

UWE Bristol

Access and participation plan

2020-21 to 2024-25

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 providers (University of Bristol, City of Bristol College and SGS College) 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 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 attainment gaps by ethnicity, mature students and disabled students. We note that we do not have a significant attainment gap by POLAR quintile. Looking at progression measures, we do not see significant gaps for full time students by POLAR quintile or by ethnicity but have a performance gap for disabled students.

Table 1. Summary of data analysis

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

Our analysis has focused on full-time Undergraduate students, due to the low number of part-time students enrolled at UWE. Where data is available for part-time students, it should be noted that 52% 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. Therefore, we have identified areas with large gaps but have flagged them for further internal investigation and monitoring in early 2019/20, rather than setting official

¹ Internal WP enrolments data (2018): 52% of new entrants meet one of our WP indicators: LPN, disability, mature, BME

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

targets. Where intersectional data was available, we have produced analysis (please see section 1.6 Intersections of disadvantage).

1.1 Higher education participation, household income, or socioeconomic status

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 is based on POLAR3, but shows 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 investigation, particularly on the interaction between POLAR4 and IMD.

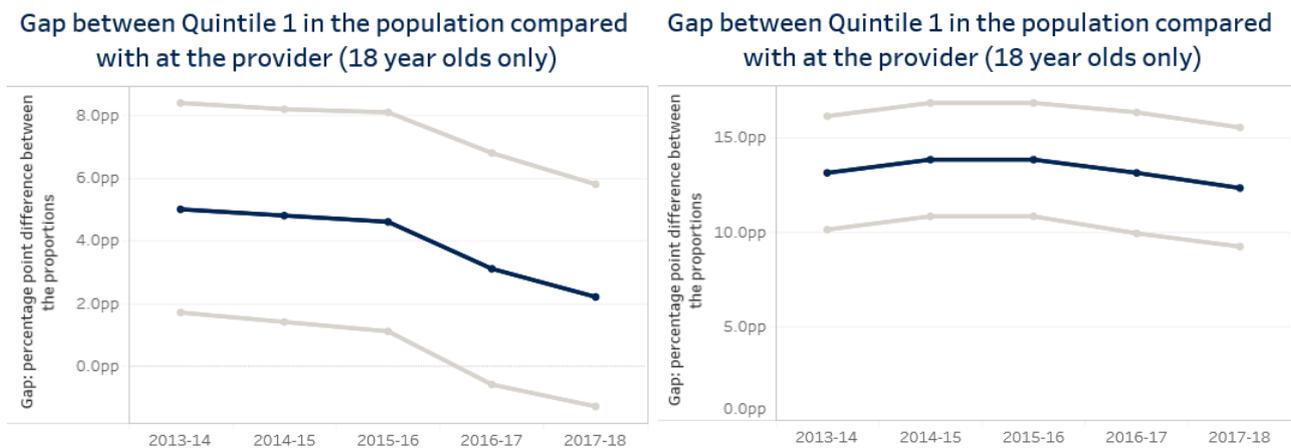


Figure 1. Access gap for POLAR4Q1 compared to population Figure 2. Access gap for IMDQ1 compared to population

Looking at our part-time access gaps, we can see that these are significant for IMDQ1 compared to IMDQ5, with a slight reduction over the last 5 years. There is also not enough data to compare our IMDQ1 part-time access to the proportion of the population. As mentioned above (below table 1) we plan further analysis to better understand our part time data.

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

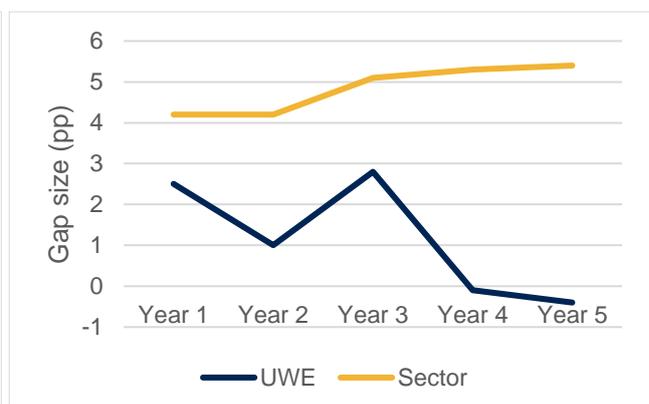


Figure 4. Gap in continuation for IMDQ1_2 /IMDQ3_5

The IMD data for continuation shows that UWE has reversed the sector trend of poorer continuation in full-time IMDQ1_2 over the last five years (now no significant gap at UWE compared to a 5.4pp sector gap). The part-time IMDQ1_2 / 3_5 gap at UWE fluctuates around 0 year on year and is not significant.

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.

