

University of Worcester

Access and Participation Plan: Office for Students Registration 2019-20

1. Introduction

1.1 The University of Worcester is home to over 10,000 students, over half of whom study on academic courses relating to Health and Education. The University places a strong emphasis on **student engagement, progression and employment**, as the Statement of Findings from the year two (2017) Teaching Excellence Framework (TEF) demonstrates: *“the University metrics, supplemented by the submission, indicate that students achieve excellent outcomes.”*¹

1.2 The University has long adopted a ‘**whole institution**’ approach to widening participation, and is committed to continuing and developing this initiative. Whilst this approach shares many features with other inclusive institutions, it also has some innovative aspects, particularly in its approach to developing students’ learning spaces. For example, the University Library, the Hive, is the first Public and University Library in the UK and the first such integrated library in Europe. This integration allows the University to engage in outreach across the region, raising the aspirations of children and young people from all backgrounds. There is tangible evidence of its success: in the year after its opening, book borrowing by teenage readers (not including University of Worcester students) increased by 356% and has remained at this high level since. The University has taken a similarly inclusive approach in the development of its other academic buildings, such as the University of Worcester Arena, the UK’s first indoor sports arena designed specifically for the needs of disabled athletes.

1.3 This Access and Participation Plan is set out in five parts:

- Part 1 Assessment of Current Performance, which is divided into 5 key indicators
- Part 2 Ambition and Strategy: Student Access, Success and Progression Goals
- Part 3 Investment
- Part 4 Provision of Information to Prospective Students
- Part 5 Consulting with Students

2. Part 1: Assessment of Current Performance

2.1 Approach

2.2 We have systematically addressed each of our locally adjusted benchmarks in order to assess **where we have made progress**, and to establish **where we need to make greater progress**. Wherever we identify an area that requires further attention, we have set targets to ensure that we make the requisite progress, and identified actions that will ensure that we meet those targets.

¹ TEF Panel, TEF Outcomes, The Office for Students, viewed 17 May 2018,
<<https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007139>>

2.3 In developing this Plan, we have also listened to our students, through collaborative discussion with our Students' Union, student academic representatives and through regular student experience surveys. The information and feedback which we have gained through these interactions have informed the development of this Plan, and will form the basis of an ongoing dialogue with our current students in developing our future strategy.

2.4 We are committed to achieving (or exceeding) our benchmarks and see this as part of a process of continuous improvement for the University. This Access and Participation Plan builds on the approach of our previous Access Agreements, but also sets appropriately challenging targets in relation to student success and progression.

2.5 We have reviewed our current performance against **five key indicators** using as relevant HESA Performance indicators, TEF data and our own internal data. The indicators are:

Section A	Applications, offers and admissions
Section B	Continuation/completion
Section C	Attainment: achievement of 1 or 2: 1-degree classification
Section D	Progression to employment/further study
Section E	Progression to highly skilled employment/further study

2.6 For each of these indicators, we have considered overall performance at institutional level. Our analysis has also addressed specifically the following groups in relation to benchmarks, where available and performance gaps:

- Entry qualification: A level/BTEC
- Gender: female/male
- Ethnicity: white/BME
- Age: young/mature
- Disability: No disability/Disability
- Low participation background: Polar Quantiles 345/Quantiles 1 and 2

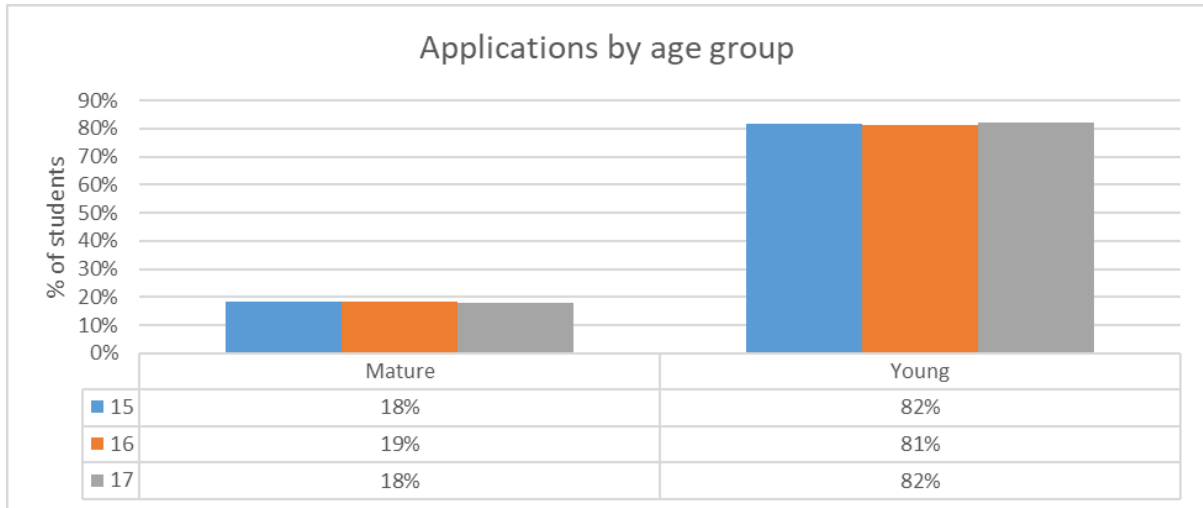
2.7 Each of the sections below identifies some of the successes and challenges for the University in the five key indicators. At the end of each section, where appropriate, we cross refer to one of Goals within Part 2.

3. **Section A: Analysis of Applications, Offers and Admissions**

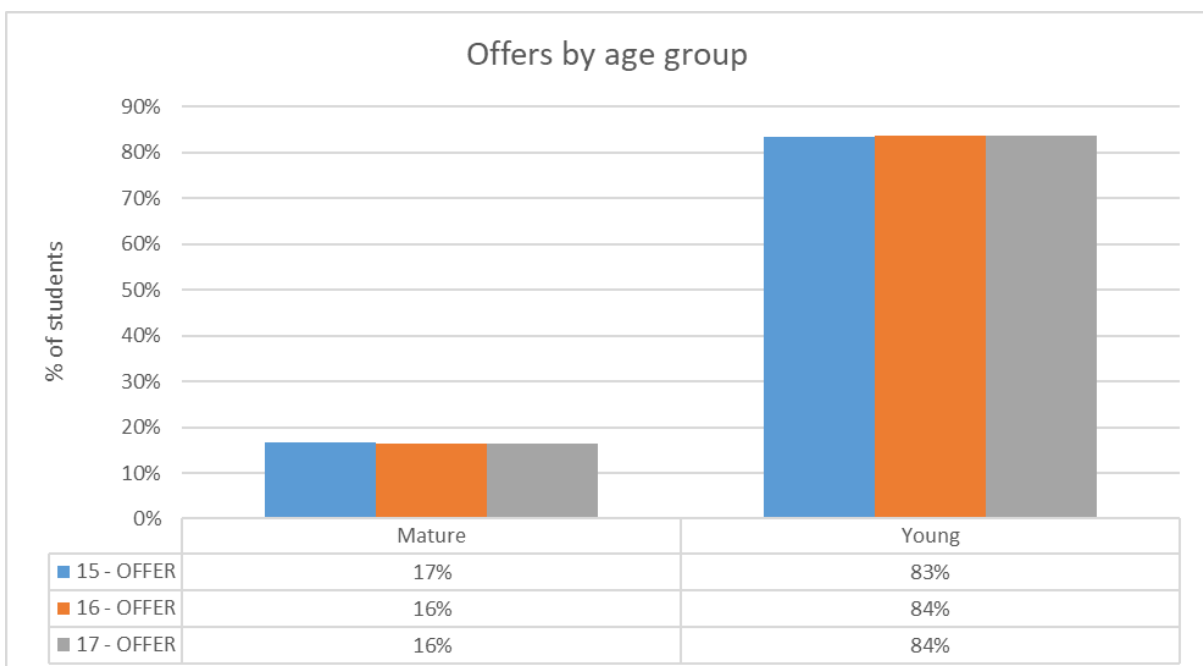
Age: young/mature

3.1 For ease of reference, we have categorised students into two age profiles: 'young' for those 18-25 years old and 'mature' for students over 25 at the point of application.

3.2 Our applications data shows overall that students applying to the University at undergraduate level are mostly young: consistently over 80% of our applications come from this group.



