Office for Students | OfS

2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by University of the West of England, Bristol against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

University of the West of England, Bristol's ambition and strategy as detailed in the 2019-20 access and participation plan:

At UWE Bristol we continue to place inclusivity at the centre of our mission. We have a longstanding commitment to and strong track record of working in partnership within our region to address educational and social inequalities. Our university-wide approach is represented in 4 commitments, to:

- Collaborate with partners across our city region to develop appropriate educational opportunities that enable strong economic development and social inclusion
- Build on the university's successes to date in widening access from underrepresented groups, to UWE Bristol but also to HE in general
- Ensure that the programmes and support we offer are appropriate and enable all of our learners to succeed
- Support all of our graduates into successful and appropriate graduate outcomes; ensuring that under-represented groups are not less likely to gain a graduate level job or to continue to further study

Our strategy for supporting under-represented students is based on two key principles: firstly 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 ambition remains that our student body is representative of the Bristol city region in terms of ethnicity and socio-economic background, and that when we compare outcomes and experience by student group there are no significant differences.

Our key target groups are:
- Mature students (Including Access to HE learners)
- Disabled students
- BME students
- Students from Low Participation Neighbourhoods
- Care Leavers
- Estranged students
- Carers

Our targets focus on all stages of the student lifecycle:
- Increased recruitment from target groups to the University
- Reducing to zero the gap in success and retention between our target groups and their comparator group (for example mature vs young students)
- Improving the graduate level outcomes of our target groups
- Ensuring that care leavers, estranged students and young carers receive the additional support they need to enable them to have an equitable experience throughout university from the point of application

For all key student services we monitor the use by protected characteristic (broken down where numbers allow to specific ethnicities and disabilities) and we review these data annually to plan service improvements. This can help us to make changes to the systems and processes within the university that limit the uptake of services by some student groups. The result of this monitoring may be that we develop a tailored intervention which we then directly target to a student group, or that we change our marketing, language or approach to be more inclusive.

2. Self-assessment of targets

The tables that follow provide a self-assessment by University of the West of England, Bristol of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of University of the West of England, Bristol's 2019-20 access and participation plan.

Any optional commentary provided against the targets is given in Annex B.

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Increase enrolment of LPN Young students	2011-12	12.1	17.9	18.6	Percentage	2019-20	15.6	Limited progress
T16a_02 (Access)	Increase enrolment of Mature students	2011-12	24	25.8	26.2	Percentage	2019-20	26.1	Limited progress
T16a_03 (Access)	Increase number of students in receipt of DSA	2011-12	7.5	-	-	N/A (see description / commentary)	2019-20		Expected progress
T16a_04 (Access)	Increase enrolment of BME students to level representative of Bristol	2011-12	13	22	22.2	Percentage	2019-20	19.5	Limited progress
T16a_05 (Access)	Increase enrolment of care leavers	2011-12	23	31	32	Headcount	2019-20	23	Limited progress
T16a_06 (Student success)	Increase Good Honours rate of LPN Young students	2011-12	71.9	73.5	73.8	Percentage	2019-20	75.8	Limited progress
T16a_07 (Student success)	Increase Good graduate outcome rate (DLHE) for LPN Young students	2012-13	67.7	69.6	69.8	N/A (see description / commentary)	2019-20		Expected progress
T16a_08 (Student success)	Increase Good Honours rate of students with a disability	2011-12	63.2	72.8	73.8	N/A (see description / commentary)	2019-20	77.5	Expected progress
T16a_09 (Progression)	Reduce withdrawal rate of BME students	2012-13	13.8	-	-	N/A (see description / commentary)	2019-20		Expected progress
T16a_10 (Student success)	Increase Good Honours rate of BME students	2011-12	55.4	65.8	67.7	N/A (see description / commentary)	2019-20	67.7	Expected progress