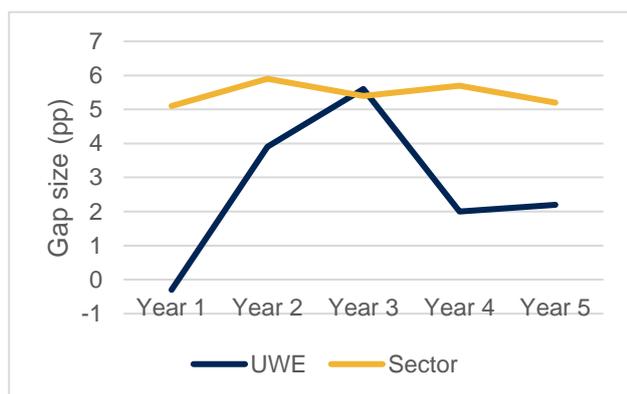


Figure 5. Gap in attainment for POLAR4Q1_2 / 3_5

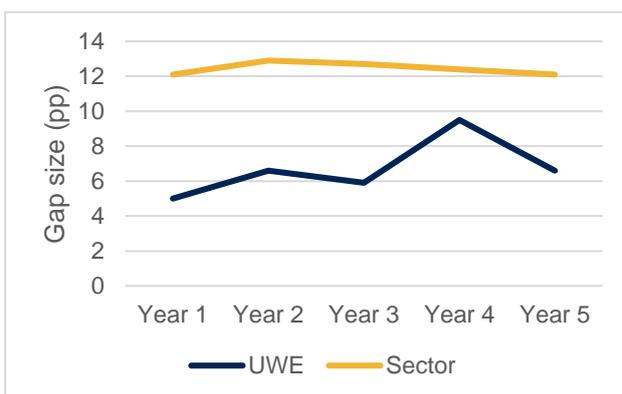


Figure 6. Gap in attainment for IMDQ1_2 / 3_5

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.

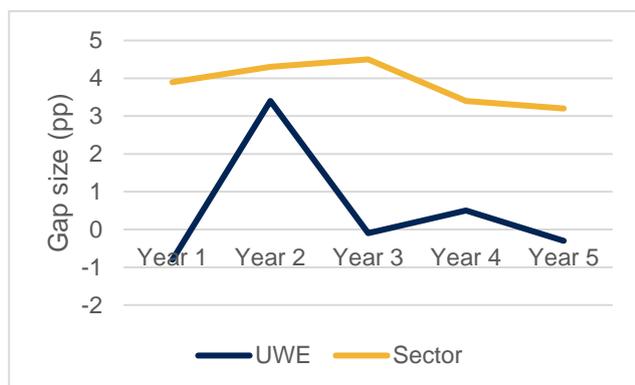


Figure 7. Gap in progression for POLAR4Q1_2 / 3_5

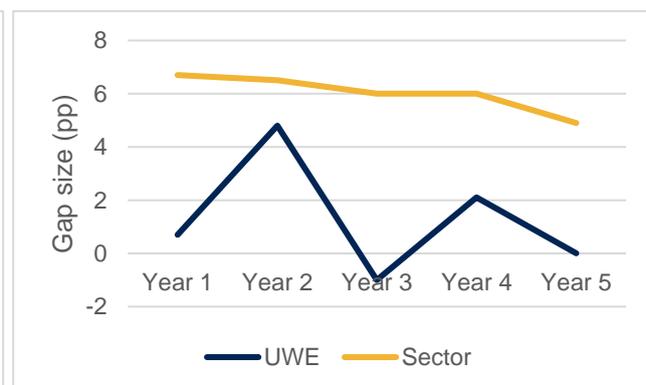


Figure 8. Gap in progression for IMDQ1_2 / 3_5

1.2 Black, Asian and minority ethnic students

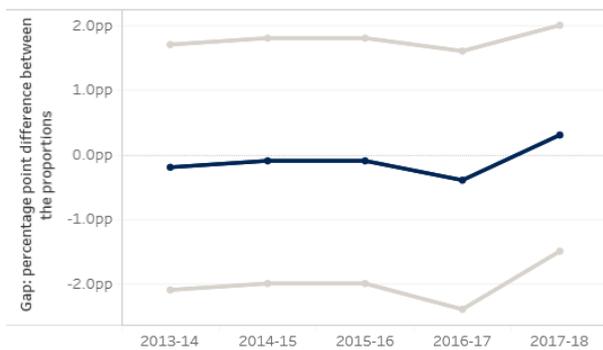
Access: at UWE, the gaps between Asian, Black, Minority Ethnic and Other (ABMO) and White access are significant for the last 5 years, however we have made significant improvements in addressing the

full-time gaps over the same period. Part-time gaps at UWE have significantly increased over 5 years, as have the sector gaps – we expect this to be partially related to our CPD part time enrolments but will investigate further in early 2019/20.

Our internal enrolment figures for full-time students indicate that the proportion of BAME enrolments in the three most recent years (2016/17 - 18/19) have increased (16% – 18%) to be in line with the most recent local BAME population estimates. We feel that 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 BAME³.
- 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)

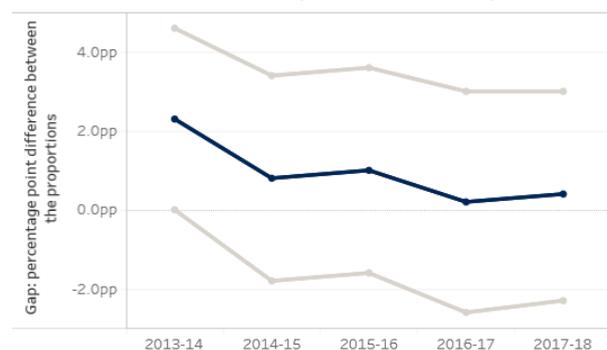


Figure 9. Gap between Black enrolments and population⁵ Figure 10. Gap between Asian enrolments and population⁶

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 BAME (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 BAME 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>

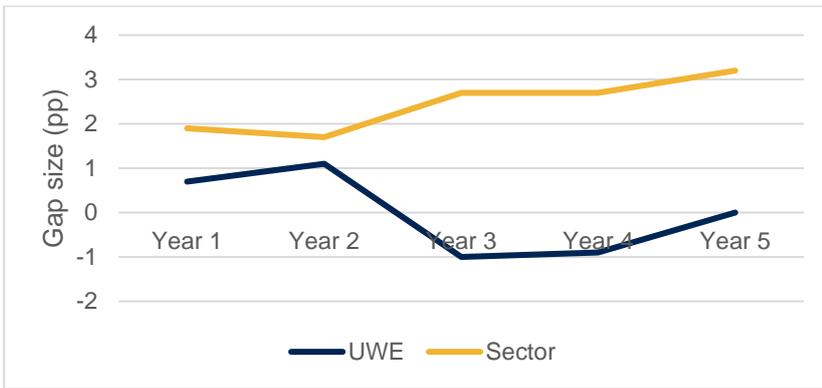


Figure 11. Gap in continuation for ABMO compared to White

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.