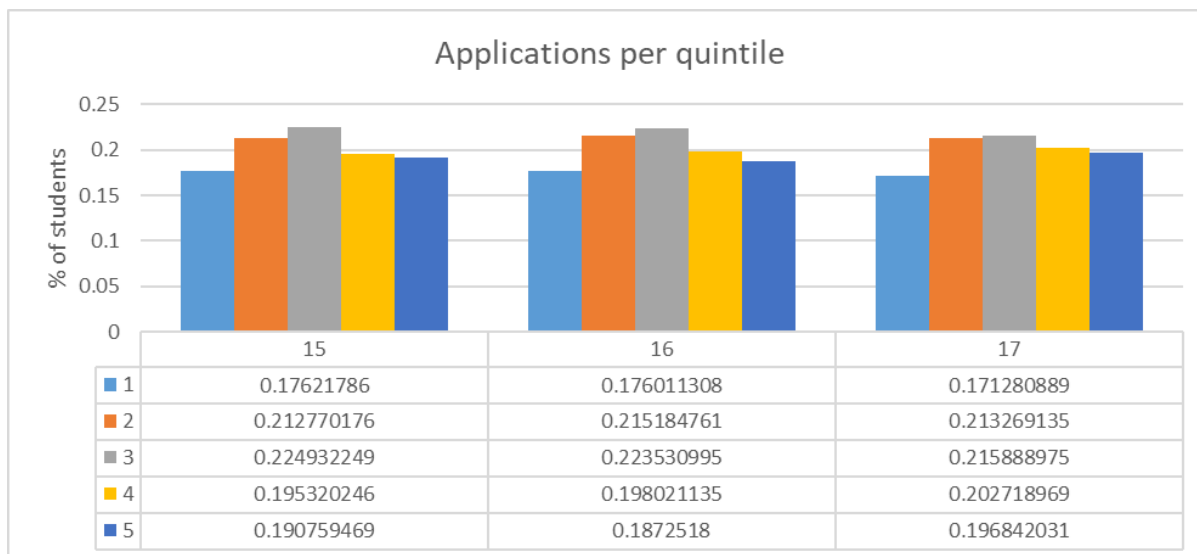
3.3 The table below shows that there is no significant difference in the proportion of offers that are made to students from either age category. Interestingly, though, the proportion of mature students accepting an offer and then registering at the University of much higher than for the young category: 65% mature compared to 27% young in the academic year 2017/18, this pattern has been consistent over the previous 3 academic years.



POLAR

3.4 The analysis of our data confirms the findings of the recent HEPI report², that the university attracts applications from each of the POLAR quintiles in broadly the same proportions that they are in society, and also evenly across all quintiles.

² Martin, I 2018, Benchmarking widening participation: how should we measure and report progress?, HEPI, viewed 17 May 2018, <<http://www.hepi.ac.uk/2018/04/05/benchmarking-widening-participation-measurereport-progress/>>



- 3.5 There is no material difference in the number of offers made to students, with offers being made across quintiles in the same proportions as applications received. Registrations are also broadly in line with the proportions of offers made across all quintiles.

4. Section B: Continuation/completion

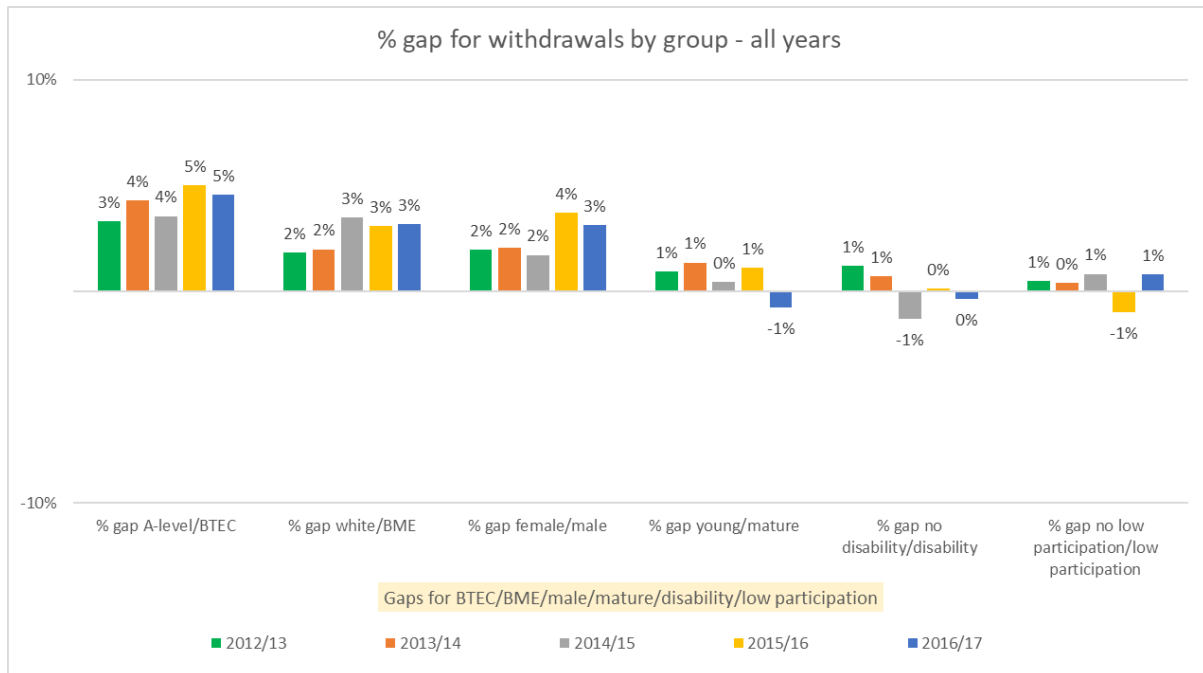
- 4.1 Our HESA performance indicator data (PI) for continuation shows an overall consistent performance at institutional level in line with or just above benchmarks. Non-continuation has increased by 2.8% over the last 5 years, although we continue to perform above benchmark. This is confirmed in our TEF metrics:

Table: TEF Continuation Metric

HE entrants in ...	Indicator	Benchmark	Difference
2012-13	93.3	91.1	2.3
2013-14	91.2	90.7	0.5
2014-15	90.5	90.3	0.2
TEF Metric 2017/18	91.7	90.7	1.0

- 4.2 **Our TEF metrics do not flag up any statistically significant differences in continuation rates according to gender, age, ethnicity, POLAR or disability.** Our HESA PI data also shows **good outcomes in terms of continuation for students from low participation backgrounds (2% above benchmark), and for mature students (at benchmark) overall.** We are not, however, complacent about differential withdrawal rates and recognise the need to develop our data analysis capacity to deal with 'intersectionality' (outlined later in Goal 2).
- 4.3 We know from our own data interrogation that students entering with **BTEC qualifications** have higher rates of non-continuation; **male** entrants are more likely to discontinue their studies than female entrants, and **BME** students also have higher rates of non-continuation (although the number of non-continuing BME students is small, 73 within the 2017 TEF metrics). **Male mature students** (although numbers again are small) are

vulnerable to early withdrawal or non-completion but also young males from low participation neighbourhoods.



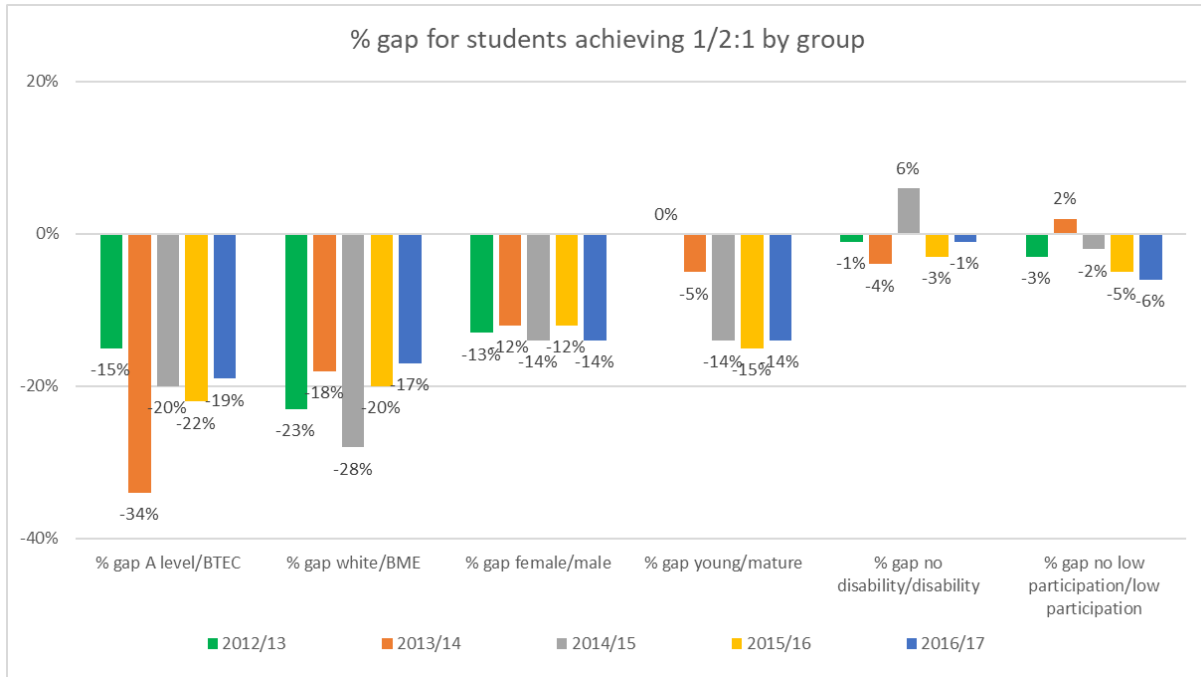
4.4 Our own interrogation of withdrawal data also shows that continuation/completion can be challenging for mature female students and for young male students on FD/HN courses.

