

UWE Bristol

Access and participation plan

2020-21 to 2024-25 – variation for 2023/24 submitted in July 2022

1. Assessment of performance

UWE Bristol is committed to working in partnership in our local region to ensure that all can benefit from Higher Education. More than half of our students meet at least one of our widening participation indicators¹ and we take a whole university approach to addressing barriers our students may face. We are particularly proud of our graduate outcomes: our practice-oriented courses support our students to achieve graduate level jobs and further study and we do not have significant gaps in these outcomes related to socio-economic status or ethnicity. We will continue to work in partnership with local schools and colleges to tackle the stubborn patterns of low progression to Higher Education in some areas of the region. We have included ambitious targets in our 2030 strategy to remove unexplained attainment gaps and widen access to higher education and we believe the plans set out will allow us to make significant progress over the next 5 years.

Our analysis of the OfS datasets, supplemented with internal UWE and sector data, has highlighted some areas for focus and some areas of good practice within the university. We review the OfS datasets and other internal metrics each year to assess progress and to ensure we continue to focus on areas of greatest priority. In particular, we are actively developing progress indicators to ensure we are on track to meet our targets and to help us to evaluate the impact of our initiatives. In 2022 we have explored the links between access and successful outcomes for students from disadvantaged and under-represented groups.

Our analysis has identified the following:

- We can build on our achievements in widening access for students from Low Participation Neighbourhoods and from Quintiles 1 and 2 of the Indices of Multiple Deprivation (IMD).
- The key area for attention within our Access and Participation plan is our awarding gaps by ethnicity, mature students and disabled students. We note that we do not have a significant awarding gap by POLAR quintile. Other areas for attention include access by socioeconomic groups and progression by age group.

Table 1. Summary of data analysis

Areas of Concern / Success ²	Access	Continuation	Attainment	Progression
POLAR4	Q1*	Q1	*	* Q1_2
IMD	Q1_2		Q1	
Ethnicity	*	*ABMO	Black, Asian, Mixed, Other	*
Disability	*	Disabled	Disabled	
Age	*		Mature	Young
Intersectional	POLAR4Q12_Male			

¹ Internal WP enrolments data (2020): 63% of new entrants meet one of our WP indicators: LPN (Q1&2), disability, mature, Black, Asian, or Minority Ethnicity

² In the table, grey indicates an area of significant concern, green indicates a success, OfS targets are shown in bold and previous UWE APP targets are indicated with a *

Our analysis has focused on full-time Undergraduate students, due to the very low number of part-time undergraduate students enrolled at UWE. Where data are available for part-time students, it should be noted that 42% of our part-time cohort is made up of CPD students who have different intentions and requirements to students studying for a degree part-time. We are also flexible in how we support students to complete studies at UWE and offer opportunities for switching to a part time route during studies where required due to personal reasons. Part-time students are taught alongside full-time students in these cases and have access to the same support and resources. We understand that most students at UWE (regardless of whether they are engaged in full or part time study) will have commitments outside of their studies and as such we prioritise embedding support in the curriculum and providing flexible approaches (including self-led and online tools and extending opening hours). All our internal data are available for programme teams to monitor at full and part-time study modes.

1.1 Higher education participation, household income, or socioeconomic status

2022 Access Update: POLAR4 Q1 and IMD Q1 remain target groups for access. The gap between FT IMD 2019 Q5 and Q1 students has slowly decreased from 16.3pp in 16/17 to 14.4pp in 20/21. The part-time gap has slightly increased from 18pp to 19pp. The POLAR4 data is more variable, with a slight increase on last year, although still in line with the internal milestones set to achieve our APP targets. Internal data systems have been updated to POLAR4 and show a very small year on year increase in the proportion of enrolments from quintiles 1&2.

Access: We continue to have gaps in access based on geographical measures of socioeconomic status and participation in higher education, although we have made significant progress on this over the past 5 years for our full-time cohort. Comparing POLAR4 quintiles 1 to 5, there are significant gaps in access at UWE (12.9pp) and the proportion of entrants is not representative of the population (2.2pp lower for quintile1). The internal UWE data used to compare results are based on POLAR3, but show an increase in the proportion of quintile 2 enrolments. The OfS IMD data highlights, however, that UWE has significantly lower access for IMDQ1_2 students compared to IMDQ345 (44.3pp) which requires further detailed exploration, particularly on the interaction between POLAR4 and IMD.

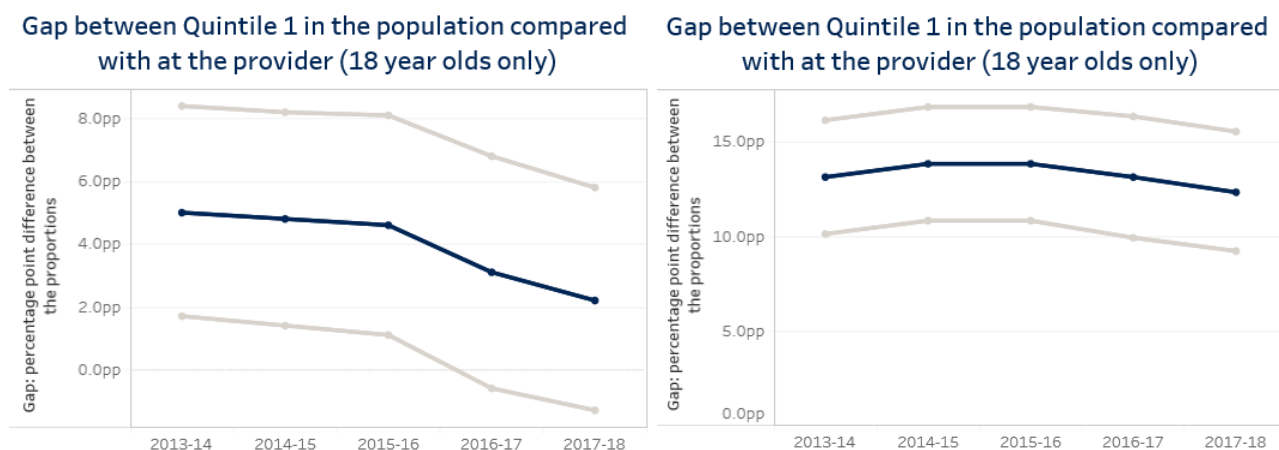


Figure 1. Access gap for POLAR4Q1 compared to population Figure 2. Access gap for IMDQ1 compared to population

2022 Non-continuation Update: No significant gaps. POLAR4 Q5-1 gaps remain very small and not statistically significant for full-time students, with no data for part-time students. IMD gaps remain small and not significant for full-time and part-time students. Internal data have been updated from POLAR3 to POLAR4. The Q3-5 – Q1&2 gap increased slightly during 19/20 (potentially due to the pandemic) but has reduced back to less than 1pp in 20/21. A similar pattern can be seen in the Q5-Q1 gap where the internal data show Q5 continuation is marginally worse than Q1 but the gap remains very small overall.

Non-continuation: There is a small gap in full-time POLAR4Q1 continuation compared to POLAR4Q5 (1.5pp in the most recent year) which is generally smaller than the sector (5pp in the most recent year) and variable year on year with a generally decreasing trend. Our internal analysis suggests that the performance gap in year 5 could be linked to the increased provision of foundation year programmes attracting more students from POLAR quintiles 1 and 2, which then leads to higher non-continuation if students do not enrol onto a full degree programme.

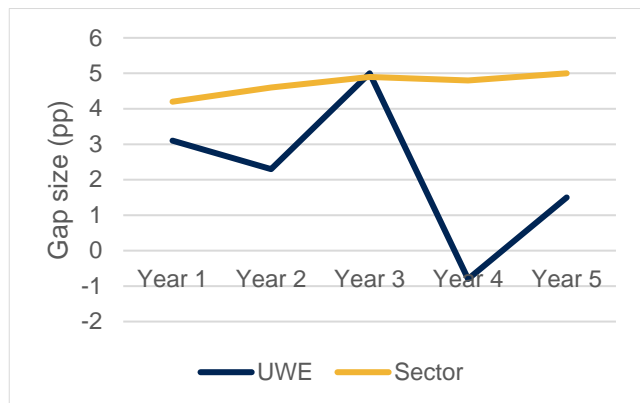


Figure 3. Gap in continuation for POLAR4 Q1/ Q5

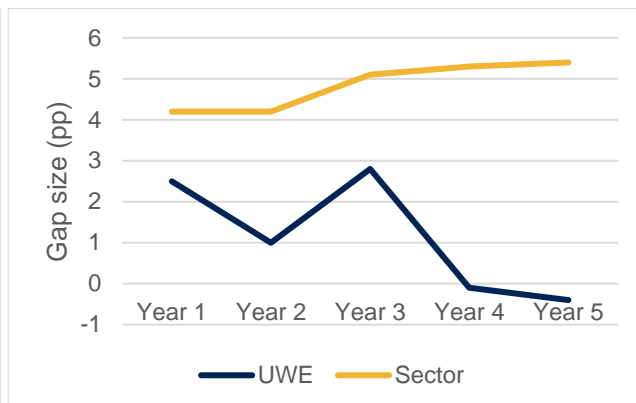


Figure 4. Gap in continuation for IMDQ1_2 /IMDQ3_5

The IMD data for continuation show that UWE has improved continuation in full-time IMDQ1_2 over the last five years and now has no significant non continuation gap, compared to the increasingly large sector gap for IMDQ1_2 (5.4pp sector gap) The part-time IMDQ1_2 / 3_5 gap at UWE fluctuates around 0 year on year and is not significant.

2022 Attainment Update: IMD Q1 remain a target group for attainment. The full-time IMD Q5-1 attainment gap has reduced to 10pp in 20/21 for both the 2015 and 2019 methodology but remains statistically significant. The internal milestones set were 15.5pp for the 2015 methodology or 9pp for the 2019 methodology, so we are meeting the official milestone but not the one set with the more up to date dataset. The POLAR4 Q5-1 gap increased to a significant gap of 11pp in 19/20 but has reduced to a non-significant gap of 9pp in 20/21. This remains an area to monitor but is not a specific UWE target.

Attainment: POLAR4Q1_2 attainment is lower than POLAR4Q345 by 2pp but the gap at UWE for full-time students has not been statistically significant for the past two years, whilst the sector gaps are larger (5.2pp in the most recent year) and significant every year with no significant reduction over time. While there is a gap at UWE in relation to full-time IMDQ1_2 attainment compared to Q3_5 (6.2pp) this is half of the sector average. The gap for IMDQ1 / Q5 is larger and more in line with the sector gap for both full-time and part-time students. There was a significant increase in the gap for UWE IMDQ1 / Q5 full-time students whereas the part-time gaps for IMD and POLAR are not significant and are some of the smaller absolute gaps for our part-time students.

