

Access Agreement 2016/17

Strategic Direction

Advancing knowledge, inspiring people and transforming futures is at the heart of everything that we do.

University of the West of England, Bristol's (UWE Bristol) strategy for 2020 sets out a confident and ambitious future and focuses on its ultimate goal - transforming futures - through research, learning and teaching, and knowledge exchange.

The University is increasingly known for how it connects with the regional economy and communities and how it works in partnership with organisations across the globe. In particular, UWE Bristol is recognised for its commitment to inclusivity, social justice and equality of opportunity.

The focus of UWE Bristol's strategy is on four priorities all of which link to social mobility, widening participation and giving those who are able to succeed at University the opportunity to do so:

Outstanding Learning: All our students experience engaging and outstanding learning, teaching and support services throughout their student journey, fully utilising advances in technology to support their academic, professional and social growth and development

Ready and Able graduates: Being an inclusive university with a diverse student and staff population, where difference and different perspectives are explored and celebrated, supporting our students to play their full part in the global society and economy

Research with Impact: Knowledge exchange and social, community and public engagement that maximise the impact and return on investment of our scholarship and research

Strategic partnerships, connections and networks: Effective national and international collaborations with schools, colleges, universities and other partners to raise aspirations and attainment; encourage and support progression to higher education; and increase recruitment to UWE Bristol

Fees, student numbers and fee income

UWE Bristol will charge an annual tuition fee of £9,000 for all UK and EU students on full-time undergraduate and full-time PGCE programmes. This will be subject to an annual increase in line with inflation where permitted.

The only exception that will apply is for those students undertaking a placement year or study abroad year; during which the annual fee will be £1800 and £1350 (maximum respective fee levels).

Part-time fees for UK and EU students will be calculated on a pro rata basis based on the number of credits taken. No part-time students will pay more than £6,750 in any academic year.

Fees for franchised courses in partner FE colleges will be set through negotiation and it is anticipated that these will remain at a similar level to previous years: £6,000 or higher for full-time students but less than £9,000. Confirmation of fee levels is expected in the August 2015 Fees Group meeting.

The estimated number of students at these fees levels in 2016/17 is:

- Full-time UK/EU UG –15000
 - With approximately 300 of these being on PGCE courses or NCTL degree level provision
- Part-time UK/EU UG – 421
- We predict a total of 15 497 students (including continuing old system students)

The estimated fee income generated from tuition fees above the basic level for full-time and part-time courses is approximately £45m in 2016/17.

UWE Bristol will invest £10m on additional access and success measures as outlined in our resource plan; which represents 23% of additional income above the basic fee.

Access and student success measures

In our 2015/16 Access Agreement we set new stretching long-term targets for widening participation that focus on providing equitable opportunities for success for groups of students that experience disadvantage in higher education. These target groups are young students from LPN postcodes, mature students, students with a disability and BME students. We also continue to prioritise recruiting and supporting care leavers but have taken a more individualistic approach to monitoring their progress because of the small numbers involved. We have focused on four key indicators of success across the student lifecycle: recruitment, retention at the end of the first year, degree classification and graduate outcomes. We will monitor our target groups across these indicators and we have set targets for ourselves where our target groups show significant disadvantage against a comparator.

Assessment of access and success record

Access: recruiting students from our target groups

The University's monitoring return for 2013/14 has demonstrated that we continue to perform well in recruiting students from disadvantaged backgrounds. In particular, we continue to recruit a

significant proportion of our students from POLAR quintile 1: we have remained above the HESA Table 1a location adjusted benchmark for young students from LPN. We also have a significant mature student population and have increased our recruitment in this area at a time of a national decline in mature student numbers. We have continued to recruit significant numbers of students who are in receipt of DSA. We have increased our proportion of students from a Black and Minority Ethnic (BME) background although we recognise that we have some way to go before we are representative of our city region. Our number of care leavers is relatively small (around 30) but increasing year on year.

Retention: retaining students from our target group at the transition into year 2

Our internal analysis has shown that the withdrawal rate for young students from LPN postcodes does not differ substantially from the rest of our young cohort and, further, our mature student withdrawal rate is largely in line with our young student rate. Our analyses have shown that the withdrawal rate for students in receipt of DSA is lower than students who are not disabled. As such we have not set retention targets for these target groups. However, our withdrawal rate for BME students has remained around 2 percentage points higher than for our white students in recent years and we continue to try to both understand the causes of this disparity and address the issue. Our analysis of the continuation of care leavers who meet the narrow Student Finance England definition of care leavers highlights a particular concern: 25% of these students withdraw from their studies and, of these, 80% were withdrawn due to academic failure.

