

2019/20 Access and Participation Plan

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2019/20 Access and Participation Plan

Introduction

We have widening participation, increased access, retention and achievement of students at the heart of our mission;

'To educate, to advance knowledge and to serve the common good'.

The University's Strategic Plan 2015-2020 states:

- *'It is implicit in our Mission that we should seek to ensure that all who can benefit from a Winchester education will have the opportunity to do so, regardless of their background, and that we should do this with particular regard for marginalised groups. We will continue to exceed sector benchmarks for widening participation to students from disadvantaged groups and we will continue to support those students to ensure that they achieve excellent outcomes.*
- *We will celebrate and increase the diversity of our staff and students. We will monitor, support and encourage under-represented groups to ensure that opportunities are inclusive of sexual orientation, race, disability and other characteristics*
- *We will continue to work to improve the life chances of those from vulnerable groups including care leavers, young carers, asylum seekers and people with a disability.*

We will continue our work to raise aspirations, awareness, progression and success amongst target groups where participation in higher education is low. Success in this work depends on continuation of our successful partnerships and collaboration with schools, colleges, local authorities, other universities and charitable organisations.

1. Assessment of Current Performance

The University of Winchester commits to monitoring and evaluating the impact of its widening participation activities on the access, success and progression of students from backgrounds that are under-represented in higher education. This enables us to evidence our commitments to ensuring fairness of access and participation in higher education in accordance with the University's Strategic Plan and Widening Participation and Lifelong Learning Strategy.

1.1 Progress in access and outreach

The University subscribes to the Higher Education Access Tracker (HEAT) service from the Higher Education Statistics Agency (HESA), which enables us to track those participants who engaged in the more intensive elements of our programme through to higher education. Results demonstrate the effectiveness of our sustained outreach programmes with target schools and targeted participants. Last year, in 2016/17:

- **In-school sessions for year 5's were held across 17 primary schools and 887 Year 6 pupils visited the University campus.** Year 6 visits include junior graduations attended by parents. Of the Year 5 pupils, the proportion stating they would like to go to university after their workshop rose by 37 percentage points. Of the Year 6 pupils, 91% of children demonstrate an awareness of future educational opportunities available to them.
- **5120 interactions with participants across 17 secondary schools**, this included over 260 students attending Taster Days in either Year 8 or Year 10. Prior to the event, 38% of year 8's and 17% of Year 10's believed they knew quite a lot about Higher Education before their participation; after participation this rose to 63% and 85%, respectively.
- **Overall 82% of secondary school participants and 89% of primary school participants in intensive outreach met at least one WP criterion.** 48% of intensive outreach participants were male. 62% of participants in on-campus outreach were from low participation neighbourhoods (POLAR3 Q1 or 2). Of participants from POLAR3 Q3-5, 51% were first generation HE, 8% were disabled, <1% were in care, <2% were young carers, 4% were from military families, and 8% were BAME (Black, Asian, ethnic minority).

In the past ten years, 2007/08 to 2016/17:

- The average HE participation rate of the tracked HEAT cohort, aged 18 years only and who were eligible to progress to HE, was 38%. This is in line with the national Young Participation Rate (YPR) of 38% in 2011/12. In addition, **44% of those tracked in the same period appeared in the HE population at some stage**, meaning yet more will have entered HE at 19 years or older. Given the profile of the students in the tracked cohort of 8,336 outreach participants (63% from the most deprived POLAR3 quintiles, 71% meeting at least one indicator of deprivation, and 63% declaring themselves as first generation HE), this is **a measure of the success of widening participation programmes implemented by the University of Winchester.**
- **76% of the tracked participants who were classified in the lowest National Statistics Social-Economic Classification (NS-SEC groups 4-8) on entry to HE, moved into the higher socio-economic groups 1-3 after leaving HE**, based on their occupation six months after graduation. Furthermore, the average young participation rate of Winchester's tracked cohort from POLAR3 quintiles 1 and 2 was 33%. This compares with a national rate of 25% and a Hampshire rate of 20.6% in 2014/15.
- **67% of outreach participants who engaged in outreach before age 16 achieved 5 or more GCSEs** (including English or Maths) at grade C or above compared to 49% of the average school population. When considering prior attainment from 2010/11, **the difference in Key Stage 4 (KS4) outcomes is greater still for those outreach participants with medium or lower attainment at Key Stage 2 (KS2).** For example, when looking at students with medium KS2 attainment (i.e. level 4), 58% of outreach participants achieved 5 or more GCSEs grade A* - C (including English or Maths) compared to a 40% school average. Of those with low KS2 (below level 4) attainment, 11% of outreach participants achieved 5 or more GCSEs (including English or Maths) compared to a 5% school average. A value added measure across the best eight GCSEs, accounting for prior KS2 attainment of 15.96, equivalent

to 2 or more grades, demonstrates a **positive relationship between outreach and attainment at school.**

- In the past 10 years (2007/08 - 2016/17), **over 630 participants in our intensive access and outreach activities (including taster days and residential) identified themselves as BAME** (7.6% of all participants). **BAME participants are more likely to progress to HE than white participants**, 54.7% progressed to HE compared to 39.1% of the white participants on intensive outreach activities. However, **of those that did progress they were less likely to achieve a 1st or 2:1 compared to white participants who progressed to HE** (61.1% compared to 76.2%). As always, it is important to note that there are relatively small numbers of BAME students at the University of Winchester, which affects the reliability of the data.

1.2. Overview of progress made across the student lifecycle for priority under-represented groups

In the evaluation and monitoring of our access and participation activity we have introduced a Red Amber Green (RAG) flagging system, in the first instance comparing access and outcomes for priority under-represented groups of students against the national figures.

WP Category (UK first degree students)	Access	Success		Progression In employment/ study
	Recruitment	Non-completion (Yr1)	Attainment (1st or 2:1)	
Male	1918 (33.7%)	43 (6.3%)	392 (71.1%)	332 (87.1%)
Low Participation Neighbourhood (LPN)	1653 (29.0%)	51 (8.6%)	355 (76.3%)	338 (90.9%)
Disability	1383 (24.3%)	23 (5.6%)	312 (72.7%)	275 (87.3%)
Black, Asian, Minority Ethnic (BAME)	599 (9.8%)	20 (8.7%)	57.9% (92)	82 (88.2%)
Mature	755 (13.3%)	19 (7.2%)	199 (82.6%)	141 (90.8%)

Green = better than national performance
Red = worse than national performance

In addition, we continue to monitor the access, success and progression of care leavers as a priority group however due to small numbers we have only reported on our recruitment figures below. We have not found any significant differential outcomes for this group.

Headline access and outcomes for target groups in 2016/17:

- We have less male students entering the university however their outcomes remain in-line with national performance.
- Students from low-participation neighbourhoods are as likely to access, succeed and progress at the University of Winchester as other universities.
- We perform exceptionally well in the recruitment and continuation of students with a disability.
- We have lower access and attainment levels for BAME students than nationally, but those who do study at Winchester are more likely to be in employment or study after completion.
- We recruit less mature students but those who do study with us are more likely to complete their course and attain a first or 2:1.

The following sections will provide a more in-depth analysis of the progress made in each area of access, success and progression. Where possible, we provide data against other comparator groups and benchmarks. For the red flags identified above, we provide an analysis of data across several years to demonstrate any trends.