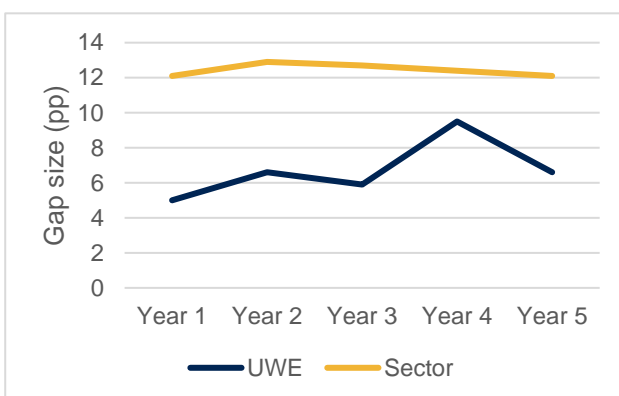
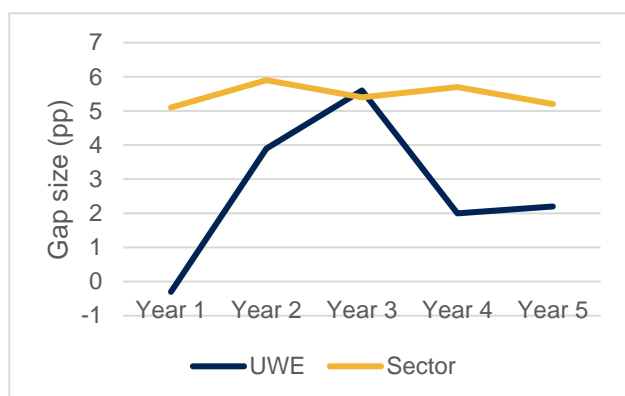


Figure 5. Gap in attainment for POLAR4Q1_2 / 3_5

Figure 6. Gap in attainment for IMDQ1_2 / 3_5

2022 Progression Update: There has not been an update to OfS progression data. Internal reporting on the Graduate Outcome Survey data has been set up but no major analysis has yet been carried out. Top level results show a gap of 0.3pp between POLAR4 Q3-5 and Q1-2 in 18/19 and 19/20. Part-time gaps fluctuate a little more but remain low at 2.5pp in 19/20. These small gaps indicate that this is likely to continue to not be a target area for UWE in the next APP, but monitoring will continue.

Progression to employment or graduate study: Full-time POLAR4Q1_2 progression is significantly worse than POLAR4Q3_5 across the sector (3.2pp). At UWE the gap is smaller (less than 1pp) and not significant for full-time students. We note that positive graduate outcomes for part-time students was lower in the most recent year, and is particularly reflected in a performance gap for part-time POLAR4Q3_5 which is being addressed as part of activity focusing on graduate outcomes for part-time students. There is not enough data to specify whether this gap is focused on the performance of a particular quintile group. For full-time and part-time IMDQ1_2 students there was no gap in progression compared to IMDQ3_5 in the most recent year. Over the last five years the gap has fluctuated but it was only significant in year 2 for full-time students.

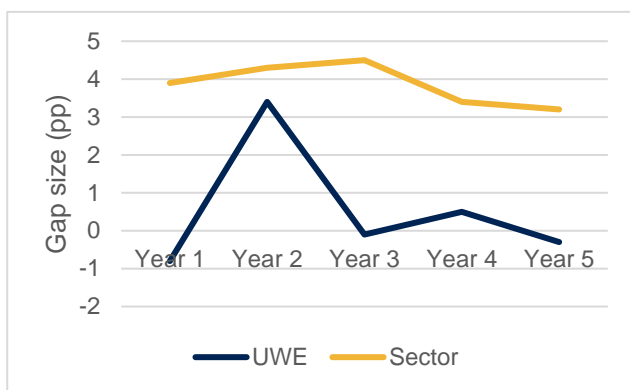


Figure 7. Gap in progression for POLAR4Q1_2 / 3_5

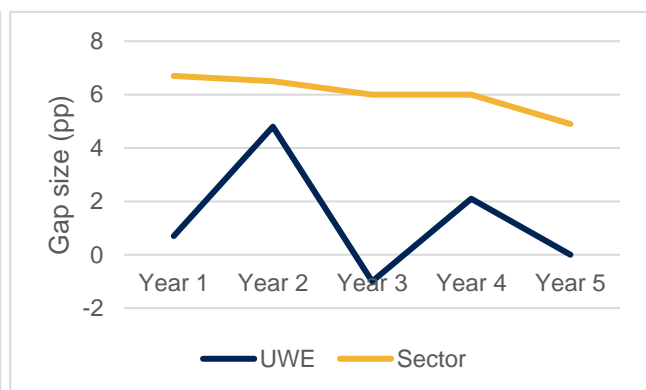


Figure 8. Gap in progression for IMDQ1_2 / 3_5

1.2 Black, Asian and minority ethnic students

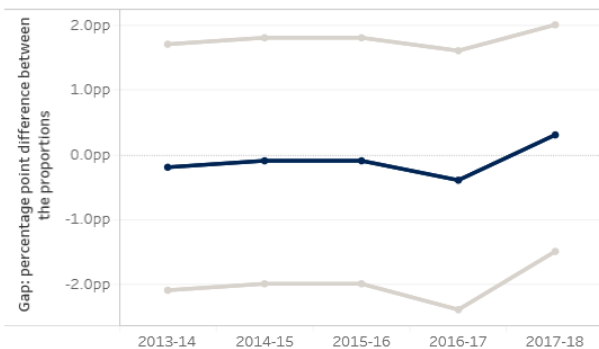
2022 Access Update: Limited progress. Internal data show that enrolments from Black, Asian or Minority Ethnic students remain higher than the proportion of people in the local area. Bristol City Council data shows that 16% of Bristol's 2016 population were from Black, Asian or Minority Ethnic backgrounds, whilst new, UK domicile, FT, undergraduate enrolments at UWE remained around 19-20% in the 19/20 – 21/22 period. APP data shows we have a small but significant access gap of -2.3pp for Mixed Heritage students in 20/21, but the proportion of Asian, Black and Other Ethnicity FT students at UWE is in line with the wider UK population (within 1.5pp).

Access: at UWE, the gaps between Asian, Black, Minority Ethnic and Other (ABMO) and White access are significant for the last 5 years, however we have made significant improvements in addressing the full-time gaps over the same period.

Our internal enrolment figures for full-time students indicate that the proportion of enrolments from students from Black, Asian or minority ethnic backgrounds in the three most recent years (2016/17 - 18/19) have increased (16% – 18%) to be in line with the most recent local Black, Asian and Minority Ethnic population estimates. Being in line with the ethnic diversity in the Bristol area is a success for UWE because we are representative of the most ethnically diverse part of our main recruitment area, despite the variation across the region (evidence below).

- Bristol City Council data shows that 16% of Bristol's 2016 population were from Black, Asian or Minority Ethnic backgrounds³.
- ONS data shows that the South West and Wales were two of the three least ethnically diverse areas of the UK. Wales was 93.2% White and the South West 91.8% White in the 2011 census⁴.
- UWE is a local provider. Internal data shows that 56% of our Home students came from the South West or Wales, with 27% from BS postcodes or the immediate neighbour postcode areas (GL, SN, BA, TA) and 14% from Wales.
- The OfS dataset also shows that the proportion of Asian and Black FT students at UWE is in line with the wider UK population.

Gap between Black in the population compared with at the provider (18 year olds only)



Gap between Asian in the population compared with at the provider (18 year olds only)

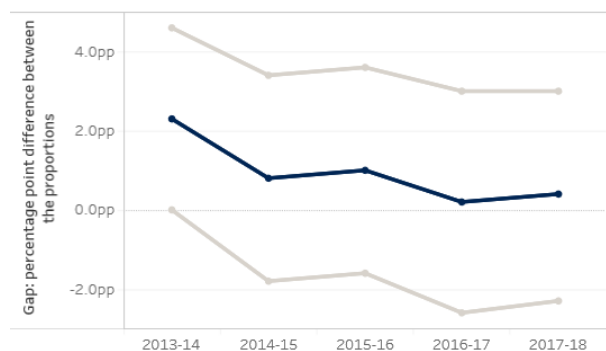
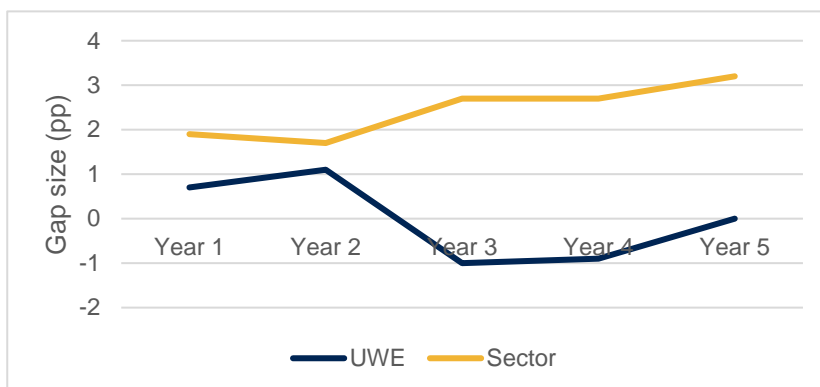


Figure 9. Gap between Black enrolments and population⁵ Figure 10. Gap between Asian enrolments and population⁶

2022 Non-continuation Update: Continuing success. Full-time White – ABMO gap remains small and not significant at -0.4pp in 19/20 with no significant gaps for any full-time ethnicity. Part-time data remains limited but has been added to handover documents for future investigation.

Non-continuation: This is an area of success for our full-time cohort. The gaps between ABMO and White continuation at UWE are not significant and have reduced to 0 in the most recent year (in previous years ABMO was slightly worse), whilst the gap across the sector has significantly increased over the last five years. When comparing the breakdown of ethnic groups, UWE has no significant gaps in the most recent year (16/17) with no significant changes over the last five years. Internally, our continuation data shows that White continuation is now slightly worse than the continuation rate for Black, Asian and minority ethnic students (by 0.4pp), this may be linked to the increased provision of Foundation Years (FY) which typically have lower continuation rates, as the proportion of White FY enrolments has increased more than the proportion of black, Asian and minority ethnic FY enrolments.



³ <https://www.bristol.gov.uk/statistics-census-information/the-population-of-bristol>

⁴ <https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/regional-ethnic-diversity/latest>

Figure 11. Gap in continuation for ABMO compared to White

For our part-time cohort, significant gaps have been noted in continuation for Asian / White and Black / White students. For Mixed / White students the gap is not statistically significant, but has increased significantly over the last 5 years. For Other / White there is not enough data in the most recent year, but previous years have had significant gaps. These gaps have been flagged for further investigation and monitoring internally in order to establish whether interventions put in place to benefit full-time Asian, Black and Mixed continuation also benefit part-time students.

2022 Attainment Update: Progress made but closing awarding gaps for all ethnic groups except White remains our priority. Internal milestones have been met for reducing the Asian, Black and Mixed gaps but the White – Black gap remains large and statistically significant at 28pp. The official target for Other Ethnicities has been removed due to the small cohort size causing large fluctuations in gap size, but data will continue to be monitored. It is assumed that many of the interventions put in place to reduce Ethnicity related awarding gaps will benefit all groups including ‘Other’, but where possible, interventions are tailored to support specific groups. Data showing awarding gaps by individual ethnic groups down to department level is available to all UWE staff. Analysis of this data shows varying progress across the institution and is being used to target areas that are making slower progress.

Award: The award gaps between different ethnic groups in our full-time cohort are some of the main areas of concern at UWE as they remain significant (UWE ABMO / White gap was at 17.1pp in the most recent year). When looking at the breakdown of ethnic groups, significant gaps can be seen when comparing Black, Asian or Mixed students’ attainment to that of White students (31.6pp gap for Black, 15.2pp gap for Asian and 7.6pp gap for Mixed). This is corroborated by internal data which shows that the Good Honours gap for Black students compared to White students was 26-33pp over the last 3 years and 21-27pp for Asian and Chinese students compared to White students. This gap appears slightly smaller in the access and participation dataset but is still flagged as significant (Asian / White).

