior to engaging in study hence the change in targets. The level of investment is unchanged

T16b_05	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Taster Day	No	2015-16	60	80	85	90	90	90	
T16b_06	Student success	Other (please give details in Description column)	Management targets	Peer Mentoring for At Risk Students and targeted young people in schools	No	2015-16	New Initiative	25	30	35	40		This project is being reviewed
T16b_07	Multiple	Care-leavers	Management targets	Develop links with Care Leavers / Young Carers. Work with local schools / HEIs / WON where possible and attend PEPS for L3 College Students	No	2015-16	New Initiative	10	12	14	15	15	This is a new target and the College will monitor closely to ensure it is challenging, ambitious & realistic
T16b_08	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Plan your future events looking at Career / Progression options hosted at UCW aimed at Y8/9 as part of options choices to raise aspiration and attainment in schools particularly those based in low participation neighbourhoods locally	No	2016-17	New Initiative	40	50	60	70	80	