1.3. Progress in recruitment

The University sustains a strong track record in recruiting under-represented students. In 2016/17:

- Our proportion of young full-time first degree students from state schools has remained well above location-adjusted benchmark for the past five-years, **95.6% of entrants came from state schools** against our benchmark of 92.1%.
- Recruitment of **young full-time first degree students from low participation neighbourhoods was 13.6%** (location-adjusted benchmark 12.3%), whilst we continue to be above benchmark we continue to fluctuate against our ambitious targets in the last four years.
- Our proportion of **mature full-time first degree entrants is 13.3% and mature full-time first degree entrants with no previous HE experience and from low participation neighbourhoods is 13.1%** in 2016/17, remaining in line with the location-adjusted benchmark (13.5%), however this has declined significantly in the last two years as reflected across the sector.
- Recruitment of full-time undergraduates in receipt of Disabled Student Allowance (DSA) continues to exceed benchmark (12.9% in 2016/17 compared to a benchmark figure of 7%). In addition, **24.3% of our first-degree students declare a disability** compared to 13.3% nationally. Specific learning differences remain the single most frequent category of disability declared by our students (41.0% of all declaring a disability in 2016/17), followed by mental health conditions (23.2%).
- Although the **proportion of BAME students is small (9.8%)**, the actual number of UK- domicile BAME first degree students each year has risen from 276 in 2009-10 to 599 in 2016/17. We are working towards the national challenge of recruiting more BAME students to teacher training programmes and our intake of BAME teacher training students has risen to 5%.
- Our proportion of male and female students remains consistent year on year. **33.7% of UK-domicile first degree students were male**. Recruitment of males to first degree programmes varies by Faculty from 11.0% to 45.8%, this is largely due to the portfolio of programmes currently on offer. Along with the rest of the sector we aim to increase the intake of male students to initial teacher training, which stands at 18% for 2016/17. Additionally, **only 7.1% of students are known to be white males from low socio-economic backgrounds (NS-SEC 4-7)** and this is a target group we wish to address in future outreach activity.
- The number of care leavers recruited in 2017 was 7, bringing the **total number of care leavers studying at the University in April 2018 to 27**.
- Recruitment of first degree students with no parental HE experience is 49%, however this varies by 11 percentage points across Faculties. Recruitment of first degree students from low participation neighbourhoods (POLAR3 Q1/2) is 29%.
- **The University is performing ahead of the sector under the UCAS Multiple Equality Measure (MEM)** for Group5:Group1 ratio of placed applicants per 10,000 population, achieving a ratio of 3.0, compared to a ratio of 3.5 for all UK providers and 3.5 for all mid-tariff providers. The MEM Group5:Group1 ratio of placed applicants per 10,000 population statistic is the most useful for assessing any gap in representation at a HE provider. It shows how many times more likely pupils from the most advantaged group, MEM group 5, are to enter a given provider than those from the most disadvantaged group, MEM group 1. Thus a ratio of 3.0 indicates MEM Group 5 students are 3 times more likely to enter the University of Winchester than MEM Group 1 students.
- UCAS 2017 end-of-cycle data indicates that:
 - Across most categories of applicant, **offer rates do not vary from average (expected) offer rates in a statistically significant way**.
 - However, when comparing the ratios of numbers of applicants per 10,000 population and numbers placed per 10,000 population, there is a notable variation between ratios for different ethnic groups. The ratio for white applicants was 0.273 versus 0.171 for Asian applicants. The ratios for black and Asian applicants and those of other ethnic backgrounds were also considerably lower than for medium tariff institutions across the UK. This indicates that **those from other ethnic backgrounds are less likely to be placed than white applicants**. However

it is important to note that there are relatively small numbers of BAME students at the University of Winchester, which affects the reliability of the data.

1.2 Progress in retention

Our track record for continuation is generally good. In 2015-16:

- **Non-continuation of mature full-time first degree students with no previous HE has remained above benchmark for the last 6 years**, 10.7% are no longer in HE (against a 12.9% benchmark).
- The proportion of first degree **first year students with declared disabilities leaving with no award was 5.6%** compared with 8.4% nationally. When considering type of impairment; 13.3% of those with multiple disabilities, 7.8% of those with a mental health condition, and 4.6% of those with a specific learning difficulty were leaving with no award.
- The proportion of **UK-domicile first degree first year BAME students leaving with no award was 8.8%**, compared with 7.6% of white students, both are in line with national figures. When considering sub-ethnic groups; 12.3% of Black or Black British compared to 7.8% of Asian or Asian British were leaving with no award. NB. Ethnic groups have been combined due to small numbers.
- The **proportion of male first degree first year students leaving with no award was 5.8% compared with 6.2% nationally**. However, the proportion of males that identified as white and from a low-socio economic background (NSSEC 4-7) was higher at 7.6%, thus 'white working class males' are more likely to leave with no award
- We **continue to out-perform our benchmark for the proportion of students from low participation neighbourhoods (POLAR 3, young, full-time, first degree entrants) no longer in any Higher Education after 1 year**, (5.3% against a benchmark of 6.7%). The proportion of first degree first year students leaving us with no award from a low-participation neighbourhood was 8.6%, and it was 8.0% for first-generation students into Higher Education. Both sets of figures are in-line with attrition of all first degree first year students (8.1%).

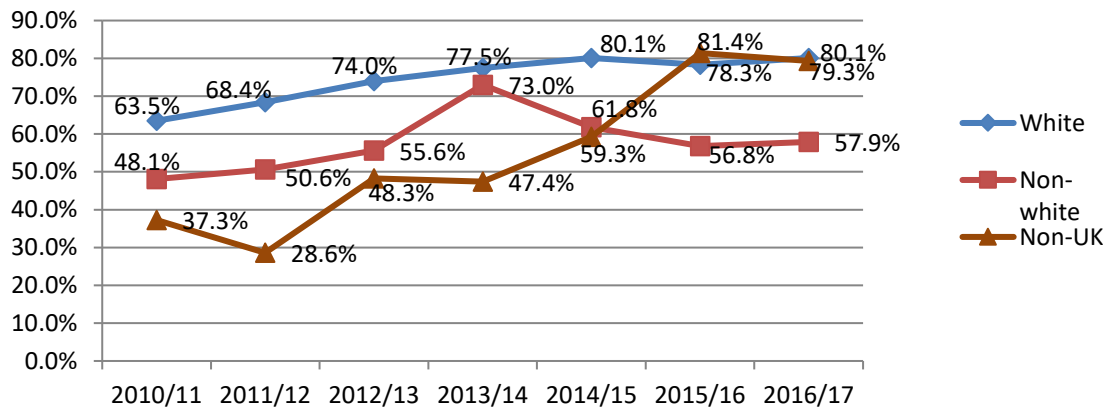
1.3 Progress in degree outcomes

Our aim is to narrow any gaps in achievement of First (1st) or Upper Second (2:1) degrees between students from under-represented groups and other students.

In 2016/17 (where compared nationally this is for non-SET (Science, Engineering and Technology) subjects in 2015-16 because 2016/17 figures are not yet available):

- **57.9% of BAME UK-domicile students achieved a 1st or 2:1** compared to 62.6% nationally. **The degree attainment gap between BAME UK-domicile and white UK-domicile students achieving a 1st or 2:1 has increased** from our first baseline figure in 2014-15 of 18% points to 21.5% points in 2015/16 and 22.2% points in 2016/17. This is the largest gap we have seen in the last decade, however minus the attainment of BAME students in 2013/14 this gap has remained relatively consistent over the last ten years (see graph below). 78.1% of all UK-domicile first degree students achieve a 1st or 2:1, compared to 50% of Black or Black British and 47.5% of Asian or Asian British students. After accounting for prior attainment, **those from BAME backgrounds are still significantly less likely to achieve than their white peers entering within the same tariff point band**. However, it is important to note that there are relatively small numbers of BAME students at the University of Winchester, which affects the reliability of the data.

Graph showing attainment of 1st or 2:1 for White, Non-white and Non-Uk students



- **Males continue to be less likely to achieve 1st or 2:1 honours than female students** (71.1% compared to 81.4%), a consistent trend across the past 5 years. Success rates for males vary between Faculties more than for female students (9.8 percentage points range for males versus 4.5 percentage points for females). In this instance, **white males from low socio-economic backgrounds fair better than males as a whole**, with 75.2% achieving a 1st or 2:1.
- The proportion of **students with declared disabilities achieving 1st or 2:1 in 2016/17 was 72.7%** compared to 73.1% nationally, with the gap in 1st and 2:1 classifications between students with disabilities, and those without, standing at 7.1 percentage points – in line with the past 5 years of data. When considering type of impairment; 78.9% of those with a mental health condition, and 71.8% of those with a specific learning difficulty were achieving a 1st or 2:1.
- **Mature first degree students achieving a 1st or 2:1 is 82.6% compared to 70.1% nationally.**
- The proportion of first degree students from a low-participation neighbourhood (POLAR 3 Q1 or 2) achieving a 1st or 2:1 was 76.3%, and the figure is 78.4% for first-generation students into HE. This compares to a University average of 78.1%.