Attainment: The attainment gaps between different ethnic groups in our full-time cohort are some of the main areas of concern at UWE as they are significant and have been increasing (not significantly) over the last 5 years (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 worse for Black, 15.2pp worse for Asian and 7.6pp worse for Mixed). This is corroborated by internal data which shows that the Good Honours rate for Black students was 26-33pp worse than White students over the last 3 years and 21-27pp worse for Asian and Chinese students. This gap appears slightly smaller in the access and participation dataset but is still flagged as significant (Asian / White). We will also be continuing to monitor the Other / White attainment gap despite this not being statistically significant, as we want to ensure that no groups are left at a disadvantage. It is hoped that by monitoring all groups we will see a decrease in the White / ABMO gap as can be seen in the last 5 years of sector data.

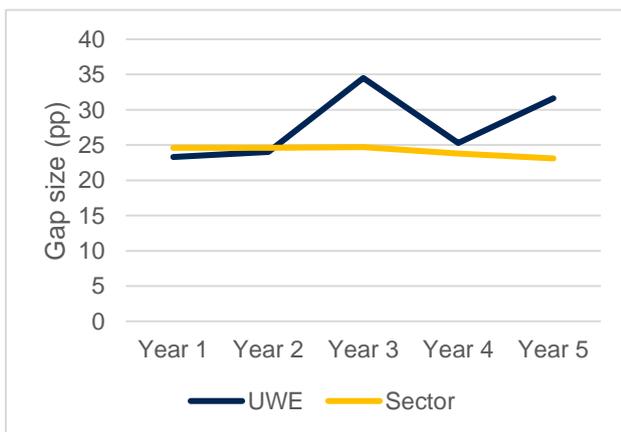


Figure 12. Gap in attainment for Black / White students

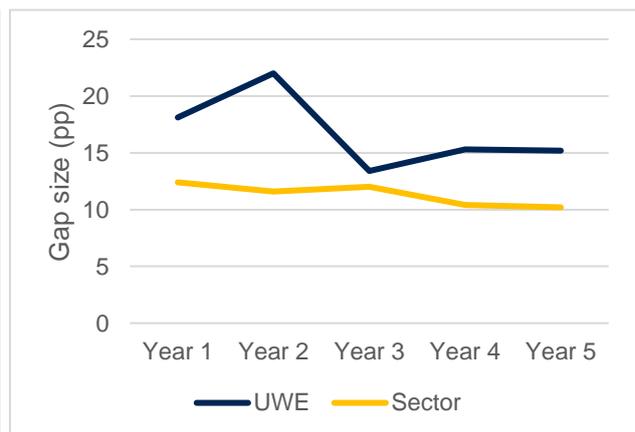


Figure 13. Gap in attainment for Asian / White students

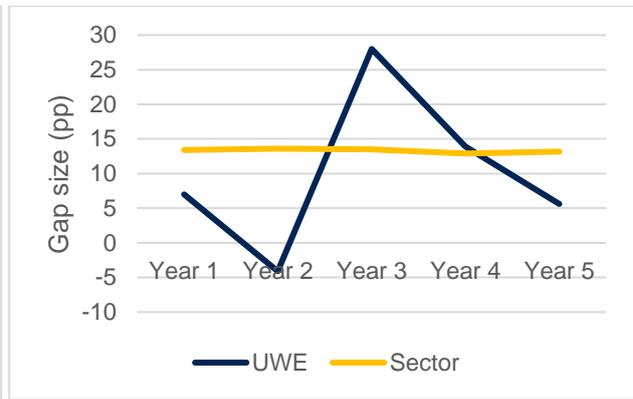
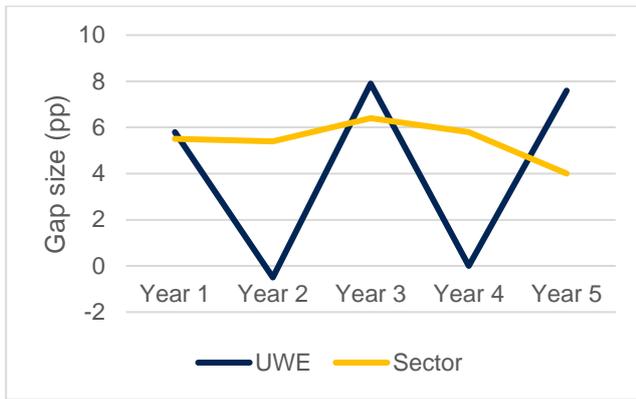


Figure 14. Gap in attainment for Mixed / White students

Figure 15. Gap in attainment for Other / White students

There are similar issues in our part-time cohort with even larger significant gaps for Black and Asian compared to White every year (44.5pp for Black and 38.5pp for Asian in the most recent year). There is 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 do not currently have a method for exploring structural factors relating to our attainment gap, and are looking to begin this analysis in September/October in order to define the extent of any unexplained gaps in both the full-time and part-time cohorts. This analysis will be one of the strands of our plan to eliminate the attainment 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.

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.

There is a large gap in progression between White and Other full-time students that can be seen in the years where there are enough students to produce data (20pp in most recent year). This gap is not significant but has been increasing over the last 5 years (not significantly) and is now much larger than the sector gap. Therefore, this has been flagged for internal investigation (using DLHE data broken down to ethnic groups) before the beginning of the next academic year and we will set internal monitoring milestones to ensure that this group is highlighted to all UWE staff working on improving progression. There are not enough part-time students to investigate whether this pattern is replicated

across modes of attendance in the OfS data but this will be included in our internal investigations.

