

**UNIVERSITY OF WINCHESTER
ACCESS AGREEMENT 2017-18**



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Document Author:	Terri Sandison/Kimberley Bullock
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Summary: <p>This document outlines the University of Winchester's commitment to widening access, success and progression of students from OFFA countable target groups as a condition of charging higher tuition fees. It was approved by the Director of Fair Access (OFFA) and is published on the OFFA website and is required to be published on the University of Winchester website.</p>	

ACCESS AGREEMENT 2017-18

INTRODUCTION

THE UNIVERSITY OF WINCHESTER CONTINUES TO HAVE WIDENING PARTICIPATION AND HIGH LEVELS OF RETENTION AND ACHIEVEMENT AT THE HEART OF OUR MISSION AND WE ARE COMMITTED TO ENGAGING WITH STUDENTS FROM DISADVANTAGED AND VULNERABLE GROUPS TO FACILITATE SOCIAL MOBILITY. 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 UNDERREPRESENTED 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. FEES, STUDENT NUMBERS AND FEE INCOME

1.1 FEES

THE UNIVERSITY OF WINCHESTER WILL BE CHARGING A FEE OF £9,000 FOR ALL FULL-TIME UNDERGRADUATE AND PGCE COURSES. THIS FEE APPLIES TO UK AND EU STUDENTS ENTERING IN 2017-18.

THE UNIVERSITY OF WINCHESTER WILL BE CHARGING A FEE OF £1,125 PER 15 CREDIT MODULE FOR PART-TIME UNDERGRADUATE COURSES (£9,000 FTE), WITH THE EXCEPTION OF THE COURSES LISTED BELOW. THIS FEE APPLIES TO NEW UK AND EU STUDENTS ENTERING IN 2017-18. THE MAXIMUM FEE CHARGE IN A GIVEN YEAR WILL NOT EXCEED THE GOVERNMENT PERMITTED RATE OF £6,750.

THE FEES FOR THE FOUNDATION DEGREE IN CHILDHOOD STUDIES AND THE BSC (HONS) NURSING (TOP UP) WILL BE CHARGED BELOW THE BASIC FEE LEVEL. HOWEVER, THE FEES FOR THESE PROGRAMMES HAVE YET TO BE AGREED AT THE TIME OF WRITING THIS ACCESS AGREEMENT.

THE FEE FOR SANDWICH COURSES WILL BE A MAXIMUM OF 15% OF THE FULL-TIME FEE DURING THE PLACEMENT YEAR.

1.2 ELIGIBLE STUDENTS

UNLESS OTHERWISE STATED, SUPPORT OUTLINED IN THIS AGREEMENT APPLIES TO FULL-TIME UK AND EU UNDERGRADUATE HEFCE, 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.

2. ACCESS, STUDENT SUCCESS AND PROGRESSION MEASURES

2.1 ASSESSMENT OF PROGRESS

THIS ASSESSMENT RELATES ONLY TO FULL-TIME STUDENTS AS THE PROPORTION OF PART-TIME UNDERGRADUATE HEFCE-FUNDABLE STUDENTS IN OUR 2015 HESES RETURN IS 5.8% (280 STUDENTS).

KEY MEASURES WHICH ARE REGULARLY MONITORED ARE SET OUT IN THE TABLE BELOW. KEY INDICATORS OF OUR PROGRESS ACROSS THE LIFECYCLE ARE DESCRIBED IN THE NARRATIVE FOLLOWING THE TABLE.

STAGE LIFECYCLE	MEASURE
OUTREACH	% PARTICIPANTS IN SECONDARY SCHOOLS OUTREACH MEETING AT LEAST CHANGES IN ASPIRATIONS OF YEAR 8 AND YEAR 10 PARTICIPANTS TO PROGRESS TO HE – PERCEIVED USEFULNESS OF RESIDENTIAL IN INFORMING HE PROGRESSION QUALITATIVE FEEDBACK FROM SCHOOL STAFF INCLUDING GENERAL COMMENTS AND THEIR ASSESSMENT OF WHETHER PARTICIPANTS HAVE MET OUTCOMES SET OUT TRACKING OF OUTREACH PARTICIPANTS – COMPARISON OF HE PROGRESSION RATES (WHEN AGE AND QUALIFICATION READY) FOR POLAR2 Q1 AND 2 PARTICIPANTS
RECRUITMENT	% FIRST DEGREE STUDENTS FROM STATE SCHOOLS

	% FIRST DEGREE STUDENTS IN RECEIPT OF DSA
	% FIRST DEGREE STUDENTS FROM LOW PARTICIPATION NEIGHBOURHOODS
	% FIRST DEGREE STUDENTS FROM LOW PARTICIPATION NEIGHBOURHOODS
	NUMBER OF FIRST DEGREE STUDENTS FROM UK-DOMICILE BME GROUPS
	NUMBER OF MALES STUDENTS RECRUITED TO ITT
	NUMBER OF BME STUDENTS RECRUITED TO ITT
	NUMBER OF FIRST DEGREE CARE LEAVERS
	NUMBER OF FIRST DEGREE YOUNG ADULT CARERS
RETENTION	RETENTION OF YOUNG FIRST DEGREE STUDENTS FROM LOW PARTICIPATION
	RETENTION OF MATURE FIRST DEGREE STUDENTS FROM LOW PARTICIPATION
	% FIRST DEGREE STUDENTS LEAVING WITH NO AWARD ANALYSED BY SEX
	% FIRST DEGREE STUDENTS LEAVING WITH NO AWARD ANALYSED BY
	% FIRST DEGREE STUDENTS LEAVING WITH NO AWARD ANALYSED BY
DEGREE OUTCOMES	% OF 1ST AND 2(I) DEGREES ANALYSED BY SEX
	% OF 1ST AND 2(I) DEGREES ANALYSED BY DISABILITY
	% OF 1ST AND 2(I) DEGREES ANALYSED BY ETHNICITY
ENGAGEMENT INITIATIVES	% STUDENTS FROM DEPRIVED POSTCODES PARTICIPATING IN OPTIONAL INITIATIVES
EMPLOYABILITY	% STUDENTS PROGRESSING TO FULL-TIME EMPLOYMENT OR FULL-TIME STUDY ANALYSED BY SEX
	% STUDENTS PROGRESSING TO FULL-TIME EMPLOYMENT OR FULL-TIME STUDY ANALYSED BY
	% STUDENTS PROGRESSING TO FULL-TIME EMPLOYMENT OR FULL-TIME STUDY ANALYSED BY
ADDITIONAL ANNUAL	IMPACT OF LOW-INCOME BURSARIES OR THOSE TARGETED AT SPECIFIC WIDENING
	IN-DEPTH EVALUATION OF A SPECIFIC WIDENING PARTICIPATION INITIATIVE RELATING TO ONE

2.1.1 PROGRESS IN OUTREACH

THE UNIVERSITY SUBSCRIBES TO THE HIGHER EDUCATION ACCESS TRACKER COLLABORATIVE SERVICE WHICH ENABLES US TO TRACK MOST PARTICIPANTS IN 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.

- OVER THE 8 YEARS FROM 2007/8 TO 2014/15 THE AVERAGE HE PARTICIPATION RATE OF THE UNIVERSITY OF WINCHESTER'S TRACKED COHORT, AGED 18 YEARS ONLY (WORKED OUT IN ACCORDANCE WITH THE HEFCE YPR), AND WHO WERE ELIGIBLE TO PROGRESS TO HE, WAS 35%. THIS COMPARES WITH A HEFCE NATIONAL YPR OF 38% IN 2011/12. GIVEN THE PROFILE OF THE STUDENTS IN THE TRACKED COHORT OF 6110 OUTREACH PARTICIPANTS (MORE THAN 66% FROM THE MOST DEPRIVED POLAR3 QUINTILES AND 68% DECLARING THEMSELVES AS FIRST GENERATION HE), THIS IS A MEASURE OF THE SUCCESS OF WIDENING PARTICIPATION PROGRAMMES IMPLEMENTED BY THE UNIVERSITY OF WINCHESTER.

- FURTHERMORE, OVER THE 8 YEARS FROM 2007/08 TO 2014/15 THE AVERAGE YOUNG PARTICIPATION RATE OF WINCHESTER'S TRACKED COHORT FROM POLAR3 QUINTILES 1 AND 2 WAS 31%. THIS COMPARES WITH A NATIONAL RATE OF 25% AND A HAMPSHIRE RATE OF 20.6%.
- OF THOSE IN THE UNIVERSITY OF WINCHESTER'S TRACKED COHORT, WHO WERE READY TO PROGRESS TO HE BETWEEN 2007/08 AND 20011/12, AND HAVE ACHIEVED A FIRST DEGREE,

73% ACHIEVED A FIRST CLASS OR UPPER SECOND CLASS DEGREE. THIS COMPARES WITH THE NATIONAL AVERAGE OF 66%, INCLUDING THE MOST ADVANTAGED STUDENTS IN THE COUNTRY.

- 80% OF THE UNIVERSITY OF WINCHESTER'S TRACKED PARTICIPANTS WHO WERE CLASSIFIED IN THE LOWEST NS-SEC (GROUPS 4-8) ON ENTRY TO HE (TAKEN FROM PARENTAL OCCUPATION), MOVED INTO THE HIGHER SOCIO-ECONOMIC GROUPS 1-3 AFTER LEAVING HE, BASED ON THEIR OCCUPATION SIX MONTHS AFTER GRADUATION.

WE SURVEY PARTICIPANTS TO GATHER QUANTITATIVE AND QUALITATIVE DATA AND AN ILLUSTRATION OF RESULTS FOR 2014-15 IS GIVEN BELOW:

- OVERALL 79% OF SECONDARY SCHOOL PARTICIPANTS IN INTENSIVE OUTREACH MET AT LEAST ONE

WP CRITERION. 49% OF INTENSIVE OUTREACH PARTICIPANTS WERE MALE.

- 58% OF PARTICIPANTS IN ON-CAMPUS OUTREACH WERE FROM POLAR Q1-2. OF PARTICIPANTS FROM POLAR Q3-5, 20.3% WERE FIRST GENERATION HE, 9.7% WERE DISABLED, 4.4% WERE IN CARE, 7.7% WERE YOUNG CARERS, 17% WERE FROM MILITARY FAMILIES, AND 7.9% WERE BME.