Success: ensuring our target groups are as likely to achieve good honours

While our analysis showed that mature students had similar rates of good honours to young students, we found a -2.7 percentage point differential between young students from LPN postcodes and the rest of the young cohort. We also found that disabled students had worse degree outcomes: there was a 5 percentage point difference in the rate of good honours in comparison to non-disabled students. Our greatest area of concern was BME students who had around a 20 percentage point differential in good honours rates in comparison to white students. We recognise that this needs to be a significant focus of our work; we are committed to addressing the disparity over the next 5 years and are embedding our plans for ensuring success for all within our 2020 strategy. Our analysis of care leaver data shows that these students are disproportionately likely to be black, from LPN postcodes and to have either a learning difficulty or a mental health problem – all factors correlated with lower attainment at degree level.

Progression: ensuring our target groups are as likely to gain positive graduate outcomes

Our analysis of our DLHE results by our target groups revealed that there was a differential between students characterised as being LPN Young and other young students, with those from disadvantaged backgrounds around 2 percentage points less likely to be in graduate level work or study in the DLHE results. Similarly, we found a differential for BME students who had a 3 percentage point differential. There was no difference between graduate outcomes for mature students in comparison to young students or disabled students in comparison to those without a disability.

Expenditure on access and student success measures

The table below shows a high level summary of how UWE Bristol's £10m investment will be attributed in 2016/17:

Outreach/ Progression to HE	£1.3m
Student Finance Package	£3.7m
Student Success	£4.5m
Progression	£870k
Total	£10.4m

Outreach and Progression to Higher Education

The focus of outreach activity for 2016/17 will be long term; working with primary schools through the Bristol and South Gloucestershire Children's University that UWE Bristol lead, and extending our work through our partner schools and colleges up to and including mature learners. The University will expand the Children's University reach: exploring extending to the Swindon region; and increasing local participation amongst primary schools in the South Gloucestershire and Bristol area. Faculties will continue to develop subject enrichment activities which can be linked to the Children's University model and delivered outside of core school hours.

UWE Bristol will continue to invest in 'Better Reading Partners', part of the 'Every Child a Reader' suite of activities, which is a highly structured initiative targeted at children aged between 5 and 7 who are reading significantly below their expected level. The intervention has had significant and robust evaluation and has been shown to allow the children to make double their expected progress over the intervention. Further, the support was particularly effective for boys who were also BME, with English as an Additional Language (EAL) and who were in receipt of Free School Meals. This intensive intervention was focused on schools in the city region with above average levels of social, economic or educational disadvantage. Many have very high proportions of learners with EAL: for example in one school $\frac{3}{4}$ of the pupils spoke English as an additional language and most were in the early stages of learning English. In addition to this highly specialised reading intervention, UWE Bristol's Volunteering Service will continue to support literacy and numeracy in schools through reading and number buddies, working with targeted primary schools in the local region to raise attainment and also aspiration to lifelong learning.

The University will lead a number of primary transitions projects designed to support Year 5 and 6 learners from disadvantaged communities within our city to make the transition from primary to secondary school. Working with UWE Bristol Student Ambassadors, this programme will raise aspirations and confidence through a series of school-based workshops, campus visits and parent/carers events culminating in graduation events celebrating the successful transition to secondary school.

The University is committed to raising attainment and aspirations through long term outreach in South Bristol, one of the most economically deprived areas of the region and with the second lowest progression rate to HE in the country (HEFCE 2013, Trends in Young Participation in Higher Education: <http://www.hefce.ac.uk/pubs/year/2013/201328>) and we will continue to support the South Bristol Youth project and provide outreach activities including campus visits and graduation events for those involved.

UWE Bristol will provide ongoing support to the Prince's Trust xl clubs, a personal development programme for young people aged 13 - 19 who are disengaged with education. The clubs support the young people to develop the skills and confidence needed to progress into a positive future. UWE Bristol will work with Student Ambassadors to deliver specific xl technology clubs including Robotics, Creative Music Technology, Photography and technology related Enterprise.

The outreach programme for learners between years 10 and 13 will include faculty-led subject specific taster days (with progression activities where appropriate), application support for selective courses and taking part in target schools' choice/options events and parents/carer events.

The University will continue to support a residential summer school for those in care or care leavers to provide an opportunity to stay on campus and engage with University life experience. UWE Bristol will also maintain its involvement with the care leaver outreach programme of aspiration and attainment activities delivered in collaboration with the University of Bristol, Bath Spa University and the Virtual School.

In January 2015, UWE Bristol Careers launched a pilot of the 'Bristol UWE Young Futures Award'. The aim of the award is to encourage school students to plan for their future, to take part in activities beyond their academic studies and to help them to identify and develop skills which will give them the edge in the job market. Following the pilot it is envisaged that the renamed Futures Foundation Award will be offered to post-16 students and will also encompass a revised version of the Heading Higher Passport Plus (HHPPlus) scheme. HHPPlus aims to enhance the likelihood of successful progression to higher education for learners from a widening participation background.

UWE Bristol has worked in partnership with schools and colleges in the region for many years, particularly through our involvement in the development of trusts and academies and our contribution in this area of work has been recognised by our inclusion as a case study in the HEFCE/OFFA joint National Strategy for Access and Student Success. We will continue to support our local schools in this way, providing governance support for schools and colleges through our continued sponsorship of the Cabot Learning Federation and Trust in Learning. We will also provide training and support for teachers and advisers on higher education as well as subject specific developments. UWE is committed to supporting schools requiring improvement, which forms part of the criteria used to identify new partnerships.