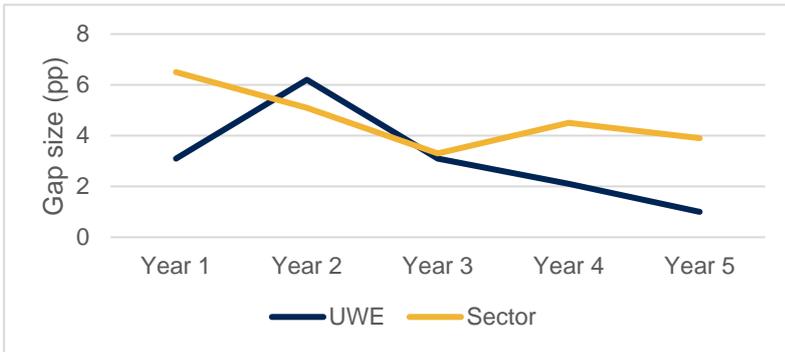


Figure 16. Gap in progression for ABMO students compared to White students

1.3 Mature students

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 when the NHS stopped funding tuition fees for health care programmes and 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.

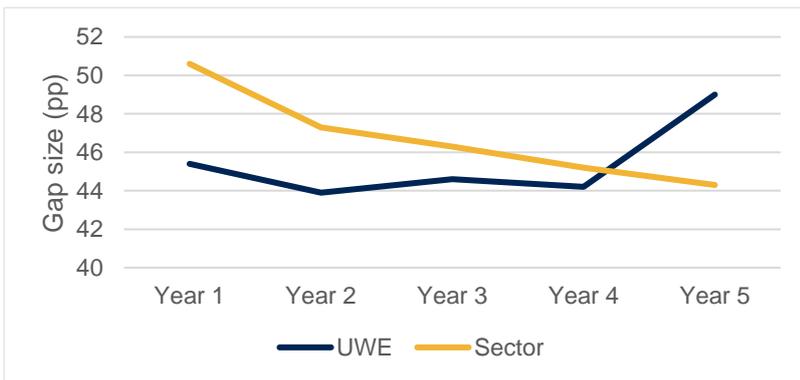


Figure 17. Gap in access for Mature students compared to Young students

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.

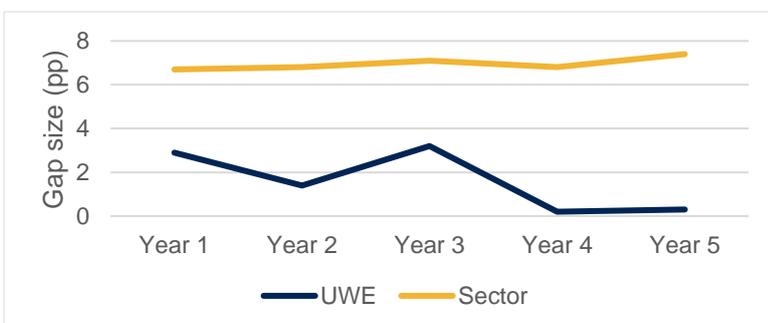


Figure 18. Gap in continuation for Mature students compared to Young students

Attainment: Mature attainment is lower than Young attainment 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 attainment 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 attainment has therefore been flagged for internal monitoring and investigation of how CPD students are affecting these figures.

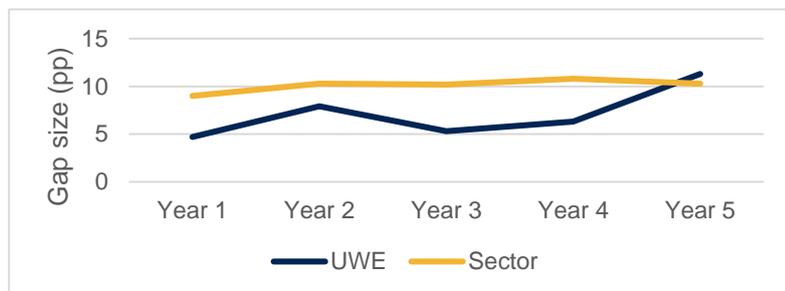


Figure 19. Attainment gap for mature students compared to young students

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.

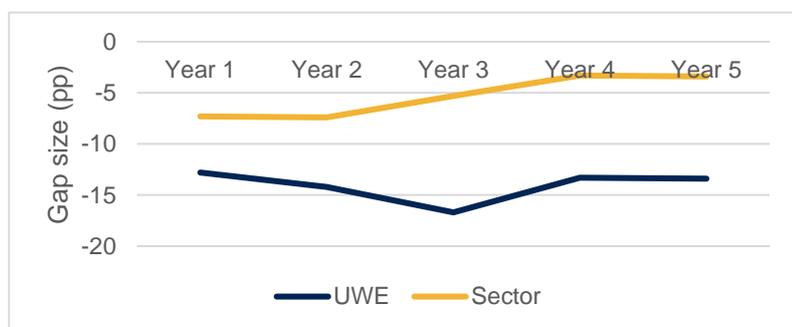


Figure 20. Gap in progression for students by Age students

1.4 Disabled students

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 shows that the proportion of students reporting mental health conditions is rising y/y. Our sector leading work on mental health will help us to ensure that early reporting results in effective support for students.