- PRIMARY SCHOOLS - WORKSHOPS WERE DELIVERED TO YEAR 5 PUPILS (ENTIRE YEAR GROUP) IN

17 TARGET SCHOOLS AND 692 YEAR 6 PUPILS VISITED THE UNIVERSITY CAMPUS. OF THE YEAR 6 PUPILS, THE PROPORTION STATING THEY WOULD LIKE TO GO TO UNIVERSITY AFTER THEIR CAMPUS VISIT ROSE BY 36 PERCENTAGE POINTS. QUALITATIVE DATA FROM TEACHING STAFF SHOW A VERY HIGH LEVEL OF SATISFACTION

- SECONDARY SCHOOLS – 18 SCHOOLS PARTICIPATED IN OUR WINDOW ON HE PROGRAMME AND OF THESE 79% OF PARTICIPANTS MET AT LEAST ONE WP INDICATOR.

- YR 8 - THERE WAS AN INCREASE OF 10 PERCENTAGE POINTS BETWEEN THOSE PLANNING TO GO TO HE PRIOR TO PARTICIPATION AND THOSE PLANNING TO GO TO HE AFTER PARTICIPATION. 86% WERE ACCURATELY ABLE TO DESCRIBE SIMILARITIES AND DIFFERENCES BETWEEN STUDY AT SCHOOL AND UNIVERSITY. 10% BELIEVED THEY KNEW QUITE A LOT ABOUT HE BEFORE THEIR PARTICIPATION; AFTER PARTICIPATION THIS ROSE TO 72%.

- YR 10 - THERE WAS AN INCREASE OF 9 PERCENTAGE POINTS IN THOSE PLANNING TO GO TO HE POST-OUTREACH ACTIVITIES, COMPARED WITH PRE-OUTREACH. 81% WERE ABLE TO DESCRIBE SKILLS/QUALITIES NEEDED TO STUDY SUCCESSFULLY AT UNIVERSITY. 13% BELIEVED THEY KNEW QUITE A LOT ABOUT HE BEFORE THEIR PARTICIPATION; AFTER PARTICIPATION THIS ROSE TO 67%

- A TOTAL OF 54 CHILDREN IN CARE AND CARE LEAVERS ATTENDED EVENTS. THESE INCLUDED A RESIDENTIAL, TASTER DAYS AND WORK-READY PROGRAMMES. 83% OF PARTICIPANTS IN THE RESIDENTIAL AND TASTER DAYS STATED AFTERWARDS THAT THEY WISHED TO PROGRESS TO HE

- 89 YOUNG CARERS PARTICIPATED IN ON-CAMPUS OUTREACH, WITH 96% STATING THIS HAD HELPED IN DECIDING WHETHER TO PROGRESS TO UNIVERSITY

- 96 COMPACT SCHEME APPLICANTS RECEIVED TAILORED OFFERS FOR 2014 ENTRY (RISING FROM 72 IN 2013)
- THE NUMBER OF CARE LEAVERS RECRUITED IN 2015 WAS 10, BRINGING THE TOTAL NUMBER OF CARE LEAVERS STUDYING AT THE UNIVERSITY IN FEBRUARY 2016 TO 32 (THE HIGHEST TOTAL TO DATE)

2.1.2 PROGRESS IN RECRUITMENT

THE UNIVERSITY SUSTAINS A STRONG TRACK RECORD IN RECRUITING UNDER-REPRESENTED STUDENTS.

- OUR PROPORTION OF YOUNG FULL-TIME FIRST DEGREE STUDENTS FROM STATE SCHOOLS HAS REMAINED WELL ABOVE LOCATION-ADJUSTED BENCHMARK. IN 2014-15 96.1% OF ENTRANTS CAME FROM STATE SCHOOLS, WELL ABOVE OUR LOCATION-ADJUSTED BENCHMARK OF 93.8%.
- RECRUITMENT OF YOUNG FULL-TIME FIRST DEGREE STUDENTS FROM LOW PARTICIPATION NEIGHBOURHOODS IN 2014-15 WAS 11.6% (LOCATION-ADJUSTED BENCHMARK 11.7%)
- RECRUITMENT OF YOUNG FULL-TIME FIRST DEGREE STUDENTS FROM NS-SEC 4-7 IN 2014-15 WAS 30.4%. THIS SLIPPED A LITTLE BELOW BENCHMARK, THOUGH REMAINS HIGHER THAN 5 YEARS AGO, WHEN IT WAS 29.9%. AS HESA WILL NOT BE PUBLISHING NS-SEC DATA AFTER 2016 WE ARE DISCONTINUING USE OF THIS MEASURE
- OUR PROPORTION OF MATURE FIRST DEGREE ENTRANTS WITH NO PREVIOUS HE EXPERIENCE, AND FROM LOW PARTICIPATION NEIGHBOURHOODS, ROSE FROM 18.1% IN 2013-14 TO 23.3% IN 2014-15 (SIGNIFICANTLY ABOVE LOCATION-ADJUSTED BENCHMARK OF 16.8%)
- RECRUITMENT OF FULL-TIME UNDERGRADUATES IN RECEIPT OF DSA CONTINUES TO BE EXCEPTIONALLY STRONG, WITH RECRUITMENT AT 13.0% IN 2014-15 (BENCHMARK 7.2%)
- ALTHOUGH THE PROPORTION OF BME STUDENTS IS SMALL (8.6%), THE ACTUAL NUMBER OF UK- DOMICILE BME FIRST DEGREE STUDENTS EACH YEAR HAS RISEN FROM 276 IN 2009-10 TO 611 IN 2014-15 (121% INCREASE). WE ARE WORKING TOWARDS THE NATIONAL CHALLENGE OF RECRUITING MORE BME STUDENTS TO TEACHER TRAINING PROGRAMMES AND OUR INTAKE OF BME TEACHER TRAINING STUDENTS HAS RISEN FROM 5 IN 2012-13 TO 18 IN 2015-16
- OUR PROPORTION OF MALE AND FEMALE STUDENTS REMAINS CONSISTENT YEAR ON YEAR. IN 2014/15 33.2% OF UK-DOMICILE FIRST DEGREE STUDENTS WERE MALE. THE PROPORTION OF MALES IS SKEWED BY RECRUITMENT TO INITIAL TEACHER TRAINING FOR PRIMARY EDUCATION. ALONG WITH THE REST OF THE SECTOR WE AIM TO INCREASE THE INTAKE OF MALE STUDENTS TO INITIAL TEACHER TRAINING, WHICH HAS REMAINED BETWEEN 58 AND 69 PER YEAR FOR THE PAST 5 YEARS

2.1.3 PROGRESS IN RETENTION

OUR TRACK RECORD FOR CONTINUATION IS GENERALLY GOOD.

- THE PROPORTION OF FULL-TIME UNDERGRADUATES FROM NS-SEC 4-7 LEAVING WITH NO AWARD WAS 3.4% IN 2012-13, JUST 0.3 POINTS HIGHER THAN FOR STUDENTS FROM NS-SEC 1-3
- IN 2011-12 NON-CONTINUATION OF YOUNG FULL-TIME FIRST DEGREE ENTRANTS FROM LOW PARTICIPATION NEIGHBOURHOODS WAS MUCH BETTER THAN BENCHMARK AT 1.2% (BENCHMARK 6.1%). NON-CONTINUATION ROSE TO 9.0% IN 2012-13 (BENCHMARK 7.3%). HOWEVER, LATEST WITHDRAWAL SURVEYS CONDUCTED BY THE UNIVERSITY SHOW A DECREASE IN SEMESTER ONE STUDENT WITHDRAWALS FROM 167 IN 2014/15 TO 88 IN 2015/16
- NON-CONTINUATION OF MATURE FULL-TIME FIRST DEGREE STUDENTS WITH NO PREVIOUS HE HAS REMAINED ABOVE BENCHMARK FOR THE LAST 5 YEARS

- THE PROPORTION OF STUDENTS WITH DECLARED DISABILITIES LEAVING WITH NO AWARD IN 2012-13 WAS LESS THAN ONE PERCENTAGE POINT HIGHER THAN FOR THOSE WITHOUT DISABILITIES (4.2% COMPARED WITH 3.5%)
- THE PROPORTION OF UK-DOMICILE BME STUDENTS LEAVING WITH NO AWARD IN 2012-13 WAS 6%, COMPARED WITH 3.4% OF WHITE STUDENTS. HOWEVER, THE PROPORTION OF BME STUDENTS LEAVING WITH NO AWARD HAS FALLEN 2.5 PERCENTAGE POINTS OVER THE PAST 5 YEARS

2.1.4 PROGRESS IN DEGREE OUTCOMES

OUR AIM IS TO NARROW ANY GAPS IN ACHIEVEMENT OF 1ST OR 2(I) DEGREES BETWEEN STUDENTS FROM UNDER-REPRESENTED GROUPS AND OTHER STUDENTS.

- IN 2014-15 79.3% OF STUDENTS FROM NS-SEC 4-7 ACHIEVED 1ST OR 2(I) CLASSIFICATIONS, COMPARED WITH 77.8% FROM NS-SEC 1-3
- THE PROPORTION OF STUDENTS WITH DECLARED DISABILITIES ACHIEVING 1ST OR 2(I) HAS RISEN IN THE PAST 5 YEARS FROM 60.1% TO 74.3%, WITH THE GAP IN 1ST AND 2(I) CLASSIFICATIONS BETWEEN STUDENTS WITH DISABILITIES, AND THOSE WITHOUT, STANDING AT 5.7 POINTS
- THE GAP IN ACHIEVEMENT OF 1ST AND 2(I) CLASSIFICATIONS BETWEEN FEMALES AND MALES IN 2014-15 WAS 9.1 POINTS. HOWEVER, MALE STUDENTS ENTER WITH LOWER TARIFF POINTS ON AVERAGE AND THIS IS SKEWED BY HIGHER TARIFF POINTS REQUIRED BY TEACHER TRAINING PROGRAMMES, WHICH HAVE LOWER NUMBERS OF MALE STUDENTS. NATIONALLY THE GAP WAS 4 POINTS IN 2013-14 (HEFCE 2015).
- ACHIEVEMENT OF 1ST AND 2(I) DEGREES BY UK-DOMICILE BME STUDENTS COMPARED WITH WHITE STUDENTS HAS VARIED FROM YEAR TO YEAR, NOT LEAST BECAUSE NUMBERS OF BME STUDENTS ARE SMALL. IN 2014-15 THE ACHIEVEMENT GAP STOOD AT 18.3 POINTS. THE GAP AT NATIONAL LEVEL IN 2013 FOR NON-SET STUDENTS WAS 17.6 POINTS.