Professor Ron Ritchie gave evidence to a HEFCE commissioned research paper "Working with Schools: Universities sponsoring academies, UTCs and free schools" and participated in a panel which fed back the findings to a conference (March 2015) of delegates working in this field. Whilst it is too early to draw significant conclusions or comparisons relating to the impact of HEI sponsorship for schools, the trajectory of school improvement amongst partner schools is rising.

In line with overall rises in achievement across Bristol, GCSE attainment in all UWE Enhanced Partnered schools has increased, however significant need for improvement still remains. Further, improved attainment within our partner schools is correlated with an increased number of applications to the university.

UWE Bristol will continue with the already established Get Set to HE which is a two day Summer School that provides an extra induction for mature and Access to HE Diploma students progressing

to the University. The event aims to smooth the transition of these learners from their access course into studying effectively at UWE Bristol which in turn has a positive impact on retention and student success.

The UWE Access Higher scheme is available to learners studying on QAA approved courses (full or part-time) based at a participating Access Centre. UWE Access Higher is a flexible and structured programme to help learners make informed decisions about progression to UWE Bristol and supports smooth transition to further successful study and work opportunities. It also helps participants apply to the right course, at the right time.

Financial Support

In 2014/15 we completed various reviews of our financial support and have used the findings, and national evidence from research and practitioners, to improve the support we offer.

Firstly, we have simplified our support: providing the majority of our bursaries to students on the basis of low family residual income and providing in-year hardship funding to students on the basis of low personal income. This represents a move away from a complex points-based system that attempted to ensure that students from our target groups with low income would be most likely to receive financial support. However, our analysis found that there is no worsening of retention rates differential for particular personal characteristics among low income students in comparison to those with higher family income levels. We are aware of the complexity of linking bursary provision to retention or success: both in terms of the variability of findings nationally and locally, and the practical difficulties of measuring the impact. For this reason, we feel that a scheme that is straightforward for students to understand and is clearly targeted towards alleviating a particular problem (low family income) will allow us to more clearly understand the impact on students' experiences and success. We will prioritise those students with lowest residual income first in the bursary allocation process.

Secondly, we have further extended our support for students whose situation means they are particularly vulnerable to financial hardship or who are unable to access the standard forms of support. We have set aside an enhanced bursary fund to support care leavers, young carers and estranged students, and will ensure that we have some funds that can be allocated to students who fall outside of the standard bursary criteria (i.e. those domiciled in Wales, Scotland or Northern Ireland, applicants with HE credits from further education college or those who with previous higher education attempts).

Thirdly, we will focus on providing to a greater number of students a bursary by reducing the value of individual payments to £500 per student for each year of study. This is supported by the local and national evidence suggesting that the amount of money awarded did not significantly affect retention or success rates. Our local analysis also suggested that a front-loaded bursary scheme caused some students additional stress at the transition into year 2 because of a perception of 'losing' funding. This steady-state bursary scheme would ensure that students can prepare in year 1 for future years' financial management.

In summary, we will provide:

- 1,300 bursaries at £500 a year for each year of study to students from low income backgrounds (under £25,000)
- 80 enhanced bursaries at £3,000 a year in first year (to offset the higher costs of university based accommodation) and £1,000 a year in subsequent years for care leavers, young carers and estranged students (these students will not be eligible for the £500 bursaries)
- £500,000 hardship fund to provide support to students with low personal income

Transition and financial advice support

Additional transition support for vulnerable students: As part of our commitment to care leavers we have provided additional support through named contacts within the financial support team. These advisers have worked from application stage to support care leavers to make successful transitions into university. In 2015/16 we are beginning to link this service to other areas of support across the university in order to address particular areas of concern (such as the high proportion of care leavers withdrawing due to academic failure). In particular, we will be introducing the students to the Peer Assisted Learning scheme in Welcome Week and funding 6 sessions of academic and social mentoring designed to help these students to settle in and understand the range of support services available.

In 16/17 we will be extending this support to all students in receipt of the enhanced bursary package, ensuring that those who have limited time or resources are proactively encouraged to become engaged with the support UWE Bristol offers early in the academic year.

Transition support for disabled students: We will continue to provide funding of £150,000 to support low income students with disabilities to access DSA. This funding will both fund diagnostic assessments for those from low income backgrounds and will provide a top-up fund where students have additional needs beyond the DSA award.

Financial Health Checks: In the past 3 years we have developed a highly effective financial health check service which provides students with practical advice and support in budgeting. This service has been targeted at those who have sought support from our hardship fund or short term loan scheme. The initial evidence suggests that the students who have used the service have developed enhanced financial competencies which allow them to manage complex and uncertain financial situations more effectively.