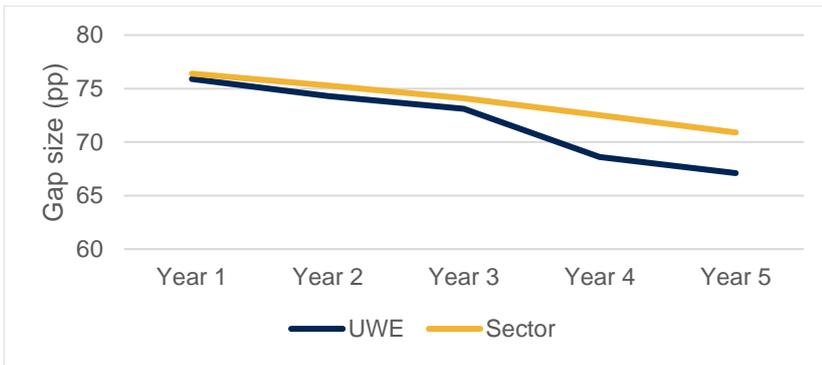


Figure 21. Gap in access for disabled students compared to non-disabled students

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.

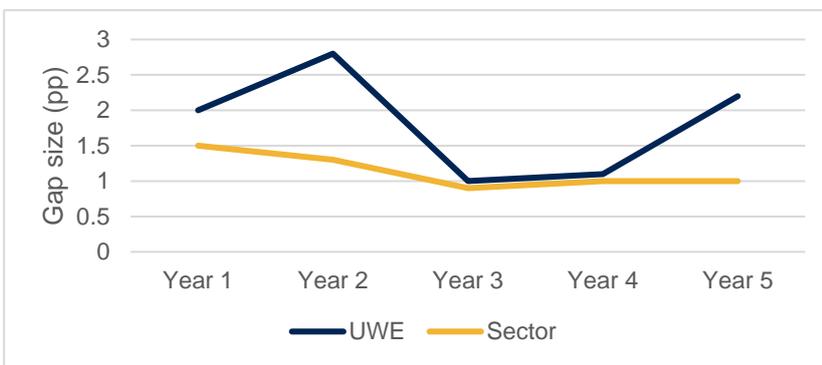


Figure 22. Gap in continuation for disabled students compared to non-disabled students

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.

Attainment: Disabled attainment 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 highlights 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. This improvement will be investigated further internally to identify good practice. There is not enough data to analyse gaps between most Disability Types for part-time students but the overall Disabled / non-disabled and CognitiveAndLearning / non-disabled gaps are not significant.

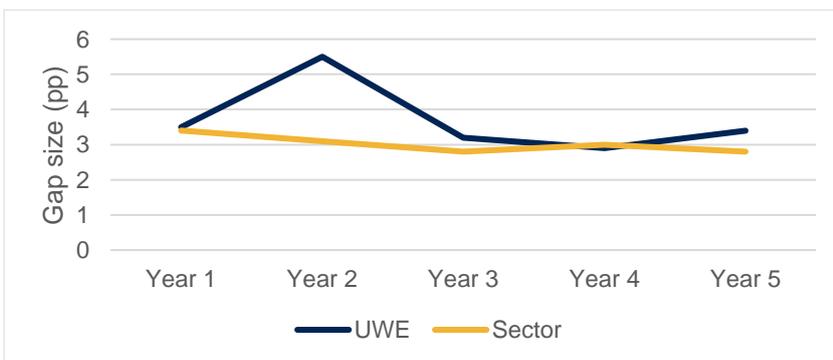


Figure 23. Gap in attainment for disabled students compared to non-disabled students

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.

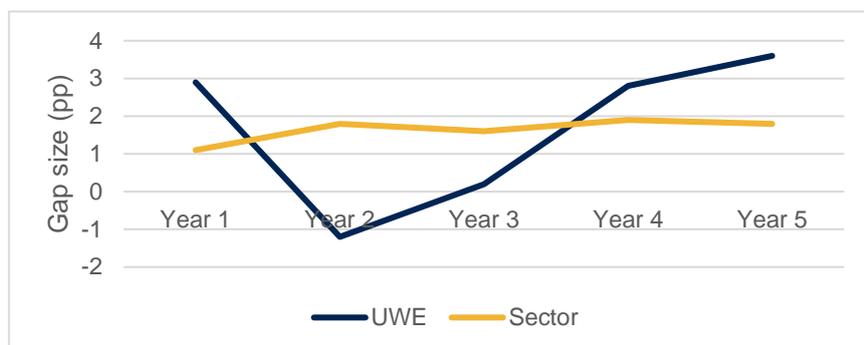


Figure 24. Gap in progression for disabled students compared to non-disabled students

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. We plan to change the way that these groups are recorded to enable us to monitor these groups separately. The process will be started by the end of August 2019 to enable us to produce analysis on the incoming 2019/20 cohort. This will ensure that we are not masking performance issues in any specific groups.

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 now appears to be 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

Attainment: 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

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 1or 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 3-9)	Progression (target 10)
POLAR4Q1 IMDQ1		IMDQ1 Black Asian Mixed Other Disabled Mature	Young

We have also highlighted the following target groups to monitor internally and investigate further:

Access	Continuation	Attainment	Progression
UWE Cares (FT & PT) IMDQ1 (part-time)	POLAR4Q1 (full-time) Disabled (full-time) Mature (part-time) Black (part-time) Asian (part-time) Mixed (part-time) Other (part-time)	IMDQ1 (part-time) POLAR4Q1 (part-time) Black (part-time) Asian (part-time) Mixed (part-time) Other (part-time) Young (part-time) Disability (by type)	POLAR4Q1_2 (part-time) Mature (part-time)

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. Where there are large gaps in our part-time cohort noted above, these have been flagged for internal target-setting and monitoring. This is due to issues with separating out the recording of CPD students as compared to part-time students working towards a degree. The yearly milestones below

have been set to help us achieve the ambitious targets in our 2030 strategy to eradicate gaps in satisfaction, attainment and outcomes for all our students.