T16a_11 (Student success)	Increase Good Graduate Outcome rate (DLHE) for BME students	2012-13	66.6	70	70.7	N/A (see description / commentary)	2019-20		Expected progress
T16a_12 (Access)	Increase number of new, full-time undergraduate students declaring as disabled	2016-17	14.9	15.3	15.5	Percentage	2019-20	19.4	Expected progress
T16a_13 (Student success)	Reduce non-continuation rate of BME students	2014-15	7.1	6.7	6.6	Percentage	2018-19	8.5	Limited progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Delivery of South Bristol Youth collaborative activity in Year 7 and 8 with University of Bristol	2014-15	Year 8 programme - 120 young people; year 10 progamme - 120 young people	Year 7 programme - 120 young people; year 8 progamme - 120 young people	Year 7 programme - 120 young people; year 8 progamme - 120 young people	N/A (see description / commentary)	2019-20		Expected progress
T16b_02 (Access)	Strategic partnerships with 3 Colleges and Enhanced Partnerships with local school trusts/federations	2014-15	3 colleges + 3 school partnerships	3 colleges + 4 school partnerships	3 colleges + 4 school partnerships	N/A (see description / commentary)	2019-20		Expected progress
T16b_03 (Student success)	Maintain Financial Health Check Service for students in financial difficulties	2013-14	134 appointments	140 appointments	140 appointments	N/A (see description / commentary)	2019-20	0	No progress
T16b_04 (Student success)	Support at least 1000 students with bursary provision	2013-14	1058	2500	2500	Headcount	2019-20	5306	Expected progress
T16b_05 (Student success)	Increase proportion of PAL leaders meeting a WP criteria to 50%	2014-15	45% PAL leaders meet WP criteria	49%	50%	Percentage	2019-20	52.5	Expected progress
T16b_06 (Student success)	Increase the proportion of attendees of academic skills sessions who are from a Home-BME background	2015-16	21%	23%	25%	Percentage	2019-20	19.8	No progress
T16b_07 (Progression)	Increase internships take up by WP students	2013-14	44%	48%	50%	N/A (see description / commentary)	2019-20		Expected progress
T16b_08 (Progression)	Increase Future Awards registrations for WP students	2013-14	52%	56%	57%	N/A (see description / commentary)	2019-20		Expected progress
T16b_09 (Progression)	Maintain proportion of WP students taking up internships	2016-17	50%	50%	50%	N/A (see description / commentary)	2019-20	59.1	Expected progress
T16b_10 (Access)	Increase the range of available 'boxes' through BoxED outreach programme	2016-17	4 FET boxes and 3 HAS boxes	4	4	N/A (see description / commentary)	2019-20	6	Expected progress
T16b_11 (Multiple)	Increase number of sponsored schools achieving at least a 'Good' Ofsted rating	2016-17	14	16	17	N/A (see description / commentary)	2019-20	29	Expected progress

T16b_12 (Success)	Increase the proportion of taught sessions recorded using event capture software	2017-18	Total sessions recorded in 2017/18	Introduce auto-scheduling across university, set KPI milestones	KPI milestone will be set in 2018/19	N/A (see description / commentary)	2019-20		Expected progress

3. Investment commitments

3.1.   Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£2,967,333.31	£8,230,000.00	177%
Financial Support	£4,138,000.00	£4,216,000.00	2%

4. Action plan

Where progress was less than expected University of the West of England, Bristol has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	Our focus on diversifying pathways and developing a new inclusive recruitment strategy will help us to ensure we close the gap between the proportion of POLAR4 Q5 and POLAR4Q1 learners
T16a_02	We will work to embed the recommendations into university practices
T16a_04	We will work to increase the diversity of our student ambassador pool and will continue to build strong links with schools with diverse student populations

T16a_05	Our bespoke Care Leaver Campus Visit was promoted to virtual schools in 2019/20 and 2020/21 (cancelled due to C-19.) Taster-days were delivered in HAS in 2019/20. UWE Cares hosted live Q&As at virtual Open Days in June 2020 and March 2021 and created an Applicant Video for prospective care leavers in May 2020. UWE Cares and Future Quest worked with other SW universities to deliver an online 'aspiration raising' webinar for yp in care/foster carers in February 2021. UWE Cares continues to work closely with applicant-supporting teams, speaking at Team Meetings and developing a staff briefing to help care leavers self-disclose at clearing so they can access UWE Cares support. UWE is exploring introducing contextual offers for care leavers, estranged students and carers which, if it goes ahead, is likely to increase applications and enrolments.Future Quest works with schools and colleges in LPNs to help yp develop the skills they need to successfully transition into HE and has prioritised care experienced yp since 2021. We are exploring a bespoke mentoring programme for care experienced yp through the existing Outreach Hub.
T16a_06	We will be developing positive action projects linked to employability to encourage engagement
T16a_13	We will continue to ensure our student reps and student consultation panel are diverse so we can ensure the needs of BAME students are met
T16b_03	Recruitment is now underway for a new Money Advice Worker to restart the Financial Health Check service. Blackbullion is also still available for students and will continue to be promoted to students.
T16b_06	We aim to target programmes with high proportions of BAME students in order to ensure academic skills are embedded. We will capitalise on other projects/initiatives to ensure we hear relevant student voices in order to address barriers to our offer, e.g. HAS and FBL (faculty) student consultants.