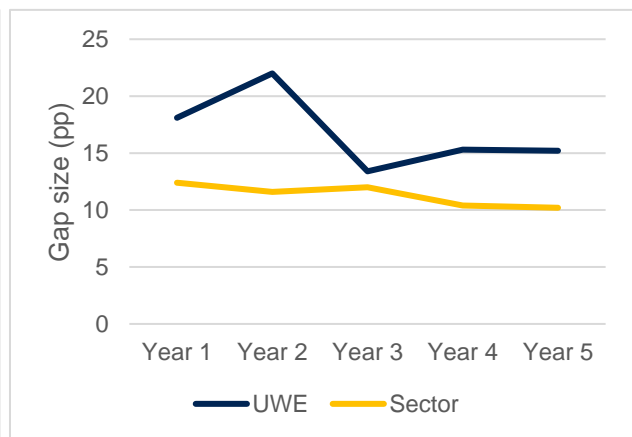
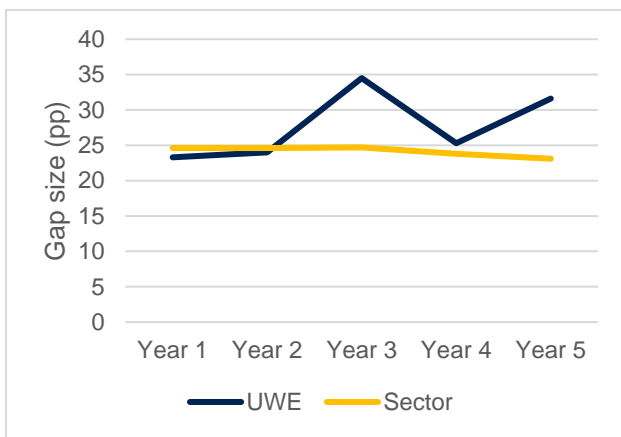


Figure 12. Gap in attainment for Black / White students

Figure 13. Gap in attainment for Asian / White students

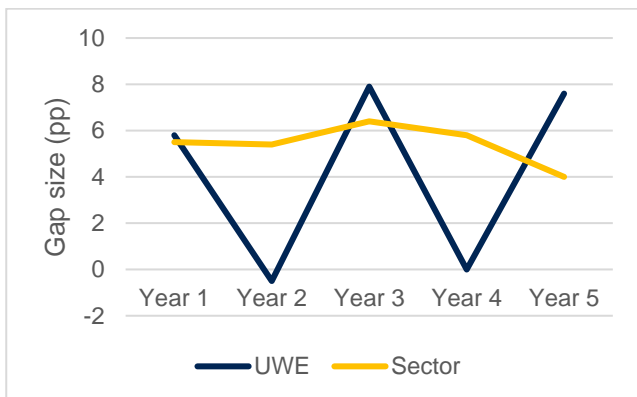


Figure 14. Gap in attainment for Mixed / White students

There are similar issues in our part-time cohort with significant gaps for Black and Asian students compared to White students every year (44.5pp for Black and 38.5pp for Asian in the most recent year), but it should be noted that our part-time student cohorts are small. There are not enough data to analyse the Mixed and Other gaps. Whilst these gaps have increased over the last 5 years this is not statistically significant, however we note that in the sector overall the gaps have reduced over the last 5 years. We plan to interrogate our internal data further to better understand how to address this gap as the actions we take will be different if this relates to our CPD or part-time pathway populations. We are developing methods for better exploring structural factors relating to our award gaps, including developing a methodology to differentiate between our explained and unexplained gap. This analysis will be one of the strands of our plan to eliminate the award gaps, alongside work to decolonize the curriculum, embed inclusive practice in pedagogy and assessment, support student identity and belonging development and increase the diversity of our staff.

2022 Progression Update: No significant gaps. No update to OfS progression data. Internal reporting on GOS has been set up but no major analysis has yet been carried out. Top level White - ABMO results show increasing gaps for full-time students (up to 5.9pp in 19/20) and a very large increase for part-time students (up to 25.6pp in 19/20). The internal data are currently only at White – ABMO level and has not yet been broken down by individual ethnic groups. In our previous analysis we noted that there is a significant gap between White and Other full-time students' progression. This has been flagged for investigation.

Progression to employment or further study: progression for ABMO students is not significantly worse than White students' progression at UWE, full-time or part-time, whilst the sector gap is significant every year. The same is true for the Black / White gap. There was a significant gap for full-time Asian / White progression at UWE but this has been reduced over the last four years and is no longer significant. The UWE ABMO / White gap is consistently smaller than the sector gap and has been decreasing more quickly than the sector for the last two years, although this is not a statistically significant decrease over five years.

1.3 Mature students

2022 Access Update: Continual monitoring. The proportion of Mature full-time students has been slowly increasing over the last 3 years up to 28.1% in 20/21. This is due to an increase in overall numbers, mostly in the lower Mature age bands (21-25 and 26-30). The proportion of part-time Mature students remains high at 95%.

Access: Young students are far more likely to enrol at UWE than mature students which is reflected in the 49pp gap in full-time access (the opposite is true of part-time where there is a 97.6pp gap). UWE has had strong recruitment of mature students (particularly for our CPD modules) until the most recent year, which coincided with when the NHS stopped funding tuition fees for health care programmes, which resulted in a decrease in mature student applicants to these programmes. This is reflected in the increase in performance gap for UWE (taking us to be larger than the sector average for the first time) in year 5.

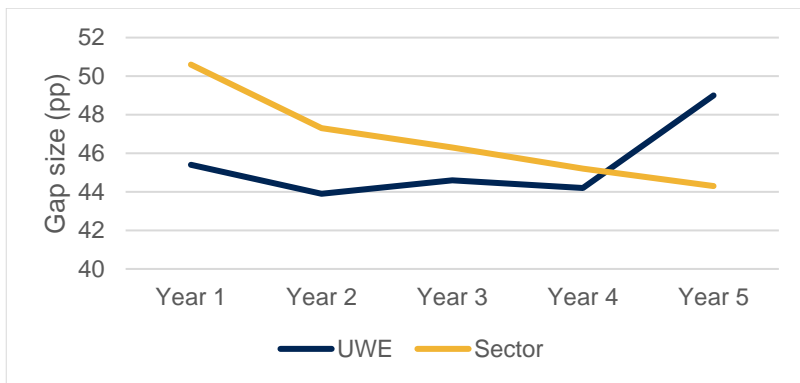


Figure 17. Gap in access for Mature students compared to Young students

2022 Non-continuation Update: Continual monitoring. Aggregate part-time gaps remain high but most individual years do not have enough students for monitoring. Full-time gaps have increased slightly but remain small and not significant at 1.8pp in 19/20.

Non-continuation: Full-time Mature continuation at UWE is worse than Young but the gaps are small and not significant every year with a significant decrease over the last five years. There are significant but variable gaps every year at UWE for part-time Mature students with the most recent year gap being much worse than sector. This has been noted for internal monitoring.

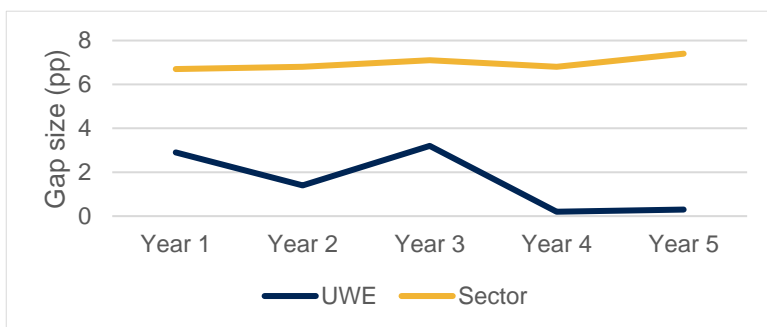


Figure 18. Gap in continuation for Mature students compared to Young students

2022 Award Update: Good progress made but Mature students remain a target group for attainment. The Young – Mature attainment gap for full-time students has reduced year on year from 11pp in 17/18 to 5pp in 20/21. This is well below the internal milestone of 9.4pp and the sector gap of 9.5pp and is no longer significant (it was up to 19/20). The part-time gap is more variable but has reduced overall by 15pp over the last 5 years. There are no significant gaps for any of the age bands, full or part-time. If this progress is maintained, then this target may be removed from the next APP.

Award: Mature award rate is lower than Young award rate for full-time students at UWE and our gap is widening. In the most recent year of data, the gap at UWE became larger than the sector gap (also Mature attainment worse for full-time), although both have increased significantly over five years. Our internal UWE data shows that Mature students were 6-10pp less likely to achieve Good Honours at undergraduate level than their Young peers. For part-time students at UWE and across the sector, the opposite is true and Young award is worse than Mature. The UWE gap fluctuates but is significant every year whilst the sector gap is smaller and has significantly reduced over 5 years. UWE part-time Young award has therefore been flagged for internal monitoring and investigation of how CPD students are affecting these figures.

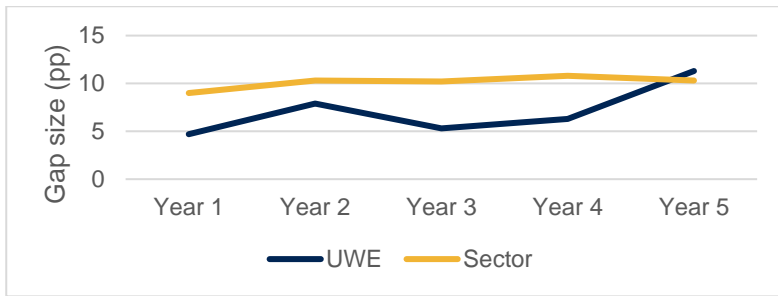


Figure 19. Attainment gap for mature students compared to young students

2022 Progression Update: Young students remain a target group for progression. No update to OfS progression data to date means we can't update our progress on this target. Internal reporting on GOS has been set up but no major analysis has yet been carried out. Top level results show large but stable gaps for full-time students at about 10pp each year and large but fluctuating gaps for part-time students (16.4pp in 19/20). This indicates that Young student progression will likely remain a target area for UWE when the GOS data are available within the APP dataset for comparison with the sector.

Progression to employment or further study: Young progression is worse than Mature progression (for full-time students) with significant gaps every year at UWE which have slightly increased over time whilst the sector gap has significantly decreased. Comparisons by age groups show the biggest gap being between Under 21s and 26_30s. Our internal data shows that over 34s usually have the best DLHE outcomes and that the gap between these graduates and under 25s has slightly reduced over the past five years. For the part-time cohort at UWE, Mature progression is still significantly worse than Young every year, but this has slightly reduced over the last 5 years. In the sector, part-time Mature progression is much worse than full-time Mature progression but is not as bad as at UWE and the gap has significantly reduced in the last 5 years.

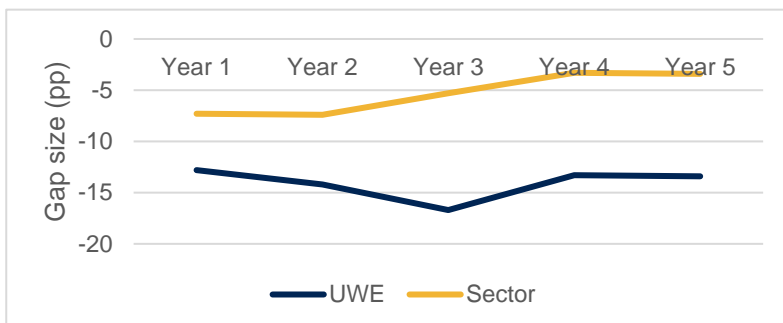


Figure 20. Gap in progression for students by Age students

1.4 Disabled students

2022 Access Update: Continual monitoring. APP data shows a very slight, not significant increase in the proportion of Disabled students in 20/21. Both full-time and part-time proportions are largely static over 5 years. Proportions of different disability types are also static.

Access: Full-time Disabled access at UWE is lower than for students without a disability, however the gap is closing faster than the sector gap. Part-time Disabled access also shows significant gaps compared to students without a disability, as well as for comparisons of Disability Type, however these gaps have not significantly changed over the last 5 years. Internal data show that the proportion of students reporting mental health conditions is rising year on year. Our sector leading work on mental health will help us to ensure that early reporting results in effective support for students.