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

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

We have set a target for full-time IMDQ1 that reduces our gap by 25% in 5 years to support our overall 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 half way 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 underrepresented 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 and IMDQ5 students.	15.5	14	12.4	10.6	9

As above, these milestones have been set to take us half way to 0 by 2024/25 in line with UWE strategy. Internal milestones will also be set for the part-time cohort in order to ensure that these students are not left behind.

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

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

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 Mixed 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

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 gap between Other and White students.

Objective: Increase Other Good Honours rate.

Target 7 milestones	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage point attainment gap between Other and White students.	5	4.6	4.1	3.5	2.8

As above, these milestones have been set to take us half way to 0 by 2024/25 in line with UWE strategy. Whilst this gap has not been statistically significant except for in 2015/16, this target has been included to ensure that no ethnic groups are being overlooked as the gap still varies each year. These milestones are aimed at the full-time cohort, however the part-time cohort will also be monitored internally.

TARGET 8: To reduce the attainment rate gap between Disabled and non-disabled students.

Objective: Increase Disabled Good Honours rate.

Target 8 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

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

Objective: Increase Mature Good Honours rate.

Target 9 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

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

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

Target 10 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

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 2030. Part-time Mature progression has also been flagged for internal monitoring.

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 areas of focus. Our Strategy 2030 states clearly that we will eradicate gaps in attainment and we recognise that gaps linked to ethnicity is 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 through the Access and Participation sub-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 (for example our annual review of NSS and DLHE performance with programme teams also considers differential attainment, and recruitment and continuation patterns).

Alignment with other strategies

The UWE 2030 strategy places inclusivity at the heart of our mission and sets ambitious targets. The Access and Participation Plan is a key mechanism for us achieving these targets and our commitment is also reflected in other critical university strategies and plans. In 2018/19 we brought together our team working on access and participation with colleagues working on other equality and diversity commitments to create a shared approach. A new Equality, Diversity and Inclusivity committee will oversee university wide approaches, with faculty sub-groups chaired by Deans overseeing local implementation and ensuring shared ownership. 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 mental wealth strategy.

Collaboration

UWE Bristol are the lead institution for the Bristol city region NCOP Programme, Future Quest, and involves the University of Bristol, City of Bristol College and SGS College. The partnership also involves a range of local third sector organisations (such as Ablaze and South Bristol Youth) working to widen access and address educational disadvantage, and local 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 are a founding member of the Western Widening Participation Research Cluster along with the University of Bristol which now brings together more than 70 researchers and practitioners from 5 local HEIs.

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 *progressive 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. UWE Bristol is the regional hub for the Children's University, supporting primary schools to encourage their pupils to engage with extra-curricular activities that are proven to increase academic performance and engagement. At Pre and Post-16, we deliver innovative research-based activities that link to the national curriculum through our BoxED scheme. We promote both traditional and non-traditional degree pathways, including higher apprenticeships through a range of taster and offer holder days. We will particularly *support applications* for students from POLARQ1 and IMDQ1 backgrounds through our Heading Higher Plus (HHP+) scheme which works regionally with partner schools and colleges to inspire and improve the progression of these students by providing a structured enrichment programme and a range of opportunities to find out more about university. We know that HHP+ supports students from low participation neighbourhoods to make successful applications to university and to transition with confidence, meaning that continuation remains high and students succeed at university.

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.

2. Supporting School Attainment: Through our *school sponsorship and governor development programme*, we work in partnerships with schools to raise attainment. 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 will explore whether we can monitor attainment data by POLAR and IMD directly with some of our schools. 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. We continue to *support and develop trainee teachers* to help them think critically about their responsibility to help disadvantaged students and we work collaboratively on educational interventions such as our highly-structured Better Reading Partners scheme to help directly raise attainment.

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 recently announced a partnership agreement with City of Bristol College that will see a new site of higher education provision within South Bristol, an area with some of the lowest rates of HE participation in the country. Our aim is 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. As well as developing industry focused opportunities and partnerships with local employers, particularly in the arts, the centre will provide support locally for those considering progression to further and higher education. A key part of this development over the next few years will be how we work with local communities to ensure this provision is accessible and becomes a well-used resource.

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.

We are currently developing an institute of Technology, in partnership with Weston College (Lead Institution) Bath College, Gloucestershire College and Yeovil College, as well as a network of key local employers, including in aerospace, engineering, tech and health. The IoT will specialise 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 will also cater 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. Subject to final DfE approval the IoT will begin taking students in September 2019.

In developing our diverse provision and new pathways into HE we will particularly focus on ensuring that these programmes provide opportunities for under-represented students. 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 improve 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 (i.e. such as those resulting from the Augar review if implemented) which constitute a significant change in conditions in the sector, would result in a remodelling of financial support offered by the university.

2020/21 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 two rounds of 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 regularly evaluate our bursary scheme using the OfS toolkit and will make changes to the scheme for subsequent years' if required.

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. Our most recent evaluation of our enhanced bursary programme highlighted that a higher level of funding in year 1 caused students unnecessary stress and concern and as a result we have spread the funding equally across all years of funding within this new model.

In addition, we will develop a University of Sanctuary programme providing two asylum seeker or refugee students access to a fee waiver for undergraduate study and a £1500 bursary for each year of study. They 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 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 will provide a hardship fund to support students who find themselves in financial difficulties and will also provide a short term loan scheme to enable students to meet additional costs by spreading them across a longer period.