5. Section C: Attainment

5.1 65.5% of 2017 University of Worcester graduates gained a 1 or 2:1 compared with 70.8% for the sector overall.

5.2 We have carried out an analysis of student attainment by student characteristics, and this shows, as can be seen below, that the most significant performance gaps relate to entry qualification and ethnicity, as is the case for the sector as a whole. There is no comparable benchmark for assessing the outcomes for graduates with different entry qualifications (as opposed to UCAS points equivalent), although recent analysis published by HEFCE shows this is significant (HEFCE, 2018). Our performance gap for BME students at 17% is the same as that for the sector as a whole and is based on small numbers (122 students graduating with 1 or 2:1 in 2017). There has been some improvement over the five year period, and we remain committed to further narrowing the gap.

5.3 The outcomes gap for students by gender shows a persistent gap for males of 12/14% for the University as compared to a 5% gap nationally. There is also a persistent gap in outcomes between young and mature students at 14/15%, which is slightly above the 12% national gap. The gap between graduates without a disability and those declaring a disability is small and narrower than the national performance gap for these groups (3%). Similarly, although there has been a small increase in the difference in outcomes between graduates from POLAR quintiles 1 and 2, and those from 3, 4 and 5, this is narrower than the national gap of 10% since 2013/14.



(Source of data – internal Data Management Unit reports on attainment)

5.4 This analysis of attainment data for different social groups over the last 5 years indicates that our focus should be on narrowing the gap for those entering with BTEC qualifications, male students, BME and mature students. Male students with BTEC entry qualifications are particularly found on our Sports, Creative Arts and Business courses so we intend to focus effort there (outlined later in Goal 3).

6. Section D: Progression to employment/further study

6.1 In relation to progression to employment and further study, **our track record is good overall**. We perform at or near our benchmark, with a 2017/18 TEF indicator to the benchmark of 94.4 /95.2 (-0.9). The gap between indicator and benchmark is slightly higher for first-degree graduates 93.9/95.0 (-1.1). It is lower for FD and HN graduates (0.2), mainly because a high proportion progress to top-up Hons degree courses. The analysis below therefore focuses on first-degree graduates.

6.2 We are in the **top 10 for ‘Sustained employment with or without further study’ in the most recent Longitudinal Educational Outcomes data**, which looks at employment rates 1 year (9th), 3 years (9th) and 5 years (8th) after graduation.

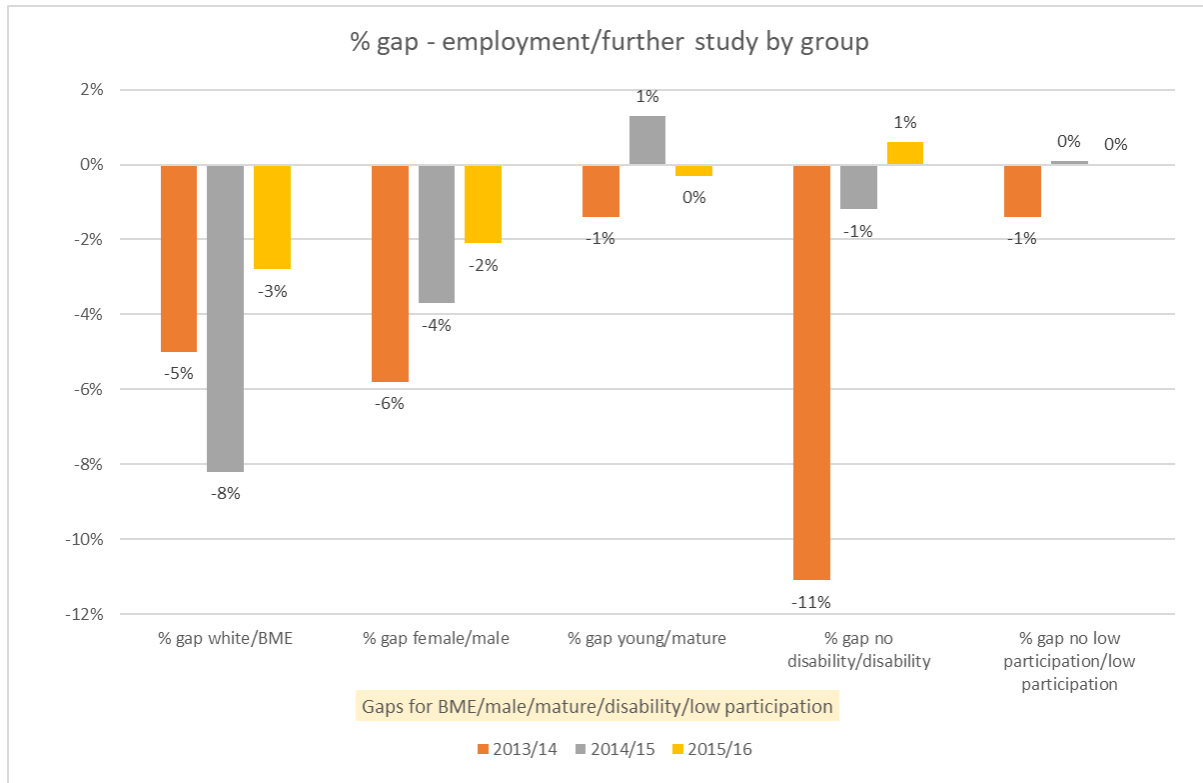
Table: TEF Employment or Further Study Metric

HE entrants in ...	Indicator	Benchmark	Difference
2013-14	92.1	94.6	-2.5
2014-15	96.0	95.5	0.5
2015-16	95.1	95.7	-0.6
TEF Metric 2017/18	94.4	95.2	0.9

6.3 There are no statistically significant differences identified in our TEF metrics for University graduates in employment or further study 6 months after graduation, in relation to age, POLAR quintiles, or gender at institutional level. The data shows that for both Black and

Asian students there is a -2.2% and -3.6% difference between the indicator and the benchmark, and for disabled students a -2.1% difference – but again these are not marked as statistically significant.

6.4 An analysis of outcomes for different social groups over the last three years is set out below; we have not at this point been able to benchmark the analysis with national data.



(Source of data – internal Careers Service reports on DHLE survey)

Ethnicity: 2015/16 graduate data shows that we have made considerable progress in reducing the size of the gap in progression rates for BME graduates, reducing it to 2.8%, which is considerably narrower than the -5 and – 8% gap of the previous two years. We are, of course, committed to continuing to reduce this still further. It should be noted that the number of BME University of Worcester graduates each year is small, with 10% of students overall identified as BME.

Gender: 2015/16 graduate data shows -2.1% gap for male graduates, which is narrower than the -6% and – 4% gap of the previous two years.

Age: There is no significant gap in progression to further study/employment for young and mature students.

Disability: 2015/16 graduate data shows graduates with a disability were 0.6 more likely than those without a disability to be in further study or employment which is quite different from the -11% gap for disabled graduates three years ago.

Low participation: There is no significant gap in gap progression to further study/employment over the last three years.

6.5 This analysis of employment /further study outcomes shows our record is good in supporting graduates from all groups into employment or further study. We continue to be aware however of the need to provide support for BME and disabled students. As the next section shows it is progression to highly skilled employment and further study where our efforts need to be focused (also outlined later in Goal 4).