Student Success and Retention

Our 2020 Strategy places excellence in teaching and learning for all at the heart of everything we do. We have developed a Learning and Research 2020 programme which sets out what we need to do in order to ensure that we are delivering excellence for all of our students. We will be embedding widening participation into all aspects of this. We will focus on ensuring that we deliver teaching excellence in an environment that allows focused and engaged learning. Our Learning and Research 2020 programme of work will deliver:

- Engaged and passionate lecturers
- Innovative learning strategies and spaces
- Relevant and engaging assessment strategies
- Engagement with the external world throughout the programmes
- A scholarly and practice focus throughout our programmes
- The development of strong, engaged student communities

We have reviewed the retention and success activity that we have funded over the past 3 years and are including the learning from these projects into our new programme of work. Our review has found that students are retained and successful if they:

- have a strong sense of belonging to the institution
- are able to cope academically
- are on a programme that matches their expectations
- are financially able to cope
- are not socially isolated

We will increasingly use our Academic Personal Tutoring model to ensure that students are supported into, through and beyond university and that proactive and personalised referral to support services (such as Peer Assisted Learning or Academic Skills Support) is used to ensure that every student succeeds.

Peer Assisted Learning scheme

We have invested in an extensive and effective peer learning programme that is embedded within many programmes and departments. We will continue to embed this further and to ensure that the scheme supports student success and engagement. We will also continue to ensure that the scheme reaches those students who need it most. We already know that the PAL Leaders (those who deliver support) are demographically representative of our student body; but we will work to ensure that more students from WP backgrounds take up the opportunity to become a PAL Leader – because we know that this opportunity improves the graduate outcomes of students. We will also continue to focus on increasing PAL attendance and to develop systems that will allow us to understand in a more efficient manner the demographics of those who use PAL.

Academic Skills Support

We have piloted academic skills programmes within faculties over the past 3 years and this has allowed us to develop pathways for support within programmes and departments. As part of our 2020 programme we will work to bring this work together across the University to ensure that we are making best use of the excellence in this area of work. Our Academic Literacy Forum will ensure that quality pedagogical development underpins and supports our academic skills support and develops targeted resources and sessions to the students who need it most.

Support for Disabled students

We are committed to retain the support we offer for disabled students, despite the reduction in funding that results from changes to the DSA allowance. We will provide additional funding to ensure that we can continue to provide note taking and library support, provide students on low incomes with support towards buying IT equipment and protect the disabilities and mental health services we offer by ensuring there is a sustainable funding stream for these teams.

Mental Health Support: Wellbeing Services at UWE received over 1,300 applications for support during 2013/14, representing a 53% increase in applications to the Service since 2011. We recognise that students from non-traditional backgrounds are at greater risk of mental health issues and that, left unchecked, these issues may result in lower engagement at university, higher rates of withdrawal and lower levels of academic and progression success. Mind's 2013 background paper on mental health and inequalities highlights that age, ethnicity and relative poverty are all determinants of mental health issues and, particularly, that observable differences in wealth within a community can be pressure point. Our internal analyses of students' finances have demonstrated starkly that some of our community's income is below their basic outgoings and that, understandably, this is a significant source of stress. Mind's paper advocates a greater and earlier integration of mental health support into wider social/support packages – and we believe this message can also be applied to university strategies for widening participation. By supporting students to develop mental health and resilience, and providing them with opportunities to seek help early we can mitigate the risks of mental health problems.

Disability Support: We also recognise the need to provide adequate support to students with disabilities in order to mitigate their stress and limit the risk of further mental health issues. The disability service at UWE supports over 4000 students and proactively supports applicants to the university to access the reasonable adjustments they need as early as possible in order to improve conversion rates into university and to prevent withdrawal from students due to difficulties in accessing services and support. Further, UWE has focused on providing access plan meetings (more than doubling the provision last year) for students with disabilities to ensure they have the reasonable adjustments necessary for placement because we recognise the value of professional experience for all students.

We believe that by embedded and focusing on the wellbeing and support services we offer students we will be able to more effectively support all students to succeed, this support is particularly important for those from non-traditional backgrounds or who may face additional barriers to successful progression both into and beyond university. We are embedding monitoring and evaluation into these services to ensure we are able to identify effectively the impact our continued and additional funding is having.

Ensuring success for all

We will focus on reviewing our quality management processes to ensure that we are able to highlight differential success or retention rates and ensure action is taken. We will look to embed monitoring of WP characteristics within faculty and department level quality assurance processes to ensure that those who are developing and delivering programmes have the information they need to be able to provide appropriate teaching and learning. We will review programme data and our 'at risk of withdrawing' monitoring data to ensure that we are both targeting support where it is needed and addressing systemic issues within our teaching and learning. This two-pronged approach is critical: we understand that many of the issues our target groups face are representative of national issues and as such we will work to understand how we can ensure our teaching, learning and support is appropriate and tailored to all.