Further to offering funding, we believe in educating our students on financial management in order to grow their *financial literacy*. We do this through offering financial advice and training programmes such as, Blackbullion. In addition, we know that students on certain programmes require access to *specialist software and equipment* and we will ensure financial hardship does not affect students' ability to access these resources. We know the students in financial hardship sometimes can benefit best from access to resources rather than financial support. We have developed a programme of support where students can access bus passes or food vouchers if they are experiencing hardship. In partnership with students, we have committed to working towards eradicating period poverty and will be creating care packages including sanitary products for students in significant financial hardship. We will advertise these to students and train staff working with students to offer them proactively where they feel it is appropriate. We will work with the Student Union on this initiative, and because we are supportive of their focus on sustainability we will look to provide a range of options for students.

5. Inclusive Curriculum, Teaching, Learning, Assessment and Support: Over the next 5 years we will be focusing 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. For BAME students, evidence from the sector supports what our students tell us: curriculum that presents diverse histories and experiences, that allow students to relate to the course content, is an important part of increasing student engagement in learning. UWE's *Enhancement Framework for Academic Programmes and Practice* curricular and pedagogic design and review process to deliver this change. The Enhancement Framework is specifically designed to embed

strategic principles and priorities into our programme and practice. One of its core design principles – ‘Inclusive and International’ – requires programmes under development and under review to articulate clearly, for a student audience, how they engage with inclusive design and ensure that their pedagogies and assessment approaches are appropriate, fair, open and transparent.

As part of this process we actively seek to develop new programmes that support our students to engage critically with mainstream and established epistemological positions, and introduce new ways of knowing, thinking and doing that are practice-led. This strand of work will include, but will not be limited to, the development and sharing of teaching approaches that recognise a range of prior experiences and demystify, challenge and develop academic cultural practices to enable student success; an approach that we believe will particularly help us to address our BAME attainment gaps.

We will also continue to develop our *support for disabled students*. In order to address our attainment gaps for disabled students, we will focus on ensuring teaching practices are accessible and move 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.

We will be particularly supporting our wider academic community to develop *inclusive practices* beyond the classroom, with a focus on developing inclusive reading lists (particularly ensuring accessibility and diversity of viewpoint and authorship) and on ensuring students have access to learning materials that effectively scaffold and support their learning in advance and after a learning experience or event. We have invested in lecture capture software; and will continue our work to embed this in all of our large teaching spaces as one of the ways in which we support our disabled students, and those with additional responsibilities who find it harder to attend campus regularly, to access lectures. We will also continue to embed employability in the curriculum, a strategy designed to ensure that all students regardless of background can engage equally with developing employability skills and gaining a diverse range of experiences. To this end, we will be developing practice-led University Grading Descriptors, against which all programme-level marking criteria will be developed and reviewed.

We will continue to work with The Students’ Union to build our developments on student experiences. Our new approach to student partnership – currently under development – builds on a strong student representation system, a vibrant and growing number of student disciplinary societies and the introduction of student partners and student-led learning and teaching projects by the Academic Practice Directorate in 2018/19. We are also seeking to establish a standing panel of students, which we will track a range of student views on key University issues and ideas for change, as they progress longitudinally through their degrees. Student partnership and engagement with learning is a key lens through which all elements of curricula and pedagogy can and should be viewed and will form a critical part of our Strategy 2030 work.

6. Developing academic belonging and unlocking opportunities: we know that not all of our students feel an equal sense of belonging in the university and will proactively ensure that under-represented students play critical roles in developing our *student engagement* strategy, and developing our brand and communication tools for students. This aligns with the Student Union’s successes in diversifying our Student Leaders and we look to work closely with the Student Union to learn from their experiences and expertise.

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 offer academic and literacy skills workshops to help build confidence and raise attainment and students have the opportunity to engage in peer assisted learning which uses coaching and mentoring techniques to empower students to take charge of their learning. This coaching model forms a key component of our UWE Cares support package which aims to remove barriers to success for our care leavers, carers and estranged students. New starters are matched with an existing UWE Cares student and receive one-to-one mentoring, helping to ease transition. 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. Over the next 5 years we will particularly focus on increasing engagement from students in our target groups in these opportunities and have developed a new bursary programme to particularly support this for students from low-income backgrounds.

We know that a true sense of belonging, for many of our students, grows from their daily interactions with other students and our teaching teams as part of their programme of study. The first principle of the UWE Enhancement Framework – Programmatic by Design – recognises and builds on Thomas’s (2012) conclusions that “The academic sphere is the most important site for nurturing participation of the type which engenders a sense of belonging (p.6). This, in turn, is further supported by (and supports) the principle of Inclusivity. As stated earlier, all programmes are expected to engage with the Enhancement Framework principles during their design and review stages; UWE’s complete portfolio of existing programmes will be expected to reflect on and build students’ sense of belonging as they enter into the review process over the coming three years.

Academic belonging also means that our students can articulate the skills and experiences they have gained and can use their full identity to develop their plans for the future. *Personal development planning* is a key element of this and we have developed a toolkit to help students to articulate their skills and experiences – the 360Plus Award – an award, which crucially, allows students to recognise skills gained from outside of higher education (we believe this is particularly important for non-traditional students). 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 BAME leadership and talent programme, aims to reduce our graduate outcome 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. As part of our equality, diversity and inclusivity action plan we will improve our use of inclusive recruitment practices and promote vacancies at UWE in a range of ethnically diverse communities in Bristol. We have developed manager training on inclusive bias and have guidance for recruitment panels. We recognise there is more to do in this area, however, and are developing a people strategy that will help us take significant action to diversify our workforce.

We offer a range of developmental opportunities that aim to *retain and reward our diverse staff* with a view to increasing career progression. We offer staff development programmes for BAME staff and for women. Annually, in the Personal Development Review (PDR) process staff are asked to use examples of engagement with equality, diversity and inclusivity opportunities as evidence for progression. We

want to build on this over the next 5 years and celebrate our engagement in E&D activity within the city as a way to increase awareness of different backgrounds and experiences. Our aim is to *promote our support for equality, diversity and inclusivity* across the university so that all students and staff know these principles are fundamental to our strategic direction and growth.