1.4 Progress in employment and further study

Our aim is to increase employability and progression to further study for all our students and to narrow any gaps in relation to gender, disability and ethnicity. We have good rates of employment and further study amongst our students. In 2015-16:

- **Males studying at Winchester are less likely to be unemployed after graduation compared to nationally** (5.8% compared to 6.2%) but more likely to be unemployed than females studying at Winchester (2.9% compared to 3.9% nationally). 88.5% of males were in further full-time study or work/study (89.7% nationally) compared to 92.3% of females (91.4% nationally). As with attainment, **white males from low socio-economic backgrounds fair better than males as a whole**, with 90.8% of first degree students in employment or further studying.
- **Students declaring a disability tend to fair better than the national average**, with better employment rates in general (6.2% unemployed compared to 6.9% nationally) and in full-time employment (55.9% versus 51.4% nationally). This can also be seen when accounting for type of impairment; students with mental health conditions (52.8% in full-time employment) and those with a specific learning difficulty (59.9% in full-time employment) fair better than the national average for all disabilities.
- **Only 5.7% of BAME students were unemployed 6 months after graduation compared to 7.6% nationally**; 89.0% of BAME students progressed to full-time study or work/study compared with 91.3% of white students; the national averages are 87.7% compared to 91.6%. When considering sub-ethnic groups; 46.2% of Black or Black British and 46.7% of Asian or Asian British were in full-time employment after graduation.
- **Mature first degree students at Winchester are more likely to be in full-time study or work/study (93.5% compared to 90.8% nationally).**

- The proportion of first degree students from a low-participation neighbourhood (POLAR 3 Q1 or 2) in full-time study or work/study was 90.8%, and the figure is 90.9% for first-generation students into HE. This compares to a University average of 90.1%.
- Whilst TEF measures are not currently directly comparable to our institutional Widening Participation data we note that we have a **double-negative flag (this means that we are more than three percentage points below our TEF benchmark) for 'highly skilled employment or further study' under first degree, young, male, non-disabled and BAME students** and a **single-negative flag (which means that we are more than two percentage points below our TEF benchmark) for 'above median earnings threshold or further study' under first degree, young, white, non-disabled and female.**

2 Ambition and strategy

2.1 Key principles

The following working principles were set for developing the 2019/20 Access and Participation Plan:

1. *It must be honest and defensible.*
2. *It must be in the student interest.*
3. *It should not negatively affect student recruitment.*
4. *It should reflect the value of funding and target funding appropriately across the student lifecycle.*

2.2 Target groups

The following target groups have been identified as those we will be targeting across our access and participation work:

- Students from areas of low higher education participation, low household income and/or low socioeconomic status backgrounds.
- Students of particular ethnicities
- Mature students
- Disabled students
- Care leavers
- Carers
- People estranged from their families
- People from Gypsy, Roma and Traveler communities
- Refugees
- Children from military service families

We recognise that there are sub-groups and those from particular intersections of disadvantage will have differential access and outcomes. Where possible, we will continue to monitor and evaluate the impact of our activity across multiple dimensions of equality and under-representation, with particular focus on the following groups:

- White males from low-socio economic backgrounds (NS-SEC 4-7)
- Black, Asian and Minority Ethnic (BAME) students from different ethnic backgrounds
- Disabled students with specific learning differences or mental health conditions

2.3 Ambitions in access, success and progression

Based primarily on evidence provided in the previous section, our key priorities are:

- To **deliver high quality widening participation outreach**, building on our successful record. This will continue to be delivered through our impartial '**UWIN Aspire**' programme targeting **primary and secondary schools and young people in those schools from Year 5 to Year 11**. The aim of this programme is to provide a series of sustained interventions for each target young person as we know from HEAT data that the more activities they undertake, the greater the rate of progression to HE.
- We will work with schools to develop **raising attainment activities and targets**. This will include: a focus on Science, Technology, Engineering and Maths (STEM) at Key Stage 2, Literacy at Key Stage 3 and English Language at Key Stage 4, targeting of low Key Stage 2 attainment students on UWIN Aspire programmes, and acting as a research and development partner to a strategic school improvement activity, and school sponsorship.
- To **work collaboratively with other universities** through the Southern Universities Network (SUN) and through the Higher Education Access Tracker group of subscribers, to maximise sharing of good practice, effectiveness and efficiency.
- To continue our long-established partnership with Hampshire Children's Services to **support the confidence, aspirations, attainment and progression of children in care**.
- To work collectively with other HEIs in the National Network for the Education of Care Leavers (NNECL) to **promote outreach to children in care and care leavers and share good practice in supporting care leavers in their progression to and through university**.
- To work with Hampshire Children's Services, Hampshire Young Carers Alliance, Carers Trust and The Children's Society to **support the confidence, aspirations and progression of young carers**.
- To work with the Ministry of Defence and a range of other partners to **support the educational progression of children from military families, sharing our research and resources across the sector**, including leading the Service Children's Progression (SCiP) Alliance.
- To develop our outreach activity, in and around the South, London and the Midlands, **working in partnership with schools and colleges with high populations of BAME and white male students, to develop outreach activities and tailored support packages that overcome barriers to accessing HE**, with a particular focus on encouraging take-up of initial teacher training.
- To **continue to develop our Compact Scheme** in Hampshire and the South to encourage applications from students from under-represented groups.
- To **provide financial support for those from low-participation neighbourhoods, and other under-represented backgrounds, to be able to attend open-days and interviews**.
- To **provide an effective package of financial support** to students from low-income backgrounds and low-participation neighbourhoods, to care leavers and to young adult carers, so that our recruitment of students from these backgrounds remains strong.
- To **support students estranged from their families** to access and succeed at the University through developing an effective support package and signing up to the Standalone Pledge.
- To **continue to support students whose immigration status does not allow access to Student Finance** through our Sanctuary Award. We have formed a working group and aim to establish a research centre committed to research and support for forced migrants.

- To **continue to work towards providing a fully inclusive campus where all our students are able to flourish**; reviewing and developing our learning environment, learning curriculum and learning technology to be more inclusive and accessible.
- To **continue progress in retaining students from under-represented groups**, remaining above benchmarks, or narrowing gaps as appropriate, particularly for BAME students.
- To **make progress in narrowing gaps in proportions achieving 1st and 2:1 classifications, and gaps in employability, between students from under-represented groups**, or from groups with protected characteristics, and other students. This will particularly **focus on BAME students and male students** and will coincide with our TEF action plan to develop a learning gain metric and measures.
- To **research and explore** the reasons potential students from under-represented groups do not go on to Winchester or Higher Education in general, and the differential outcomes of students from under-represented groups whilst studying to inform how we develop future widening participation initiatives to address this.
- To develop initiatives which **support under-represented students to engage in university life and develop 'a sense of belonging'**, thus increasing their potential to achieve and progress.
- To ensure **every student will be able to access volunteering, placement opportunities or an exchange by 2020-21** (Teaching Excellence Framework Action Plan Target, 2018).
- To provide employability and progression opportunities for students from under-represented backgrounds with an emphasis on supporting students to access volunteering, work experience, driving lessons and mentoring schemes. This will include **an increased focus on progression initiatives into higher (professional or managerial) levels of graduate employment** through increased work placement opportunities across the curriculum.

We will outline how we plan to address these ambitions through our access, success and progression measures as detailed in Section 3.

2.4 Collaborative working

The Universities of Winchester, Southampton, Portsmouth, Southampton Solent, Bournemouth and Arts University Bournemouth set up the **Southern Universities Network (SUN)** in 2014/15.

The SUN Management Group includes senior widening participation leads at each of the six partner institutions who ensure that the National Collaborative Outreach Programme (NCOP), previously established and funded under the Higher Education Funding Council for England (HEFCE), is complementary to pre-existing initiatives and collaborative activity. The Management Group ensures the SUN NCOP staff team identify and understand current outreach provision across the region to inform NCOP spend towards new and innovative activity targeted at young people from HEFCE-acknowledged target wards with lower than expected progression rates. In some instances, students from target wards in years 9 to 14 continue to engage in institutional widening participation and outreach activities alongside targeted SUN NCOP activity. This statement is based on the premise that the NCOP will continue to run in 2019/20.