Progression

Promoting extra-curricular activities

The UWE Bristol Futures Award provides scaffolding and recognition for a range of extra-curricular and employability activities that enable students to demonstrate to future employers the interpersonal and transferrable skills they have developed alongside their studies. In 2013/14 there were over 900 students registered for the scheme. In 2016/17 we will proactively encourage students from WP target groups to take part in the Futures Award scheme. We are currently developing the IT system capability to be able to target and track this initiative.

Promoting enterprise

In 2014/15 we have developed a range of activities designed to develop students' entrepreneurial activities. These have included:

- almost 300 appointments with a Student Enterprise Advisor
- a series of masterclasses and boot camps providing hands-on experience of entrepreneurial activity
- a series of Santander University linked Dragons Den competitions
- a project focused on social enterprise in collaboration with UnLtd.
- a start-up drinks networking event to sustain student/alumni links in the city
- a project working to regenerate a market in a deprived area of the city
- £1000 funding for 26 student start-up businesses through our internship scheme

In 2016/17 we will focus our work on ensuring that students from WP backgrounds are encouraged to apply for and succeed in entrepreneurial activity. We recognise that for some of our students (particularly those who are mature, with caring responsibilities or who have a disability) there may be additional barriers and we will work to overcome these.

Access to the Professions

The Careers Service has specific funding under the Access Agreement for internships and targeted careers support for widening participation students. Ongoing work is taking place to track and analyse progression data and to implement further initiatives based on the analysis.

Delivering our 2020 vision

Working towards excellence in learning and teaching by 2020 will involve all areas of the University. Initially we will focus on four key themes:

1: Right student, Right Course, Right Time – ensuring our pre-entry communications, marketing and recruitment policies ensure that we are recruiting students who are capable of succeeding and who are making positive decisions.

2: Transition and Establish Belonging – ensuring that we are student-centric and not simply administratively driven in our transition and enrolment work. This will include raising awareness of the support services available to incoming students and how to access them when required. This is likely to significantly affect care leavers, young carers and estranged students but will also allow us to ensure that mature students and those with a disability are aware of the support services available to them.

3: Enable Achievement and Nurture Development – the Faculties will undertake curriculum reviews to ensure that retention features in the design and refresh of programmes. This may include a move

to earlier assessment and feedback to monitor progress among the cohort and to identify those who may need additional support before it becomes too late. UWE Bristol will also consider the use of technology to support student engagement and attendance monitoring in order to track those who are withdrawing so they can be contacted earlier and supported in their decision making.

4: Strategic and Operational Planning & Data Analysis – ensuring that we have appropriate data that can allow us to understand the differential performance and engagement of students across the University and that our staff are confident in interpreting and using this data to make appropriate decisions. The University will explore the use of any ‘at risk’ monitoring data and/or tools and ensure that these are implemented when developing the new student record system.

Collaborative working

Bristol: The Learning City

UWE Bristol is proud to be one of the partners delivering the Mayor’s Vision for Bristol. George Ferguson has set a challenge for Bristol to become a city where every citizen has access to the very best education and is able to acquire the skills they need to join Bristol’s world class workforce. Professor Ron Ritchie (Pro Vice-Chancellor, Partnerships, Diversity and Civic Engagement) chaired the independent commission set up to consider ways of enhancing the employability and enterprise of young people (aged 14-25) in Bristol. There will be a City of Learning action plan for 2020 that will set out how all of the partners will work together to ensure that these ambitious targets are met. The University is committed to the Bristol Mayors’ Learning City agenda and working with networks across the city and surrounding areas to invest in improving the progression opportunities for all.

Our commitment to working collaboratively within the Bristol city region can also be seen in:

South Bristol Youth project: UWE Bristol works with University of Bristol and a charity, South Bristol Youth Consortium for Young People, to deliver a collaborative outreach programme designed to raise aspiration in deprived areas in South Bristol where progression to HE is extremely poor. This project has a further 2 years confirmed funding with a research strand for evaluation working alongside.

Learning Partnership West: We are also investigating how we can work collaboratively with this Local Authority controlled Community Interest Company (CIC) which works to support children and young people to change their lives and reach their true potential. By collaborating with them we can extend our reach into community settings ensuring that we are able to support positive educational and learning futures for Bristol City Region’s young people.

Collaborative working with local schools and colleges: UWE, Bristol has undertaken a comprehensive review of our school and college partnerships to ensure that we work more closely with the most relevant institutions to support both the University’s and the schools’ and colleges’ objectives. We will continue to work collaboratively to target, deliver, monitor and evaluate our outreach programmes and to ensure that UWE Bristol adopts a progressive approach, working with targeted primary schools who feed directly into the secondary provision we work with.

The University has built valuable Enhanced Partnerships with various schools and colleges in the Bristol city region and has appointed a new post – Head of Academy and Trust Partnerships to oversee this expanding area of work.

The partnership through UWE Bristol's sponsorship of the Cabot Learning Federation (CLF) continues to grow and deepen providing new opportunities for research, CPD and ITT placements, which has enabled UWE to be amongst the leaders of work in this area. UWE Bristol will continue to develop significant opportunities for collaboration around the education of new teachers as a partner in the CLF Teaching School.