2.1.5 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. IN 2013-14:

- 56.1% OF MALES PROGRESSED TO FULL-TIME WORK (COMPARED WITH 62.8% OF FEMALES); 18% OF MALES WERE IN FURTHER FULL-TIME STUDY OR WORK/STUDY (COMPARED WITH 15.7% OF FEMALES); 5.5% OF MALES WERE ASSUMED UNEMPLOYED (COMPARED WITH 2.2% OF FEMALES). AS STATED ABOVE, FEWER MALES STUDY INITIAL TEACHER TRAINING, WHICH HAS A HIGH RATE OF EMPLOYABILITY

- 57.9% OF DISABLED STUDENTS PROGRESSED TO FULL-TIME WORK (COMPARED WITH 61.5% OF THOSE WITH NO KNOWN DISABILITY); 15.7% OF DISABLED STUDENTS WERE IN FURTHER FULL-TIME STUDY OR WORK/STUDY (COMPARED WITH 16.6% OF THOSE WITH NO KNOWN DISABILITY); 3.3% WERE ASSUMED UNEMPLOYED (COMPARED WITH 3.2% OF THOSE WITH NO KNOWN DISABILITY)
- 43.1% OF BME STUDENTS PROGRESSED TO FULL-TIME WORK (COMPARED WITH 62.0% OF WHITE STUDENTS); 20.6% OF BME STUDENTS WERE IN FURTHER FULL-TIME STUDY OR WORK/STUDY (COMPARED WITH 16.1% OF WHITE STUDENTS); 4.9% WERE ASSUMED UNEMPLOYED

(COMPARED WITH 3.1% OF WHITE STUDENTS). **CARE SHOULD BE TAKEN WITH THE DATA AS ONLY*

102 BME STUDENTS COMPLETED THE DLHE SURVEY

2.1.6 PROGRESS WITH STUDENT ENGAGEMENT INITIATIVES

IN TERMS OF ACTIVITIES TO SUPPORT RETENTION AND SUCCESS OF STUDENTS FROM UNDER-REPRESENTED GROUPS WE ARE MAKING INCREASING USE OF POSTCODE PROFILING AND OTHER MEANS OF IDENTIFICATION TO FOCUS INITIATIVES AND TO MONITOR OUTCOMES FOR TARGET STUDENTS. OUTCOMES FROM SOME OF THESE INITIATIVES IN 2014-15:

- WINCHESTER RESEARCH APPRENTICESHIP PROGRAMME: OF ALL 84 FIRST DEGREE STUDENTS FROM 2012 ONWARDS FROM DEPRIVED POSTCODES WHO HAVE GRADUATED, 95.2% ACHIEVED 1ST OR 2(I). ALL THOSE RESPONDING TO DLHE, ALL WERE EITHER IN POSTGRADUATE STUDY OR IN EMPLOYMENT
- COMMON PURPOSE FRONTRUNNER PROGRAMME: OF PARTICIPANTS WHO WERE FROM DEPRIVED POSTCODES AND WHO HAVE SINCE GRADUATED, 77.4% ACHIEVED 1ST OR 2(I). ALL THOSE RESPONDING TO DLHE WERE IN EMPLOYMENT
- HIGHER EDUCATION AMBASSADORS: 65 OF OUR 103 AMBASSADORS MET AT LEAST ONE WP CRITERION (63%). 64/65 NON-FINAL YEAR STUDENTS CONTINUED INTO THEIR NEXT YEAR OF STUDY. OF THOSE WHO MET AT LEAST ONE WP CRITERION AND WHO RESPONDED TO DLHE, 67% WERE EITHER IN POSTGRADUATE EMPLOYMENT OR STUDY
- SMART BUDDIES (PEER MENTORING SCHEME): 77% OF STUDENT MENTEES CAME FROM UNDER-REPRESENTED GROUPS IN 2014-15. 89% OF MENTEES FROM UNDER-REPRESENTED GROUPS CONTINUED INTO THEIR NEXT YEAR OF STUDY

2.2 STRATEGIC APPROACH

2.2.1 STRATEGIC LINKS WITH SCHOOLS

WE HAVE ESTABLISHED THE WINCHESTER ACADEMY TRUST WHICH PLANS TO OPEN A NEW ACADEMY IN WINCHESTER IN 2018. THIS WILL BE A HIGHLY INNOVATIVE AND SUSTAINABLE SCHOOL ENVIRONMENT, AS WELL AS AN INSTRUMENTAL PART OF OUR WIDENING PARTICIPATION WORK. THE SCHOOL IS BEING BUILT IN AN AREA WHERE LEVELS OF DISADVANTAGE ARE HIGHER THAN IN OTHER PARTS OF WINCHESTER AND WHERE NEW DEVELOPMENT WILL INCLUDE 40% AFFORDABLE HOUSING. WE WILL ALSO ESTABLISH A TEACHER DEVELOPMENT FACILITY ON THE ACADEMY SITE, WHICH WILL PROVIDE A VENUE FOR

CLOSE WORKING BETWEEN THE SCHOOL AND OUR STUDENTS, AS WELL AS A HUB FOR RESEARCH INCLUDING INTO WIDENING PARTICIPATION, CPD FOR TEACHERS AND OTHER ASSOCIATED PROFESSIONALS, AND A COMMUNITY RESOURCE.

IN ADDITION, WE CO-SPONSOR THE BISHOP OF WINCHESTER ACADEMY IN BOURNEMOUTH AND ARE LEADING ON AN INITIATIVE CALLED 'JUNIVERSITY' IN PARTNERSHIP WITH A JUNIOR SCHOOL IN BASINGSTOKE. THIS PROJECT WILL PROVIDE A TARGETED INTERVENTION IN AN AREA OF PARTICULAR SOCIAL DEPRIVATION, POVERTY AND SOCIAL EXCLUSION WHERE OTHERWISE THE LIFE CHANCES OF CHILDREN ARE OFTEN LIMITED.

2.2.2 OUTREACH

FROM 2017 OUR CORE SUSTAINED OUTREACH WILL CONTINUE AS OUTLINED IN OUR 2016-17 ACCESS AGREEMENT. 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. TARGETING IS CARRIED OUT BY POSTCODE PROFILING PUPILS IN OUR TARGET SCHOOLS USING THE FOLLOWING MEASURES:

- POLAR3 QUINTILE 1 AND 2
- INDEX OF MULTIPLE DEPRIVATION
- INCOME DEPRIVATION AFFECTING CHILDREN INDEX
- EDUCATION, TRAINING AND SKILLS DEPRIVATION

IN ADDITION WE ASK SCHOOLS TO SELECT OTHER CHILDREN USING THE FOLLOWING CRITERIA:

- LOOKED-AFTER CHILDREN
- CHILDREN WITH DISABILITIES
- CHILDREN FROM BME GROUPS
- YOUNG CARERS
- CHILDREN FROM MILITARY SERVICE FAMILIES
- BOYS

OUTREACH TO **POST-16** STUDENTS IS FOCUSED ON RECRUITMENT TO WINCHESTER, TARGETING THOSE WHO ARE FROM LOCAL COLLEGES AND SIXTH FORMS WHO WISH TO STUDY CLOSER TO HOME AND WOULD BENEFIT FROM OUR COMPACT AGREEMENT, WHICH TAKES PERSONAL CIRCUMSTANCES INTO ACCOUNT AT THE POINT OF APPLICATION/ADMISSION. IN ADDITION, WE ARE FOCUSING EFFORTS ON RECRUITMENT OF BME AND MALE STUDENTS TO INITIAL TEACHER TRAINING, AS THESE ARE SPECIFIC NATIONAL AREAS OF CHALLENGE.

KEY ACTIVITIES

2.2.2.1 SUSTAINED OUTREACH WORK WITH **CHILDREN IN CARE AND CARE LEAVERS**. THIS WILL CONTINUE OUR SUCCESSFUL PARTNERSHIP WITH HAMPSHIRE CHILDREN'S SERVICES, 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 FE AND HE
- OTHER ON-CAMPUS PROJECTS, FOR EXAMPLE SUPPORT FOR THOSE AT RISK OF BEING NEET
- 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.

2.2.2.2 WINDOW ON HE PROGRAMME (INCORPORATING LEARNING PROGRESSION FRAMEWORK FOR TARGET SCHOOLS AND YOUNG PEOPLE FROM YEARS 5 TO 11). THIS 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 APPROXIMATELY 15 TARGET PRIMARIES SERVING QUINTILE 1-3 LOW PARTICIPATION NEIGHBOURHOODS INCLUDING ANDOVER AND BASINGSTOKE, WHICH FEED INTO TARGET 11-16 SCHOOLS. WORKING WITH ENTIRE YEAR GROUPS, YEAR 5 ACTIVITIES WILL TAKE PLACE IN-SCHOOL, AND YEAR 6 ACTIVITIES WILL BE IN-SCHOOL AND ON- CAMPUS, INCLUDING JUNIOR GRADUATIONS WHICH ARE ATTENDED BY PARENTS. WORKSHOPS AND CAMPUS DAYS WILL BE DELIVERED WITH EXTENSIVE USE OF STUDENT AMBASSADORS AND USING OUR LEARNER PROGRESSION FRAMEWORK. BY 2017 WE WILL HAVE FULLY DEVELOPED OUR CAREERVILLE BOARD GAME FOR PRIMARY SCHOOLS (ALREADY IN THE PILOTING STAGE) AND OUR AIM IS TO MAKE THIS AVAILABLE TO SCHOOLS AND UNIVERSITIES ACROSS ENGLAND.

SECONDARY SCHOOL (11-16) PROJECT: SUSTAINED ENGAGEMENT WITH TARGET YOUNG PEOPLE IN 18 PRIORITY SECONDARY SCHOOLS MAINLY IN ANDOVER, BASINGSTOKE AND WINCHESTER, WHICH ARE ACCESSIBLE IN TERMS OF TRAVEL TIME. SOME OF THESE SERVE AREAS WHERE HEFCE DATA SHOW 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. ALL THE SCHOOLS SERVE SOME NEIGHBOURHOODS WITH LOW PARTICIPATION IN HE (POLAR3 QUINTILES 1 AND 2).