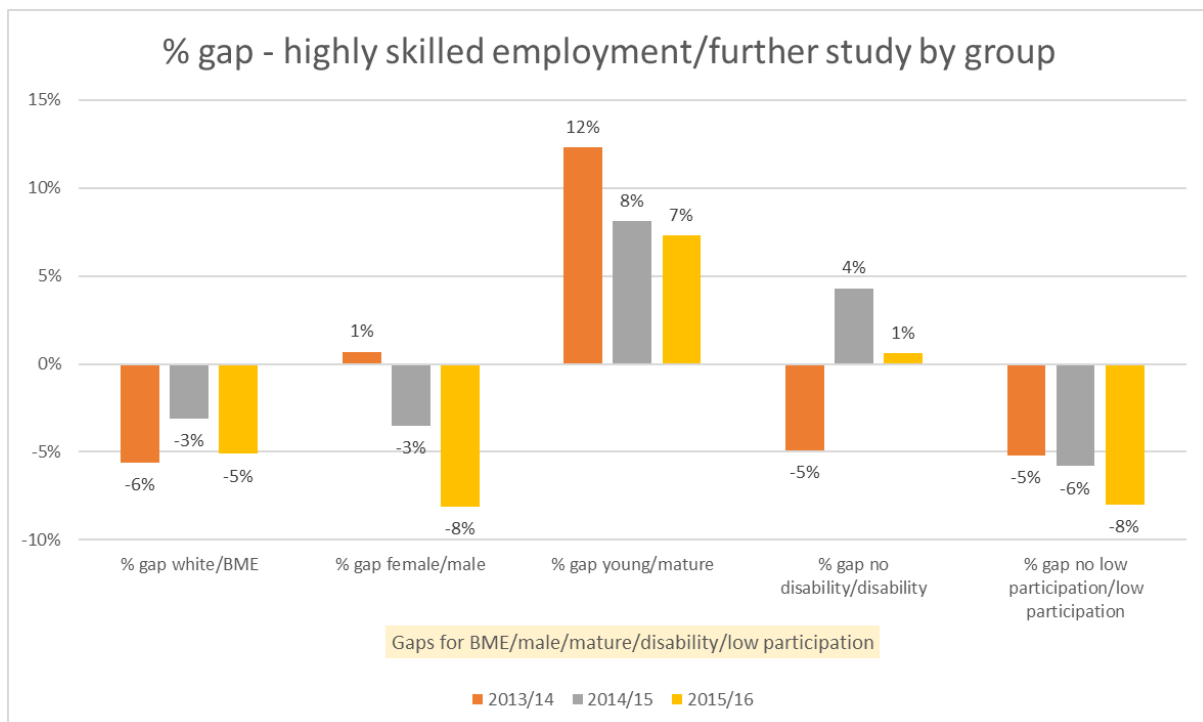
7. Section E: Progression to highly skilled employment or further study

7.1 We know from our 2017/18 TEF metrics (below) that our graduate outcomes in relation to this metric needs further improvement, particularly for first degree entrants. The TEF metrics for different social groups indicated some significant differences in outcomes, but not always in the way one might expect.

Table: TEF Highly Skilled Employment or Further Study Metric

HE entrants in ...	Indicator	Benchmark	Difference
2013-14	65.0	67.9	-2.9
2014-15	69.6	71.0	-1.4
2015-16	70.1	72.9	-2.8
TEF Metric 2017/18	68.2	70.5	-2.3

7.2 Our analysis of DLHE data for outcomes six months after graduation for the last three years is set out in the graph below which indicates that in terms of graduate employment and further study the gap has increased in relation to gender and graduates from low participation neighbourhoods. It has improved in relation to age and disability, whilst remaining stable in relation to ethnicity.



(Source of data – internal Careers Service reports on DHLE survey)

Ethnicity: we have a negative TEF flag for white students (-2.4) but not for BME students (-1.6) and although there are larger negative differences against the benchmark for black

(-3.2) and for Asian (-2.6) students, these are not flagged as statistically significant. Our own analysis of DLHE data suggests that there is a progression gap of around 5% for BME first degree graduates into further study or highly skilled employment, which reflects the gap at sector level.

Gender: the picture in relation to gender is complex: we have a negative TEF flag for female graduates (-3.5) in terms of progression to further study/highly skilled employment. Our DLHE data indicates an increased gap in outcomes of -8% for male students, against a gap of less than 1% for the sector as a whole. There are regional factors that affect rates of entry to graduate level jobs, and these are not taken into account in benchmarks.

Age: TEF metrics indicate we are performing below the benchmark for both young and mature students, although as the graph above indicates mature students do better than young graduates in terms of outcomes. At national level the gap is 4%, the University gap has been narrowing and the latest data shows a 7% gap.

Disability: our 2017/18 TEF outcomes show we perform 2.3% below the benchmark for both graduates with and without a disability, but it is for only those without a disability that is statistically significant. Moreover, our DLHE data show that in two of the previous three years graduates with a disability have been slightly more likely to progress to highly skilled employment or further study. Numbers are of course small

Low participation: TEF metrics show a -2.3 difference between the indicator and the benchmark for those from POLAR quintiles 1 and 2. Our DLHE Data indicates a persistent gap for first-degree students from low participation neighbourhood of -5% and most recently -8% which is slightly more than the gap at national level.

8. **Part 2: Ambition and Strategy: Student Access, Success and Progression Goals**

8.1 After review, we believe that our current ambition and strategy in relation to access remains appropriate. We will continue to work towards the targets that we have set in previous Access Agreements in relation to outreach, collaboration and schools improvement work. Our whole institution approach is clearly delivering success for students and whilst we are pleased with our progress in this area we remain committed to continuous improvement. We will continue to invest in the successful graduate ambassador programme, our pre and post 16 outreach programmes, our collaborative work through the Aimhigher collaborative partnership and in our institution-wide work to develop links and partnerships with schools, colleges and other organisation.

8.2 Our analysis of performance with respect to retention and success shows a complex and mixed picture: some of our outcome metrics indicate there is no significant gap in performance for disadvantaged groups, or the gap has narrowed over time. For some outcome metrics, notably in relation to attainment, we have persistent gaps in performance for disadvantaged or under-represented groups and some significant gaps in relation to gender.

8.3 Our assessment has highlighted some key areas where we will focus our efforts:

- Building on the success we have demonstrated to date in retaining and supporting the success of students from low participation neighbourhoods and disabled students;
- Reducing withdrawal and non-completion for those on FD/HND courses, particularly mature female students and young male students, and those entering with BTEC qualifications;
- Reducing the attainment gaps for male, mature, and BME students and those who enter with BTEC qualifications;
- Improving the proportion of students from all social groups in entering highly skilled employment or further study.

8.4 In order to articulate how we intend to achieve the developments identified above we have agreed upon a number of institutional goals, as set out below:

8.5 **Goal 1: To continue to grow applications and registrations from students from lower socio-economic groups; mature students; students from low participation neighbourhoods and other under-represented groups.**

This will include:

- Defining specific outreach activity for target groups of learners.
- Growth in the number of allocations and registrations from students within the NCOP areas;
- Strategic partnerships with schools and colleges in areas where the most progress in attainment and progression is needed, including in Opportunity areas.

We will achieve this through:

8.6 **Strategic Partnerships with Schools**

Delivering our well-developed programme for Supporting Capacity in Leadership Governance. Our school improvement programme is designed to focus on the 'capacity to improve' in school leaders and we provide bespoke support for middle and senior leaders in a range of school settings. Our framework draws on a range of data including through direct measures such as SATs and GCSE/A level outcomes as well as indirect measures such as teaching and learning exchange, knowledge mobilisation, motivation and joint practitioner development.

8.7 **Whole Institution Outreach Programme**

As a demonstration of our commitment to the employability of our own graduates, we have developed the Graduate Ambassador Scheme. Graduate Ambassadors are recent University of Worcester graduates, who share their knowledge and experience of University. Graduate Ambassadors are full time, trained members of staff who can talk authentically about making friends, settling in and campus life, demystifying areas like student finance and the application process and answering the key question of what University is really like. Graduate Ambassadors work in partnerships across the institution with academic and Professional Support teams to deliver a wide range of sequenced and impactful interventions across all of the key target groups as well as through general outreach activity. Details of these activities are included within Goal 1.

8.8 Targeted Work with Care Leavers

In addition to our targeted outreach work we have a separate strategy for supporting Care Leavers. This strategy, whilst emerging from our desire to support Care Leavers, also recognises the specific circumstances of a range of students, including student parents and young carers. It seeks to set out the ways in which the University supports these students throughout the lifecycle.

8.9 NHS and Nursing & Midwifery Students

We have included specific targets (Table 8a) related to the recruitment, retention and success of Nursing and Midwifery students. We are also mindful to ensure that our approach to student financial support considers the potential impact of the shift from NHS bursaries to fee-paying.

8.10 Support and Enabling for Disabled Students

Support for disabled students is already embedded across all areas of the institution. However, we continue to review the impact of our work in this area within our strategic context of providing opportunities for all. This has led to a refining of our approach and plans to further refine our provision and where possible to embed our practice within the inclusivity aims across the whole Institution. We have included specific targets in relation to attracting disabled students into the University (Table 8a).

8.11 Student Wellbeing and Mental Health Support

The University has an established multi-agency approach to student mental health support, working with partners including Worcestershire Health & Care NHS Trust and Worcestershire County Council Public Health. We will continue to build our data and evidence base to develop our strategy in this area and to refine our provision to better target our resources. This work will be closely aligned with the work that we are developing in the areas of student success and progression to ensure that support for disabled students is seamless across all areas of the student lifecycle. We will also continue to deliver our student wellbeing and health campaigns in collaboration with the Students' Union.