Trust in Learning is chaired by Gerry Rice from UWE Bristol and the development is providing an exciting opportunity for UWE to work in enhanced ways with schools in the Bristol South constituency, which currently has one of the lowest participation rates in HE in the country.

A new Memorandum of Understanding is shortly to be signed by the University and the Olympus Academy Trust (OAT) which encompasses Bradley Stoke and Abbeywood Community Schools in South Gloucestershire. The MOU commits both parties to work collaboratively and explore a number of joint ventures including student/staff volunteering, CPD & PPD, Initial Teacher Education (ITE) including provision of placements and immersion opportunities; access to the UWE Bristol libraries for OAT staff; subsidised Masters' provision, practice based research, in addition to a range of outreach activities. UWE Bristol will also commit to providing a liaison officer to oversee the activity and senior representation on the OAT Board of Directors.

Collaboratively supporting progression to HE

UWE Bristol will continue to collaborate with eleven universities in the South West region to fund, maintain, develop and promote the careers support websites managed by the Western Vocational Progression Consortium (WVPC): **Lifepilot**, engaging and supporting mature and part-time students (www.life-pilot.co.uk) and **Careerpilot**, providing pathway and progression information for 13-19 year olds (www.careerpilot.org.uk). Partners will: support the development of the websites; develop further strategies to embed the websites into outreach and IAG activities; maintain the 'Parent's Zone' developed as part of the NNCO initiative; and explore funding opportunities for the development of additional resources to support schools in providing IAG about progression to HE.

UWE Bristol delivers collaborative outreach through the Western Access Progression Agreement which supports the progression of Access to HE learners in the region. UWE Bristol will continue to work with Universities of Bristol, Bath and Bath Spa to identify practical strategies to reduce the barriers to participation of adult learners. UWE Bristol is also a member of the APT Awards group who are the awarding body for Access to HE qualifications in the South West region. Being part of this quality assurance group ensures that our academics can collaborate with programme developers at colleges to ensure that there is a good curriculum fit and therefore that Access to HE learners can succeed at UWE Bristol.

The University works with 3 strategic partners (Weston College, Bridgwater College and City of Bristol College) to deliver Foundation degrees. This approach allows those from under-represented groups to access higher education programmes local to where they live. Many of the programmes are available on a part-time basis which gives a wider range of learners the opportunity to attend.

Expenditure from higher level fee income will continue to support the costs associated with maintaining partnership delivery and developing further provision.

Universities South West Widening Participation Group brings together 13 HE providers across the South West. The group was first established under the Aimhigher programme and continues to develop practitioner networks and deliver a programme of activities to support progression among hard to reach groups including students who disclose a disability, care leavers, and adult and mature learners. There is also an annual professional development event where practitioners share effective practice across the network. Although this network will officially end in 2015 we would welcome a continuation of the group and will continue to work collaboratively through schemes such as the NNCO etc.

UWE Bristol is a founder member with the University of Bristol of a WP Research Cluster, which now includes Bath and Bath Spa Universities. This will continue in 2016/17 and further research will be commissioned to evaluate experiences of WP students through the student lifecycle: access, retention, success and progression, which will then inform future initiatives and practices.

Targets and milestones

Extensive analysis into national and local patterns of disadvantage in 2013 informed the development of targets for our 15/16 Access Agreement which will continue to be our focus for 2016/17. The target groups that were approved by the Widening Participation Committee were:

- Mature students (Including Access to HE learners)
- Disabled students
- BME students
- Students from Low Participation Neighbourhoods
- Care Leavers

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 targets and their comparator group (i.e. mature vs young students) by 2020
- Improving the graduate level outcomes of our target groups
- Ensuring that care leavers have a supported and equitable experience throughout university from the point of application

In 2015/16 we have started to review our milestones and recognise that these can support us to meet our targets by allowing us to review progress regularly. We have set some milestones for each area of work. We have set 2 milestones for each of our 4 stages which focus on key aspects of our delivery. These are documented in our workbook.

Monitoring and Evaluation

The continual monitoring of progress against targets is the responsibility of the Widening Participation Committee, chaired by the Pro-Vice Chancellor, Student Experience. The SU President is the student representative on this committee.

Responsibility for delivery of WP outreach activity and monitoring and evaluation sits with the Recruitment and Outreach team (including the Widening Participation and Community Engagement team) and a Strategy and Planning Officer who reports directly to the Associate Director, Future Students, the strategic lead for WP across the institution.

In recent years we have focused on improving our ability to use university KPI data to evaluate the impact of our programmes. This has enabled us to reduce the amount of individual programme level evaluations we conduct which were time consuming and often did not provide us with information that could help us make better strategic decisions. In 2016/17 we will provide in-depth evaluation of key strands of our widening participation work. We will also continue to monitor our target groups' performance across KPIs to ensure that we are moving towards all students having equitable experiences. Where there are gaps we will attempt to understand the causes of these gaps and find solutions that allow us to improve our practice in order to remove any disadvantage.