OUR PROGRAMME INCORPORATES ACTIVITIES SUPPORTED BY STUDENT AMBASSADORS AND IS BASED ON A LEARNER PROGRESSION FRAMEWORK. A CORE GROUP OF 15 YOUNG PEOPLE PER SCHOOL WILL BE TARGETED USING CRITERIA SET OUT IN 2.2.2 ABOVE. WE ARE RELIANT ON THE CO-OPERATION OF SCHOOLS IN USING OUR TARGETING DATA TO SELECT PUPILS. IN 2014-15

77.1% OF PARTICIPANTS MET AT LEAST ONE WIDENING PARTICIPATION CRITERION. THE PROGRAMME INCLUDES:

- YEAR 7 IN-SCHOOL WORKSHOPS (FOR WHOLE YEAR GROUP)
- YEAR 8 ON-CAMPUS DAYS (MINIMUM 200 TARGET YOUNG PEOPLE ATTENDING)
- YEAR 9 IN-SCHOOL WORKSHOPS (FOR WHOLE YEAR GROUP)
- YEAR 10 ON-CAMPUS DAYS (MINIMUM 200 TARGET YOUNG PEOPLE ATTENDING)
- YEAR 11 IN SCHOOL WORKSHOPS (FOR WHOLE YEAR GROUP)

2.2.2.3 COMPACT SCHEME (POST-16) – THIS LINKS THE UNIVERSITY WITH APPROXIMATELY 35 PARTNER COLLEGES AND SCHOOL SIXTH FORMS IN HAMPSHIRE AND AROUND. THE AIM IS TO ENCOURAGE APPLICATIONS FROM STUDENTS WHO ARE FROM GROUPS UNDER-REPRESENTED IN HE. THIS INCLUDES WORKING WITH MATURE STUDENTS UNDERTAKING ACCESS TO HE PROGRAMMES WHERE APPROPRIATE. THE SCHEME INCLUDES STAFF DEVELOPMENT FOR COMPACT CO-ORDINATORS 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/CONTEXTUAL INFORMATION FOR APPLICANTS FROM TARGET GROUPS IDENTIFIED AS POTENTIALLY BENEFITING FROM A TAILORED ENTRY OFFER.

2.2.2.4 RECRUIT MATURE STUDENTS AS **HIGHER EDUCATION AMBASSADORS** AND PROVIDE SPECIFIC INFORMATION AND ADVICE STAND AT OPEN DAYS AND FURTHER INFORMATION ON OUR WEBSITE

2.2.2.5 Continuing focus on **minority ethnic groups**, through campus visits for families or SUPPORT FOR DIVERSITY EVENTS RUN BY OTHER ORGANISATIONS IN HAMPSHIRE, INCLUDING OTHER UNIVERSITIES AND FE/SIXTH FORM COLLEGES.

2.2.2.6 DRAWING ON OUR ASSESSMENT OF PROGRESS IN SECTION 2.1 ABOVE, WE HAVE IDENTIFIED **INITIAL TEACHER TRAINING** AS A KEY AREA OF FOCUS. WE AIM TO ENSURE THAT MALE STAFF MEMBERS ATTEND THE MAJORITY OF CAREERS EVENTS DESIGNED TO PROMOTE INITIAL TEACHER TRAINING IN ORDER TO ENCOURAGE **MALE RECRUITMENT**. WE WILL ALSO MAKE EFFECTIVE USE OF A FILM PRODUCED BY THE UNIVERSITY, AS PART OF OUR CONTRIBUTION TO THE SUN COLLABORATIVE OUTREACH NETWORK, WHICH PROMOTES TEACHING AS A PROFESSION TO MALES. TO ENCOURAGE GREATER PARTICIPATION OF **BME** STUDENTS IN ITT, WE WILL CONTINUE TO DEDICATE STAFF RESOURCE TO CO-ORDINATE AND PLAN ATTENDANCE AT CAREERS AND PROGRESSION EVENTS ACROSS A WIDE GEOGRAPHIC REGION, WITH PARTICULAR FOCUS ON LONDON OR OTHER URBAN AREAS.

2.2.2.7 THROUGH OUR **SANCTUARY AWARD**, WE WILL OFFER TWO PLACES PER YEAR, WITH 100% FEE WAIVERS, TO FULL-TIME STUDENTS WHO ARE SEEKING ASYLUM IN THE UK OR WHO HAVE LIMITED LEAVE TO REMAIN. IN 2016-17 WE WILL HAVE PILOTTED AN ADDITIONAL **FREEDOM TO STUDY AWARD** WHICH PROVIDES FEE WAIVERS ONLY, BUT WHICH IS SUPPORTED BY PARTNERS IN THE WINCHESTER COMMUNITY IN PROVIDING FOR WELFARE OR HOUSING NEEDS OF ASYLUM-SEEKERS AND REFUGEES AS APPROPRIATE.

2.2.3 COLLABORATION

SINCE 2015 THE UNIVERSITIES OF WINCHESTER, SOUTHAMPTON, PORTSMOUTH, SOUTHAMPTON SOLENT, BOURNEMOUTH AND ARTS UNIVERSITY BOURNEMOUTH HAVE WORKED TOGETHER IN THE **SOUTHERN UNIVERSITIES NETWORK (SUN)** AS PART OF HEFCE'S NATIONAL COLLABORATIVE OUTREACH NETWORKS INITIATIVE. ALL PARTNERS HAVE COMMITTED TO CONTINUING THE PARTNERSHIP IN 2017 AND BEYOND. THE PARTNERSHIP WILL WORK TOGETHER TO:

- CONTINUE TO **PROVIDE OUTREACH OPPORTUNITIES FOR ALL STATE SCHOOLS IN THE GEOGRAPHICAL REGION OF DORSET, HAMPSHIRE AND THE ISLE OF WIGHT**, PROMOTING THESE VIA THE SUN WEBSITE
- DEVELOP AND EXTEND COLLECTIVE PROJECTS WHICH SUPPORT THE **PROGRESSION OF STUDENTS WITH DISABILITIES**. THIS MAY INCLUDE WORKING WITH THEIR PARENTS, CARERS AND ADVISERS. WE WILL DRAW ON THE EXPERTISE OF SPECIALISTS WITHIN OUR UNIVERSITIES AND THOSE WORKING IN THE FIELD. WE WILL ALSO BE GUIDED BY STUDENTS CURRENTLY AT UNIVERSITY, INCORPORATING THEM INTO ACTIVITIES SO THEY CAN SHARE EXPERIENCES WITH POTENTIAL APPLICANTS
- DEVELOP AND PROMOTE WIDER UNDERSTANDING OF THE ISSUES FACING **VULNERABLE CHILDREN AND YOUNG PEOPLE** INCLUDING THE COLLABORATIVE DEVELOPMENT OF RESOURCES AND INTERACTIONS FOR SPECIFIC GROUPS IN PARTNERSHIP WITH LOCAL

2.2.2.5 Continuing focus on **minority ethnic groups**, through campus visits for families or AUTHORITIES AND VOLUNTARY SECTOR AGENCIES. THIS WORK WILL BE INFORMED BY THE NATIONAL NETWORK FOR THE EDUCATION OF CARE LEAVERS

- Arrange **staff development** for widening participation practitioners across the PARTNERSHIP, INCLUDING STUDENTS INVOLVED IN OUR WORK VIA THEIR STUDENT UNIONS OR AS AMBASSADORS. STUDENTS WILL BE ACTIVELY ENGAGED IN PROVIDING IDEAS AND FEEDBACK IN RELATION TO OUTREACH PRACTICE AND PROJECTS
- SHARE PRACTICE AND OUTREACH TO POTENTIAL **MATURE OR PART-TIME LEARNERS**. DELIVER COLLABORATIVE PRESENTATIONS TO ACCESS TO HE STUDENTS IN LOCAL COLLEGES
- PROMOTE AND SUPPORT THE PROGRESSION OF STUDENTS FROM **MINORITY ETHNIC COMMUNITIES**. WE WILL WORK WITH COMMUNITY GROUPS TO SUPPORT AND DEVELOP EVENTS AND PROJECTS, WITH EACH UNIVERSITY SHARING ITS NETWORKS AND MAXIMISING OPPORTUNITIES FOR COLLABORATIVE DELIVERY
- SHARE GOOD PRACTICE IN **EVALUATION**, BOTH IN TERMS OF EACH PARTNER'S ACTIVITY AND IN TERMS OF EVALUATING COLLABORATIVE PROJECTS. 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 STEERING GROUP), THE **HIGHER EDUCATION ACCESS TRACKER** 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 HE. IT IS ALSO A FORUM FOR SHARING GOOD PRACTICE RELATING TO DATA INTERPRETATION AND EVALUATION.

WE WILL CONTINUE AND EXTEND OUR LONG-ESTABLISHED PARTNERSHIP WITH **HAMPSHIRE CHILDREN'S SERVICES**, WORKING TOGETHER ON PROJECTS WHICH 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 **CARERS TRUST** AND WITH LOCAL VOLUNTARY SECTOR **YOUNG CARERS PROJECTS** AND WILL CONTINUE TO DEVELOP OUR WORK WITH THESE YOUNG PEOPLE AND THOSE WHO SUPPORT THEM.

WE WILL CONTINUE TO PLAY AN ACTIVE ROLE IN HAMPSHIRE'S CIVILIAN MILITARY PARTNERSHIP, EDUCATION SUB-GROUP, PROVIDING SUPPORT FOR **YOUNG PEOPLE FROM SERVICE FAMILIES**, INCLUDING THEM IN IN OUR TARGETING CRITERIA FOR OUTREACH AND IN OUR COMPACT SCHEME. OUR ACTIVITY WILL BUILD ON RESEARCH CARRIED OUT BY THE UNIVERSITY DURING 2015-16 (FUNDED BY THE MINISTRY OF DEFENCE'S DIRECTORATE CHILDREN AND YOUNG PEOPLE) WHICH INDICATES THESE YOUNG PEOPLE ARE UNDER-REPRESENTED IN HIGHER EDUCATION. WE WILL SHARE OUR NEWLY DEVELOPED DIGITAL AND FILM RESOURCES ACROSS THE SECTOR AND WITH LOCAL AUTHORITIES AND SCHOOLS ACROSS THE UK. WE WILL ALSO SEEK PARTNERSHIPS WITH OTHER UNIVERSITIES, INCLUDING BATH SPA UNIVERSITY, TO SHARE PRACTICE AND DELIVER COLLABORATIVE OUTREACH.