To ensure that under-represented groups are supported in a collaborative way, all six partners have committed to the SUN partnership activities alongside the NCOP in 2019/20 and will work together to:

- Develop a collaborative project which provides **mental health support** for prospective students. This will involve all the SUN universities, focusing on links to higher education and developing mental health resilience for the transition to higher education.
- Develop a collaborative project targeted for **Roma and Gypsy Travellers** to encourage progression to higher education, including exploring the development of materials to increase understanding of HE in these communities.

- Develop a collaborative project to provide support for **military families** to encourage progression to higher education.
- Continue to collaborate and share best practice regarding support for **care leavers and young carers**.
- Regarding **staff development**, continue to embed best practice through sharing opportunities for networking and involvement of specialists in the field of widening participation. Staff involved in this work will continue to participate in an annual staff development conference and we will seek to involve student ambassadors and Student Union Officers in this activity.
- For **mature students** we will seek to work with local authorities and community groups to access these students and provide them with information about higher education progression opportunities.
- We will explore how we can develop a qualitative research project on barriers to higher education participation for **black and minority ethnic communities** in our region. We will carry out this work in 2018/19 with a view to informing activities to support these groups in 2019/20. This will also include how they gain information on higher education opportunities.
- Share **good practice in evaluation**, both in terms of each partner's activity and in terms of evaluating collaborative projects, and explore the use of HEAT and/or other tracking services to evaluate the impact of collaborative activity.

We will continue to work collaboratively with university partners to subscribe to, and help develop (through membership of the Management Group), the **Higher Education Access Tracker (HEAT)** service. This enables us to continue to target schools and young people engaging in our outreach programmes, to record activities and to track participant progression to Higher Education.

We will continue, and extend, our long-established partnership with **Hampshire Children's Services**, working together on projects that support children in care, care leavers, young carers and children from military families. Where possible we will also work with other neighbouring local authorities to support this activity.

We have developed a strong partnership with the **Carers Trust** and with a number of local voluntary sector **Young Carers Projects** and will continue to develop our work with these young people and those who support them. We have pledged to support the Student Carer Commitment, as set out in *Supporting Students with Caring Responsibilities* published by Carers Trust and co-authored by the University of Winchester.

In 2016 we set up the **Service Children's Progression (SCiP) Alliance**, a national alliance of organisations funded by the Ministry of Defence's Directorate for Children and Young People (MOD DCYP), whose aim is to champion the progression of children of military personnel. The SCiP Alliance draws expertise from further and higher education institutions, the Service Children in State Schools (SCiSS) network, military family federations, charities and local authorities, building on MOD DCYP funded research carried out by the University during 2015/16 which indicates these young people are under-represented in higher education. We will continue to engage in Hampshire's Civilian Military Partnership Education Sub-Group, providing **support for young people from service families**, developing targeted outreach activities and including them in our targeting criteria for outreach, and in our Compact Scheme.

2.5 Ensuring continuous improvement through evaluation

The University draws on a range of data sources for evaluation including official data sets from the Higher Education Statistics Agency (HESA), internal records, details of outreach activities conducted as part of its Widening Participation strategy, in-depth evaluations of specific initiatives and the impact of financial support on students from under-represented backgrounds. We are actively evaluating the process and impact of all of our activities and programmes, and are **looking to continue to improve how we evaluate across all areas of the student lifecycle**.

2.5.1 Evaluation of access and outreach activities

The evaluation of impact and process is fundamental to the development of all of our access and outreach activities. However, not every activity is subject to full evaluation as this can be costly and time-consuming and may be subject to the law of diminishing returns as regards insightful data. For some activities it is more appropriate simply to monitor what has happened as part of the overall consideration of a widening participation programme. We adopt an activity evaluation matrix to determine the most appropriate level of evaluation.

The **Kirkpatrick Evaluation model** is widely acknowledged within the sector as an effective tool for evaluating the impact of widening participation outreach activities. As an institution we have increased the level of evaluation and seek to move beyond evaluation sheets observing participant reactions to utilising more robust measures of learning and behaviour, i.e. surveys, artwork and focus groups to establish pre-intervention understanding about progression routes and aspirations towards studying in Higher Education (HE) against post-intervention measures. Consent is sought from participants on high intensity activities, and their parents/carers, for HEAT tracking. This enables us to observe longitudinal impact of both type and amount of interventions on progression to HE and GCSE attainment against national, local and school data.

When we evaluate, we are not simply looking for "intervention-X-that-cures-problem-Y" and there is little value in simply using headline outcome measures in order to evaluate effectiveness. We identify a number of age-relevant learner outcomes that we argue contribute to a greater likelihood of progressing to, and succeeding in, higher education. These enable activities to be designed that account for the contexts of the young people with whom we work. Following **Pawson and Tilley's realistic evaluation approach**, our evaluations seek to describe the interaction between mechanisms, contexts and outcome patterns that sustain our widening participation programme overall.

In 2017/18 we began to develop and adopt a new evaluation framework for our '**UWIN Aspire**' Secondary access and outreach programme. As successful progression to higher education is underpinned mainly by academic success at school level, the new evaluation framework adopted a number of evaluative mechanisms to assess the following components of individual academic success:

- **Knowledge and understanding** (e.g. of educational processes, skills, progression routes)
- **Achievement** (academic and personal, whether measured against standardised assessments or developing a sense of one's own achievement)
- **Personal qualities** (e.g. love of learning, individuality, confidence as a learner, resilience)

2.5.2 Evaluation of financial support

We evaluate our financial support by evaluating a combination of reactions/opinions and impact on behaviour. Annually, we evaluate the impact of our income-based bursaries via the statistical toolkit and survey as previously developed and provided by the Office for Fair Access (OFFA). These evaluations inform decisions taken on how we design our financial support to drive improved outcomes for under-represented groups.

2.6 Monitoring delivery

The University's Access and Participation Plan is approved by the Board of Governors. The Assistant Vice-Chancellor has overall responsibility for its design and delivery.

Widening Participation strategy and delivery, including monitoring and evaluation of targets, is overseen by the Director of Widening Participation, advised by the *Widening Participation and Lifelong Learning Strategy Group*. This Group advises on development of the Access and Participation Plan and reports to Senate Academic Development Committee. Membership is:

Assistant Vice-Chancellor
Dean's nominee from each Faculty

Director of Widening Participation (Chair)
Director of Academic Quality and Development

Director of Communications and Marketing	Director of Student Recruitment and Admissions
Director of Student Services	Evaluation and Research Officer (Secretary)
Head of Careers	Head of Planning
Head of Student Advice and Finance	Head of Community Engagement, Social Justice and Impact
Student Union President	

The University subscribes to the **Higher Education Tracker Service (HEAT)** which enables us to share costs and expertise. HEAT provides the University with tools and reports to support the widening participation outreach cycle. To monitor student retention and success we commission an **annual data set from HESA** which enables analysis of recruitment, retention and student success trends by under-represented groups. We will continue this approach, together with postcode profiling, to monitor the take-up and impact of student opportunities designed to enhance engagement, retention and success. Our monitoring and evaluation framework has informed Section 1 of this Access and Participation Plan.

2.7 Equality and diversity

The aim of the University's Equality and Diversity Strategy is to embed equality for all, across all protected characteristics, in all aspects of the University's business.

We have a **strong commitment** to the equality and diversity of all our staff and students and demonstrate this through our policies and priorities. This includes the process of engaging staff and student voice across Equality and Diversity processes, for example individuals being able to sit on Special Interest Groups (i.e. Disability & Equality Interest Group) and the Equality Diversity Forum, both of which feed directly into the Equality and Diversity Committee (EDC), on which the Director for Widening Participation sits. There is also Student Union representation on both the EDC and the Widening Participation Lifelong Learning Strategy Group (WPLLSG). Whilst the Director of Student Services, with responsibility for student equality and diversity, sits on the WPLLSG and is an active member of the Access and Participation Plan working group. Both the Equality and Diversity Strategy and Widening Participation and Lifelong learning Strategy are reviewed annually, in this process both strategies are considered alongside each other.

We have an **Inclusive Practice Coordinator** and an '**Accessible and Inclusive Learning Policy**' that articulates the University's commitment to accessibility and inclusivity of learning and teaching for all students by mainstreaming a number of adjustments. It is supported through the dissemination of good practice and the professional advice of Student Services.