9. Goal 2: To improve student retention, as measured through HESA continuation rates, to at or above the benchmark for the majority of courses/subject areas and for the University overall by 2023, and to reduce the differences in withdrawal rates for disadvantaged groups.

We will achieve this by:

9.1 Improving Student Engagement

- Developing effective support mechanisms that are aimed at narrowing the disparities in continuation and completion rates for males, mature students, BME students, and students who enter with BTEC qualifications, through targeted mainstream support and targeted intervention within courses where there are significant disparities.

- Improving retention on Foundation Degree and Higher National Diploma courses through embedding planned and coherent strategies on study skills, academic, information and digital literacy.
- Developing a programme of support for students returning following a period of interruption.

In keeping with our whole institution approach focused on inclusion, we are implementing major projects on student engagement monitoring, assessment and feedback, and the personal academic tutoring system. Our aim is to embed a culture whereby student retention is regarded as everyone's responsibility, and in which there are clear expectations about engagement with learning activities. We plan to implement Jisc Learner analytics systems and to do so in a way that will empower learners to monitor and reflect on their learning progress, and engage in meaningful discussions with personal academic tutors. Underpinning this will be robust systems for recording attendance and monitoring disengagement. We have already started this work and initial feedback suggests it is having a positive impact on student engagement.

9.2 Understanding Our Students

In analysing our performance on retention, continuation and completion, we have made considerable use of our data on assessment outcomes and identified a number of areas where we consider that we should review current practice. This includes students who do not submit assignments, and students who under our regulations are eligible to progress but opt not to return to the next year of study. We are already in the process of implementing electronic management of assessment, which permits more robust monitoring of engagement and performance, and we have embarked on work to develop student understanding of assessment requirements. This work will continue through a review of our assessment regulations and policy with particular respect to formative assessment and how this impacts on progression and success.

10. **Goal 3: To improve year on year student success, as measured through attainment of top honours for those groups where there remains a significant difference in outcomes, so that differences in outcomes are at least no greater than those at sector level in relation to gender, entry qualification, age and ethnicity.** We recognise that we need to do more to address the persistent attainment gaps for key groups of students, whilst at the same time guarding against grade inflation.

We will achieve this by:

- 10.1 The further strengthening of our personal academic tutoring scheme, to focus more explicitly on personalised learning to support all students in achieving their potential – this will include training for Course Leaders and for PATs so they have a good understanding of issues related to inclusion and attainment gaps.
- 10.2 Embed within all programmes planned and coherent strategies for student skills development; initially we will target those courses with a high proportion of BTEC entrants, which includes those in Sport, Business and Creative Arts, and Foundation Degrees in Education, Health and Social Care.
- 10.3 As well as the measures specified above to improve retention, our key measures include:

- Implementing the recommendations of our direct entrant transitions project;
- Supporting student transitions with a particular focus on BTEC entrants and access to pre-entry and first-year study skills support;
- Embedding within courses planned and coherent strategies for the development of academic, information and digital literacy through the 'learner journey's' project;
- Further development of our Care Leavers strategy based on evaluation and impact analysis;
- Pre-entry and transitional work for key groups of disabled students identified as having additional needs in transition support;
- Supporting student transitions – including disabled students.

11. Goal 4: To improve progression to highly skilled employment or further study to 1% above the benchmark for the majority of courses/subject areas and for the University overall by 2023, and to systematically reduce differences in outcomes for disadvantaged groups.

We will achieve this by:

11.1 Undertaking a review of our employability strategy. We will target those courses where there is underperformance and/or significant progression gaps, and work with Course Leaders and personal academic tutors to plan and provide enhanced support for students most at risk (e.g. disabled, BME and white working class males). Student outcomes in relation to progression to highly skilled employment or further study vary quite considerably across the University course portfolio, and therefore our intention is to embed more explicitly at course level, more planned and coherent strategies for the development of work-related learning and career planning and guidance.

11.2 Key measures include:

- Development of degree apprenticeships;
- Increasing the take-up of placement and work-based learning opportunities;
- Increasing the number of students who progress to further study at the University;
- Working with the LEP to increase the number of graduate-level jobs in the region;
- Outreach work with employers to promote the availability of work placements and opportunities for students to engage with employers;
- Embedding within courses planned and coherent strategies for the development of work-related learning and careers planning and guidance;
- Development of a Careers toolkit for personal academic tutors;
- Establish career mentoring schemes for students most at risk of not progressing to highly skilled employment (disabled, BME and white working class males);
- Further development of the Worcester Award Scheme offering opportunities to obtain recognition for extra-curricular employability and leadership development activity;
- Promotion and development of the enterprise and entrepreneurship opportunities available through the Worcester Business School.

12. **Goal 5: To further strengthen our whole institution approach to access and participation through the development of institutional practices in relation to delivery monitoring, evaluation, reflection and planning.**

12.1 Our strategic plan commits us to providing an outstanding educational experience for our students, based on inclusion and enabling all students to fulfil their potential. This ambition drives and frames our objectives and priorities in relation to improving student outcomes, within a whole institution approach to access and participation. We have evaluated our progress in implementing a whole institution strategy to identify strengths and areas for development.

12.2 The key strengths of our institutional strategy are:

- Institutional commitment to values, vision, mission and strategic plan in which 'inclusion' permeates all parts of the University;
- A whole lifecycle approach to ensuring commitments are embedded in practice and outcomes;
- Staff from across academic and professional support departments working collaboratively and in partnership to achieve outcomes;
- Student engagement embedded in our processes, with student and recent graduates employed to support achievement of institutional goals in relation to WP;
- A strong track record in support for disabled students and development of University estate that is explicitly informed by inclusion;
- Passionate and committed staff who drive the agenda forward through 'bottomup' projects and initiatives that impact directly on and engage students.

12.3 In developing and strengthening our approach we plan to:

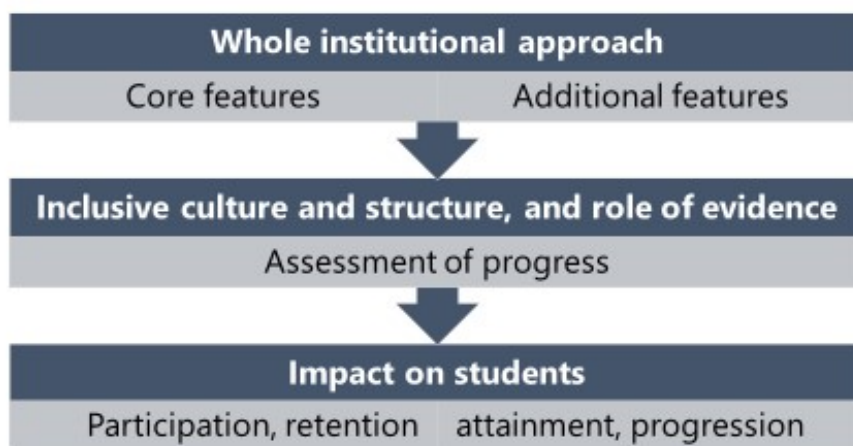
- Develop our capacity in relation to use of data to support evaluation and planning at all levels;
- Empower all members of the University to further develop their skills and capacity to deliver inclusive practice for all student groups by raising their awareness and understanding;
- Strengthen coordination, communication and monitoring of strategy;
- Ensure coherence across strategic agendas, e.g. in relation to TEF and WP goals, strategies and actions;
- Develop a further approach to evaluation that is evidence-informed and ensures accountability.

12.4 The University has a robust and systematic approach to the use of key performance indicators in relation to all key measures of access and student outcomes, particularly drawing on HESA and TEF data. We are committed to the development of our own internal capacity to access (e.g. through HEIDI plus), analyse and make accessible data and information which will further inform decision making about priorities at both institutional and departmental levels within the University. This is a priority for development over the next period.

12.5 In further developing our approach we seek to strengthen inclusion as embedded within the culture and structure of the University, to enable members of the University to be sufficiently well informed and have the capacity to implement inclusive practices in all aspects of institutional work. From recruitment and

outreach, through to pre-entry support and admissions, learning, teaching and assessment, academic support and progression to employment and further study, there will be an embedded and coordinated approach to inclusion that takes account of all student groups. Our ambition is that this will achieve consistent sustainable improvements. All of our policies and processes will continue to be reviewed in relation to inclusive principles, and we will make this a more explicit requirement. Similarly, our professional staff development will be underpinned by explicit mapping to principles of inclusion.