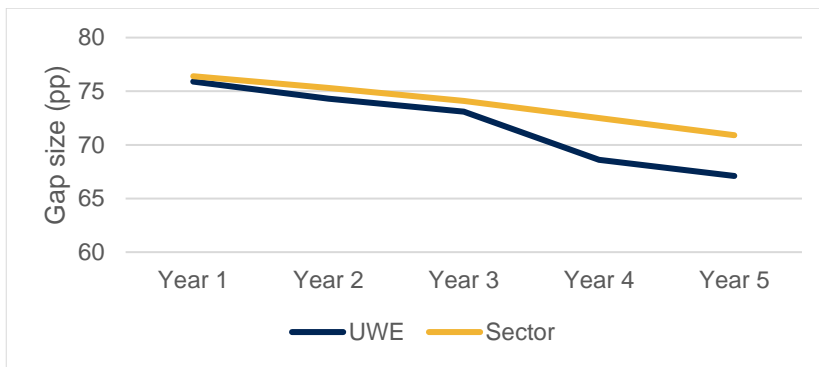


Figure 21. Gap in access for disabled students compared to non-disabled students

2022 Non-continuation Update: Continual monitoring. Small variations continue year on year for the full-time Disabled gap. The part-time gap has increased noticeably in the last 3 years but is still not significant. There are no significant gaps for specific Disability types.

Non-continuation: Full-time Disabled continuation is lower than for non-disabled students but there is considerable variation from year to year and the gaps are not always statistically significant.

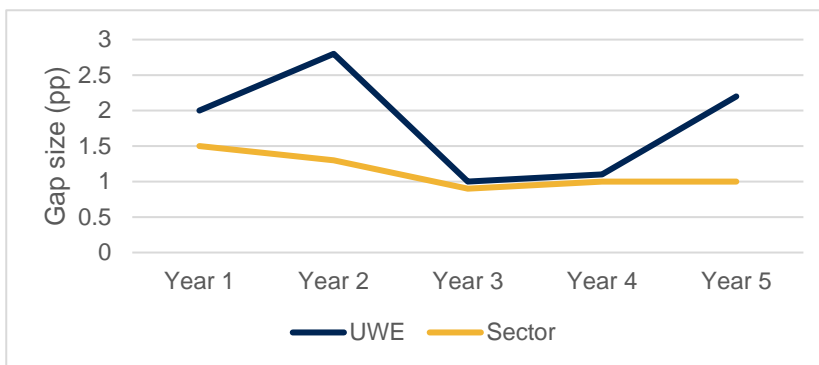


Figure 22. Gap in continuation for disabled students compared to non-disabled students

Part-time Disabled continuation is higher than non-disabled but this is not a statistically significant gap and there is not enough data to look at most of the individual Disability Types for part-time students at UWE.

2022 Attainment Update: Disabled students remain a target group for attainment. APP data are showing no significant gaps for individual years over the last 5 years, but the full-time aggregate gaps are significant at 4.9pp over 3 years and 4.2pp over 5 years. UWE gaps are larger than the sector gaps (1.1pp in most recent year for full-time) and the sector gaps are significant. The largest sector gap is for part-time Cognitive and Learning impairments (9.5pp in most recent year). There are no data for the UWE part-time Disability types, but the largest gaps for full-time students are Sensory, Medical and Physical and Mental Health. This is reflected in our internal data where a large increase can be seen in the Physical impairment – Non-disabled gap from 18/19 to 20/21.

Award: Disabled award is lower than non-disabled attainment for full-time students but the performance gaps are typically small and generally not significant except in the most recent year where our attainment gap become significant (3.4pp). Our internal data highlight a 1-2pp gap yearly but, in the most recent year of data, students disclosing mental health difficulties, multiple impairments and social and communication difficulties had slightly better attainment than non-disabled students. There are not enough data to analyse gaps between most Disability Types for part-time students but the overall Disabled / non-disabled and Cognitive And Learning / non-disabled gaps are not significant.

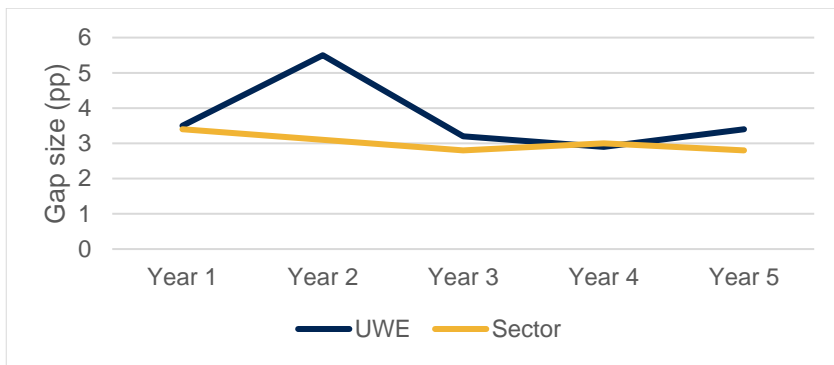


Figure 23. Gap in attainment for disabled students compared to non-disabled students

2022 Progression Update: No significant gaps. No update to OfS progression data. Internal reporting on GOS has been set up but no major analysis has yet been carried out. Top level results show the overall Non-disabled – Disabled gap remains fairly small (under 5pp), with the exception of part-time students in 17/18 at 14.8pp but this is down to 4.4pp in 20/21. This is unlikely to become a target area for UWE unless significant gaps are shown for specific disability groups when the GOS data are included in the APP dataset for comparison with the sector.

Progression to employment and further study: Disabled students’ progression is worse than non-disabled student progression at UWE, however the gaps are not significant (full-time or part-time), compared to the sector gaps which are significant every year. Looking at Disability Type, there is not enough data for most of the part-time groups, but there is a significant gap for Social and Communication / Non-disabled full-time students.

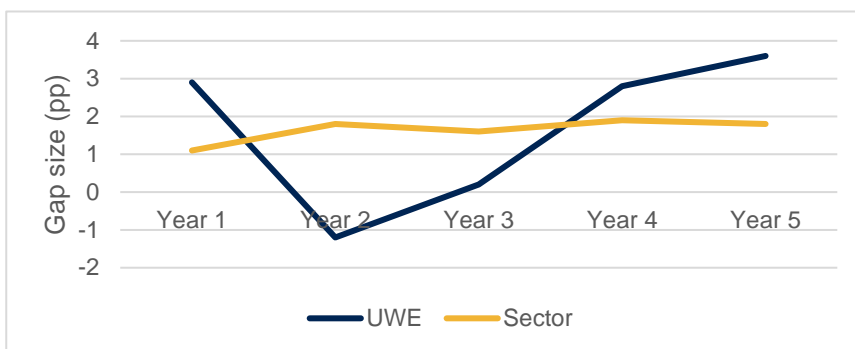


Figure 24. Gap in progression for disabled students compared to non-disabled students

1.5 Care leavers

In 2017, UWE Bristol established UWE Cares – a support service for care leavers, estranged students, carers, refugees and asylum seekers. We currently collect and report on aggregated datasets for all these groups together, but reporting can be filtered to Care Leavers only for 21/22 data onwards. Student category (Care Leaver or other) for previous years cannot be verified due to previous data recording processes. In future APP submissions we plan to report on Care Leavers separately.

2022 Update (all lifecycle stages): Continual monitoring. UWE Cares continued to increase the total number of students supported across UWE year on year (115 new enrolments and 280 returning students in 20/21), until a slight dip in in 21/22 (possibly pandemic related). With a larger cohort we have noticed increasing variation in student success measures which we will monitor institutionally and support students individually to develop skills and access support.

Access: at UWE, the total proportion of UWE Cares students has increased from 0.01% in 14/15 to 0.74% in 18/19 (the highest number of new enrolments was 80 in 17/18).

Non-continuation: the UWE Cares non-continuation rate is lower than the UG total rate, but this is not statistically significant due to the comparatively small numbers of UWE Cares students. During 2016/17 we strengthened our support package for care leavers and are pleased to see the resulting reduction in non-continuation rate.

Table 2. UWE Cares non-continuation rates

	15/16	16/17	17/18
UWE Cares	10.0%	5.0%	6.3%
UWE Total	7.8%	8.2%	8.8%
GAP	2.2pp	-3.2pp	-2.5pp

Award: For UWE Cares students graduating in 17/18, 13 out of 14 achieved a 1st, 2:1 or Merit, resulting in a Good Honours rate of 92.9%. This is much higher than the UWE rate of 76.7%. Furthermore, the UWE Cares team are monitoring module attainment. The UWE Cares '1st sit' module pass rates are increasing y/y which we expect to result in improvements in completion in standard time rates for these students.

Table 3. UWE Cares first sit module pass rates

	15/16	16/17	17/18
UWE Cares	73.1%	74.2%	74.9%
UWE Total	87.6%	86.8%	85.5%
GAP	-14.4	-12.6	-10.6

Progression to employment or current study: we are currently unable to provide representative quantitative evidence of the gap between UWE Cares and UWE total (or sector) progression. In future years GOS results will be used to monitor progression of Care Leavers. There is also currently a lack of comparable benchmarking progression data.

1.6 Intersections of disadvantage

2022 Update: Intersectional enrolments data have been added to internal reporting available to all UWE staff to enable staff to better understand their cohorts and appropriately tailor support. We are also exploring how to report on intersectional data for awarding gaps.

POLAR_Sex, IMD Sex: Male students from low socio-economic groups (POLAR4Q1_2) were less likely to enrol than female students from similar areas (by 3.4pp) but have similar rates of continuation as female students. Male student attainment was lower than female student attainment regardless of POLAR or IMD marker but in the most recent year of data male students were more likely to progress to positive graduate outcomes than female students regardless of socio-economic status.

POLAR_Ethnicity, IMD_Ethnicity: There are no significant patterns of variation considering socioeconomic factors and ethnicity in the most recent year of continuation metrics. Students from POLAR4 or IMD quintiles 1 or 2 generally had lower rates of continuation and within these groups, white student continuation was lower (by 1.4pp for IMD and 1.9pp for POLAR4) but these differences were not significant. Looking at attainment data, for both POLAR4 and IMD the gap between white and ABMO student attainment was greater in lower quintiles (for IMDQ1_2 the gap between White and ABMO was 18.5pp, compared to 14.6pp for IMDQ345, and for POLAR4Q1_2 the gap between White

and AMBO was 14.4pp compared to 12.7pp for POLAR4Q345). There were no significant intersections for UWE between either POLAR or IMD and ethnicity in relation to graduate outcomes

UWE Cares and demographic data: UWE Cares data shows that the proportion of students with specific Learning Difficulties (spLD) is almost twice as high as the equivalent UWE total cohort in 17/18, although this gap is very variable year on year due to the small UWE Cares cohort.

Table 4. UWE Cares reported specific learning difficulties rates

	15/16	16/17	17/18
UWE Cares spLD	11.8%	22.1%	11.2%
UWE Total spLD	6.3%	6.4%	6.4%
GAP	5.5pp	15.7pp	4.8pp

The proportion of White UWE Cares enrolments is also slightly higher than the proportion of White students in the UWE total population. The UWE Cares data also shows that UWE Cares students are more likely to be Mature, Disabled or from LPN areas, or any combination of the above (multiple target groups). When we break down the Disability data, we can see that the proportion of UWE Cares students reporting Mental Health difficulties is also much higher than that of the UWE total cohort however, as the numbers of UWE Cares students is still very low this data needs to be used with caution.

1.7 Other groups who experience barriers in higher education

UWE has been collecting data on the sexual orientation and gender identity of students as a mandatory part of the registration process since 2017/18. As this is so recent there is limited performance data available and no intersectional data (e.g., the proportion of LGBT students reporting Mental Health conditions). This has been identified for future monitoring. From our current data, we can see that the proportion of self-reporting transgender students is increasing (up to 0.4% in 18/19). The same is true of LGB students, with 7.6% of new undergraduate enrolments in 2018/19 reporting as 'LGB'.