The University is a **Stonewall Diversity Champion** and we have active staff and student LGBT+ networks. We are a proud supporter and partner to the Hampshire LGBT Alliance and Hampshire Pride and host network meetings, an annual LGBT History Symposium, Hampshire Pride events and welcome a number of LGBT guest speakers for staff, students and members of the public.

The University has a Christian foundation and is inclusive of those from all faiths or none. We have a Muslim prayer room and Anglican chapel on campus that are made available to all staff and students along with visitors and participants in outreach programmes. **The University's Dean of Chapel promotes links with other faith communities and the Chaplaincy is a source of pastoral support and exploration for people of all faiths and none.** Concrete instances of our work in fostering good relations between those of different faiths and none are the Inter-Faith lecture series and the annual 'Space for Peace' concert. We also have two new part-time volunteer Chaplains as part of the Chaplaincy team. Both the **Muslim and Buddhist Chaplains** offer faith-based pastoral care and associated activities or support for students and staff of the University, demonstrating the University's determination to increase diversity and inclusivity and to appropriately support our students and staff from these faith communities.

An Equality Analysis has been carried out on this Access and Participation Plan which demonstrates that the University has paid due regard to our responsibilities under the Equality Act 2010.

2.8 Student consultation and involvement

Student Engagement is a priority in the institutional strategy to ensure innovation in the educational experience.

We understand that university life isn't just about getting a great education. Academic progression is really important, but so is being an active member of the University community. There are over 140 opportunities for students to 'Get Involved' in university life and develop a sense of belonging at the University.

The University of Winchester and Winchester Student Union work in partnership to create new opportunities to facilitate student engagement in the 'gaps' of participation, design and initiate change, tackle the barriers to higher education and champion student involvement. The **Winchester Centre for Student Engagement** was established in August 2017 to facilitate the University of Winchester's priority to be sector-leading in Student Engagement. Activities and research include (but are not limited to); co-curriculum design via the Student Fellows Scheme (SfS); co-creation of the Learning and Teaching Development Strategy; peer mentoring and peer-assisted-learning; student voice and academic representation; volunteering; sports and societies.

Student consultation on the Access and Participation Plan is achieved through a number of mechanisms. For example, it is **a recurring agenda item on the Student Union Executive Committee and Student Academic Council**, and it is discussed through student forums and online surveys as well as consultations with specific target groups. Examples of this in practice include: **a commuter students Student Fellows Scheme project** that outlined a need for a commuter lounge and increased provision of support; **a BAME online student survey** and subsequent meetings with the BAME student group to inform future activity to tackle the attainment gap; **Muslim students 'sense of belonging' research project** to improve Muslim students engagement and a **'food for thought' student widening participation session** increasing awareness of widening participation groups and seeking views on supporting their access and participation from across the student body.

Student Ambassadors are integral to all our outreach activities and play an important role in **providing feedback and shaping our access and participation programmes over time**. Examples include former military service children supporting the development of our 'creative forces days' and young adult carers advising on the support structures needed alongside the Lady Mary Bursary for young adult carers. We also involve Student Ambassadors in interviewing for new Ambassadors and for any new Widening Participation Staff.

Statement of support from Winchester Student Union

As the President of Winchester Student Union at the time of writing, (from 2017-2019) I would like to offer my full support to the University of Winchester's Access and Participation Plan 2019/2020.



The contribution of myself, and the Student Union as a whole, has been clearly influential in the design and writing of this Access and Participation Plan. Direct student consultations have taken place in collaboration with the student union through meetings with our executive officers, open forums and pop-up stalls at our end of semester events. In my role as President, I am confident to state that my representational views and concerns have been listened to and responded to throughout the plan.

Whilst this access and participation plan shows significant changes to the overall bursary expenditure and its implementation, the increased spending in student support and participation incentives will reduce the barriers faced by students attending the University of Winchester.

The Student Union is particularly happy to see further increased spending in areas of welfare and mental health support and provisions, as well as increased student engagement spending; aimed at removing barriers students see in participating.

The Student Union's own research has highlighted that 14.3% of surveyed students have not taken part in extra-curricular opportunities as a result of not being able to afford it. Furthermore, Union research has also shown mental health provisions as being the number one concern of students. It is my belief that this access and participation plan works well to respond to both of these concerns and will result in a huge positive impact on the student experience.

Winchester Student Union, President 2017-19

3. Access, success and progression measures

3.1 Access: School Sponsorship

In September 2020, we will welcome the first cohorts of students to the **Barton Farm Academy (Winchester) and Chestnut Avenue Primary School (Chandler's Ford)**, the flagship schools for the **University of Winchester Academy Trust**. Both primary schools will provide a highly innovative and sustainable school environment and will be an instrumental part of our widening participation work. The schools are being built in areas where levels of disadvantage are higher than other surrounding areas and where new developments include high proportions of affordable housing. We will also continue to co-sponsor **The Bishop of Winchester Academy** in Bournemouth. The sponsorship arrangement involves providing strategic advice and guidance through representation on the Board of Governors, a compact partnership, designated on-campus taster day places for targeted students and supporting the Continuing Professional Development (CPD) of sixth form tutors with up-to-date university admissions advice and guidance.

3.2 Access: Attainment Raising

The **Juniversity hub**, to launch at the Barton Farm Academy in 2020, will be equipped with the latest technology and will draw on the University's strength in mathematics education, working closely with a broad range of education, business and community partners to **raise the profile of Science Technology, Engineering and Maths (STEM) careers with young people**. The hub is supported by the Enterprise M3 Local Enterprise Partnership and has been developed in partnership with two lead primary schools in areas of Basingstoke and Andover with high deprivation and low educational and employment aspirations. The Education Faculty will also be working closely with Hampshire County

Council, providing in-kind support, **acting as the research and evaluation partner to a government-funded strategic school improvement project** to increase educational attainment across ten secondary schools in Basingstoke.

Our '**Reading Legends**' reading scheme for Year 7 and 8 pupils will be rolled out to more target secondary school cohorts. We previously ran the scheme in two local secondary schools as part of the Southern Universities Network HEFCE-funded National Networks for Collaborative Outreach (NNCOs). Student Ambassadors facilitate regular guided reading sessions in school with pupils whose reading age is below their chronological age for an hour per week for one term to increase reluctant pupils' confidence and motivation in reading. In a review of the first cohort of pupils, we found that 81% of pupils had an increased reading age at the end of the scheme, with 75% having an increased reading age of six months or more (average increase in reading age was 21 months). In addition, utilising the skills and expertise of our English and Creative Writing department we have developed a **Raising Attainment in Secondary English (RAIS:E) project** in which creative writing staff, students and alumni provide sessions in-school and on-campus to develop academic confidence and attainment in the creative writing element of the English Language GCSE assessment paper.

3.3 Access: Sustained outreach activity in schools

Our core sustained outreach is predominantly led by our Widening Participation team. Almost all of this is targeted at children from low participation neighbourhoods and other under-represented groups in Years 5 to 11 and is impartial - not focused specifically on recruitment to Winchester.

The local context for the University of Winchester's partner secondary schools suggests that the attainment gap at Key Stage 2 is not necessarily being closed. An analysis conducted by the Higher Education Access Tracker project suggests a connection between intensity of outreach activity, attainment at Key Stage 4, and progression to higher education. Given the correlations between attainment at Key Stages 2 and 4 and participation in higher-intensity outreach activities, combined with the local context for our target secondary schools, we feel there is value in **targeting on-campus activities to those pupils who are classed as having low attainment at Key Stage 2** and we will work closely with our partner schools to achieve this.

The UWIN Aspire Programme (incorporating a Learning Progression Framework for target schools and young people from Years 5 to 11) aims to engage children with annual interventions and is informed by HEAT data for Winchester, which shows that those who engage in more activities are more likely to progress to HE. The programme includes:

- **Primary school project:** working with Year 5 and Year 6 pupils across 17 target primaries serving POLAR Quintile 1-3 low participation neighbourhoods including Andover and Basingstoke, which feed into target 11-16 schools. Activities include Year 5 in-school visits and Year 6 campus days, with junior graduations attended by parents and carers.
- **Secondary school (11-16) project:** sustained engagement with target young people in 18 priority secondary schools mainly in Andover, Basingstoke and Winchester, with high proportions of students from under-represented backgrounds, particularly those with no parental engagement in HE. Some of these also serve areas where HEFCE data shows that participation in HE is lower than expected, including Alamein ward in Test Valley, St Luke ward in Winchester and Brighton Hill South ward in Basingstoke.