- 12.6 A key priority for 2019/20 is the implementation of a toolkit for embedding inclusion into learning and teaching, articulating a set of principles or benchmarks for inclusive practice and against which modules and courses can be audited for good practice. Our intention is to take account of the principles of universal design for learning and good practice in accessibility, and cultural inclusion from across the sector to establish a University of Worcester toolkit that will support staff in designing and reviewing their curriculum and teaching and assessment practice.
- 12.7 Our evaluation has highlighted the need to further strengthen the coordination and communication of our strategy and plans, and to ensure coherence with related development agendas such as TEF. To achieve this, we will ensure this plan has wide ownership through the University, led by the Vice Chancellor and the University's senior leadership team. We will also ensure that it is regularly monitored and evaluated. The Student Performance Monitoring Group will take a lead in this. Chaired by the Pro Vice Chancellor Students and with membership from key University academic departments and professional support services, the Group will take lead responsibility for communicating, monitoring and evaluating the University Access and Participation Plan. It will provide a focus for coordinating and leading the 'top-down' work of the University in relation to the widening participation agenda. We will establish an annual schedule of meetings for this purpose and ensure there is regular reporting through to Academic Board and the Board of Governors.
- 12.8 Fundamental to our strategic whole institutional approach in going forward is a further developed evaluation model. Our aim is to adopt and adapt the three-stage model based on accountability, improvement and impact developed by Thomas, 2017. This will build on our already established approach to project management that defines success measures as part of the project planning stage of an initiative, and also on our embedded annual monitoring and reporting on outcomes.



[from Thomas, L. Understanding a whole institutional approach to widening participation: final report, 2017, OFFA]

12.9 During 2019/20 we will use this model and the inclusion toolkit to systematically review and evaluate the key features of our whole institution approach. We will do this through self-evaluation at institutional and departmental levels ensuring that students are fully engaged in the process. We will seek to measure progress in implementation and establish an ongoing framework for collecting evidence of the impact of the strategy not only in terms of outcomes but also in relation to process and learning. We will ensure our evaluation is accompanied by systematic monitoring of lead indicators and metrics for our key target groups in terms of:

- Application
- Admission
- Continuation/Retention/Completion
- Attainment
- Progression to further study /employment
- Progression to further study/highly skilled employment

13. To support the delivery of the goals we give consideration to student financial support and equality and diversity in the following ways:

13.1 Financial Support for Students

13.2 We assess the impact of our financial support on an ongoing basis. A review of the impact of the financial support offered to students from widening participation backgrounds, considered the evidence from national reports on bursaries and scholarships and their impact on widening participation, and our own local evidence. We analyse data at student level and surveys have been undertaken with groups of students in order to better understand the individual impact of financial support, as well as identifying how students benefit from the support they receive. We regularly consult with students and the Students' Union and seek advice from our professional support staff providing financial advice to our students.

13.3 The University of Worcester Reach scheme utilises a bursary management system to distribute funds to students that can be used to purchase a wide range of goods and

services, including textbooks, study materials, stationery and technology. A secondary pilot has provisioned Key/Core texts to all new students on a selection of courses in ebook format and pre-loaded onto electronic devices. The devices are being piloted as a tool to embed technology-enhanced learning and are used as the primary device used in interactive teaching both inside and outside the classroom.

13.4 Both elements of the pilot have a full evaluation strategy and will inform our planning for student financial support in future years. Initial early-stage findings from the pilot have been encouraging and include:

- High levels of engagement with the reach scheme, over 60% of spend through the scheme have been books and other study related materials.
- 98% of the students on the tablet device are actively interacting with the etextbooks.

13.5 We will continue with the pilot of the device element of the Reach scheme in both up to 2018-19. This will provide a full 3 years' worth of data on the impact of the scheme on all aspects of our strategy for access, student success and progression.

13.6 In addition, we will continue to provide a bursary to students in year 1 of £100 and £50 for year 2 and 3 students.

13.7 The pilot has been designed to maximise the evidence base we have for developing our approach to student financial support in the future, and we will put in place a comprehensive programme of impact assessment and evaluation. Our aim is to identify the positive impacts of the provision of all the key elements that a student will need to successfully participate in their University experience; this will inform both the level and targeting of financial support for students in future years.

13.8 Our student hardship fund continues to be an essential part of the financial support we provide for students. The fund has been maintained over previous access agreement and we will continue to offer a similar level of support to students in 2018-19, which means increasing the total available hardship fund in relation to our growth in student numbers.

14. Equality and Diversity

14.1 A commitment to equality and diversity continues to be driven by the highest levels of the University and reflect our desire to take a whole institution approach with strategic direction drawn from across all levels.

14.2 Going forward, our commitment is to extend beyond our public-sector duty by setting objectives to create an environment in which all students succeed academically, feel that they belong, and which equips them with the skills that will enable them to succeed in an intercultural, interconnected and globalised world.

14.3 We will achieve this through:

- Improved knowledge and understanding of the diversity of our students

- Addressing any differential attainment, specifically success for BAME students, mature students and disabled students
- Development of 'Diversity Competence' through our learning, teaching and assessment practices
- Development of extra-curricular activities which contribute to students developing diversity competence
- Developing staff to ensure that they are diversity competent and can support and teach students in a way that embeds equality and diversity.

14.4 We have clear aspirations which are being championed by the Pro Vice Chancellor Students to achieve the Race Equality Charter mark, and we have an ongoing commitment to the development of our equality work e.g. we are aiming to achieve the Athena Swan bronze award.

15. **Part 3: Investment**

15.1 We have made informed predictions of our student numbers for 2019 -2023 based upon the actual numbers for 2017-18 alongside a forecasted impact of the demographic changes. The demographic decline in school leavers is likely to result in a reduction in overall student numbers accessing higher education over the period covered by this plan. The result of these changes will impact on the total amount that we are able to commit to access, student success and progression compared to what was predicted in previous Access Agreements, however the University will maintain its existing level of investment in widening participation as a proportion of additional fee income. We will commit 19% of our additional fee income to support the development, delivery and impact assessment of the strategy and activity detailed within this plan. We are committed to ensuring that continuous improvement is maintained and that our ambitious strategy is achieved.

15.2 This Access and Participation Plan demonstrates our ongoing commitment to investment in outreach, student success and progression across a broad age range, and developing our strategic approach to fulfil our mission for student engagement, participation and continued success.

15.3 Our assessment of our performance and position in the sector indicates that although we continue to see the positive impacts of our whole institution approach, we want to make quicker progress in gathering robust evidence of the impact of practices on specific groups of students. A key feature of this plan is the investment and implementation of a systematic approach to **evaluating the impact of our work** in this area, and understanding the differences that this makes to all students across the whole spectrum of the student lifecycle.

15.4 We are mindful of the potential impact of funding changes, the upcoming reviews of the National Collaborative Outreach Programmes and post-18 education. This has informed our strategic approach in planning how to achieve the challenging goals that we have set out in Part 2 of this Plan in relation to fair access. We have considered carefully our strategic approach, and as part of this, aim to strengthen our infrastructure to protect our students from any impact of these reductions.

15.5 The approximate distribution of funding will be total expenditure of £4,959,662 on access to learning financial support and bursary expenditure; profiled as follows:

£1,032,261 on additional outreach and access measures:

£1,548,392 on student success:

£1,346,728 on progression:

£1,032,281 on financial support.

16. Fees

16.1 The University will charge the maximum fee of £9250 (plus inflation) in 2018/19 for all our undergraduate courses. Students studying part time will not exceed the maximum fee level of £6935 (plus inflation). The University has established a Fees, Scholarships and Bursaries Committee, chaired by the Pro Vice Chancellor Students and comprising representatives from relevant disciplines across the University including Finance, Registry, Academic Departments and Access and Inclusion. In reviewing this year's fee proposals, the Committee considered at length the potential impact of fee levels on students, and sought to achieve a fair and reasonable fee arrangement. The Committee made its recommendations to the Vice Chancellor's Advisory Group, which considered and discussed the proposals and approved them on behalf of the University.

16.2 Fee Increases

16.3 Where our fees are below the fee cap we may apply annual increases in fee levels for continuing students. Where we do this, it will be in line with the appropriate inflationary measure set by the government. Any fee increases will be calculated using the Office for Budget Responsibility forecast RPI-X. This information will be clearly articulated in the information that we publish to students.

17. Part 4: Provision of Information to Prospective Students

17.1 We will publish clear and accessible information on the fees that we charge, and any financial support offered, in printed materials (e.g. the University Prospectus) and prominently on the University's website.

17.2 We will ensure that applicants at Open and Visit Days, have the opportunity to attend specific sessions on Fees and Finance. In making offers, we will always refer to the financial commitments that the student is undertaking and any financial support that is available. Within this commitment, we recognise the need to provide clear, accessible and appropriate information that supports students in their decision-making.