2. Strategic aims and objectives

2.1 Target groups

As a result of the assessment of performance, we have highlighted the following full-time target groups in the following lifecycle stages:

Access (targets 1-2)	Continuation	Attainment (targets 3-8)	Progression (target 9)
POLAR4Q1 IMDQ1		IMDQ1 Black Asian Mixed Disabled Mature	Young

We will continue to monitor care leavers, estranged students, and students with caring responsibilities through our UWE Cares programme. Following further analysis of our award data by ethnicity we do not feel it is appropriate to set a formal target for the award gap between students with 'Other' ethnicities and White students. This is because we have fewer than 100 students reporting 'other' ethnicities each year (less than 1.5% of our student population) and as such the data sample size is too small to make predictions. We will monitor 'other ethnicities' alongside all other ethnic groups and our initiatives will address gaps for all minoritized students.

2.2 Aims and objectives

The targets detailed in our 'targets and investment plan' are directly based on the target groups highlighted by our Assessment of Performance and are focused on reducing gaps in our full-time cohort because the majority of our undergraduate students study full-time. Our interventions described in our strategic measures are intended to support both full and part-time students. Students are taught together regardless of whether they are studying full or part-time and as such curriculum development, changes to assessment, training for staff and all support and interventions will always be delivered to all students.

Responding to the 2022 Office for Students Priorities

We have provided a version of the key information in our Access and Participation Plan within the executive summary which is written in everyday language.

We have a strong record of working in partnership with local schools to collaboratively raise attainment, particularly by focusing on tackling disadvantage.

We are actively exploring the relationship between access and outcomes at UWE for students from target groups. We are undertaking analysis of the access to outcome pathways at subject level which we will use to target and prioritise work within the university. Where students from target groups are under-represented but achieve strong outcomes (and where there are not differential outcomes in respect to the comparator group) we will focus on further widening access and supporting students into the university. Where we see differential outcomes for students from target groups, we will focus on addressing these through our priority workstreams described in our Strategic Measures section.

Since writing our Access and Participation Plan, we have been developing at pace our degree apprenticeship offers, providing pathways through further and higher education in collaboration with local colleges and employers to high skill employment.

We have a strong focus on evaluation and understanding impact. We contribute to the sector's developing understanding of impact through Transforming Access and Student Outcomes in Higher Education (TASO) and local collaborations and remain focused on this as an area of improvement. We have established an Access and Participation Plan Monitoring Group to formalise our governance of monitoring progress against our plan and this group will take on a greater role in the coming year in reviewing and scrutinising our evaluation outputs.

Access

TARGET 1: To reduce the gap in access between students entering higher education from disadvantaged socio-economic backgrounds and the most affluent (between POLAR4Q1 and POLAR4Q5).

Objective: Increase enrolments of POLAR4Q1

Target 1 milestones	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage point gap between POLAR4Q1 and POLAR4Q5	12.4	11.5	10.5	9.5	8.5
Actual	11.7 (ahead of milestone)				

These milestones have been set for full-time students taking into consideration the overall sector target of 8.9 by 2024/25. They are also a stretch target for us as most of our POLAR recruitment increase in recent years has been in POLAR quintile 2 (as can be seen in our internal data).

TARGET 2: To reduce the gap in access between students entering higher education from disadvantaged socio-economic backgrounds and the most affluent (between IMDQ1 and IMDQ5).

Objective: Increase enrolments of IMDQ1

Target 2 milestones	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage point gap between IMDQ1 and IMDQ5.	11.4	10	8.4	6.7	5
Actual	14.2 (behind milestone)				

We have set a target for full-time IMDQ1 that reduces our gap by 25% in 5 years to support our ambition to meet the sector's overall target to eliminate socio-economic gaps by 2038-39. We have set a target focused on IMD because we believe this will help us to make faster progress in widening access. We will particularly focus on male students in delivering this target. Internal targets will also be set to reduce the significant gaps in the part-time cohort.

Success

The UWE 2030 strategy aims to eliminate gaps in attainment by 2030 and we have set stretch targets that take us close to halfway by 2024-25. There is significant strategic focus on these targets at UWE and the next five years will focus on developing, testing and evaluating the impact of approaches to address these. We expect the learning from this approach will help us to improve our rate of change in the subsequent five years.

TARGET 3: To reduce the attainment gap for students from under-represented groups (between IMDQ1 and IMDQ5).

Objective: Increase IMDQ1 Good Honours rate.

Target 3 milestones	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage point attainment gap between IMDQ1	15.5	14	12.4	10.6	9

and IMDQ5 students.					
Actual	10.0 (ahead of milestone)				

As above, these milestones have been set to take us halfway to 0 by 2024/25 in line with UWE strategy. These milestones are aimed at the full-time cohort; however, the part-time cohort will also be monitored internally.

TARGET 4: To reduce the attainment gap between Black and White students.

Objective: Increase Black Good Honours rate.

Target 4 milestones	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage point attainment gap between Black and White students.	28	25.5	23	19.5	15.5
Actual	28.0 (on track)				

As above, these milestones have been set to take us half way to 0 by 2024/25 in line with UWE strategy. These milestones are aimed at the full-time cohort; however, the part-time cohort will also be monitored internally.

TARGET 5: To reduce the attainment gap between Asian and White students.

Objective: Increase Asian Good Honours rate.

Target 5 milestones	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage point attainment gap between Asian and White students.	13.5	12.3	10.7	9	7.5
Actual	8.0 (ahead of milestone)				

As above, these milestones have been set to take us half way to 0 by 2024/25 in line with UWE strategy. These milestones are aimed at the full-time cohort; however, the part-time cohort will also be monitored internally.

TARGET 6: To reduce the attainment gap between students with Mixed ethnicities and White students.

Objective: Increase Mixed Good Honours rate.

Target 6 milestones	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage point attainment gap between Mixed and White students.	6	5	4	3	2.5
Actual	4.0 (ahead of milestone)				

As above, these milestones have been set to take us half way to 0 by 2024/25 in line with UWE strategy. These milestones are aimed at the full-time cohort; however, the part-time cohort will also be monitored internally.

TARGET 7: To reduce the attainment rate gap between Disabled and non-disabled students.

Objective: Increase Disabled Good Honours rate.

Target 7 milestones	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage point attainment gap between Disabled and Non-disabled	3	2	1	0.5	0
Actual	5 (behind milestone)				

We aim to eradicate gaps in attainment for disabled students by 2024-25 and have set an ambitious target that recognises a steady state of improvement over the next 5 years to achieve this. We will also internally investigate the variation in gaps between different Disability Types and modes of attendance.

TARGET 8: To reduce the attainment rate gap between Mature and Young students.

Objective: Increase Mature Good Honours rate.

Target 8 milestones	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage point attainment gap between Mature and Young students	9.4	8.5	7.5	6.5	5.5
Actual	5 (ahead of milestone)				

The UWE 2030 strategy aims to eliminate gaps in attainment by 2030, therefore the milestone for 2024-25 has been set at 5.5 for full-time students, which would be over half way to achieving 0 gap by 2030. The part-time gap has been flagged for internal monitoring as the attainment of Young students is significantly worse than that of Mature.

Progression

TARGET 9: To reduce the gap in positive graduate outcomes between Mature and Young students.

Objective: Increase Young positive DLHE outcomes (KPI rate).

Target 9 milestones	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage point gap between Mature and Young positive DLHE outcomes	-10.8	-9.8	-8.8	-7.8	-6.7
Actual					

The UWE 2030 strategy aims to eliminate gaps in attainment by 2030 therefore, the milestone for 2024-25 has been set at -6.7 for full-time students, which would be half way to achieving 0 gap by 2029/30.

3. Strategic measures

3.1 Whole provider strategic approach

At UWE Bristol we continue to place inclusivity at the centre of our mission and we are making a step-change in approach this year, placing significant strategic focus on our key priority areas. Our Strategy 2030 states clearly that we will eradicate gaps in attainment and we recognise that gaps linked to ethnicity are a key priority. We are also strongly committed to widening access to higher education, particularly in South Bristol.

Our strategy for supporting under-represented students is based on two key principles: first that we must take a whole institution approach, working collaboratively across boundaries to ensure coherent and joined up processes, and secondly, that our work must be underpinned by robust evidence ensuring that we can demonstrate value for money and impact of our investments.

Our whole institution approach is evident in the university wide engagement in developing, monitoring and reviewing related activities. The Access and Participation Plan is reviewed by the Board of Governors, and overseen formally by the Learning and Teaching Student Experience Committee of which The Students' Union President is a member. There is a high level and visible university commitment to access and participation – data is easily available on the progress of departments against the university's targets and is scrutinised and discussed at a wide range of forums.

Alignment with other strategies

The UWE 2030 strategy: *Transforming Futures* places inclusivity at the heart of our mission and sets ambitious targets for student experience that include closing our awarding gaps. The Access and Participation Plan is a key mechanism for us to achieve these targets and our commitment is also reflected in sub-strategies and plans. We recognise the role culture and staff diversity plays in students' experience of the university and our APP priorities (particularly our ethnicity awarding gaps) and our EDI sub-strategy is closely aligned to these priorities. A considerable amount of focus within our Access and Participation Plan is on developing our inclusive curricula, pedagogies and assessment approaches, and this is one of the central elements of our teaching and learning strategy. The sector leading work on mental health that UWE is engaging in is reflected in both our access and participation plan and our health and wellbeing sub-strategy.

Collaboration

UWE Bristol are the lead institution for the Bristol city region UniConnect Programme, Future Quest, and involves the University of Bristol, City of Bristol College and SGS College. The partnership has strong links with a range of local third sector organisations working to widen access and address educational disadvantage, and local/regional authorities. We co-fund the development and promotion of Career Pilot and Life Pilot (in collaboration with 19 other HEIs including the University of Bath) which is a leading and free to use digital IAG tool for schools used by 390,000 users annually, and work operationally with HEIs in the South West region to deliver joint approaches to supporting care leavers. We were a founding member of the Western Widening Participation Research Cluster along with the University of Bristol which has evolved to be a collaborative evaluation group supporting local HEIs to share and build good practice.

3.2 Strategic Measures

Following our analysis of the OfS Access and Participation Plan dataset we have identified eight programmes of activity for students and staff containing multiple *strategic measures* that are in place to deliver our aims, objectives and targets. These programmes have been designed based on a deep analysis of existing practice at UWE (particularly focused on evidence of impact), sector good-practice and theoretical and research literature. We have developed a theory of change model for each programme that sets out clearly the outcomes we expect to achieve and which will allow us to measure progress against yearly milestones.

1. Widening Access:

A *sustained programme of outreach* is an important part of our work to increase applications and enrolments to higher education for all of our target groups. This programme will be focused at schools with high proportions of POLARQ1 and IMDQ1 students to ensure it helps us to meet our widening access targets. We will continue to work in partnership with target local schools to provide a range of opportunities for young people to explore the university. We will work with current students in delivering these activities to ensure they create a strong sense of belonging.

We work extensively with schools within our local region to *support the influencers* of higher education: We provide independent Careers Education, Information, Advice and Guidance (CEIAG) through face to face and online support. We will develop a programme of teacher CPD which will focus on ensuring teachers understand the range of higher education options (including work-based learning, technical routes and part-time study) and that we work together to support students to maintain high ambition for their futures. We will continue to work with regional universities to support the Virtual Schools and ensure foster carers and other supporters of children in care understand the opportunities for care leavers in higher education.