2.2.4 STUDENT SUCCESS

OUR WIDENING PARTICIPATION AND LIFELONG LEARNING STRATEGY STATES “WE SEEK TO ENSURE THAT THOSE FROM GROUPS UNDER-REPRESENTED IN HE ARE ENCOURAGED TO PROGRESS TO THE UNIVERSITY AND THAT WE MEET INDIVIDUAL NEEDS TO ENABLE THEM TO SUCCEED”. WE AIM TO MAINTAIN A HIGH LEVEL OF STUDENT RETENTION AND TO IMPROVE EMPLOYABILITY FOR ALL STUDENTS, WITH A PARTICULAR FOCUS ON THOSE FROM UNDER-REPRESENTED OR DISADVANTAGED GROUPS.

- DRAWING ON OUR ASSESSMENT OF PROGRESS IN SECTION 2.1 ABOVE, KEY AREAS OF FOCUS FOR

2017-18 ARE:

- CONTINUOUS IMPROVEMENT IN CONTINUATION OF YOUNG FULL-TIME FIRST DEGREE ENTRANTS FROM LOW PARTICIPATION NEIGHBOURHOODS
- CONTINUOUS IMPROVEMENT IN CONTINUATION OF BME STUDENTS
- IMPROVEMENT IN DEGREE OUTCOMES FOR BME STUDENTS AS COMPARED WITH WHITE STUDENTS (NARROWING THE GAP IN ACHIEVEMENT OF 1ST AND 2(I) DEGREES)
- CONTINUOUS IMPROVEMENT IN EMPLOYABILITY AND PROGRESSION TO FURTHER STUDY FOR ALL OUR STUDENTS FROM UNDER-REPRESENTED GROUPS, ESPECIALLY BME STUDENTS

WE WILL THEREFORE ENGAGE STUDENTS IN A SUITE OF INITIATIVES WHICH SUPPORT THESE AIMS, INCLUDING THOSE OUTLINED BELOW. WE WILL MONITOR UPTAKE BY, AND IMPACTS ON, STUDENTS FROM POSTCODES WITH LOW HE PARTICIPATION RATES, DISABLED STUDENTS, BME STUDENTS, MALE STUDENTS, CARE LEAVERS, YOUNG ADULT CARERS, MATURE STUDENTS.

- THE UNIVERSITY OFFERS A BROAD **ACADEMIC SKILLS PROGRAMME**. THIS INCLUDES APPROXIMATELY 70 GENERIC WORKSHOPS AND 350 ONE-TO-ONE APPOINTMENTS EACH YEAR. OUR **SKILLSNET** WEBSITE PROVIDES ONLINE SUPPORT AND REGULARLY UPDATED ACADEMIC SKILLS RESOURCES. ACADEMIC SKILLS TUTORS WORK WITH PROGRAMME LEADERS AND COURSE TUTORS ON EARLY INTERVENTION METHODS TO ENCOURAGE GREATER NUMBERS OF FAILING STUDENTS TO ACCESS SUPPORT, PARTICULARLY THOSE FROM UNDER-REPRESENTED GROUPS. TRAINED **STUDENT PEER MENTORS** (SMART BUDDIES) WILL CONTINUE TO SUPPORT STUDENTS WITH THEIR ACADEMIC SKILLS.

- WE HAVE RECENTLY PILOTED **PEER-ASSISTED LEARNING** WITHIN ONE UNDERGRADUATE PROGRAMME. RESULTS FROM THIS HAVE PROVIDED A STRONG RATIONALE FOR ROLLING OUT THE SCHEME TO MORE PROGRAMMES, ESPECIALLY THOSE WITH LARGER COHORTS OF STUDENTS FROM UNDER-REPRESENTED GROUPS. WE WILL CONTINUE TO EVALUATE THE IMPACT ON RETENTION AND PROGRESSION.

- **ACADEMIC SKILLS** STAFF LIAISE REGULARLY WITH PROGRAMME LEADERS AND COURSE TUTORS TO ARRANGE TAILORED ACADEMIC SKILLS WORKSHOPS IN TIMETABLED SESSIONS, DELIVERED AT APPROPRIATE TIMES TO MEET THE NEEDS OF STUDENTS’ ASSIGNMENTS AND FEEDBACK. APPROXIMATELY 160 TAILORED WORKSHOPS ARE DELIVERED EACH YEAR.

- WE WILL INVESTIGATE THE PURCHASE OF **CORE TEXT BOOKS** FOR ALL FIRST YEAR UNDERGRADUATES WHO COME FROM UNDER-REPRESENTED GROUPS.
- A **VOLUNTEERING MODULE** WILL CONTINUE TO BE OFFERED TO MOST UNDERGRADUATE STUDENTS, ENCOURAGING STUDENTS TO GAIN ACCREDITATION FOR VOLUNTEERING WHILE AT THE SAME TIME

ENHANCING THEIR EMPLOYABILITY AND EXPERIENCE. WE WILL CONTINUE TO ALLOCATE FINANCIAL SUPPORT TO LOW-INCOME STUDENTS WHO WOULD OTHERWISE BE UNABLE TO PARTICIPATE.

- STUDENTS FROM UNDER-REPRESENTED GROUPS WILL BE ENCOURAGED TO UNDERTAKE A **COMMON PURPOSE FRONTRUNNER COURSE** WHICH DEVELOPS SKILLS AND LEADERSHIP POTENTIAL
- THE UNIVERSITY HAS DEVELOPED AN ANNUAL **WINCHESTER RESEARCH APPRENTICESHIP PROGRAMME** IN WHICH 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

OUR STUDENT SERVICES DEPARTMENT PROVIDES WIDE-RANGING TARGETED SUPPORT FOR **DISABLED STUDENTS**. ENHANCED SERVICES INCLUDE A PROGRAMME OF SUPPORT SESSIONS THAT CAN BE ACCESSED BY DYSLEXIC STUDENTS WHO ARE GOING THROUGH THE DSA APPLICATION PROCESS. THIS ACKNOWLEDGES THE SPECIFIC NEEDS OF NEWLY DIAGNOSED STUDENTS TO ACCESS SPECIALIST DYSLEXIA SUPPORT IN A TIMELY FASHION. THIS PROGRAMME IS SEPARATE FROM, BUT COMPLEMENTARY TO, REGULAR ONE-TO-ONE DSA-FUNDED SUPPORT.

WE PROVIDE **EMPLOYABILITY ADVICE AND GUIDANCE** FOR ALL STUDENTS TO HELP THEM WITH JOB HUNTING TACTICS, WRITING APPLICATION FORMS AND CVS AND INTERVIEW PREPARATION. WE SIGNPOST STUDENTS WITH DISABILITIES TO SPECIALIST EXTERNAL AGENCIES FOR FURTHER HELP AND ADVICE, IF APPROPRIATE. IN ADDITION WE WILL EMPLOY A MEMBER OF STAFF TO DEVELOP FURTHER LINKS WITH LOCAL AND NATIONAL EMPLOYERS TO DEVELOP NON-ACCREDITED, SHORT-TERM SUMMER WORK EXPERIENCE OPPORTUNITIES FOR BME AND DISABLED STUDENTS.

DURING 2016-17 WE WILL PILOT AN **EMPLOYER/ALUMNI MENTORING SCHEME**, WITH A PARTICULAR FOCUS ON BME, DISABLED AND WHITE MALE STUDENTS WHO ARE FIRST IN FAMILY TO ATTEND HIGHER EDUCATION. IF THIS IS SUCCESSFUL WE WILL EMBED IT IN OUR WIDENING PARTICIPATION APPROACH FROM 2017-18.

WE WORK CLOSELY WITH OUR STUDENT UNION (SU) ON EQUALITY ISSUES, FOR EXAMPLE THROUGH OUR **STUDENT LISTENERS SCHEME**. THIS IS A PEER SUPPORT SERVICE WHERE STUDENTS UNDERGO A TRAINING PROGRAMME DELIVERED BY STUDENT SERVICES STAFF. THE TRAINING ENABLES STUDENTS TO LISTEN AND SUPPORT PEERS WHO REQUIRE ADDITIONAL SUPPORT BUT WHO MAY PREFER TO TALK WITH A PEER THAN A MEMBER OF STAFF.

WE WILL EMPLOY TWO ADDITIONAL **MENTAL HEALTH ADVISERS** TO SUPPORT STUDENTS WHO ARE EXPERIENCING MENTAL HEALTH DIFFICULTIES. WE HAVE A STRONG LINK WITH A LOCAL CHARITY AND PROVIDE ACTIVITIES DESIGNED TO RAISE AWARENESS OF MENTAL HEALTH ISSUES AMONGST STUDENTS, WITH ADVICE ON HOW TO STAY HEALTHY. WE HAVE DEVELOPED VERY GOOD LINKS WITH THE LOCAL COMMUNITY MENTAL HEALTH SERVICES AND

ARE DEVELOPING COLLABORATIVE PROVISION WITH SERVICES SUCH AS IAPT. WE WORK WITH LOCAL COMMUNITY SERVICES TO FURTHER EDUCATE STUDENTS ON LOOKING AFTER THEIR OWN MENTAL HEALTH AND ON HOW TO INFORM APPROPRIATE SERVICES WHEN THEY ARE CONCERNED FOR THEIR PEERS. WE CONTINUE TO WORK WITH LOCAL EARLY INTERVENTION IN PSYCHOSIS TEAM MEMBERS TO IDENTIFY AND SUPPORT STUDENTS WITH EMERGING SYMPTOMS OF PSYCHOSIS AND SO FACILITATE EARLY RECOVERY. WE OFFER A HIGHLY VISIBLE 'WELLBEING' INFORMATION

AND ADVICE STAND DURING WELCOME WEEK SO THAT STUDENTS CAN SEEK EARLY INFORMAL ADVICE REGARDING MENTAL HEALTH SUPPORT FROM WELLBEING ADVISERS, LOCAL MENTAL HEALTH PRACTITIONERS AND RELEVANT VOLUNTARY AGENCIES, AS WELL AS RECEIVING SUPPORT AND ADVICE FROM OUR ALLOCATED STUDENT HELPERS.