3.4 Access: Sustained outreach work with children in care and care leavers

We will continue our successful partnership with Hampshire Children's Services and Hampshire Virtual School, which has been established since 2005, and our growing relationships with other local authorities in the area. Continuing activity will include:

- Residential and day/weekend/evening events to raise aspirations and self-belief, giving young people better understanding of progression routes to Further Education and Higher Education. In 2016/17 a total of **129 children in care and care leavers attended these events**.
- Other on-campus projects, for example support for those at risk of being Not in Education Employment or Training (NEET) and CPD sessions for foster carers and social workers.
- Support for care leavers in the application/pre-enrolment stage and a package of support for those who enrol at the University, including 365 day housing and a designated Student Advisor, together with our King Alfred Scholarship.

3.5 Access: Sustained outreach work with young carers and young adult carers.

We will continue to work closely with external organisations and charities to deliver:

- Residential and day/weekend/evening events to raise aspirations and self-belief, giving young people a better understanding of progression routes to Further Education and Higher Education. In 2016/17, **325 young carers participated in targeted outreach**, including on-campus activity days, outreach sessions at young carer activity nights and at the residential spring school, with 68% stating this had helped them find out more about university.
- Support for young adult carers in the application/pre-enrolment stage and a package of support for those who enrol at the University through our Lady Mary Bursary. **Ten young carers received the Lady Mary Bursary in 2017, bringing the total number of recipients to 17.**

3.6 Access: Compact Scheme (post-16)

We are committed to encouraging and supporting all students who have academic potential and ability to progress to higher education. To achieve this goal, we have formed **Compact partnerships with approximately 40 partner colleges and sixth form schools across the southern region** to improve participation rates in Higher Education, in particular targeting sections of the community that are under-represented in Higher Education (e.g. care leavers, students with caring responsibilities, asylum seekers, students from a military service family, mature students on Access courses, etc.). The scheme includes staff development for Compact Coordinators in partner institutions to raise awareness of routes into University and to learn about curriculum developments, financial support and special measures to support applicants from target groups. These measures include taking into account special circumstances or contextual information for applicants from target groups identified as potentially benefiting from a tailored entry offer, guarantee of an invitation to interview, priority for student housing and making contact with our Student Services department in order to ensure a smooth transition from school/college to the University. **In 2016, 71 compact scheme applicants** received tailored offers.

3.7 Access: Other targeted outreach initiatives

Driven by our dual objectives to increase the number of **Black, Asian and Minority Ethnic (BAME) students and 'White Working Class Males'** enrolling on University of Winchester programmes, we will expand on a pilot initiative working collaboratively with staff and students at a small number of London and Midlands based colleges and sixth forms with high populations of BAME and white male students. The project will look to develop outreach activities and a tailored support package that overcomes barriers to accessing Higher Education for students from those backgrounds.

BAME and male student recruitment to **Initial Teacher Education (ITE)** based programmes remains a key area of focus. In 2018, we will pilot a year 12 **'Gateway to Teaching' summer school**, targeting participants from BAME backgrounds, males and those from low-participation neighbourhoods or National Collaborative Outreach Project (NCOP) target wards. The residential will provide participants with the opportunity to gain some experience in a primary school classroom and receive support in applying for ITE courses. We plan to explore rolling out this activity in 2019/20 based on the evaluation of the pilot.

Through our **Sanctuary Award**, we will continue to offer five places per year with 100% fee waivers and a maintenance bursary to full-time students who are seeking asylum in the UK or who have limited leave to remain. We also work closely with the Rural Refugee Network and neighbouring Local Authorities to develop outreach activities inviting asylum seekers and refugees to on-campus outreach events. **We currently have 11 asylum seekers and refugees studying at the university** under the scheme.

Two 'Creative Forces' **events are held annually for young people from armed forces families** and their teachers. In April 2017, 60 students from nine Hampshire secondary schools and 63 pupils from 14 primary schools attended the days and provided top tips to their teachers.

We have developed a package of support for **Estranged Students** and signed up to the **Standalone Pledge** to demonstrate our commitment to supporting students who have no communicative relationship with either of their living biological parents to access higher education.

We will continue to work closely with employers, the Local Enterprise Partnership, key influencers, and Further and Higher Education providers to increase understanding of, and access to, progression routes into degree apprenticeships across the region expanding on the outcomes of the Degree Apprenticeships Development Fund '**Social Mobility Pipeline to Degree Apprenticeships**'.

3.8 Success: Student success initiatives

We aim to maintain a high level of student retention, to improve employability for all students and narrow gaps in academic attainment.

The University offers a number of student success initiatives to all students so as not to stigmatise or ghettoise specific widening participation target groups. However where initiatives have limited availability we aim to prioritise and encourage UK BAME student participation.

Initiatives include (but are not limited to):

- **Future Leader Experiences Course (previously Common Purpose Frontrunner)** - a 3 day leadership and skills course.
- **Smart Buddies** - a peer mentoring scheme for 1st and 2nd year students.
- **Student Fellows Scheme (SfS)** - recruits and trains students to work alongside academic and professional services staff on targeted educational development projects that enhance student experience.
- **Volunteering Module** - offered to most undergraduate students, encouraging students to gain accreditation for volunteering whilst at the same time enhancing their employability and student experience.
- **Winchester Scholars Scheme** - recognises student with proven academic excellence and is open to full-time UK, EU or Channel Island undergraduate students who achieve 136 UCAS tariff points or above.
- **Peer Assisted Learning (PAL)** - second and third year students facilitate weekly PAL sessions for their first year peers. Programmes with lower retention rates for under-represented groups are prioritised for PAL interventions.
- **Winchester Research Apprenticeship Programme (WRAP)** - students work alongside academics on a 'placement' giving them deeper insight into the ways in which academics conduct research and become involved in activities such as bid preparation, literature search and data collection.

In 2016-17, an evaluation of the impact of student success initiatives, where data was taken from all of those initiatives listed above excluding WRAP for which there was no data available, found that **77.5% of first degree students engaged came from under-represented groups** (i.e. matched at least one indicator of under-representation), whilst 28.3% came from low participation neighbourhoods.

In general, **all participants on student initiatives achieved better degree outcomes, continuation rates and progression rates than the student cohort as a whole**. Thus, participation on such activities can be associated with better student outcomes. However, it is not possible to infer whether participation leads to improved outcomes or whether students who are more likely to achieve are also more likely to participate. When exploring impact of engagement of students from minority ethnic backgrounds, **BAME UK-domicile students engaged in student initiatives appear to have lower rates of non-continuation (-1.9% points) and better rates of progression (+5.8% points) than the BAME UK student population as a whole**. In addition, we have participated in a HEFCE collaborative Catalyst Project exploring '**Changing Mindsets**' to improve outcomes for students from different ethnic and social groups. The learning from this project will be incorporated into our PAL and other peer support activities.

In 2017/18 we sought feedback from BAME students on their perceptions of studying at the University and how to address the attainment gap through a student fellows scheme research project. Unfortunately, we had a low response rate to the online survey and were not able to complete the focus groups due to the student researcher withdrawing. Whilst the survey responses provided some insight to BAME students experience we were unable to ascertain enough quality data to identify any clear steps to address the institutional BAME attainment gap. Therefore in 2018/19 **we will be working with Alterline on a collaborative in-depth qualitative study on Black student's attainment**. This will help inform our future strategic approach to support BAME students across the lifecycle and will contribute to the **development of an action plan which will be introduced in 2019/20**.

The **Learning and Teaching Development (LTD)** unit in partnership with the **Student Union** run the **iLearn scheme**, providing iPads on loan to all first-year students on targeted academic modules. The scheme ensures that students from under-represented backgrounds are not disadvantaged by the cost of accessing a mobile device and can benefit, alongside their peers, from active learning in classes, improved communication, increased digital literacy, and deeper awareness and engagement with the assessment process. **The iPilot evaluation found that students are significantly more likely to engage in digital learning behaviours than the national average** (Experience Tracker, 2016).