We will develop a *contextual admissions programme* to help us widen access to students from IMD Q1 and POLAR4 Q1 areas or who were in receipt of free school meals. We will use the UCAS Multiple Equality Measure (MEM) as a tool for our contextual offers for widening access students. The MEM is a robust and targeted measure and will enable us to quickly proceed with implementation and measure progress (including comparing against sector benchmarks). This will enable us to develop programmes of support pre-entry and in-programme quickly to support successful outcomes for students with contextual offers.

As part of our focus on *inclusive recruitment*, we will review our recruitment activities (open and offer holder days and communications for example) to ensure these support under-represented groups to successfully access study at UWE Bristol. We will also prioritise widening access outreach work through reviewing our access to outcome mappings. Subject areas that are successful at supporting strong outcomes for students from target groups will be priorities for widening access work. Subject

areas where students from widening access backgrounds do not succeed as well as comparator groups will be prioritised for enhanced support through the contextual admissions support programmes that are developed. These support programmes will be developed through internal collaborations between academic programme teams and wider student services and admissions teams to ensure they enable students to succeed.

UWE Bristol is the lead for the Uni Connect partnership for the Bristol city region, *Future Quest*, which has had demonstrable impact in widening access to higher education (37% of disadvantaged participants progressed to higher education in 2021 compared to 29.5% for the national average for disadvantaged students). Future Quest is an important element of our approach to widening access to higher education as it enables us to work in partnership locally and nationally to embed high quality outreach and development programmes into schools. We have developed Future Quest beyond the current scope of the Uni Connect programme, securing additional funding as well as investing in the programme internally. Through Future Quest we work with a number of local charities who deliver impactful activities that support young people to explore their futures and understand the role higher education can play in achieving their aspirations.

2. Supporting School Attainment

Through our *school sponsorship and governor development programme*, we work in partnerships with two local Multi Academy Trusts. The University closely monitors all attainment measures for schools we sponsor, and ensure quality scrutiny takes place. We particularly focus on monitoring attainment for students who are Pupil Premium (using this data as a proxy for POLAR and IMD). We support staff who govern in sponsored schools to challenge effectively about closing attainment gaps by ensuring they have access to appropriate training, signposting them to relevant resources and providing access to professional networks.

The *Future Quest* programme has been shown to improve attainment at GCSE and we will continue to develop attainment raising activities. In 2019, 62% of participants in the future quest programme achieved grades 9-4 in English and Maths at GCSE compared to 44% for the average for the schools for disadvantaged students. Within Future Quest, innovative research-based activities that link to the national curriculum such as BoxED and FutureXplorer create opportunities for subject enrichment that sustains motivation and enthusiasm for learning which supports attainment. The Children's University programme supports primary schools to encourage their pupils to engage with extra-curricular activities that are proven to increase academic performance and engagement. As an example, we have developed a Book Explorers programme which helps primary school children to explore themes and values with current university students.

We work directly with schools to support them to raise attainment through *targeted attainment raising programmes*. Academics from the university's Education and Early Childhood Department are working in partnership with the Bristol local authority in driving school improvement which aims to reduce gaps in attainment in schools. Through a collaborative process they are developing a self-assessment tool which schools in Bristol will be asked to use to understand the extent to which their teaching practices meet the needs of different groups within the school. We will be evaluating the take up and use of this tool and exploring the impact of this on attainment from target groups over the next few years. The department also delivers a programme called Boosting Reading @ Primary which supports more than 200 children a year whose reading ages were below expected reading level for their age. A standardised reading age test (BAS) is administered before and after the intervention and this shows an average gain of around 4 months from the 5-week programme (10 x 20 minutes sessions) but improvements vary up to 30 months. This highly impactful programme significantly improves children's reading in a short period of time which enables these learners to better engage with their learning and so is likely to have a longer-term impact through KS2 and KS4 outcomes.

We continue to *support and develop trainee teachers* to help them think critically about their responsibility to help disadvantaged students. This includes supporting them to understand and develop strong inclusive teaching practices and developing networks that enable continuing teacher CPD.

3. Diversifying provision

We are diversifying our provision, both in the programmes we deliver and geographically, to appeal to and reach a wider and more diverse cohort of learners across our city and region. We are further supporting this by working in partnership across the region to build clearer pathways to our diverse provision. We believe this will be critical in achieving our POLAR and IMD widening access targets.

We have strong partnership arrangements with local FE colleges, through a range of mechanisms including an Institute of Technology (led by Weston College and involving Bath College, Gloucestershire College and Yeovil College) and through long-term partnerships with City of Bristol College and Weston College.

Through our partnership agreement with City of Bristol College we aim to transform the visibility and accessibility of the educational offer in the heart of our most deprived communities, creating familiarity with, and clearer pathways into, higher education that will lead to significant increases in participation in super-low participation neighbourhoods and narrow the enormous gaps in access to HE that divide our city. Through our partnership with Weston College, we will be developing a Skills Hub on UWE's Frenchay campus which will provide access routes to higher education study through skills development programmes. The Institute of Technology specialises in delivering higher level technical training in STEM subjects, boosting skills and providing a clear route for students taking T levels or A Levels to move onto higher level technical education. It also caters for people already in work, with higher level technical training at Level 4 and above in STEM subjects. A key aim is to widen participation and create a more joined up approach to skills, with clearer pathways to higher learning.

Central to our plans to diversify provision is the significant expansion of our degree apprenticeship programme, both delivered by UWE and with our partner colleges across the region. This includes working with our educational partners and employers on the pathways into higher level and degree apprenticeships and working with them to widen access through these routes, which offer a distinctive and attractive alternative to full-time academic study for students from low participation groups.

In developing our diverse provision and new pathways into HE we particularly focus on ensuring that these programmes provide opportunities for under-represented students to contribute to skills gaps in the regional economy. Health has been a strong area of growth, attracting a large number of mature student learners to a range of healthcare apprenticeships. We are developing other pathways into engineering and construction while exploring other viable sectors. With our strong graduate outcomes for under-represented students, we can partner with employers seeking to diversify their workforce and provide support for non-traditional students to access a wider range of employers through the degree apprenticeship pathways. We will develop appropriate monitoring and evaluation across all of the above developments to ensure that we understand their impact on narrowing our access and participation gaps and continuously improving our provision.

4. Financial Support

Our financial support package has been designed to remove financial barriers to both access to, and participation within, higher education. The plan is written with the current fee structures in mind, and financial support packages will be communicated to applicants. Any changes to the funding of Higher Education which constitute a significant change in conditions in the sector, would result in a remodelling

of financial support offered by the university. We have confirmed our financial support programme for the 2022/23 and 2023/24 academic years and will review our financial support model ahead of the creation of our next Access and Participation Plan.

2022/23 and 2023/24 financial support plan

We will provide £500 bursaries for each year of study for students with residual family income below £25,000. This scheme is based on extensive evaluation of our bursary scheme and supports students to remain on programme and engage with their learning. We will advertise our bursary scheme to applicants as part of our funding information each year.

We will also provide £1500 bursaries for each year of study for students from UWE Cares or students with low income who have child care commitments. We will also provide an enhanced bursary to up to two asylum seeker or refugee students who will also be able to access a fee waiver for undergraduate study as part of our University of Sanctuary commitment. These students will become part of the UWE Cares scheme and will have access to the pastoral support we provide within the scheme.

To support students from low income backgrounds to access development opportunities we will provide up to 500 £1000 activity bursaries for 1 year of study to support students from low-income backgrounds (below £25,000) to engage in placements, international experiences or other co-curricular activities that will support their attainment and progression. These activity bursaries will be allocated to students even if they have also received the low-income bursary as our research shows that financial hardship is a significant barrier for access to these activities for under-represented students. We will use these bursaries as a tool to promote these schemes to our under-represented students and will evaluate its effectiveness and keep the number of bursaries provided under review.

We provide a hardship fund to support students who find themselves in financial difficulties and we also provide a short-term loan scheme to enable students to meet additional costs, with re-payments spread across a longer period.

5. Inclusive Curriculum, Teaching, Learning, Assessment and Support

We are focused on ensuring that our full portfolio of programmes – including curricula, pedagogies and assessments - is inclusive. It is evident that high quality inclusive learning and teaching is critical to addressing the attainment gaps at UWE. We have developed clear design principles for 'inclusive and global by design' as key elements of our Enhancement Framework for Academic Programmes and Practice and have an active community of colleagues working in collaboration with students to address gaps in experience and outcomes for students.

We have embedded awarding gaps into our core continuous improvement processes and ensured that real-time data feeds team-based dialogue and debate supports ongoing improvements designed to create inclusive learning experiences for all students. We are reviewing our curriculum, assessment and teaching approaches as part of a *Subject Readiness Review and Enhancement programme* which is supporting us to improve consistency across the university. We will ensure assessment is appropriate and supports learning for all and will continue to build skills and confidence in inclusive learning teaching and assessment, including through our active community of practice. Colleagues in Library Services will continue to support programme teams to develop accessible and diverse reading lists that engage all students, with a particular focus on providing a diversity of types of reading materials and ensuring there is a diversity of viewpoint and authorship.

In order to address our awarding gaps for disabled students, we are focusing on ensuring *teaching practices and materials are accessible* and moving to mainstream reasonable adjustments by

increasing awareness and understanding of them by both staff and student groups. We want our staff to have the skills and confidence to make changes to their academic practice, curricula, and assessments and for students to be fully engaged in and informed about the design of these changes. We hold that where possible and appropriate, reasonable adjustments should be designed and offered to all students, rather than by singling out individual needs. To support this work, we will continue to develop models of academic skill support that effectively support disabled students, or those with different prior study experiences, to engage effectively with our teaching and learning practices, and we will feed these learning points back to the curriculum design process to ensure we are reflective as a learning organisation.

The Students' Union will continue to be a key partner in this work. We co-develop projects relating to learning and teaching priorities for joint university and SU projects each year. Ensuring we demystify assessment language and help students to develop strong practice in the use of feedback will be a key priority for 2022/23.

We are continuously improving the ways in which we learn and develop as an academic institution and develop our staff who teach and support learning. Over the past three years we have piloted a bespoke inclusive practice training programme for staff around three streams: inclusive teaching and assessment practices, creating wellbeing in the programme and creating a safe and inclusive culture (this final theme was available to professional services staff as well as teaching staff as it relates to both staff and student experiences). Training has included module and programme leader training, an introduction to inclusive teaching embedded within our early career teaching qualification, the Postgraduate Certificate in Academic Professional Practice (PG CAPP), and various locally led and delivered training sessions to support teams to develop their skills and confidence in inclusive practice. The PG CAPP is now a pre-requisite for all staff new to teaching in HE and is designed to meet the expectations of the Academic Professional Apprenticeship (APA) Standard. In doing so it also meets the expectations of the UK Professional Standards Framework for those who Teach and Support Student Learning (UKPSF). Both the APA and UKPSF have inclusivity explicitly articulated in their values and behaviours and this is modelled in our own provision. These pilots have helped us to develop strong relationships across the university and better connect our learning and development offer. We will embed the learning from these approaches as we continue to collaborate on learning and development. We will continue to focus on the three themes (inclusive teaching and assessment practices, creating wellbeing in the programme and creating a safe and inclusive culture) as we redevelop our programme leadership roles, ensuring they have the autonomy, responsibility and capabilities to deliver excellent outcomes for students. We will evaluate the impact of our *capability building work* and use this learning to inform further developments.

In addition, we have a set of inclusivity fundamental training requirements which provide staff with the tools to access and engage in the more reflexive, practice focused training. This includes mandatory E&D training, unconscious bias training for managers, mental health training for all staff and safeguarding training for staff in student facing roles. We have developed guidance and training for staff in how to access and use EDI data sets relating to students and staff. We will continue to develop this training and support as required, and in response to feedback from students and staff. For example, we will develop digital accessibility training for staff to ensure we support colleagues to make all learning materials accessible.

