

Access Agreement 2014/15

1. Introduction

The University of the West of England, Bristol Access Agreements 2012/13 and 2013/14 set out in some detail the strong track record of this University in promoting educational opportunity and delivering interventions to support progression into and through higher education. This Access Agreement describes plans to build on those Agreements in 2014/15.

In 2012/13 we have implemented enhanced and revised plans for monitoring and evaluation to review the effectiveness of our provision and to inform planning and delivery. In developing this Agreement we have adopted the model approach recommended in the guidance issued by the Office of Fair Access.

2. Strategic approach

The university has just published a new Strategic Plan for the period 2013 – 2020. An inclusive student experience from pre-entry to post graduation is a key element of that strategy. Work described in this Agreement has been developed following:

- assessment of our performance to date;
- initial analysis of access measures and financial support included in our 2012/13 Agreement;
- our established practice and experience in relation to widening participation;
- current understandings of the changing context in which we are working.

In 2014/15 we will build on successful established practice based on our long standing experience and on innovative work developed under current Access Agreements. The University of the West of England Progression Framework developed for 2012/13 will continue to bring together our access measures, student success and financial support for the priority groups identified in this and current Agreements. Particular attention will be paid to the recruitment of full-time students from LPN and BME backgrounds.

3. Priority target groups

Our priority target groups for 2014/15 remain the same as for 2012/13 and 2013/14:

- a) Potential students from Low Participation Neighbourhoods, recruited nationally and also targeted through our partner schools and colleges, including through a suite of new UWE Compact Schemes including the *Heading Higher Passport Plus (HHP+)* scheme for widening participation standard age entrants and a new scheme for Access to HE Diploma students.

- b) Care leavers and young carers¹;
- c) Disabled students;
- d) Students from black and minority ethnic groups;
- e) Students from disadvantaged groups accessing the professions;
- f) Students in the UWE Federation Colleges.

In addition we may prioritise work with:

- Apprentices, linked to our participation in the Higher Apprentices partnership project “West of England Higher Apprentices: Responding to Local Skills Demands” with City of Bristol College and the West of England Local Enterprise Partnership;
- Other work based learners and vocational students;
- Further bespoke work for part-time students;
- Further bespoke work with ITT students.

4. Assessment of performance

Our Access Agreement and Widening Participation Strategic Assessment return for 2011/12 demonstrated that we perform very well in recruiting students from the lower socio-economic groups, part-time students from low participation neighbourhoods², part-time BME students and part-time and full-time disabled students, but less well in recruiting full-time students from low participation neighbourhoods and from disadvantaged BME groups.

We delivered consistent levels of outreach activity in the three year period 2009-11, despite critical reductions in funding for collaborative delivery, including the ending of funds for Aimhigher and LLNs, by RDAs, by local authorities and the TDA. In 2011/12 we reported 564 outreach events with 53,275 beneficiaries.

Since 2012/13 we have identified targets for recruitment of WP students aligned with published HESA data, and focused more explicitly on the full student journey, to address both access and student success/retention. This year we have invested in and established improved methodologies for monitoring, evaluation and delivery. The early in-year results of this work in 2012/13 have guided what is included in this Agreement. We may wish to make adjustments to our plans once we have further information and analysis and can understand medium to longer term trends at this university and in the sector overall.

Using in house data, and published HESA data, we have assessed our performance to date to identify the following as priorities in 2014/15:

Outreach with, recruitment of, achievement of and retention of full-time students from low participation neighbourhoods, with a particular focus on mature students, and from disadvantaged Black and Minority Ethnic groups³.

¹ The University of the West of England holds the Buttle UK Quality Mark for work with Care leavers

² Using POLAR 2 and LPN Quartile 1

³ Supporting Student Success- retention and achievement of BME and male students at UWE, Kate Thomas, November 2012

This assessment is based on the use of POLAR 2 data. However, by 2014/15 we intend to move to the use of POLAR 3 data for our analysis. We may therefore wish to revisit these priorities depending on the outcome of that analysis.

We have agreed revised principles for the disaggregation of targets across the four university academic faculties for 2014/15. Disaggregated targets have been negotiated for each priority area, and percentage targets will be translated into the number of students required or concerned once we know our student number allocation.

5. Fees, student numbers and fee income

It is our intention to charge tuition fees of £9,000 a year in 2014/15 to all new full-time undergraduate students, pro rata for part-time students. No part-time student will pay more than £6,750 in any academic year. We are currently in negotiation with our UWE Federation college partners to agree fees for students studying on franchised Foundation Degrees or Foundation Year courses at our partner colleges. These fees have not been fixed at the time of writing. We anticipate that these fees will be similar to those agreed for 2013/14 and will be £6,000 or higher but no higher than £7,500 for full-time students. Fees for full-time undergraduate and post graduate Initial Teacher Training students will be £9,000, pro rata for part-time students. The estimated number of students at these fee levels will be 16,550; however figures for part-time students in particular are estimated and are likely to be subject to revision.