17.3 We will ensure that students are able to find information easily in a format that is relevant to them and that is accurate, up to date and continually reviewed. All communication with students and prospective students will be adhere to the Competition and Markets Authority (CMA) guidance for Higher Education.

18. Part 5: Consulting with Students

18.1 We have worked closely with our students as partners for many years, and we are deeply committed to this approach in achieving our ambitions for access, success and

progression. We provide a range of resources and support to the Worcester Students' Union, to enable them to help us to hear the student voice and to provide effective student academic representation and advice and guidance. This includes monetary advice, academic and disciplinary representation, and the development of sports societies and volunteering. All of these activities are vital in improving the student experience and all have a positive impact on student happiness, retention, progression and success. The 2018 Course Experience Survey (CES) has shown a 3% rise in satisfaction with the Students' Union.

18.2 The Students' Union exists to represent all students at the University and prides itself on embracing diversity and on promoting inclusion. From electing Full and Part-Time Officers representing different cohorts of students, to campaigning on issues of diversity, to ensuring the presence of Welfare and Inclusivity Officers on each sport and society committee, the Union takes this aspect of its work very seriously. An example of this in action is the proactive promotion of the national #TakeAStand campaign during the annual Varsity competition, with players and captains producing a video and signing a pledge to stamp out any form of discrimination in sport, as well as wearing rainbow laces during the fixtures. The role of President has a strong welfare focus ensuring that such matters are consistently championed by the Union. The Union also strives to keep the cost of getting involved in activities such as societies and sports as low as possible, operating a grant system to support those groups, to ensure that students are not excluded for financial reasons.

18.3 The Union operates an independent advice service that provides 1-2-1 guidance for students. The casework undertaken helps to inform the Union's ongoing campaigns and activities, such as a recent Accessibility Fair and academic support campaign. We are committed to growing the role of the Students' Union in the representation and development of our students. We have therefore identified several key areas where we wish to see the Students' Union take a leading role:

- a. Peer mentoring initiatives e.g. Student Minds' peer support network and the Post Graduate student mentoring scheme;
- b. Supporting the growth of diversity competence among students through training development and campaigns;
- c. Enhancing the role of internship support and work placement opportunities;
- d. Increased participation in recreational sport and activities related to health and wellbeing;
- e. Increased investment in developing the diversity of representation;
- f. Data, evaluation and monitoring: involving students in the coordination of surveys, focus groups and report commissioning.

End.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

Where our fees are below the fee cap we may apply annual increases in fee levels for continuing students. Where we do this, it will be in line with the appropriate inflationary measure set by the government. Any fee increases will be calculated using the Office for Budget Responsibility forecast RPI-X. This information will be clearly articulated in the information that we publish to students.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£9,250
Foundation year / Year 0		*
HNC / HND		£9,250
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		£925
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
CertHE / DipHE	Halesowen College - 10002852	£9,250
First degree	Halesowen College - 10002825	£9,250
Foundation degree	Halesowen College - 10002825	£9,250
First degree	Herefordshire and Ludlow College - 10003023	£9,250
Foundation degree	Herefordshire and Ludlow College - 10003023	£9,250
First degree	Iron Mill Education Limited - 10045793	£9,250
Foundation degree	Iron Mill Education Limited - 10045793	£9,250
First degree	National Childbirth Trust - 10009715	£9,250
Foundation degree	National Childbirth Trust - 10009715	£9,250
First degree	Somerset County Council - 10005959	£9,250
Foundation degree	Somerset County Council - 10005959	£9,250
First degree	Westcountry Schools Trust - 10057945	£9,250
Foundation degree	Westcountry Schools Trust - 10057945	£9,250
Foundation degree	Birmingham Metropolitan College - 10006442	£9,250
HNC / HND	Kidderminster College - 10053960	£9,250
Foundation year / Year 0		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£6,935
First degree	Halesowen College - 10002852 -	£6,935
First degree	National Childbirth Trust - 10009715 -	£6,935
Foundation degree		£6,935
Foundation degree	Birmingham Metropolitan College - 10006442 -	£6,935
Foundation degree	Halesowen College - 10002852 -	£6,935
Foundation degree	Herefordshire and Ludlow College - 10003023 -	£6,935
Foundation degree	Iron Mill College - 10045793 -	£6,935
Foundation degree	National Childbirth Trust - 10009715 -	£6,935
Foundation degree	Somerset County Council - 10005959 -	£6,935
Foundation degree	Westcountry Schools Trust - 10057945 -	£6,935
Foundation year / Year 0		*
HNC / HND		£6,935
CertHE / DipHE		£6,935
CertHE / DipHE	Halesowen College - 10002852 -	£6,935
Postgraduate ITT		£6,935
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low participation neighbourhoods (LPN)	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Target relating to percentage of students from LPNs - all young full time undergraduates graduates	No	2013-14	16%	20%	21%	21%	21%		
T16a_02	Access	Gender	Other statistic - Gender (please give details in the next column)	Both ITT: Gender (e.g. male primary teachers). Access to the professions. The institution is strongly committed to expanding our outreach and aspiration raising activity to include access to the professions. We will deliver a programme of awareness raising activity that will focus on raising the professional status of teaching amongst widening participation groups.	No	2013-14	22%	24.5%	25%	27%	27%		
T16a_03	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Undergraduate ITT: Black and minority ethnic groups. As above we will develop focused outreach activity. The numerical targets reflect our aim which is to ensure that ITT students reflect the institution as whole.	No	2013-14	8%	10%	10%	12%	12%		
T16a_04	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Postgraduate ITT: Black and minority ethnic groups. As above	No	2013-14	8%	10%	10%	12%	12%		

T16a_05	Access	Mature	HESA T2a - (Mature, full-time, first degree entrants)	HESA Table 2a - participation of mature full time first degree entrants with no previous HE and from low LPNs	No	2013-14	10%	14%	15%	15%	15%		
T16a_06	Access	Low participation neighbourhoods (LPN)	HESA T2c - Low participation neighbourhoods (POLAR3) (Mature, full-time, other undergraduate entrants)	HESA Table 2C - participation of mature full time sub-degree entrants with no previous HE and from low LPNs	No	2013-14	13%	17%	18%	18%	18%		
T16a_07	Access	Disabled	Other statistic - Disabled (please give details in the next column)	Participation Of Disabled students in receipt of DSA - full and part -time undergraduate	No	2013-14	6.5%	8%	8%				Target discontinued and replaced with target aligned to HESA table T7
T16a_08	Access	Part-time	Other statistic - Part-time (please give details in the next column)	Part Time and full time flexible learners on Learning Institute Programmes	No	2014-15	425	550	600	600	600		The learning institute programmes are all either part time and flexible or full time and flexible, taught as a condensed programme to work around the students placement / employment.
T16a_09	Student success	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Btec/ other vocational entrant attainment	No	2013-14	11.4%	At institution average	At Institutional Average	At Institutional Average	At Institutional Average		Target discontinued and replaced with target T16a_20
T16a_10	Student success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Attainment	No	2013-14	46%	54%	60%*	At Institutional Average	At Institutional Average		Target discontinued and replaced with target T16a_22
T16a_11	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Expanding our geographical reach to areas outside of Herefordshire & Worcestershire and the travel to study area. Within this ambition we aim to specifically target areas with high proportions of underrepresented BAME students. This will include a range of access programmes across all age ranges. Following a thorough analysis during 2016/17 we will determine appropriate statistical targets for each of our programmes; initially nursing and midwifery students.	No	2013-14	9%	11.5%	12%	12%	12%		The percentage increases detailed represent a 5% increase in actual BAME student numbers. We have based this on home students. This target has a number of challenges that will require careful planning and detailed analysis of both student perceptions and patterns of application/course choice. We will continuously monitor the impact of these analyses on our ability to work towards achieving the targets.