6. Developing academic belonging and unlocking opportunities

We know that a sense of belonging plays a critical role in supporting student success. We will continue to build problem-based approaches to learning which create *practical opportunities for students to work together* and develop a sense of community. We have developed a whole university approach to induction, Starting Block, which is developed in partnership with the Student's Union and actively supports student engagement in learning.

We provide a range of academic and study skills support within a *Learning Hub*. The hub integrates our specialist support for students with specific Learning Difficulties and accessibility requirements with our wider skills development support. This inclusive support helps all learners to access the support they require. We have an active Peer Assisted Learning programme engaging more than 250 student leaders, all trained in facilitation and coaching, and equipped with key workplace skills. PAL Leaders run over 140 PAL sessions per week across all four Faculties, covering circa 76% of undergraduate programmes and c70% of foundational programmes. Over a third of undergraduate students actively participate in PAL and the impact of the scheme can be measured in terms of student performance: participation results in an average 11.5 percentage point increase in marks, and a 65% reduction in the failure rate of regular attendees.

Our extensive academic personal tutor (APT) system facilitates further engagement, with every student having an APT throughout their study. APTs are provided with data to enable early supported discussions through a learner analytics system that helps us to highlight students who may have additional barriers to learning. We recognise that some subjects also benefit from additional support outside the classroom and we address this by providing a range of targeted academic skills support options, such as drop in 'espresso maths' and computing sessions that students can access when they need. We have developed a *coaching model to support students to engage fully with their learning and professional development*. Coaching also forms a central element of our UWE Cares support programme which aims to remove barriers to success for our care leavers, carers and estranged students. Alongside financial support and priority access to accommodation, careers and study support, UWE Cares students are coached throughout their university career, helping them to use their resilience and problem-solving skills to achieve high levels of success.

We actively monitor the experience of different groups of students through surveys such as the National Student Survey. We will build on our successes in this area, for example we have ensured our Peer Assisted Learning programme is at least as diverse as our student body, and our Student Union have been particularly successful in increasing the diversity of elected officials.

We will monitor student engagement by target group in a wide range of *opportunities* such as placements, projects, mentoring and employment at the university which develop the skills, confidence and experience that will support student success. We support our under-represented students to access a range of *practice-based learning* opportunities that increase both their level of satisfaction and employability including work placements, internships and international experiences.

Alongside this, we will continue to develop programmes that support particular groups of students to recognise and celebrate their strengths and how they can best use these to succeed and progress. Equity, our award-winning leadership and talent programme for students from Black, Asian and minority ethnic groups, aims to reduce our ethnicity awarding gap through coaching workshops, a mentoring programme and networking opportunities with inspirational role model speakers. We will continue to develop models of support targeted to groups where we are aware of differential engagement or success.

7. Staff Diversity:

We recognise that *increasing the diversity of academic and professional services staff* is essential in building a dynamic and inclusive university community, and that critically, under-represented students need diverse role models across the institution in order to feel inspired and connected to UWE Bristol. We have made progress in increasing the diversity of our academic teams over the past three years. We have developed support and tools available for recruiting managers and will continue to use these to further diversify our staff. In particular, we will focus on increasing the diversity of professional services teams which continue to have less ethnic diversity than academic departments.

We offer a range of developmental opportunities that aim to *retain and reward our diverse staff* with a view to increasing career progression. We have launched a regular Academic Promotion Round and have monitored the impact for staff by protected characteristic. We have identified areas where we are not effectively developing the talent of staff from Black, Asian and minority ethnic backgrounds and will be prioritising this over the next two years.

8. Speak Up

Speak Up is about giving our staff and students the confidence and skills to recognise behaviours that are not in line with our values, and to act to create an inclusive culture. Our Speak Up programme focuses on racism and sexual violence, reflecting a data-led approach to target the most often reported student incident types nationally.

Through our focus on university-wide communications, we ensure that all staff and students receive information about the Speak Up programme so that they feel informed about the programme and how they can engage. We have developed a 'Speak Up Pledge' as a mechanism to set the university's expectations of staff behaviour and to encourage staff at all levels to actively engage with the various initiatives being delivered under Speak Up. The pledge has initially been endorsed by senior leaders to ensure they act as role models of active bystander behaviour, but we will expand this to include all staff.

To continue raising awareness amongst staff and students, we aim to build on the success of the UWE Community Starting Block induction module which explores UWE's values, the behaviours we would like to encourage and those we do not tolerate, develops understanding of active bystander approaches, and explores how to report and find support if something doesn't feel right. The module is currently available for first year undergraduates, but we plan to expand this by offering the training to postgraduate students. We also run 'Speak Up: Talking about race and becoming an active bystander' training for staff and intend to continue running this training to increase staff knowledge and confidence in talking about these topics.

One mechanism through which staff can routinely engage in conversations related to Speak Up is through the EDI Champions scheme. EDI champions are passionate members of staff who have volunteered to engage their teams in EDI conversations and help raise understanding of EDI at UWE Bristol. We currently have 58 active EDI Champions in Professional Services, but we plan to expand the scheme across our academic community. We also have work underway to enhance our reporting process to ensure that staff and students are clear about the whole reporting process at the time of reporting, and that those who have made a report are kept informed at every stage of the process and have a realistic expectation of the potential outcome.

A focus for the coming years will be to develop a set of clearly defined measures of success for our Speak Up work. We aim to create a culture in which staff and students feel safe, listened to, and have trust in the university's policies and processes, and we intend to develop ways of measuring these outcomes to monitor our progress.

3.3 Student consultation

Plan development: In preparing our Access and Participation Plan, the SU President and Vice President team were significantly involved. They contributed to the development of our theory of change and highlighted the importance of supporting students by removing barriers through financial support and ensuring support is well communicated so students know how to get help. We have a long history of working in partnership with students and so we also drew upon the experiences of our under-represented students directly through their involvement in project steering boards and focus groups that are linked to our various interventions and research. There is student representation on our Learning, Teaching and Student Experience Committee that oversees the submission of plans and impact reports to the Office for Students and the Student Union President is a key partner in agreeing and monitoring

strategic priorities. The Student Union Vice-President, Community and Welfare has been critical in developing our Health and Wellbeing Strategy and has facilitated wider student engagement through feedback forums. In particular, they championed the need for clearer communication of support for students as this was a key message from students, and as a result we have created our landscape provision which is now well advertised to students. The plan was also discussed at the Learning and Teaching Student Experience Committee where a wider group of student reps were able to contribute to the development of plans. In order to enable engagement, we equip student representatives with the necessary tools to challenge and input ideas through consultation events, held across the year.

Plan implementation: We work closely with our Students' Union to ensure that students are represented at all levels of the university's governance structure allowing for oversight of key decision-making bodies impacting upon access, success and graduate outcomes. All groups working on key actions from this plan will include student representation, and we will be employing students as partners to contribute significantly to the implementation of the plans. Working with the Students' Union, we are currently developing a comprehensive training programme for existing and newly elected student officers. This is something we will actively review and look to develop further in order to expand to part-time officers, course reps and those engaged in ambassador schemes.

Evaluation of the plan: The Equality, Diversity and Inclusivity team will facilitate regular forums for two-way conversations with student officers to input upon activities which address access, attainment and progression gaps, to allow for officers to share the experiences gathered from under-represented students, and for the university to feedback on how past input has been realised in current activities. We value the feedback that the students' union can provide and welcome their steer regarding university policy and processes. We will also continue to work with students as research partners to evidence the impact of programmes of work, and to help us better understand the lived experience of students. Last year we recruited first year students from under-represented groups to share their academic experiences, to help us identify the barriers and enablers to success.

We have drawn upon the experiences of our under-represented students directly through their involvement in project steering boards and focus groups that are linked to our various interventions and research. 'Equity', our talent development programme for Black, Asian and Minority Ethnic students that addresses gaps in graduate outcomes, and UWE Cares have been shaped strategically by student committees whose insight has led to significant planned changes to events and opportunities, in line with what our students want and need. These students have played a crucial role in evaluating the programmes by helping to measure the change in attitudes and beliefs towards identity and career aspirations. Based on student consultation, we have made changes to our financial support packages: our enhanced bursary is paid in equal tranches each year, and we have introduced an activity bursary.

3.4 Evaluation strategy

To inform the evaluation strategy we have used the OfS evaluation self-assessment tool which has helped us to reflect on our current practice, highlighting where we are doing well and areas for focus.

Strategic context (advanced): At UWE there is a clear governance structure surrounding our Access and Participation work. The university's Learning, Teaching and Student Experience Committee oversees the development and monitoring of plans. Our access and participation strategy is linked to other strategies across the university and we have a dedicated budget for evaluation and an Evaluation and Data team focused on supporting programmes across the whole student lifecycle to measure impact effectively. We have an established mechanism for monitoring our evaluation progress. We monitor the status of each programme every three months, based on the evaluation cycle (plan> collect data> analyse> review). If an evaluation is not progressing as planned, this is flagged as a risk at a quarterly review meetings where we review overall progress and risks. We also create opportunities for

staff to learn new skills in this area, for example we recently ran a series of Theory of Change workshops for colleagues working in Access and Participation and Equality, Diversity and Inclusivity.

Programme design (emerging): We have developed clear processes for ensuring evaluation is designed at the planning stage of new interventions. For example, we created a logic model for the Equity programme (targeted at Black, Asian and Minority Ethnic student progression) at the point of programme design, to inform what we would measure. This supported delivery staff to have a better understanding of the long-term aims of the programme, and provided a visual aid to demonstrate the reasons why we needed to collect certain data. We have draft Theories of Change for each programme that will be developing further, particularly focusing on identifying and scrutinising the evidence and assumptions behind the theory. We also plan to set clear targets for each activity within a programme, in relation to the expected outputs and outcomes, so that we have a better idea of what success looks like. Our goal is to ensure that all programmes are based on evidence and continue to be improved and refined as new evidence is generated.

Evaluation design (emerging): At UWE we have evaluation plans in place for the majority of our activities. These plans are created using our Evaluation framework, which expands upon the OfS 'standards of evaluation' by outlining 6 categories of evaluation, linked to the elements of a Theory of Change, with associated evaluation methods. This is crucial in ensuring that we design evaluations that are proportionate to the scale of the programme, with limitations on the types of outcomes that are measured and the claims that can be made. We also use evaluation findings to inform programme design. For example, the process evaluation of resilience and wellbeing workshops showed that students wanted a more interactive workshop with specific, relevant examples and case studies to work through. These changes were built into the programme design for the next year, and received positive feedback. However, we acknowledge that we need to expand our use of evaluation methods that focus on measuring impact. We plan to improve our performance in this section by creating a more formal evaluation planning process, which will involve developing a new evaluation plan template to improve the consistency and quality of our plans. The planning itself will involve identifying and engaging multiple stakeholders to work together to complete the template, to ensure that evaluation is everyone's responsibility. We will use our evaluation framework to enhance this process and help us to identify evaluation methods that focus on measuring impact. We aim to implement the new template and planning process from 2020. We will also take a more strategic approach where we aim to evaluate all programmes of activity across a 3–5-year cycle allowing time for changes to be implemented.

Evaluation implementation (emerging): We recognise that more of our evaluation needs to focus on tracking individuals over time and we expect a new student data system which is being implemented over the next five years will help us to do this. We comply with GDPR and ethical standards in all of our work. We are a founding member of the South West Evaluation Forum, meeting with other local HE providers on a quarterly basis to share findings and best practice and we expect this to be a useful forum to develop evaluation practice collaboratively with other HEIs locally.