Key programmes for evaluation

Outreach

South Bristol Youth: In collaboration with the University of Bristol we have invested an additional £10,000 a year for 3 years into a research strand that will allow us to evaluate the collaborative project we are running with South Bristol Youth Consortium for Young People. At the time of writing this Access Agreement the researchers from the Graduate School of Education, University of Bristol, are working to develop a cohesive theory of change for the project which will then be used in future evaluation. The research team will work collaboratively with the delivery team to ensure that formative evaluation is fed back into the project and that summative evaluation can demonstrate the impact of this intensive and novel approach to outreach.

Children's University: The national Children's University charity provides local branches with a quality assurance and evaluation framework. The Quality Assurance framework ensures that local branches support learning opportunities that meet the national criteria for success (and thus assures the evaluation conducted bi-annually). The last evaluation was published in 2013 and was conducted by Professor John MacBeath, Leadership for Learning: The Cambridge Network. This evaluation found improvements in what they refer to as the "10 A's": attendance, attainment, achievement, attitudes, adventure, awards, agency, aspiration, adaptability and advocacy, for those who regularly took part in CU activities.

Financial Support

We will continue to investigate the effect our financial support packages have on students' ability to succeed at university. We will do this by analysing local data for students in receipt of financial support in order to understand their trajectories through university.

We will also review again the data for students who have received a financial health check and will ensure that this service is supporting students to make positive financial decisions in a timely fashion.

Retention and Success

Peer Assisted Learning: We will continue to use local PAL data to understand the impact of our PAL sessions on those who attend regularly. We will also look to embed PAL within a new student record system to ensure that we are better able to more efficiently investigate the contribution of PAL to students' success.

Academic Skills Support: We will continue to develop mechanisms to understand the take up of our optional academic skill sessions. As we develop new referral mechanisms and link these sessions into programmes we will investigate the effectiveness of these schemes and use this information in future planning.

Progression

Internships: We will continue to develop mechanisms to understand the demographics of those applying for and undertaking internships – and will use this information to proactively support those from WP backgrounds to take part. Initial analysis from one year of the programme (2013/14) shows that 47% of our students were from a WP background (meeting at least 1 marker). We were encouraged to see that over a quarter of all students who took up an internship were BME and a fifth were mature. We will also conduct some analysis to understand further the benefits of taking part in an internship and how it can support WP students to succeed in achieving good graduate outcomes.

Futures Awards: By 2016/17 we will be able to systematically understand the demographics of those attaining a Futures Award which will allow us to identify any disadvantage for WP students. Initial analysis on one year of data suggests that 52% of those registered in 13/14 met at least 1 WP characteristic. We are encouraged by this high proportion – this reflects the diversity of our student cohort (around 80% of our new first year intake each year meets at least 1 WP marker). We will use this monitoring information to ensure our Futures Awards programme is supporting WP students to develop strong CVs that will support their progression into graduate level employment.

Equality and diversity

This Access Agreement has been developed in consultation with the University Equality and Diversity Unit. The Access Agreement targets are aligned with the Single Equality Scheme (SES) which sets out our equality objectives as required under the Equality Act 2010. A new Single Equality Scheme which will work towards targets for 2020 is under development at the time of writing. Our widening participation work will be a significant component of this new scheme to ensure we are working jointly to meet shared aims. We share KPI related data between the WP strategic planning team and the E&D unit to ensure that our targeting, planning, monitoring and evaluation are joined up.

In 2015, UWE Bristol was ranked the top University, and 11th in the top 100 gay-friendly organisations in the UK. The relationship with Stonewall and their Work Equality Index have further enhanced the University's ambition to go beyond removing discrimination and focused work to

create a truly inclusive University around all aspects of diversity and we will continue to work closely with the Equality and Diversity Unit to achieve this aim.

The University is in the process of working towards the Race Equality Charter Mark which aims to improve the representation, progression and success of minority ethnic staff and students within higher education. It also seeks to inspire a strategic approach to making cultural and systemic changes that will make a real difference to minority ethnic staff and students.

It covers:

- Professional and support staff
- Academic staff
- Student attainment, diversity of the curriculum and progression of students into academia.

The Equality and Diversity Unit along with staff in Faculties, Services and the WP team will continue to collaborate on this work which is reflected in access, retention and success initiatives highlighted in this Access Agreement.

Provision of information to prospective 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 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 also shared with UCAS and the SLC in a timely way to ensure that their own web services are up to date and complete.

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 and specific activities they are able to take part in.

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.

Consulting with students

UWE Bristol is committed to working in partnership with its students and meets with student representatives to consider details of the Access Agreement prior to approval by both the university and the Students' Union. The SU President is on the Board of Governors and the Widening Participation Committee which oversees and approves the development of our Access Agreements.

The SU are embedding into their work their own Students' Widening Participation Strategy which will be aligned to the University strategy to ensure that they are working to represent the diverse nature of our student body.