5. Confirmation

University of the West of England, Bristol confirms that:

Student engagement
Have you worked with your students to help them complete the access and participation plan monitoring student submission?
Yes
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?
Yes

Verification and sign off	
University of the West of England, Bristol has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor Steve West
Position	Vice Chancellor

Annex A: Commentary on progress against targets

University of the West of England, Bristol's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
Whilst we haven't met the target for the proportion of POLAR 4 Q1 students in 2019/20 we have reduced the gap in access between Q5 and Q1 according to the latest OfS data release. HESA data shows that 33% of all students in 2019/20 were from POLAR 4 Q1 and Q2 areas and we are 9th in the country and top in South West for widening access (based on the number of students from a state school and the number from LPN backgrounds).
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Our focus on diversifying pathways and developing a new inclusive recruitment strategy will help us to ensure we close the gap between the proportion of POLAR4 Q5 and POLAR4Q1 learners

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
We are only 0.1pp below the milestone for this year and maintained the same proportion of Mature enrolments as in 2018/19.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
In 2019-20 we conducted a research project to look into the lived experience of mature students. This produced 8 recommendations which include one to increase the use of mature students in imagery to ensure that mature students see themselves represented in promotional materials and see UWE as a place for them.

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
We are slowly increasing our proportion of BAME enrolments year on year but are 2.7pp below our milestone of 22.2%. We are slightly under representative of Bristol, but it should be noted that we draw a large proportion of our enrolments from across the South West, including some of the most predominantly White populations in the UK.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Our focus on diversifying pathways and developing a new inclusive recruitment strategy will help us to ensure we diversify our student population

Target reference number: T16a_05

How have you met the commitments in your plan related to this target?

In 19/20 we had 23 'Care Leavers' register as new enrolments with the UWE Cares service, which is 9 below the milestone. However, there were an additional 12 new students who also enrolled with the service in this year whose 'type' was not specified in the dataset, so the actual number of Care Leavers could have been higher than reported. The UWE Cares service has rapidly expanded in the last 5 years and has won awards for services provided to students. The total headcount of new students registering with the service in 19/20 was 105.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Since 2012 Heading Higher Passport (HHP) Plus has enabled care experienced yp to 'earn' UCAS points towards their UWE application by taking part in outreach learning experiences. All regional Virtual Schools are automatically HHP Plus partners and Virtual Heads are updated regularly. A series of bespoke targeted comms through the Admissions Welcome Portal ask all UG prospective students to come forwards if they are care experienced. UWE Cares support is included in all mainstream start of year comms and we set up a cross-university multi-disciplinary team to raise awareness across the university and promote referrals to UWE Cares. UWE Cares delivered training to student-facing colleagues to support them to refer and signpost care leavers effectively. UWE Cares support has been actively promoted to care leavers on national websites like Become and Propel, on our own website and to colleagues in local virtual schools. UWE Bristol has sponsored the Bristol City Council Exceptional Children in Care and Care Leavers Awards since 2018, to advertise our support and encourage local yp in care to study at UWE Bristol.

Target reference number: T16a_06

How have you met the commitments in your plan related to this target?

The figure provided for 19/20 is based on POLAR4 methodology. Milestones are based on POLAR3. This means that we cannot confirm if the target has been met. Looking at just Quintile1 (POLAR4) students, the Good Honours Rate slightly increased from 74.9% in 17/18 to 75.8% in 19/20 so we have increased our LPN Good Honours, however, the gap between Q1 and Q5 has also increased during this period, from 6.4pp to 9.3pp, so we still need to increase LPN Good Honours further to bring it into line with quintile 5.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We have introduced an employability bursary targeted to low income learners to encourage engagement in career-promoting activities

Target reference number: T16a_13

How have you met the commitments in your plan related to this target?

As noted the BAME non-continuation rate is better than the White non-continuation rate in 18/19, however, we did not meet our milestone for this year. However we are doing much

better than the sector for BAME non-continuation (black non-continuation at UWE in 2018/19 was 8.0, compared to 15.1 across the sector)

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We have invested in Nilaari, a BAME-led community-based charity, to provide a culturally-appropriate counselling service for BAME students. The aim of this is to increase targetted support for BAME students and ensure that they feel able to seek help with a rance of concerns if needed.

Target reference number: T16b_03

How have you met the commitments in your plan related to this target?

Commitment not met - please see commentary

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Due to a staffing shortage followed by a recruitment freeze, the Student Money Service were unable to offer Financial Health Check appointments in 2019/20. However the university has invested in Blackbullion, an online resource available to all students with a range of modules on managing personal finances.

Target reference number: T16b_06

How have you met the commitments in your plan related to this target?

Commitment not met - please see commentary regarding issue with data collection.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We have reviewed our teaching materials to be more inclusive, specifically in relation to the over-use of Western authors. We have offered more sessions and at lots of different times of the week, including twilight sessions to enable greater accessibility for a wider range of students. We have also changed content on our web site, e.g. the examples of referencing one to include more non-white, non-Western authors. We have made efforts to embed academic skills even further into the curriculum and at more levels, in order to ensure parity of access for all students, within any given programme, to the relevant skills development.