6. Expenditure on access and student success measures

We expect to spend £15,840,149 on additional access and student success measures (see Annex B for details). This will represent 34.8% of additional income above the basic fee and demonstrates the university's continuing firm commitment to the recruitment, achievement and success of students who are identified as widening participation. We have refined our means of calculation of our percentage spend for 2014/15 to more accurately reflect the commitments we are making. These commitments are detailed in Sections 9 and 11 below.

7. Access and student success measures

This Agreement builds on the enhanced methodologies we have introduced in 2012/13 to ensure more rigorous evidence based targeting and monitoring and evaluation across the full student life cycle, including pre entry. By 2014/15 we will have significant numbers of full-time students entering their third year of study under the new fees regime and benefiting from our associated financial provision and the access and student support measures included in our 2012/13 and 2013/14 Agreements. In 2012/13 we have instigated new systematic tracking mechanisms to measure applications, enrolments, retention, achievement and progression to (graduate level) employment and/or post graduate study. In each case this is by disaggregated priority widening participation group. We will review this evidence at the end of the academic year 2012/13. These metrics will be tracked in 2013/14 and 2014/15.

In addition, in 2013/14 we are introducing new measures for evaluation of pre entry interventions and tracking of participants⁴. By 2014/15 we expect to have preliminary results for the first year to

⁴ We do not have long term established tracking infrastructure from earlier collaborative partnerships such as Aimhigher in this region.

inform our delivery and future planning. In addition, we have introduced in depth analysis of specific cohorts of students benefiting from our Access Agreements and established a new in-house Widening Participation Research Group to undertake a range of bespoke research. See Section 14 Monitoring and Evaluation arrangements for more detail.

8. Financial support

In 2014/15 we will build on the system of financial support which was established for 2012/13 and which will be continued in 2013/14. Priority groups will remain the same as in 2012/13 and 2013/14 and include students from low income households below £25,000 who are from low participation neighbourhoods, care leavers, disabled students, refugees, Access to HE Diploma learners, students participating in the UWE HHP Plus WP compact scheme and from our partner Federation Colleges. We will provide 593 NSP Bursaries in 2014/15, using the core allocation of £1,776,000 and matched funding to provide £2,000 cash awards in the first year. All 593 NSP recipients will receive Progression Bursaries in Years 2 and 3 to the value of £1,000 cash. Provision for part-time students will be incorporated pro rata. In addition to our NSP allocation and matched funding we will offer 500 UWE Bursaries and Progression Bursaries of £500 per year to students on low incomes. Provision for part-time students will be incorporated pro rata.

Our investment in an additional Learner Support Fund introduced in 2012/13 will be continued. This bespoke fund will provide flexible support to priority students to secure their retention and support their achievement.

9. Outreach

There will be a further increase in our investment in our programme of Outreach measures, and a realignment of funding to support new delivery models. Our primary targets for outreach will be full-time students from lower participation neighbourhoods⁵ and from disadvantaged black and minority ethnic groups.

We are currently awaiting the results (due in July 2013) of research into the most effective means of engagement with our partner schools and colleges, and the most effective means of communication. In 2013/14 we will pilot a new Progression Ladder to Higher Education as an organising framework for delivery of outreach. We have extensive evidence over many years that we have supported changes in attitude to progression to HE by participants in our outreach activity. We have in the past used the methodologies developed through our local and regional Aimhigher partnerships. However from 2013/14 onwards we are introducing a new Evaluation Framework in parallel with the Progression Ladder. This framework will distinguish between high intensity interventions (such as mentoring and tutoring in schools or residential summer schools) and low intensity interventions (such as taster days and visits). For high intensity activities we will measure behavioural rather than attitudinal change. As an example, we have delivered mentoring and tutoring over the past nine years, in partnership with the University of Bristol. This work was previously supported by TDA. We work with students from primary age to Post 16 and have extensive evidence of attitudinal change, but only ad hoc evidence of impact on behaviour. The schools like the programme and we have more demand than we can meet, and consequently target key schools for our priority groups. Our

⁵ In 2014/15 we will move to the use of POLAR 3 data for targeting and for monitoring and evaluation.

new Evaluation Framework will mean we can clearly demonstrate impact from 2013/14. For example we will be able to compare predicted and achieved GCSE grades for target participants, and also compare their progress with the rest of their year group.

The Evaluation Framework will include the bespoke tracking referred to in Section 7. above. Specific groups of target students will be tracked from pre-entry into the university, for example participants in Summer Schools and Access to HE Diploma students.

In summary our outreach programme in 2014/15 will include potential students from primary schools to adults and will be targeted predominantly through our key partner schools and colleges. We will include a wide range of raising aspirations, raising attainment and progression programmes, supporting generic progression to higher education as well as where appropriate to the University of the West of England. The Progression Ladder will include outreach and inreach, taster days, campus visits, summer schools, mentoring and tutoring/master classes, support for HE applications processes and information and advice.