Learning to shape improvements (good): We have a clear understanding of the limitations of the evaluation methods that we use and we acknowledge this when interpreting results. For example, we are careful not to make causal claims from type 1 or type 2 evaluations. Where appropriate, we triangulate our findings from multiple sources, for example collecting data from students and staff, to get a broader understanding of any observed changes. We also take the time to share findings back to delivery staff, for example by presenting the financial support review to the entire Student Money Service, to ensure that evaluation findings influence practice. We have an emerging presence on internal communication platforms, where we have shared evaluation findings and reports across the institution via the staff newsletter, intranet and department news. We aim to continue this practice and expand our presence with dedicated intranet pages to engage the wider staff community. We will disseminate our findings with an external audience, both through presenting at conferences and submitting reports to TASO.

Financial support: Financial support is an area where we invest heavily, with targeted schemes for specific under-represented groups. We undertook a full evaluation of our financial support provision in 2017 using the OfS evaluation toolkit, with the most recently available data at the time. From our statistical analysis using logistic regression, we found that students who received a bursary (low-income or enhanced) had the same outcomes (attainment, continuation to second year, progression) as those who did not receive a bursary, suggesting that the bursary levels the playing field between these two groups. However, bursary students were statistically significantly less likely to complete their course within 5 years. From the survey to both bursary recipients and non-recipients, we gained valuable insight into how the bursary is perceived and indeed used by students, informing the way the bursary is communicated to students. We then conducted 23 interviews with students and found that those receiving the enhanced bursary struggled to manage the front-loaded system, where more money was provided in the first year. As a direct result of this, from 2019/20 the enhanced bursary will be paid in even instalments. The evaluation will be repeated every 3 years, to allow time for changes to be implemented. Therefore, the next evaluation is due in 2020/21, aligning with our 3–5-year cycle.

3.5 Monitoring progress against delivery of the plan

We have recently brought together our work on Access and Participation with broader Equality and Diversity work, to create a university focus on Equality, Diversity and Inclusivity. This is reflected both in staffing structures, with a new centralised team focusing on university strategy and action plans for staff and student priorities (with the Access and Participation Plan as the driving force for change), and in governance arrangements. The Access and Participation Plan, Athena SWAN and other Charter Mark priorities will be brought together into a university wide action plan for EDI which will ensure we make the required step change.

The EDI committee will be chaired by the Deputy Vice-Chancellor and will include the Executive Deans from each faculty and Directors of Professional Services. The committee will oversee the university strategic EDI plan and each faculty will create a sub-committee to ensure local action and monitoring. The EDI committee will commission the main learning and teaching committee of the university, LTSEC (through a sub-committee focused on Access and Participation) to develop, progress and monitor the Access and Participation Plan, and will particularly focus on progress with inclusive curricula, teaching, learning and support and training for staff. Students will be included on all committees.

4. Provision of information to students

UWE Bristol is committed to providing clear, transparent and up to date information for prospective and future students. Details about entry requirements, course information including mode of study, tuition fee levels and student financial support is published on the UWE website and in the printed prospectus. The Access and Participation Plan is published on the [university website](#) alongside our previous Access Agreements. The Funding and Scholarships page on the UWE Bristol website includes eligibility criteria and information about how to apply for financial support. Information on tuition fees and financial support is shared with UCAS and the SLC in a timely way to ensure that their own web services are up to date.

Relevant University teams provide information regarding student finance through presentations to our target schools and colleges, at open days, taster days, applicant days and at other widening participation events. In addition, the Recruitment and Outreach team send, via email, a termly newsletter to the target schools and colleges to provide information relating to courses, fees and funding. Social media continues to play a role in providing information to prospective students. The Admissions and Recruitment and Outreach teams host future student online askAdmissions sessions where information about fees funding and additional material is provided. The University completes the Key Information Sets (KIS), which can be used as a reference tool by prospective students.

Provider fee information 2022-23**Summary of 2022-23 course fees**

*course type not listed by the provider as available in 2022-23. This means that any such course delivered in 2022-23 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2022-23 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	16/17 Starters, extended length programmes due to placements and integrated masters	Fee applies to continuing students only	£9,000
First degree	17/18 Starters onwards	Fee applies to entrants/all students	£9,250
Foundation degree	*	Fee applies to entrants/all students	£9,250
Foundation year/Year 0	*	Fee applies to entrants/all students	£9,250
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	Fee applies to entrants/all students	£9,250
Accelerated degree	*	*	*
Sandwich year	16/17 Starters, extended length programmes due to placements and integrated masters	Fee applies to continuing students only	£1,125
Sandwich year	17/18 Starters onwards	Fee applies to entrants/all students	£1,156
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2022-23 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	BRISTOL CITY ROBINS FOUNDATION 10043794	Fee applies to entrants/all students	£9,250
First degree	Bristol Old Vic Theatre School Limited 10000900	Fee applies to entrants/all students	£9,250
First degree	Gloucestershire College 10002696	Fee applies to entrants/all students	£9,250
Foundation degree	Bristol Old Vic Theatre School Limited 10000900	Fee applies to entrants/all students	£9,250
Foundation year/Year 0	City of Bristol College 10001467	Fee applies to entrants/all students	£8,645
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2022-23 students

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£6,935
First degree	For students still on the £9000 fees (only a few students)	Fee applies to continuing students only	£6,750
Foundation degree	*	Fee applies to entrants/all students	£6,935
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*

Other	*	*	*
-------	---	---	---

Table 1d - Sub-contractual part-time course fee levels for 2022-23 students

Sub-contractual part-time course type:	Additional information:	Cohort:	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	*	*	*

Provider fee information 2021-22**Summary of 2021-22 course fees**

*course type not listed by the provider as available in 2021-22. This means that any such course delivered in 2021-22 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2021-22 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	16/17 Starters, extended length programmes due to placements and integrated masters	Fee applies to continuing students only	£9,000
First degree	17/18 Starters onwards	Fee applies to entrants/all students	£9,250
Foundation degree	*	Fee applies to entrants/all students	£9,250
Foundation year/Year 0	*	Fee applies to entrants/all students	£9,250
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	Fee applies to entrants/all students	£9,250
Accelerated degree	*	*	*
Sandwich year	16/17 Starters, extended length programmes due to placements and integrated masters	Fee applies to continuing students only	£1,125
Sandwich year	17/18 Starters onwards	Fee applies to entrants/all students	£1,156
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2021-22 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	BRISTOL CITY ROBINS FOUNDATION 10043794	Fee applies to entrants/all students	£9,250
First degree	Gloucestershire College 10002696	Fee applies to entrants/all students	£9,250
First degree	Weston College of Further and Higher Education 10007459	Fee applies to entrants/all students	£7,950
Foundation degree	Weston College of Further and Higher Education 10007459	Fee applies to entrants/all students	£7,950
Foundation year/Year 0	City of Bristol College 10001467	Fee applies to entrants/all students	£8,645
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2021-22 students

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£6,935
First degree	For students still on the £9000 fees (only a few students)	Fee applies to continuing students only	£6,750
Foundation degree	*	Fee applies to entrants/all students	£6,935
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*

Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1d - Sub-contractual part-time course fee levels for 2021-22 students

Sub-contractual part-time course type:	Additional information:	Cohort:	Course fee:
First degree	Weston College of Further and Higher Education 10007459	Fee applies to entrants/all students	£5,650
Foundation degree	Weston College of Further and Higher Education 10007459	Fee applies to entrants/all students	£5,650
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

**Access and participation plan
Fee information 2020-21**

Provider name: University of the West of England, Bristol

Provider UKPRN: 10007164

Summary of 2020-21 entrant course fees

*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

Inflationary statement:

We do not intend to raise fees annually

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree	17/18 Starters onwards	£9,250
Foundation degree	*	£9,250
Foundation year/Year 0	*	£9,250
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	£9,250
Accelerated degree	*	*
Sandwich year	16/17 Starters, extended length programmes due to placements and integrated masters	£1,125
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 students

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	BRISTOL CITY ROBINS FOUNDATION 10043794	£9,250
First degree	Weston College of Further and Higher Education 10007459	£7,950
Foundation degree	Weston College of Further and Higher Education 10007459	£7,950
Foundation year/Year 0	City of Bristol College 10001467	£8,645
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree	*	£6,935
Foundation degree	*	£6,935
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	Weston College of Further and Higher Education 10007459	£5,650
Foundation degree	Weston College of Further and Higher Education 10007459	£5,650
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan

2020-21 to 2024-25

Provider name: University of the West of England, Bristol

Provider UKPRN: 10007164

Investment summary

The OFS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OFS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OFS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£3,489,979.00	£3,564,707.00	£3,630,803.00	£3,699,040.00	£3,774,448.00
Access (pre-16)	£872,495.00	£891,177.00	£907,701.00	£924,760.00	£943,612.00
Access (post-16)	£2,093,987.00	£2,138,824.00	£2,178,482.00	£2,219,424.00	£2,264,669.00
Access (adults and the community)	£523,497.00	£534,706.00	£544,620.00	£554,856.00	£566,167.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£3,839,700.00	£3,860,030.00	£4,242,720.00	£5,178,129.00	£5,178,129.00
Research and evaluation (£)	£487,203.00	£488,399.00	£500,664.00	£513,309.00	£526,347.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (EHFI)	£54,288,860.00	£53,972,754.00	£53,987,990.00	£54,347,896.00	£54,680,310.00
Access investment	6.4%	6.6%	6.7%	6.8%	6.9%
Financial support	7.1%	7.1%	7.8%	9.4%	9.3%
Research and evaluation	0.9%	0.9%	0.9%	0.9%	1.0%
Total investment (as %HFI)	14.4%	14.6%	15.4%	17.1%	17.2%

Targets and investment plan 2020-21 to 2024-25

Provider name: University of the West of England, Bristol

Provider UKPRN: 10007164

Targets

Table 4a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in participation in HE for students from underrepresented groups	PTA_1	Low Participation Neighbourhood (LPN)	Reduce gap in entry rates between POLAR4Q1 and POLAR4Q5	No	The access and participation dataset	2017-18	12.9	12.4	11.5	10.5	9.5	8.5	
To reduce the gap in participation in HE for students from underrepresented groups	PTA_2	Socio-economic	Reduce gap in entry rates between IMDQ1 and IMDQ5	No	The access and participation dataset	2017-18	14.4	11.4	10	8.4	6.7	5	

Table 4b - Success

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the attainment gap for students from underrepresented groups	PTS_1	Socio-economic	Percentage difference in degree attainment (1st and 2:1) between IMDQ1 and IMDQ5 students.	No	The access and participation dataset	2017-18	18.6	15.5	14	12.4	10.6	9	
To reduce the attainment gap for students from underrepresented groups	PTS_2	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and black students.	No	The access and participation dataset	2017-18	31.6	28	25.5	23	19.5	15.5	
To reduce the attainment gap for students from underrepresented groups	PTS_3	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and asian students.	No	The access and participation dataset	2017-18	15.2	13.5	12.3	10.7	9	7.5	
To reduce the attainment gap for students from underrepresented groups	PTS_4	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and mixed students.	No	The access and participation dataset	2017-18	7.6	6	5	4	3	2.5	
	PTS_5							5	4.6				
To reduce the attainment gap for students from underrepresented groups	PTS_6	Disabled	Percentage difference in degree attainment (1st and 2:1) between Disabled and non-disabled students	No	The access and participation dataset	2017-18	3.4	3	2	1	0.5	0	
To reduce the attainment gap for students from underrepresented groups	PTS_7	Mature	Percentage difference in degree attainment (1st and 2:1) between mature and young students.	No	The access and participation dataset	2017-18	11.3	9.4	8.5	7.5	6.5	5.5	

Table 4c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the positive progression outcome gap for students from underrepresented groups	PTP_1	Mature	Percentage difference in positive DLHE outcome between mature and young students	No	The access and participation dataset	2016-17	-13.4	-10.8	-9.8	-8.8	-7.8	-6.7	