WE ALSO OFFER A 'BACK TO STUDY' PROGRAMME WHICH IS PARTICULARLY RELEVANT FOR **MATURE LEARNERS**. AREAS OF ACCOMMODATION ARE SET ASIDE FOR MATURE STUDENTS. THERE IS A ROOM SET ASIDE FOR THE USE OF COMMUTING STUDENTS, WHICH PROVIDES A SOCIAL SPACE. IN ADDITION, THE STUDENT UNION HAS INTRODUCED A MATURE AND PART-TIME STUDENT OFFICER.

WE HAVE A SIGNIFICANT PROPORTION OF **STUDENTS WHO LIVE AT HOME** RATHER THAN IN UNIVERSITY ACCOMMODATION. DURING 2017-18 WE WILL INVESTIGATE WHETHER IT IS APPROPRIATE AND HELPFUL TO SUPPORT THEM WITH TRAVEL GRANTS OR OTHER FORMS OF SUPPORT WITH THE COST OF TRANSPORT.

WE WILL CONTINUE TO WORK WITH CGI, FUJITSU AND OTHER INDUSTRIAL PARTNERS TO DELIVER CO- DESIGNED PROGRAMMES TO THEIR EMPLOYEES, EMBEDDING **DEGREE APPRENTICESHIPS** AND BUILDING ON OUR GOLD STANDARD ACCREDITATION FOR OUR BSC DIGITAL AND TECHNOLOGY SOLUTIONS. WE WILL EMPLOY A PARTNERSHIP MANAGER TO SUPPORT DEVELOPMENT OF DEGREE APPRENTICESHIPS ACROSS THE UNIVERSITY IN A RANGE OF NEW PROFESSIONAL AREAS. 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.

THE UNIVERSITY HAS A **DISTANCE AND FLEXIBLE LEARNING** ADVISORY GROUP (DAFL) WHOSE REMIT IS TO SUPPORT THE EXPERIENCE OF STUDENTS WHO ARE NOT FOLLOWING A STANDARD 'ON- CAMPUS' EXPERIENCE. THE FOCUS OF THIS GROUP HAS BEEN ON ENSURING IMPROVED PRE-COURSE COMMUNICATION PLANS FOR APPLICANTS VIA OUR NEW CRM RESOURCE, AND IMPROVED SUPPORT DURING THEIR STUDIES. THE GROUP ADVISES ON THE DEVELOPMENT OF MATERIAL AND RESOURCES TO SUPPORT THE NEEDS OF DISTANCE LEARNERS, INCLUDING INFORMATION ON LIBRARY, IT AND STUDENT SERVICES RESOURCES. ACADEMIC SKILLS TUTORS CONTINUE TO DEVELOP ON-LINE RESOURCES RELEVANT FOR DISTANCE LEARNERS. THIS INTER-DEPARTMENTAL (ACADEMIC AND PROFESSIONAL SERVICES) GROUP MONITORS AND DISCUSSES ACROSS FEEDBACK FROM STUDENTS AND MAKES RECOMMENDATIONS, FOR EXAMPLE, AROUND EXTENDING OUT-OF-HOURS SUPPORT FOR IT. THE TARGET FOR 2017-18 IS TO EXTEND OUR DISCUSSION OF PEDAGOGIC APPROACHES TO DISTANCE STUDY, AND FURTHER DEVELOP THE USE OF DIGITAL RESOURCES TO SUPPORT LEARNING.

IN ORDER TO ENCOURAGE MORE BME, MALE AND DISABLED STUDENTS TO ENTER TEACHING AS A PROFESSION, WE WILL ESTABLISH A POST WHOSE ROLE WILL BE TO **PROMOTE POSTGRADUATE TEACHER TRAINING** TO STUDENTS AT AN EARLY STAGE IN THEIR UNDERGRADUATE PROGRAMMES, THUS ENABLING A SMOOTHER TRANSITION.

IN 2017-18 WE WILL CREATE A **CENTRAL FUND INTO WHICH FACULTIES CAN BID** IN ORDER TO PILOT NEW WIDENING PARTICIPATION INITIATIVES. THESE MAY HAVE A PARTICULAR FOCUS ON LEARNING AND TEACHING OR PROGRESSION INTO EMPLOYMENT AND FURTHER STUDY FOR THOSE FROM UNDER- REPRESENTED GROUPS.

3. PRIORITIES IN ACCESS AND STUDENT SUCCESS

BASED PRIMARILY ON EVIDENCE PROVIDED IN THE PREVIOUS TWO SECTIONS, 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 WINDOW ON HE PROGRAMME FOR TARGET PRIMARY AND SECONDARY SCHOOLS AND FOR TARGETED YOUNG PEOPLE IN THOSE SCHOOLS FROM YEAR 5 TO YEAR 11. THE AIM OF THIS PROGRAMME IS 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
- TO CONTINUE TO DEVELOP OUR COMPACT SCHEME WITH LOCAL POST-16 PROVIDERS TO ENCOURAGE APPLICATIONS FROM STUDENTS FROM UNDER-REPRESENTED GROUPS
- TO WORK COLLABORATIVELY WITH OTHER UNIVERSITIES THROUGH THE SOUTHERN UNIVERSITIES NETWORK, 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 A NATIONAL NETWORK TO, FIRSTLY, PROMOTE OUTREACH TO CHILDREN IN CARE AND CARE LEAVERS AND, SECONDLY, TO 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. 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
- 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
- TO CONTINUE WITH OUTREACH TO MALES AND BME STUDENTS IN ORDER TO ENCOURAGE THEIR TAKE-UP OF INITIAL TEACHER TRAINING
- TO PROVIDE AN EFFECTIVE PACKAGE OF FINANCIAL SUPPORT TO STUDENTS FROM LOW-INCOME BACKGROUNDS, TO CARE-LEAVERS AND TO YOUNG ADULT CARERS SO THAT OUR RECRUITMENT OF STUDENTS FROM THESE BACKGROUNDS REMAINS STRONG
- TO CONTINUE TO SUPPORT STUDENTS WHOSE IMMIGRATION STATUS DOES NOT ALLOW ACCESS TO STUDENT FINANCE THROUGH OUR SANCTUARY AWARD AND FREEDOM TO STUDY AWARD

- TO CONTINUE PROGRESS IN RETAINING STUDENTS FROM UNDER-REPRESENTED GROUPS, REMAINING ABOVE BENCHMARKS, OR NARROWING GAPS AS APPROPRIATE, PARTICULARLY FOR BME STUDENTS
- TO MAKE PROGRESS IN NARROWING GAPS IN PROPORTIONS ACHIEVING 1ST AND 2(I) 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 BME STUDENTS AND MALE STUDENTS.

4. FINANCIAL SUPPORT AND EXPENDITURE ON ADDITIONAL ACCESS MEASURES

IN THE LIGHT OF A MODELLED REDUCTION OF 50% IN STUDENT OPPORTUNITY FUNDING, TOGETHER WITH PRIORITIES IDENTIFIED IN SECTION 3, THE UNIVERSITY INTENDS TO FUND A RANGE OF NEW AND CONTINUING ACTIVITIES WHICH BROADEN STUDENT OPPORTUNITY. 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.

EXPENDITURE TABLES WITHIN THIS DOCUMENT INCLUDE COMMITTED EXPENDITURE FROM PREVIOUS ACCESS AGREEMENTS. ALL EXPENDITURE RELATES TO SUPPORT FOR OFFA COUNTABLE UNDER- REPRESENTED STUDENTS.

4.1 OUTREACH

WE WILL COMMIT THE FOLLOWING TO OUTREACH MEASURES:

	2016/17	2017/18	2018/19	2019/20	2020/21
OUTREACH*	£231,525	£243,101	£255,256	£268,019	£281,420

**OFFA COUNTABLE EXPENDITURE*

4.2 EXPENDITURE ON ADDITIONAL ACCESS AND RETENTION MEASURES

	2016/17	2017/18	2018/19	2019/20	2020/21
BURSARY SCHEME*	£1,930,858	£2,204,169	£1,832,929	£1,383,116	£1,301,678
ADDITIONAL RETENTION ACTIVITIES INCLUDING EMPLOYABILITY AND SUCCESS*					
HARDSHIP FUNDS	£141,750	£148,838	£156,279	£164,093	£172,298
DISABILITY FUNDING	£200,000	£210,000	£220,500	£231,525	£243,101
STUDY SKILLS	£21,000	£22,050	£23,153	£24,310	£25,526
SOCIAL WORK BURSARY SHORTFALL	£15,000	£15,000	£15,000	£15,000	£15,000
STUDY ABROAD SUPPORT	£25,000	£26,250	£27,563	£28,941	£30,388

WINCHESTER EMPLOYABILITY FUND	£50,000	£52,500	£55,125	£57,881	£60,775
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**OFFA COUNTABLE EXPENDITURE*

4.3 BURSARY SCHEME

WE AIM TO MAINTAIN OUR GOOD RECORD OF RETENTION OF STUDENTS AT THE UNIVERSITY OF WINCHESTER WITH THE FOLLOWING SCHEMES.

UNDERGRADUATE STUDENTS:

- WE WILL OFFER AN ANNUAL CASH BURSARY FOR FULL-TIME UK AND EU HEFCE AND ITT

UNDERGRADUATE STUDENTS. THE AWARD AMOUNTS WILL BE AS FOLLOWS:

☐ STUDENTS WITH A HOUSEHOLD INCOME UNDER £25,000 (AS ASSESSED BY STUDENT FINANCE) 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 £25,000 AND £42,875 (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.

PGCE STUDENTS:

STUDENTS ENROLLED ON THE PGCE COURSE WILL NOT BE ELIGIBLE FOR CASH BURSARY AS DESCRIBED ABOVE.

4.4 RETENTION ACTIVITIES

THE FOLLOWING APPLIES TO FULL-TIME UK AND EU UNDERGRADUATE HEFCE STUDENTS AND UNDERGRADUATE ITT 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 A 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).

THE KING ALFRED SCHOLARSHIP MAY ALSO BE AVAILABLE TO STUDENTS WHO HAVE BEEN:

- ☐ PRIVATELY FOSTERED UP TO THE AGE OF 16
- ☐ THE SUBJECT OF A SPECIAL GUARDIANSHIP ORDER AND WERE 'LOOKED AFTER' IMMEDIATELY PRIOR TO THE MAKING OF THE ORDER

THIS WILL BE SUBJECT TO WRITTEN CONFIRMATION OF THEIR STATUS AND A LETTER OF SUPPORT FROM THEIR LOCAL CHILDREN'S SERVICES DEPARTMENT.