The **targeted pastoral support** we provide care leavers, young adult carers and forced migrants has been shown to increase their confidence, sense of belonging and outcomes. We aim to explore providing tailored support for other targeted under-represented groups of students to improve retention and student experience.

We will **continue to work closely with Faculties to identify gaps in retention and success** to develop outcome-based targets and activities. From 2018/19 Faculties will be introducing allocated working hours for a member of staff with responsibility for widening participation activity and outcomes.

3.9 Success: Measures to support students with disabilities

The University pursues an inclusive learning approach and works to integrate and 'normalise' disability support with the rest of student life.

Activity includes (but is not limited to):

- **Accessible and Inclusive Learning Policy** mainstreams key practices that pre-empt and reduce the need for individual intervention/reasonable adjustment.
- **Autistic Spectrum Disorder 'Familiarisation Day'** is provided before the formal start of the academic year to all students on the autistic spectrum to provide a quiet and supported opportunity to become familiar with the campus and the University environment and to meet others with similar conditions.
- **Autism Awareness Week** (to coincide with the national awareness week) to raise awareness for students and staff about the condition of autism.

- **Dyslexia Café** runs twice a term, providing homemade cake and conversation with tutors in a public environment like the student bar to raise awareness of dyslexia and other learning differences.
- **Mental Health Advisers** work specifically with Faculties and develop Peer Support amongst students.
- **Mental Health Awareness campaign**, in partnership with the Student Union and many local agencies we put on a programme of events including a performance evening and a fair destigmatising mental health and highlighting access to a range of support.
- **Student Listeners scheme**, a peer support service where students undergo a training programme delivered by Student Services staff.
- During Welcome Week, **'Respect' talks are given during the induction process** encouraging a shared attitude of respect to and from all students and staff, and reinforcing that Winchester is a community that treats all of its members with respect.

*We are proud of our outcomes for Disabled students, however **we continue to strive towards providing an inclusive campus where all our students can flourish.***

In 2018/19, we will be reviewing our inclusive learning environment, inclusive learning technology and inclusive learning curriculum and plan to explore **equipping all teaching spaces with the necessary technology** for recording, audibility and visual perception in 2019/20. We aim to make every teaching and learning space comfortable for a variety of disabilities (within the limitations of the campus) and are reviewing learning spaces to see where they might be excluding. This would help with timetabling, reducing the need for specialist allocations, and would fit well with some of our current work trialling **innovative flexible learning spaces across campus**. In addition, **we will employ the recent guidance produced by the former Higher Education Academy (now part of Advance HE) on developing an inclusive curriculum**, including considering mental wellbeing case studies that can be used in a normalising way in teaching practice.

3.10 Success: Measures to support mature students

We are proud of our outcomes for mature students and will continue to support them through a number of activities and initiatives including:

- **The Academic Skills Department** developed resources for a **'class community' induction for distance learners** using the recently acquired Canvas technology, enable students who are seldom on site to participate in a virtual community to enhance their academic skills and programme experience.
- **A Back to Study workshop**, held two weeks before the first semester, helps students to engage with higher education study, address the challenges of referencing and academic writing, and facilitates the early development of a social network amongst mature students.
- **Commuting students have access to the commuter's lounge, commuter student society and SU Officer**. We will continue to investigate whether it is appropriate and helpful to support them through **travel grants** or other forms of support with the cost of transport.
- **Degree apprenticeships** have the potential to provide a route into HE for those who have come through the level 2 and 3 apprenticeship and who may have been excluded from accessing HE in the past. We will continue to work with Faculties, employers, external agencies and professional bodies to develop and deliver new degree apprenticeships that provide an alternative route into and through higher education in a range of new professional areas.
- **Distance and Flexible Learning Group** continues to meet and has set up an Academic Forum to sit alongside it, with specified joint membership, to further pedagogic approaches relating to teaching distance and flexible learners.
- Representation and support structures within the Student Union including provision of a **Mature and Part-Time Student Officer and Society**.

3.11 Progression

The University has set out its commitment to enhance graduate employability for every student across all programmes in the 'Strategic Plan 2015-2020'.

The 2016-20 Employability Strategy sets out the five priorities below. We will:

- i) Create opportunities within the curriculum to enable students to develop their employability skills in practical contexts.
- ii) Support opportunities outside the curriculum for students to participate in employability-enhancing initiatives.
- iii) Provide opportunities for students to reflect on the competences they have acquired through carrying out employability enhancing activities, and the value of these attributes to employers.
- iv) Support students to undertake further academic study and opportunities after they graduate in order to further enhance their skills.
- v) Measure our progress and achievement.

The Employability Action Plan and TEF Action Plan include targets to improve the outcomes of students from under-represented groups. The Director of Widening Participation sits on both the Employability Committee and TEF Working Group to ensure progress is made against these targets.

Planned activity, as outlined across our TEF and Employability Action Plans includes (but is not limited to):

- **Alumni mentoring** targeted towards groups with lower graduate progression rates.
- **'Beyond your Degree'** – an employability and skills week that includes new transition sessions to prepare students on how to get a mortgage or deal with their finances after university, and sessions specifically aimed at disabled students on job seeking and disclosing your disability.
- **Employability Advice and Guidance** through the Careers Service.
- **Expanding the provision of alumni mentoring to 100 final year students** by 2020. A new **JobTeaser Platform** that will highlight opportunities for BAME, LGBT and Disabled students.
- **Faculty Employability Advisers, Industry Advisor Panels and Placement Officers.**
- Financial support for students from under-represented backgrounds to access overseas study, unpaid work experience and driving lessons through the **Study Abroad Bursary** and **Winchester Employability Fund.**
- **Winchester Hub** - a local branch of the national charity Student Hubs, working in partnership to support students to tackle social challenges, learn about issues and connect with each other through community engagement and volunteering projects.

We acknowledge that higher progression to graduate careers is a priority for all our students however **we continue to seek to increase the engagement of those from targeted backgrounds identified as having lower rates of progression namely BAME students, disabled students and young white males.**

We monitor the uptake of employability advice and guidance services by students from widening participation backgrounds. At the time of writing, during the current academic year (2017/18), 23% of students accessing a one-to-one careers advice/guidance appointment have disclosed a disability and 11% of students accessing a one-to-one careers advice/guidance appointment have identified as BAME.

We are **developing closer links with employers through our faculty industry advisor panels and placement officers** to meet our TEF target of providing all UG students the opportunity to complete a work experience of volunteering placement within their degree. This will include ensuring placement opportunities are accessible to BAME and disabled students examples include advertising opportunities through Creative Access for BAME students and referring to specialist agencies such as Employ Ability for graduate opportunities for disabled students.

A large number of students have identified interest in careers in teaching through one-to-one sessions with faculty careers advisors and we have now developed a series of **'Get into Teaching' sessions**

providing advice and guidance on how to apply for post-graduate teaching courses, with targeting specifically aimed at white males and BAME students. Students have also expressed interest in continuing into post-graduate study but concerns over costs and as such we have introduced sessions on funding and provide **alumni post-graduate scholarships**.

The number of applications to the Winchester Employability Fund have **increased** from 77 in 2016/17 to 87 in 2017/18 (as at 5 April 2018, however this may increase further as students are able to apply up until the end of May 2018). Of the eligible students who accessed the fund to volunteer or carry out work experience during 2016/17, 94% felt that carrying out the volunteering/work experience had made them more employable.

From 1st September 2016 until 22nd March 2017, 63% of students participating in Winchester Hub projects identified as first generation to go into higher education, whilst over 52% identified themselves as from a low income family (26% with an annual household income of less than £25,000).

3.12 Financial support

We aim to maintain our good record of retention of students at the University of Winchester with the following schemes.

Potential students:

Financial support will be made available to potential undergraduate students to attend interviews and open days.

Undergraduate students:

The OFFA toolkit data model found no significant difference in student outcomes (continuation, completion, attainment and progression) between those receiving financial support and those who do not. This indicates that the financial support is effective or that there is no impact of financial disadvantage on educational outcomes. In addition, our findings from the survey over the last two years found that the financial aid provided by the bursaries was essential to students from low income families being able to fund accommodation (29% of respondents rated this as their top expenditure) and bills (26%) that enabled them to continue to study and participate on a broadly equal basis with their more affluent peers. Therefore in 2019 we will continue to provide cash bursaries to those students whilst also exploring alternative ways to support the access, success and progression of students from low income families.