8. Staff training: 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. All of our staff development activities are designed with the Enhancement Framework principles in mind, and model, as well as develop staff skills in, inclusive practice. Building on existing training provision (which includes compulsory unconscious bias training for all managers), we are developing a dedicated *inclusivity training programme* for teaching staff differentiated by role and experience. For example, in 2018/19 we designed new and bespoke webinar and face to face development events for our Programme Leaders focusing on Widening Participation, Inclusivity and Diversity, on Promoting Student Wellbeing, on Embedding and Scaffolding Academic Skills and on Enhancing Reading Lists. The events will be run multiple times in 2019/20 and will be delivered by cross institutional teams of academic and professional services staff and students. This is purposeful, to encourage a whole university approach and to support the sharing of good practice. The Programme Leaders Development Programme will be complemented by the development of Module Leader events over the coming academic year. Further, our newly designed Academic Professional Programme 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.

Our training is based on research⁵ and includes compulsory programme and module leader training embedded within a wider development programme, targeted practical support with inclusive practice tools, and sharing of good pedagogical practice. In addition, we will build on our existing work (funded through the OfS/HEFCE Catalyst Fund: Student safeguarding on campus) on developing an active bystander culture and will develop training for staff and students around micro-aggressions and the importance of challenging inappropriate behaviour. We will also continue to develop our framework of mental health training using sector evidence and the latest research. For all managers we will build on our compulsory E&D training (including unconscious bias training for those involved in recruitment) and will use the latest research and good practice from other organisations (including outside HE) to develop training that is effective. Our aim is to create a culture at UWE where staff and students feel confident to discuss diversity, have a good understanding of good inclusive practice and feel able to learn from others and develop their teaching and learning practice continually. We are launching a piece of longitudinal research into academic and student perspectives on equality, diversity and inclusivity through annual surveys, held over the course of 3 years to demonstrate changes to attitudes and beliefs

We will continue to *raise awareness of data gaps and the issues facing both students and staff* in order to empower and instigate action. We have started a programme of sharing data at meetings alongside our published data reports and will continue to develop this over the next few years. We plan to attend all department meetings, presenting both key datasets and action plans at a university and local level. In addition, we will develop new datasets with the end user in mind – particularly we are developing data for programme and module leaders that can lead to in-programme improvements in attainment. We are piloting Learning Gain and Learner Analytics datasets currently and are using Rapid Response Plans to both target support and celebrate successes for current students. We are also developing module level reports on attainment gaps and are working to align our Access and Participation datasets internally with our TEF datasets to support programme teams to work effectively. Our work with the

⁵ E.g. HEA BME attainment gap, Millar (2016) The ethnicity attainment gap: literature review, Hockings (2010), Inclusive learning and teaching in higher education: a synthesis of research

Students' Union is closely aligned with this activity; we help inform student representatives so they too are empowered to articulate issues to students and to collaborate on a university-wide response. We provide training to Student Union presidents and reps each year to ensure they are able to effectively challenge.

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 Access and Participation Planning 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 mental wealth strategy and has facilitated wider student engagement through feedback forums. In particular, she 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 Student 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 BAME 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. Our Access and Participation Committee oversees the development and monitoring of plans; this group reports directly to the Equality, Diversity and Inclusivity Committee, the highest board dedicated to this area of work. 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 high level 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 BAME 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 Western WP Research Cluster, 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 underrepresented 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.

Equity: The Equity programme, as described in strategic measure 6, is another area in which we are heavily investing. At the start of the 2018/19 academic year we set out a three year evaluation plan based on a logic model for the programme, which identified the outputs, short-term outcomes, long-term outcomes and expected impacts of the programme. The evaluation plan outlines a mixed method approach, with formative and summative data collection points, and was developed in consultation with the Equity steering board. During the first year of evaluation, this involved sending a survey to all attendees following every event, to measure self-reported changes in knowledge, skills and confidence, relating to the short-term outcomes on the logic model. Over the course of the year this received 113 responses and provided evidence to suggest that attendees felt more prepared for life after university and a greater sense of belonging to the university and the wider community. This was investigated in more detail through a series of student focus groups, with approval from the University Research Ethics Committee. Over the next two years we will be focusing on measuring the long-term outcomes relating to BAME student satisfaction and progression after university, when the data becomes available. We will also be combining the Equity events and coaching elements to be part of the same evaluation, to provide a more holistic view of the programme.

Over the next year we are committed to developing evaluation plans of a similar high standard, using the planning process outlined above. As previously stated, we have already drafted theories of change for all of our programmes, and we aim to develop evaluation plans to measure the intended outcomes of these theories for all areas of A&P work.

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. The Access and Participation Plan committee will be chaired by the Pro-Vice Chancellor Student Experience. Students will be included on all committees.

Plans will be monitored by the EDI team on a quarterly basis using a project review methodology where the progress of activity and evaluation is assessed against plans with risks to delivery being escalated as appropriate.

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: (<https://www1.uwe.ac.uk/about/corporateinformation/strategy/strategydocuments.aspx>).

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.

**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

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		£1,230
Erasmus and overseas study years	*	*
Other	*	*

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

Sub-contractual full-time course type:	Additional information:	Course fee:
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	£8,000
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		£5,650
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 entrants

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	City of Bristol College 10001467	£5,650
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 investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. 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 (HF1%)

Access and participation plan investment summary (%HF1)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HF1)	£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 %HF1)	14.4%	14.6%	15.4%	17.1%	17.2%