- WE WILL OFFER THE DAME 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. OUR DECISION TO IMPLEMENT THIS BURSARY HAS BEEN INFORMED BY THE UNIVERSITY'S EXTENSIVE LINKS WITH CARERS TRUST AND

HAMPSHIRE YOUNG CARERS ALLIANCE, TOGETHER WITH FEEDBACK FROM STUDENT CARERS WHO ENGAGE WITH OUR OUTREACH WORK AS AMBASSADORS.

- WE WILL ENHANCE THE RESOURCING FOR HARDSHIP FUNDS. 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 ALLOCATE FUNDS FOR UNDER-REPRESENTED STUDENTS UNDERTAKING THE SOCIAL WORK UNDERGRADUATE DEGREE TO ENSURE THAT THEY ARE NOT ADVERSELY AFFECTED AS A RESULT OF CHANGES BEING MADE TO THE NHS BURSARY SCHEME.

4.5 FEE WAIVERS

WE WILL HONOUR FEE WAIVERS COMMITTED TO IN PREVIOUS ACCESS AGREEMENTS:

	2016/17	2017/18	2018/19	2019/20	2020/21
FEE WAIVERS*	£254,177	N/A	N/A	N/A	N/A

**OFFA COUNTABLE EXPENDITURE*

- THE ABOVE EXPENDITURE RELATES TO THE PHASING OUT OF PREVIOUS ACCESS AGREEMENT COMMITMENTS FOR EXISTING STUDENTS.
- NEW ENTRANTS IN 2017-18 WILL NOT BE ELIGIBLE FOR A FEE WAIVER AWARD.

4.6 EMPLOYABILITY AND SUCCESS

4.6.1 STUDY ABROAD

THE OPPORTUNITY TO STUDY ABROAD ON AN EXCHANGE OR ERASMUS PROGRAMME IS A VALUABLE MEANS OF IMPROVING STUDENT SUCCESS. £25,000 PER ANNUM (AT STEADY STATE) WILL BE ALLOCATED TO FINANCIALLY SUPPORT UNDER-REPRESENTED STUDENTS WHO WOULD OTHERWISE NOT TAKE UP THESE OPPORTUNITIES. THE AMOUNT OF SUPPORT GIVEN PER YEAR WILL BE DEPENDENT ON THE NUMBER OF APPLICANTS AND THE STUDY ABROAD PROGRAMME BEING UNDERTAKEN. SUPPORT WILL ONLY BE GIVEN TO UNDER-REPRESENTED STUDENTS.

4.6.2 WINCHESTER EMPLOYABILITY FUND

AN AMOUNT OF £50,000 PER ANNUM (AT STEADY STATE) WILL BE ALLOCATED TO SUPPORT WINCHESTER EMPLOYABILITY FUND AND THE ASSOCIATED ACTIVITIES OUTLINED BELOW.

- VOLUNTEERING IS KEY TO THE MISSION AND VALUES OF THE UNIVERSITY, ENCOURAGING OUR STUDENTS TO BECOME ACTIVE CITIZENS. FUNDING WILL BE ALLOCATED TO SUPPORT UNDER- REPRESENTED STUDENTS WHO WOULD OTHERWISE NOT TAKE UP THESE OPPORTUNITIES. THE AMOUNT OF SUPPORT GIVEN PER YEAR WILL BE DEPENDENT ON THE NUMBER OF APPLICANTS

AND THE VOLUNTEERING BEING UNDERTAKEN. WE WILL ALSO FUND THE COST OF DBS CHECKS FOR THESE STUDENTS TAKING THE ACCREDITED VOLUNTEERING MODULE.

- WE RECOGNISE THE VALUE OF WORK EXPERIENCE AND INTERNSHIPS IN HELPING TO INCREASE STUDENTS' EMPLOYABILITY AND CAREER OPPORTUNITIES. WE WILL FUND A SUPPORT PACKAGE FOR UNDER-REPRESENTED STUDENTS WHO TAKE UNPAID INTERNSHIPS OR WORK EXPERIENCE. THE AMOUNT OF SUPPORT GIVEN PER YEAR WILL BE DEPENDENT ON THE NUMBER OF APPLICANTS AND THE INTERNSHIP BEING UNDERTAKEN.
- WE WILL PROVIDE FINANCIAL SUPPORT FOR CARE LEAVERS, YOUNG CARERS AND THOSE FROM OTHER UNDER-REPRESENTED GROUPS TO TAKE UP DRIVING LESSONS AND TESTS, AS THE ABILITY TO DRIVE IS OFTEN AN ESSENTIAL EMPLOYMENT CRITERION.
- WE WILL OFFER GCSE ENGLISH, MATHS AND SCIENCE RE-SIT CLASSES ON CAMPUS FOR STUDENTS WHO HAVE NOT ALREADY ACHIEVED A GRADE 'C' OR GRADE 9-4.

4.7 PROVISION OF INFORMATION

	2016/17	2017/18	2018/19	2019/20	2020/21
PROVISION OF INFORMATION	£5,000	£5,000	£5,000	£5,000	£5,000
*					

**OFFA COUNTABLE EXPENDITURE*

THE UNIVERSITY WILL COMMUNICATE THE FUNDING ON OFFER 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 TO PROVIDE AN INDICATIVE SUMMARY OF THE FINANCIAL SUPPORT AVAILABLE
- PRESENTATIONS AT PRE- AND POST- APPLICATION OPEN DAYS/RECRUITMENT EVENTS
- FOCUSED 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.

5. TARGETS AND MILESTONES

THE UNIVERSITY'S KEY PERFORMANCE INDICATORS, AGREED WITH OUR BOARD OF GOVERNORS, INCLUDE MEETING OR EXCEEDING BENCHMARKS FOR YOUNG FULL-TIME UNDERGRADUATES FROM STATE SCHOOLS, YOUNG FULL-TIME UNDERGRADUATES FROM LOW PARTICIPATION NEIGHBOURHOODS AND FULL-TIME UNDERGRADUATES IN RECEIPT OF DISABLED STUDENT ALLOWANCE.

OUR TARGETS AND MILESTONES INCLUDE OUR SUSTAINED PROGRAMMES OF OUTREACH IN PRIORITY PRIMARY AND SECONDARY SCHOOLS AND WITH UNDER-REPRESENTED GROUPS. HOWEVER, IT SHOULD BE NOTED THAT ALL OUR OUTREACH UP TO YEAR 11 IS DESIGNED TO BE IMPARTIAL, FOCUSED ON RAISING ASPIRATIONS AND EDUCATIONAL ENGAGEMENT, AND PROMOTING AWARENESS OF A WIDE RANGE OF PROGRESSION ROUTES INCLUDING HIGHER EDUCATION. IN TERMS OF RECRUITMENT DIRECTLY TO WINCHESTER, ENCOURAGING MALES AND BME STUDENTS TO UNDERTAKE ITT REMAINS A KEY PRIORITY, BUT WE ALSO AIM TO RECRUIT MORE MALES (INCLUDING THOSE FROM LOW-INCOME GROUPS) AND BME STUDENTS TO ALL PROGRAMMES.

KEY TARGETS WITH MILESTONES ARE SET OUT IN OUR RESOURCE PLAN SPREADSHEET. ALL OTHER ANNUAL MEASURES AND AIMS ARE LISTED IN THE TABLE IN SECTION 2.1.

6. MONITORING AND EVALUATION ARRANGEMENTS

THE UNIVERSITY'S ACCESS AGREEMENT IS APPROVED BY THE BOARD OF GOVERNORS. THE SENIOR MANAGEMENT TEAM HAS COLLECTIVE RESPONSIBILITY FOR ITS DESIGN AND DELIVERY.

WIDENING PARTICIPATION STRATEGY AND DELIVERY, INCLUDING MONITORING AND EVALUATION OF TARGETS, IS OVERSEEN BY THE DIRECTOR OF LIFELONG LEARNING, ADVISED BY THE **WIDENING PARTICIPATION AND LIFELONG LEARNING STRATEGY GROUP**. THIS GROUP ADVISES ON DEVELOPMENT OF THE ACCESS AGREEMENT AND REPORTS TO SENATE ACADEMIC DEVELOPMENT COMMITTEE. MEMBERSHIP IS:

ASSISTANT VICE-CHANCELLOR DIRECTOR OF LIFELONG LEARNING (CHAIR)
STUDENT UNION PRESIDENT DEAN'S NOMINEE FROM EACH FACULTY
DIRECTOR OF STUDENT SERVICES HEAD OF STUDENT ADVICE AND FINANCE
HEAD OF CAREERS WIDENING PARTICIPATION CO-ORDINATOR
DIRECTOR OF STUDENT RECRUITMENT & DEAN OF ADMISSIONS

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, INCLUDING

- SCHOOLS PLANNING DATA TO ASSIST WITH TARGETING AT AN INSTITUTIONAL LEVEL

- DEPRIVATION POSTCODE DATA TO TARGET AT AN INDIVIDUAL STUDENT LEVEL (AND ENABLE MONITORING OF TARGETING)
- WEB ENABLED DATABASE TO RECORD AND REPORT INFORMATION ON STUDENTS AND ACTIVITIES
- ANALYSIS OF RELEVANT DATA SETS SUCH AS ATTAINMENT IN SCHOOLS/COLLEGES AND UCAS INSTITUTION AND GEOGRAPHIC DATA

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 IMPACTS OF STUDENT OPPORTUNITIES DESIGNED TO ENHANCE ENGAGEMENT, RETENTION AND SUCCESS. OUR MONITORING AND EVALUATION FRAMEWORK HAS INFORMED SECTION 2.1 OF THIS ACCESS AGREEMENT.

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. OUR MONITORING AND EVALUATION FRAMEWORK ABOVE SHOWS HOW WE MONITOR PROTECTED CHARACTERISTICS ACROSS THE STUDENT LIFECYCLE. WE DO NOT DISAGGREGATE ETHNICITY DATA AS STUDENTS FROM ALL BME GROUPS ARE UNDER-REPRESENTED AT THE UNIVERSITY.