Annex B: Optional commentary on targets

University of the West of England, Bristol's commentary on any of the targets listed in Section 2.

Reference Number	Optional commentary
T16a_01	Only POLAR4 data available from HESA for 2019-20, so have provided POLAR4 figures. Progress is unknown as milestones were based on POLAR3.
T16a_02	
T16a_03	Table T7 is not listed in the list of 2019/20 HESA WP tables to check the proportions. This measure was replaced with increasing our proportion of new enrolments declaring a Disability (see T16a_12 below). Attainment is the new focus for Disabled students in the 2020/21 APP.
T16a_04	Last official BAME proportion of Bristol area population in 2011 census was 16%, or 22.1% if you include White Minority Ethnicities (this is how we group Ethnicities for internal data analysis).
T16a_05	The UWE Cares service has expanded rapidly in the last 5 years, going from 28 new enrolments in 15/16 to 105 new enrolments in 19/20, with a total cohort across all years of study of almost 300 active students. This includes Care Leavers, Carers and Estranged students. The UWE Cares team is working closely with the UWE Business Intelligence Team to improve the quality of data reporting.
T16a_06	The POLAR attainment gap is not on our list of official APP targets moving forwards, but the IMD attainment gap is. We will continue to monitor both meaasures as APP datasets are released.
T16a_07	DLHE data is only available up to 2016/17. No updates available. A new methodology is being developed to monitor GOS internally, and monitoring GOS outcomes (specifically for Young students) is included in our new APP.
T16a_08	The good honours rate for disabled students varies year on year but we have exceeded our milestone for 19/20. However, the gap between disabled and non-disabled students has remained relatively stable and we have a target to close this gap in our 2020-21 onwards APP.
T16a_09	The BAME non-continuation rate was lower (better) than the White non-continuation rate throughout 16/17 - 18/19.
T16a_10	The good honours rate for BAME students varies year to year but we have met our 19/20 milestone. However, the gap between BAME and White students remains significant and we are working to close this gap in our 2020/21 onwards APP.
T16a_11	DLHE data is only available up to 2016/17. No updates available. A new methodology is being developed to monitor GOS internally, and monitoring GOS outcomes (specifically for Young students) is included in our new APP.
T16a_12	We have exceeded our target by 3.9pp.

T16a_13	The BAME non-continuation rate was lower (better) than the White non-continuation rate throughout 16/17 - 18/19. We are aware that this varies across faculties and departments and are working with faculty teams to ensure that this is still a focus where relevant.
T16b_01	Y7 and Y8 activity is delivered by South Bristol Youth, a third sector member of the future quest outreach hub partnership. This activity was affected by COVID but the charity moved to deliver in alterntive formats.
T16b_02	4 colleges (Weston College, City of Bristol College, Bridgwater and Taunton College and Gloucester College) and 4 school partnerships (Trust in Learning, Cabot Learning Federation, Bristol Technology and Engineering Academy, South West Bristol Cooperative Learning Trust).
T16b_03	Between August 2019 and July 2020 there were 2096 student sign ups to Blackbullion and 2934 student log ins. In terms of learning engagements, 2388 'pathways' were completed.
T16b_04	this target was discontinued. We have provided more bursaries than set out in our expectations
T16b_05	This target was discontinued. We continue to have at least 50% of PAL leaders meeting WP criteria
T16b_06	Please note that these figures do not give a full picture of attendance at our study skills sessions. Capturing attendance data is proving difficult when delivering online study skills sessions. When the sessions were classroom based, students were asked to sign in on arrival - it was easy to monitor who had signed up and ensure that everyone in the room had signed the attendance sheet. Study skills sessions are now run through Blackboard Collaborate using an open link that students use to access the session but not all participants use the MS form to mark their attendance. The attendance list on Blackboard will only show the name the attendee has used to sign in with and not any unique identifiers such as student number and email address. We do try our best to match up those names (from BB and the MS form) with the sign up list in Infohub when inputting attendance data but it's not always possible.
T16b_07	We have not been able to monitor internships by WP students due to data system challenges this year. We are refining our system to support us to develop positive action schemes
T16b_08	Our Future Award ws discontinued and our replacement schemes to support employability will include a range of positive action opportunities
T16b_09	We have exceeded the target for 2019/20. WP markers: mature, disabled, BAME and POLAR4 Q1 and Q2.
T16b_10	Whilst we have been unable to visit schools and colleges to deliver activities face-to-face we have sought to create remote versions of existing activities where suitable and create new online self-service activities for students to use at their convenience.
T16b_11	We have doubled the number of schools we have partnerships with and 73% of these are good or outstanding.

T16b_12	2019/20 - we have increased the proportion of recorded sessions. No target set as recorded locally - all programmes now have event capture software available after the move to online delivery.