T16a_12	Student success	Mature	Other statistic - Mature (please give details in the next column)	We are developing a cross institutional programme of success planning with students. This programme, whilst in development, has clear aims relating to attainment and the development of worcester attributes (graduate attributes) and covers all aspects of the student lifecycle. Using the Worcester model evaluation methodology our approaches will refine and a full detailed programme of intervention will be included in future access agreements. We will also specifically target access students across the whole range of university of worcester courses.	No	2013-14	8%	6%	6%	At Institutional Average	At Institutional Average	Target discontinued and replaced with target T16a_23
T16a_13	Access	Low income background	Other statistic - Low-income backgrounds (please give details in the next column)	Entrants	No	2013-14	60%	80%	80%	80%	n/a	We feel that low income as a measure is more reflective of the potential pool of applicants. Our baseline target uses a combination of SLC and institutional data. This information relies upon students sharing their income status, we will therefore put measures in place to encourage/increase the proportion of students who share this data. We will update targets accordingly as more information becomes available.
T16a_14	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	BAME Progression into Nursing and Midwifery Programmes	No	2015-16	4%	5.5%	6%	6%	6%	We currently recruit BAME students in proportions that reflect our local population, however our own data shows that a large proportion of our BAME students do not come from the local area, so we have identified this as a possible area for growth. The % figures relate to the proportion of BAME students overall assuming initial growth from Herefordshire and Worcestershire.
T16a_15	Student success	Attainment raising	Other statistic - Completion/Non continuation (please give details in the next column)	To decrease the percentage of students who withdraw in their first year by 2% annually	No	2015-16	2%	2%	2%			Target discontinued and replaced with targets relating to HESA tables 3a & 3b
T16a_16	Success	Attainment raising	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	Target relating to non continuation rate of full time first degree entrants	No	2015-16	8%	On or above benchmark	On or above benchmark			
T16a_17	Success	Attainment raising	HESA T3b - No longer in HE after 1 year & other neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Target relating to non continuation rate of students from low participation neighbourhoods	No	2015-16	8%	On or above benchmark	On or above benchmark			
T16a_18	Access	Disabled	HESA T7 - Students in receipt of DSA (full-time, first degree entrants)	Participation Of Disabled students in receipt of DSA - full and part -time undergraduate entrants	No	2013-14	7%	On or above benchmark	On or above benchmark			
T16a_19	Multiple	Attainment raising	Other statistic - Completion/Non continuation (please give details in the next column)	To improve TEF completion metric to 2% above benchmark	No	2013-14	0.5% above benchmark	1% above benchmark	2% above benchmark			

T16a_20	Success	Attainment raising	Other statistic - Completion/Non continuation (please give details in the next column)	Reduce withdrawal rate of students entering with BTEC qualifications	No	2015-16	9% gap	Year on year improvement	Year on year improvement				
T16a_21	Success	Attainment raising	Other statistic - Other (please give details in the next column)	Narrow gap in attainment of top honours students with BTEC entry qualification	No	2013-14	34% gap	Year on year improvement	Year on year improvement				
T16a_22	Success	Attainment raising	Other statistic - Other (please give details in the next column)	Narrow gap in attainment of top honours for BME students	No	2016-17	17% gap	Year on year improvement	Year on year improvement				
T16a_23	Success	Attainment raising	Other statistic - Other (please give details in the next column)	Narrow gap in attainment of top honours for mature students	No	2016-17	14% gap	Year on year improvement	Year on year improvement				
T16a_24	Progression	Ethnicity	Other statistic - Progression to employment or further study (please give details in the next column)	Narrow gap in progression to highly skilled employment or further education for students frm BME backgrounds	No	2013-14	6%gap	Year on year improvement	Year on year improvement				
T16a_25	Progression	Low participation neighbourhoods (LPN)	Other statistic - Progression to employment or further study (please give details in the next column)	Narrow gap in progression to highly skilled employment or further education for students from low participation neighbourhoods	No	2013-14	5% gap	Year on year improvement	Year on year improvement				
T16a_26	Progression	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	HESA Table E1A employment indicator including further study	No	2015-16	95%	1% above benchmark	1% above benchmark				

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Number of young people from disadvantaged backgrounds engaged in intensive activity with collaborative partnership using a basket of indicators.	Yes	Other (please give details in Description column)	500	1000	1000	1000	1000		Aimhigher West Midlands is a partnership of 5 HEIs working to provide a programme of HE progression support to disadvantaged KS3, KS4 and KS5 learners in at least 30 regional schools. Baseline year is 2010/11 to enable overall growth in beneficiaries since the inception of the project to be reported.
T16b_02	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Proportion of engaged young people from disadvantaged backgrounds attaining 5 x GCSE A* to C inc. English and Maths (or Attainment 8 equivalent) is greater than local average for young people from disadvantaged backgrounds, using a basket of indicators	Yes	2013-14	2013/14 FSM 60.2% (regional baseline 36.2%)	25% above baseline	25% above baseline	25% above baseline	25% above baseline		This medium-term impact target applies to the cohort of young people aged 11-16 engaging in the Aimhigher programme. Baseline year this measure updated to 2013/14. Impact on each cohort passing this milestone will be reported against the relevant benchmarking data for the academic year in which they complete Key Stage 4.
T16b_03	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Proportion of young people from disadvantaged backgrounds in intensive activity target group entering HE and retained for 6 months is greater than local average for YP from disadvantaged backgrounds, using a basket of indicators	Yes	Other (please give details in Description column)	2013/14 FSM6 31.6% (regional baseline 22%). POLAR 3 Q1 40.0% regional baseline 12.4%)	10% above baseline	10% above baseline	10% above baseline	10% above baseline		Baseline year changed to 2013/14. NS SEC measure removed . Due to UCAS policy on access to learner level data, tracking now based on HESA data, reporting % entering any form of HE and retained for 6 months.
T16b_04	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	A partnership with a secondary school	No	2010/11	1	5	5	7	n/a		We will focus on developing partnerships with schools in the local area where participation rates in HE are lower than both the regional and national average. Utilising the hefce gap analysis we will refine our partnership activities to most effectively target areas where we can have the greatest impact. This increase in volume of the partnerships reflects our work in supporting the development locally of university technical colleges and academy chains.

T16b_05	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	A partnership for progression with an FE College	Yes	2010/11	0	4	4	4			
T16b_06	Access	Multiple	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Agreements with schools and colleges including contextual data approved offers	No	2010/11	0	5	5	5	n/a		These agreements will be targeted at partner schools and part of a sequenced intervention programme.
T16b_07	Access	Multiple	Operational targets	This target relates to our widely available mentoring programme in the context of our plans for a UW progression Package.	Yes	2008/10	80 pupils	150	150	150	n/a		We will work to ensure that our work with schools & colleges both complements and supports the wider national strategy for higher education access. This will form part of our longer term approach to sequenced outreach interventions.
T16b_08	Access	Multiple	Operational targets	These figures relate to the delivery of our established mentoring programme, our Discover Worcester programme and our expanded general outreach / inreach work.	Yes	2010/11	18 (80)	200	200	200			Please refer to our narrative on the NCOP

T16b_09	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Childrens Storytelling Festival	No	2009/10	5	15	15	15	15		
T16b_10	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	University of Worcester Theatre in Education - Why Bother school theatre production	No	2010/11	3000 (60)	3500	3500				Target Discontinued
T16b_11	Access	Multiple	Outreach / WP activity (summer schools)	Year 10 Summer school	Yes	2008/10	120	150	150	150	150		We will work to ensure that our work with schools & colleges both complements and supports the wider national strategy for higher education access. This will form part of our longer term approach to sequenced outreach interventions.
T16b_12	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Access to the professions. The institution is strongly committed to expanding our outreach and aspiration raising activity to include access to the professions. We will deliver a programme of awareness raising activity that will focus on raising the professional status of teaching and other professional careers amongst widening participation groups. Activity will be targeted at a wide geographical area and a diverse audience. Included in the programme will be promotional work shops, role model mentoring and open events. The programme will have focus on young and mature learners and both PG and UG	No	2012-13	10%	18%	19%	20%	20%		We have revised the data relating to this target to reflect the research & evaluation programme that has been undertaken and reported on in our 2014-15 monitoring return.

T16b_13	Other/Multiple stages	Multiple	Mission targets	Strategic approach to supporting vulnerable groups of students.	Yes	2010/11	n/a	n/a	n/a	n/a	n/a		The institution has a high number of Care Leavers; we have been working towards embedding good practice across the institution in support of care leavers. This work is not aimed at increasing numbers but on improving the experience of care leavers. From 2016-17 we have agreed a comprehensive strategy which details the support available to a range of vulnerable students including care leavers, young carers, estranged students and those with caring responsibilities. The full document is annexed to this access agreement.
T16b_14	Other/Multiple stages	Multiple	Mission targets	Personal success planning	No	2016-17	50%	65%	70%	75%	75%		This is an ambitious target which seeks to engage a significant proportion of students in a sequenced programme of transition, attainment and progression activities. We will continue to gather our own institutions evidence and from across the sector to inform the development of this programme.
T16b_15	Progression	Multiple	Mission targets	Students confident and prepared for the graduate labour market.	No	2016-17	50%	65%	70%	75%	75%		The percentage of students participating whilst studying in internships, volunteering, work placements and/or work related experiences including within the professions. A programme of activity focused on personal brand development and development of graduate level attributes.
T16b_16	Progression	Multiple	Mission targets	Increase by 10% the number of student indicating that their university experience has prepared them well or very well for graduate employment or post graduate study.	No	2015-16	75%	82%	84%	85%	85%		This will be a programme of activity aimed at supporting students from WP backgrounds to make informed choices about post-graduate study and will include alumni networking groups/mentoring , post-graduate students providing advocacy and mentoring to undergraduate students.