The bursary survey also found that transport was one of the top three expenditures (17% rated this as their top expenditure whilst many also rated it as a secondary expenditure), with a number of students providing qualitative responses suggesting that the financial support enabled them to travel to commute to university. In addition the statistical analysis using the toolkit found a significant but very small negative relationship between distance from home address and retention after year 1, alongside lower continuation and completion rates for those not living in halls in Year 1. However they were also significantly more likely to achieve top degrees thus we are exploring travel grants and other support for commuting students to improve their outcomes.

We have reviewed the eligibility criteria for the income-based bursary and decided to move to a model that considers multiple measures of disadvantage (household income and low participation neighbourhood) to ensure that those most in need of financial support are able to access the bursary.

We will offer an annual cash bursary for full-time UK/EU and ITE undergraduate students. The award amounts will be as follows:

Income-based bursaries for students coming from Low Participation Neighbourhoods (LPNs):

- Students with a household income under £16,000 (as assessed by Student Finance) and from POLAR3 quintile 1 or 2 will receive £1,000 in their first year of study, followed by £500 in both their second and third years of study; a total of £2,000.
- Students with a household income between £16,000 and £42,875 (as assessed by Student Finance) and from POLAR3 quintile 1 or 2 will receive £500 in their first year of study, followed by £250 in both their second and third years of study; a total of £1,000.

Income-based bursaries for students not coming from Low Participation Neighbourhoods (LPNs):

- Students, not eligible under the income-based bursaries for students from LPNs and with a household income under £25,000 (as assessed by Student Finance) will receive £500 in their first year of study, followed by £250 in both their second and third years of study; a total of £1,000.

Those students in need of financial support who will no longer be eligible under the new criteria will be able to access financial aid when required through the Student Support Fund (previously referred to as the 'Hardship Fund'). The University will be increasing the hardship fund available and reviewing the current application process to ensure that the Fund is accessible to these students.

Students enrolled on the PGCE course will not be eligible for any of the income based cash bursaries as described above.

Other areas of financial support

The following applies to full-time UK/EU undergraduate students and undergraduate ITE students:

- We will offer a **King Alfred Scholarship** for care leavers consisting of a £75 catering card on arrival for those in University Halls of Residence, as well as a cash bursary of £2,000 per year, plus an additional £1,000 cash bursary on completion of their course in the final year of study. This scholarship will be awarded to students entering higher education at the University who have former relevant care leaver status, who are under the age of 25 years old and who were 'looked after' by the local authority for at least 13 weeks since the age of 14, which ended after the age of 16 (as per the Children (Leaving Care) Act 2000).
- We will offer the **Lady Mary Bursary** for Young Adult Carers. This will be a cash bursary of £500 for each year of study, paid in two equal instalments. Eligible students will be identified through provision of evidence such as a letter from a medical or other appropriate professional.
- We will enhance the resourcing for **the Student Support Fund**. The funds will be allocated to students in need of additional financial support, as assessed by the Student Services department.
- **Disability funding** will be allocated to help meet the shortfall left as a result of the changes made to the Disabled Students' Allowance.
- We will provide **a support package for estranged students** including an annual cash bursary of £500, access to a personal advisor and we have committed to the Stand Alone Pledge.
- We intend to set-up **financial support for commuting students** in the form of travel grants.
- We will provide a **Study-Abroad Bursary** and **Employability Fund** to eligible students with financial barriers to accessing these opportunities.
- We will **work with the Student Union to develop financial support for students to access student engagement initiatives**, for example involvement in sports, clubs and societies.

4 Investment

The University commits to fund a range of new and continuing activities which broaden student opportunity and address areas of priority highlighted in Sections 1 and 2. At the same time we will sustain our commitment to delivering high quality outreach and to providing financial support to students from low-income or vulnerable backgrounds.

The decision to redirect funding from bursaries towards access, success and retention frees up significant additional funding of £1,064,218 in 2019/20 (rising to £1,299,228 in 2022/23) that can be re-invested in new initiatives to support widening participation in HE across the student lifecycle. We will be exploring a number of new initiatives and areas of research in 2018/19 in collaboration with the Student Union for implementation in 2019/20, for example improving and expanding mental health support based on the high proportion of students declaring mental health needs, considering the provision of core texts and study resources for first year students, increasing the Student Support Fund for those impacted by the bursary changes, developing travel grants and financial support for student engagement, developing BAME (Black, Asian and minority ethnic) access and outreach activity, investing in developing our inclusive learning environment, curriculum and technology provision, and increased placement support to improve employability.

	2018/19	2019/20	2020/21	2021/22	2022/23
Access <i>(% Higher Fee Income)</i>	£371,801 (2.3)	£338,937 (2.0)	£342,181 (2.1)	£362,895 (2.2)	£365,203 (2.2)
Success <i>(% Higher Fee Income)</i>	£648,550 (4.0)	£1,212,986 (7.3)	£1,397,645 (8.4)	£1,432,990 (8.6)	£1,418,570 (8.5)
Progression <i>(% Higher Fee Income)</i>	£214,000 (1.3)	£295,450 (1.8)	£298,015 (1.8)	£325,605 (2.0)	£328,471 (2.0)
Financial Support <i>(% Higher Fee Income)</i>	£2,013,217 (12.4)	£1,500,230 (9.0)	£1,371,142 (8.2)	£1,291,275 (7.7)	£1,283,006 (7.7)
TOTAL <i>(% Higher Fee Income)</i>	£3,247,568 (20.0)	£3,347,603 (20.1)	£3,408,803 (20.4)	£3,412,765 (20.5)	£3,395,250 (20.3)

NB. Expenditure tables within this document include committed expenditure from previous Access Agreements. All expenditure relates to support for OfS countable under-represented students.

In addition to the investment identified within our plan, the University invests in the access and participation of under-represented students into postgraduate courses through alumni scholarships.

We will continue to seek and secure additional external funding to support the developing portfolio of widening participation and community impact initiatives across the University, providing in-kind contributions of staff time including at senior management level to champion widening participation practice and research at a national level through producing and disseminating case studies, toolkits, policy briefings and research papers.

5 Tuition Fees

The University of Winchester, subject to the approval of the Board of Governors, intends to charge a fee of £9,250 for all full-time undergraduate and PGCE courses. This fee would apply to UK and EU students entering in 2019/20.

The University of Winchester intends to charge a fee of £1,156 per 15 credit module for part-time undergraduate courses. This fee would apply to new UK and EU students entering in 2019/20. The maximum fee charge in a given year will not exceed the Government permitted rate of £6,935.

The fee for sandwich courses will be a maximum of 15% of the full-time fee during the placement year.

6 Provision of information to students

The University will communicate information about fees, financial support and activities available through a range of different channels to ensure the maximum exposure for the support on offer. This includes:

- Detailed information on the University website (external and internal).
- A University web-based support calculator tool to provide an indicative summary of the financial and non-financial support available.
- Presentations at pre- and post- application Open Days/Recruitment Events.
- Focussed advice sessions given to Advisors from Compact Partner colleges and schools.
- Use of the University Twitter and Facebook pages.
- Targeted emails to eligible students.

These various forms of communication will ensure that both prospective and current students are informed of the different funding available to them. Often students are unaware that they are classed as an under-represented student. Therefore, we plan to develop a calculator tool that not only helps students to identify levels of financial support they are eligible for but other support and initiatives that they may be able to access, based on the widening participation characteristics they input. To ensure the tool is utilised we will explore running marketing campaigns to promote the tool through Open Days and Welcome Week. Students who defer entry will be able to access the financial support available on year of entry. Continuing students will be eligible for the financial support advertised to them when they applied, subject to any inflationary increases or decisions to increase the support offered.

Unless otherwise stated, support outlined in this agreement applies to full-time UK and EU undergraduate OfS, undergraduate ITT and PGCE students only. Unless otherwise stated, to be eligible for the support outlined, students must be personally liable for 100% of the tuition fee in a given academic year.

The University does not have any sub contractual arrangements and there will be no impact on validation arrangements.

All figures given are correct at time of writing. Changes may be made subject to any government announcements regarding changes to the fee structure or provision of financial support.