OUR OUTREACH INCLUDES SPECIFIC ACTIVITY TARGETED AT BME GROUPS, CHILDREN IN CARE, CARE LEAVERS, MALES WHO ARE UNDER-REPRESENTED IN ITT, DISABLED STUDENTS, YOUNG CARERS AND CHILDREN FROM MILITARY FAMILIES. WE COLLECT EQUALITY DATA ON PARTICIPANTS IN OUR WINDOW ON HE PROGRAMME (SEE SECTION 3).

WE DELIBERATELY SET OUT TO RECRUIT A DIVERSE RANGE OF STUDENT HE AMBASSADORS. IN 2015-16

61% OF HE AMBASSADORS SAID THEY ARE FIRST IN FAMILY TO ATTEND HE, 22% OF AMBASSADORS ARE FROM LOW-PARTICIPATION NEIGHBOURHOODS, 17% DISCLOSED A DISABILITY, 15% ARE MATURE ON ENTRY TO HE, 20% ARE FROM BME BACKGROUNDS, 12% ARE FROM BACKGROUNDS IN CARE, 6% ARE YOUNG CARERS AND 6% ARE FROM MILITARY SERVICE FAMILIES. IN TOTAL 91% OF HE AMBASSADORS MEET AT LEAST ONE OF THESE WIDENING PARTICIPATION CRITERIA. THIS DIVERSITY PROVIDES ROLE MODELS AND ALSO PROVIDES VALUABLE EXPERIENCE FOR OUR STUDENTS TO SUPPORT THEIR EMPLOYABILITY.

THE UNIVERSITY IS A STONEWALL DIVERSITY CHAMPION AND WE HAVE ACTIVE STAFF AND STUDENT LGBT NETWORKS.

WE HAVE A MUSLIM PRAYER ROOM AND AN ANGLICAN CHAPEL ON-CAMPUS, BOTH OF WHICH 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 HAS PRODUCED A DOSSIER OF INFORMATION ABOUT PLACES OF WORSHIP FOR ALL RELIGIONS IN THE LOCAL AREA. THE CHAPLAINCY ITSELF 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 WHICH INVOLVES HUNDREDS OF PARTICIPANTS FROM ALL FAITH BACKGROUNDS AND NONE.

THE DIRECTOR OF LIFELONG LEARNING, WHO OVERSEES WIDENING PARTICIPATION STRATEGY, IS A MEMBER OF THE UNIVERSITY'S EQUALITY AND DIVERSITY COMMITTEE AND THE EQUALITY FORUM. THERE ARE THEREFORE STRONG STRATEGIC LINKS BETWEEN THESE TWO AREAS OF WORK.

AN EQUALITY ANALYSIS HAS BEEN CARRIED OUT ON THIS ACCESS AGREEMENT WHICH DEMONSTRATES THAT THE UNIVERSITY HAS PAID DUE REGARD TO OUR RESPONSIBILITIES UNDER THE EQUALITY ACT 2010.

8. CONSULTATION WITH STUDENTS

STUDENTS HAVE BEEN INVOLVED IN THE DEVELOPMENT OF THE ACCESS AGREEMENT IN A RANGE OF WAYS. THE SU PRESIDENT IS A MEMBER OF THE WIDENING PARTICIPATION AND LIFELONG LEARNING STRATEGY GROUP, WHICH ADVISES ON GENERAL DIRECTION FOR THE ACCESS AGREEMENT, AND IS A MEMBER OF SENATE ACADEMIC DEVELOPMENT COMMITTEE, WHICH RECEIVED AND REVIEWED ANNUAL MONITORING AND EVALUATION DATA FOR 2014-15. CONSULTATION WITH STUDENTS OVER DRAFTING OF THIS ACCESS AGREEMENT BEGAN ON 17 FEBRUARY 2016 SHORTLY AFTER OFFA'S GUIDANCE WAS PRODUCED. IN ADDITION, MEMBERS OF THE STUDENT UNION EXECUTIVE PARTICIPATED IN COLLABORATIVE STAFF DEVELOPMENT FOR WIDENING PARTICIPATION TEAMS IN THE SOUTHERN UNIVERSITIES NETWORK WHEN STRATEGIC ISSUES AFFECTING ACCESS AGREEMENTS WERE DEBATED.

STUDENT AMBASSADORS ARE INTEGRAL TO ALL OUR OUTREACH ACTIVITIES AND PLAY AN IMPORTANT PART IN PROVIDING FEEDBACK AND SHAPING OUR PROGRAMMES OVER TIME. WE CARRY OUT A CONSULTATION AT THE END OF EACH ACADEMIC YEAR TO GATHER THIS FEEDBACK, INCLUDING COMMENTS ON THE APPROPRIATENESS OF THE TRAINING THEY RECEIVE. WE ALSO INVOLVE STUDENT AMBASSADORS IN INTERVIEWING FOR NEW AMBASSADORS AND FOR ANY NEW WIDENING PARTICIPATION STAFF.



UNIVERSITY OF WINCHESTER ACCESS AGREEMENT 2017/18 STATEMENT OF SUPPORT FROM WINCHESTER STUDENT UNION

AS PRESIDENT, I WOULD LIKE TO GIVE THE SUPPORT OF WINCHESTER STUDENT UNION TO THIS ACCESS AGREEMENT FOR THE UNIVERSITY OF WINCHESTER. I MET WITH THE DIRECTOR OF STUDENT SERVICES AND THE DIRECTOR OF LIFELONG LEARNING IN ORDER TO DISCUSS THIS AGREEMENT IN ITS DRAFT FORMATS. I WAS ABLE TO CONTRIBUTE IDEAS TO THE BEST WAY TO SUPPORT STUDENTS, DRAWING NOT ONLY ON RESEARCH CONDUCTED BY THE UNIVERSITY'S WIDENING PARTICIPATION DEPARTMENT, BUT ALSO WINCHESTER STUDENT UNION'S EXPERIENCE WITH SUPPORTING, ADVISING AND REPRESENTING THE DIVERSE STUDENT BODY.

THIS AGREEMENT REFLECTS SIGNIFICANT CHANGES TO THE BURSARY EXPENDITURE REFLECTED IN PREVIOUS ACCESS AGREEMENTS FOR THE UNIVERSITY. HOWEVER I AM PLEASED TO SEE THAT MONEY PREVIOUSLY GOING TOWARDS A LARGER BURSARY OFFERING WILL NOW BE GOING TOWARDS A REDUCED BURSARY PACKAGE AS WELL AS MEANINGFUL INVESTMENTS TO HELP BREAK DOWN MULTIPLE BARRIERS TO STUDENTS BEING ABLE TO SURVIVE AND THRIVE AT UNIVERSITY.

INCREASINGLY AT WINCHESTER STUDENT UNION AND NATIONALLY WITHIN THE STUDENT MOVEMENT, WE ARE AWARE OF THE IMPORTANCE OF CONNECTIONS AND SUPPORT IN RELATION TO EMPLOYABILITY AND ASPIRATIONS. THEREFORE THIS ACCESS AGREEMENT'S ACKNOWLEDGMENT OF THE IMPORTANCE OF SOCIAL AS WELL AS FINANCIAL SUPPORT IS ENCOURAGING, IN THE PILOTING OF AN EMPLOYER/ALUMNI MENTORING SCHEME SPECIFICALLY EMPHASISING DISABLED, BME, AND WHITE MALE STUDENTS WHO ARE FIRST GENERATION HIGHER EDUCATION STUDENTS. WE BELIEVE THAT CONNECTIONS WITH NOT ONLY EMPLOYERS, BUT CRUCIALLY WITH ALUMNI WHO WILL BE ABLE TO OFFER CAMARADERIE AND DEEP UNDERSTANDING, HAS THE POTENTIAL TO HAVE AN IMPORTANT IMPACT ON WINCHESTER STUDENTS.

OTHER ELEMENTS OF THIS ACCESS AGREEMENT WHICH ARE PARTICULARLY POSITIVE ARE THE INCREASE IN WELLBEING ADVISORS TO SUPPORT STUDENT MENTAL HEALTH. STUDENT MENTAL HEALTH, AND THE MESSAGE THAT EVERYONE HAS MENTAL HEALTH, IS ENCOURAGINGLY BECOMING INCREASINGLY AMPLIFIED AT UNIVERSITIES, AND THIS COMMITMENT TO SUPPORT WINCHESTER STUDENTS IN THIS WAY IS PARTICULARLY WELCOMED.

THE FOCUSES WITHIN THIS ACCESS AGREEMENT PARTICULARLY ON ACADEMIC ATTAINMENT, INCLUDING THE PROVISION OF CORE TEXT BOOKS AND IMPORTANTLY THE DEVELOPMENT OF THE PEER ASSISTED LEARNING SCHEME ARE PROMISING IN THEIR

POTENTIAL. SIMILARLY TO AN ALUMNI MENTORING SCHEME WHERE ROLE MODELS AND EXPERIENCE CAN HAVE AN IMPORTANT ROLE TO PLAY IN A STUDENT'S LIFE, SO TOO CAN PEER-LEARNING SITUATIONS WHICH CAN INCREASE CONFIDENCE, SUBJECT KNOWLEDGE, AND PERSPECTIVES ON SUCCESS.

LASTLY, IT IS GOOD TO SEE THAT IN THE BUDGET PLANS FOR ADDITIONAL RETENTION ACTIVITIES, INCLUDING EMPLOYABILITY AND SUCCESS AND IN PARTICULAR THE HARDSHIP FUND AND DISABILITY FUNDING, THE UNIVERSITY IS PLANNING TO INCREASE THE AMOUNT OF FUNDING TO THESE SCHEMES YEAR ON YEAR IN ORDER TO KEEP PACE WITH STUDENT NUMBERS.

IN CONCLUSION, WINCHESTER STUDENT UNION IS HAPPY TO OFFER ITS SUPPORT TO THIS ACCESS AGREEMENT. WE APPRECIATE BEING INVOLVED IN DISCUSSIONS AROUND ACCESS TO EDUCATION FOR ALL STUDENTS, AND APPLAUD THE UNIVERSITY OF WINCHESTER ON ITS CONTINUING VITAL WORK ON WIDENING PARTICIPATION AND ACCESS TO HIGHER EDUCATION.

SAVANNAH KING

PRESIDENT OF WINCHESTER STUDENT UNION, 2015/16