As we work towards our 2020 Strategy we see the partnership between the University and the Students' Union as critical. We will work closely with our Students' Union to ensure that we engage students as partners in learning. We recognise that by engaging students as partners in our improvement plans they will develop deeper personal investment which translates into more effective working relationships. Further, involving students in decision-making transforms the attitudes and systems that underlie the culture of the University and its communities, allowing us to make deeper, more transformative changes. Finally by accessing the diverse range of perspectives that exist within our student body we can make student voice the most significant enabler to University enhancement. Engaging student voice can ensure cultural, racial, economic, and social diversity is reflected in strategic and operational plans.

Table 7 - Targets and milestones

Institution name: University of the West of England, Bristol

Institution UKPRN: 10007164

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16a_01	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Increase enrolment of LPN Young students	No	2011-12	12.1	15.6	16.3	17.1	17.9	18.6	
T16a_02	HESA T2a - (Mature, full-time, all undergraduate entrants)	Increase enrolment of Mature students	No	2011-12	24	24.7	25.1	25.4	25.8	26.2	
T16a_03	HESA T7 - Students in receipt of DSA (full-time, all undergraduate entrants)	Increase number of students in receipt of DSA	No	2011-12	7.5	8.2	8.7	9.2	9.7	10.2	
T16a_04	Other statistic - Ethnicity (please give details in the next column)	Increase enrolment of BME students to level representative of Bristol	No	2011-12	13	17.8	19.2	20.6	22	22.2	
T16a_05	Other statistic - Care-leavers (please give details in the next column)	Increase enrolment of care leavers	No	2011-12	23	28	29	30	31	32	
T16a_06	Other statistic - Location (please give details in the next column)	Increase Good Honours rate of LPN Young students	No	2011-12	71.9	72	72.3	72.7	73.5	73.8	
T16a_07	Other statistic - Location (please give details in the next column)	Increase Good graduate outcome rate (DLHE) for LPN Young students	No	2012-13	67.7	68.7	68.9	69.2	69.6	69.8	
T16a_08	Other statistic - Disabled (please give details in the next column)	Increase Good Honours rate of students with a disability	No	2011-12	63.2	69.9	70.9	71.8	72.8	73.8	
T16a_09	Other statistic - Ethnicity (please give details in the next column)	Reduce withdrawal rate of BME students	No	2012-13	13.8	12.7	12.1	11.6	11	10.4	
T16a_10	Other statistic - Ethnicity (please give details in the next column)	Increase Good Honours rate of BME students	No	2011-12	55.4	60	62	63.9	65.8	67.7	
T16a_11	Other statistic - Ethnicity (please give details in the next column)	Increase Good Graduate Outcome rate (DLHE) for BME students	No	2012-13	66.6	67.9	68.6	69.3	70	70.7	

Notes

Alongside applicant and entrant targets, we encourage you to provide targets around outreach and student success work (including collaborative work where appropriate) or other initiatives to illustrate your progress towards increasing access, student success and progression. These should be measurable outcomes-based targets and should focus on the number of beneficiaries reached by a particular activity/programme or the number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Table 7b - Other milestones and targets.

Reference Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16b_01	Outreach / WP activity (collaborative - please give details in the next column)	Delivery of South Bristol Youth collaborative activity in Year 8 and 10 with University of Bristol	Yes	2014-15	Year 8 programme - 120 young people; year 10 programme - 120 young people	Year 8 programme - 120 young people; year 10 programme - 120 young people	Year 8 programme - 120 young people; year 10 programme - 120 young people	Year 8 programme - 120 young people; year 10 programme - 120 young people	Year 8 programme - 120 young people; year 10 programme - 120 young people	Year 8 programme - 120 young people; year 10 programme - 120 young people	Continue to run programme for year 8 (UWE) and year 10 (Bristol)
T16b_02	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Strategic partnerships with 3 Colleges and Enhanced Partnerships with local school trusts/federations	No	2014-15	3 colleges + 3 school partnerships	3 colleges + 4 school partnerships					
T16b_03	Student support services	Maintain Financial Health Check Service for students in financial difficulties	No	2013-14	134 appointments	140 appointments	We will sustain our service for students				
T16b_04	Student support services	Support at least 1000 students with bursary provision	No	2013-14	1058	1300	1300	1300	1300	1300	
T16b_05	Operational targets	Increase proportion of PAL leaders meeting a WP criteria to 50%	No	2014-15	45% PAL leaders meet WP criteria	46%	47%	48%	49%	50%	
T16b_06	Operational targets	Academic Skills Session	No	2014-15	Faculty based pilots	Embed in programmes	Measure demographics	Set KPI milestones	Set KPI milestones	Set KPI milestones	We will work towards having KPI milestones by 17/18 when we have set up embedded our services and have data
T16b_07	Operational targets	Increase internships take up by WP students	No	2013-14	44%	45%	46%	47%	48%	50%	
T16b_08	Operational targets	Increase Future Awards registrations for WP students	No	2013-14	52%	53%	54%	55%	56%	57%	

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.