The new Compact Scheme for widening participation students *Heading Higher Passport Plus (HHP+)* included in our 2013/14 Access Agreement (which is a further development of the HHP Scheme we have delivered over the past 9 years) will be complemented by additional compact schemes for bespoke groups. Our annual monitoring returns demonstrate that participants in HHP+ come from under-represented groups, and have an increased chance of progression to HE at the University of the West of England. Other compact schemes in development at this time include Women into Engineering, Access to HE Diploma Students and Access to the Legal Professions. These schemes will offer an enhanced applications process which will take account of contextual data. In addition, we will trial passport/compact schemes to HE with younger age students. Evaluation will include tracking of participants and the demonstration of behavioural change, for example do the participants progress to this university. Subject to evaluation of delivery, these schemes will be continued and built on in 2014/15.

We will continue to expand our programme of CPD for staff in schools and colleges introduced in 2011/12, including our high profile free annual conference and established and expanding programme of subject and themed Breakfast and Twilight meetings. We have excellent feedback from participants at all these events, and demand is increasing. We will continue our additional investment in IAG, and are currently consulting with local colleagues in schools, colleges, other HEIs, private providers and the local authority about the potential for a Bristol wide initiative for IAG.

10. Collaborative access measures

Continuing the commitments made in our 2012/13 and 2013/14 Access Agreements, the University has agreed a range of additional activity that will be delivered in 2014/15 in collaboration with partner Universities in the local region/area to provide generic widening participation to higher education, for example an extensive and well established mentoring and tutoring scheme for Bristol school pupils in collaboration with the University of Bristol. These activities will be funded through the funding commitments included in this Agreement. Please see Appendix A for more detailed information.

Our formal strategic collaborations related to work delivered under this Agreement include:

- with our Associated Faculty, Hartpury College, which submits a separate Access Agreement;
- the UWE Federation of 11 partner Colleges;
- UWE Enhanced Partnerships, which include the Cabot Learning Federation, Trust in Learning Academies, a University Technical College and several other partnerships and federations;
- Universities South West, in particular the Widening Participation Group;
- the Western Access Progression Accord;
- the Western Vocational Progression Consortium.

We continue to explore the potential for further collaboration. At the time of writing this includes:

- Discussions with the University of Bristol and the Society of Merchant Venturers to collaborate over outreach related to STEM subjects;
- Discussions with Bristol City Council, the University of Bristol, local schools and colleges to collaborate over city wide impartial IAG;
- With the members of the University Alliance over potential related to:
 - Development of best practice in delivery of WP;
 - New ways of working to widen participation for the current context;
 - Better ways of demonstrating impact and of monitoring and evaluating.

11. Retention/student success

In 2012/13 we introduced a range of different pilot projects to support retention of priority groups of students under the Access Agreement. These were developed and led by each of our Faculties and also our central Student Services Department. A joint Steering Group and also an Operations Group were established to oversee development and delivery and to undertake in year monitoring and evaluation. It is too early to understand the impact of these interventions yet. We will therefore review delivery to date in the summer term 2013, with a view to redeveloping the scheme to provide an institutional approach for 2013/14 and future years. A key element of future delivery will be the tracking of the students benefitting from the schemes.

Activity is targeted at under-represented groups in each case in ways that are appropriate to delivery. The monitoring infrastructure referred to in Section 7 above allows individual students to be identified, and where appropriate targeted, for example care leavers receive individual support and guidance from Student Support. We have data to identify which programme areas are not retaining students, and the WP characteristics of those students. This is being used for targeting in 2012/13, but we do not have the impact of that targeting yet. Where a service is being provided for all students, only a proportion of costs have been included, for example for Employability and Enterprise Services

The increased costs associated with this Agreement to support student success include:

- Faculty led activity, and the identification of dedicated staff resource/time at Executive and operational levels. Support is Faculty wide and programme specific, and varies across the university according to current performance. Work is targeted at those students identified as priority under this Agreement and costs have been apportioned accordingly;
- A small element for senior executive support, to reflect the significant commitment and contribution of the most senior management to delivery of this Agreement;
- the development of a new Attendance Monitoring Policy;
- apportionment of 69 % of expenditure on student services and support, in recognition of the characteristics of the users of these services. This includes
 - a programme of Student Support and Well-being, with a focus in particular on students with disabilities and mental health awareness;

- student advice and enquiries, including wide ranging and extensive financial advice and support;
- for students on accredited programmes in our Federation College partners;
- for Employability and Enterprise, to provide dedicated support for key target groups including through the Faculty specific Graduate Futures Programme.
- 50% of costs of the Equality and Diversity Unit, recognising the integration of E&D work and this Agreement;

We will be continuing (subject to performance in 2012/13 and 2013/14) our existing schemes for:

- Peer Assisted Learning – UWE Leaders scheme for year 1 students. This scheme nurtures leadership skills and develops planning for and preparedness for employment through HE, compensating for contextual disadvantage which can affect students from our target groups;
- A proportion of our costs for our Academic Personal Tutor scheme appropriate for our target students;
- The Vice-chancellor’s Student Leadership Programme – specifically for students from under-represented groups in year 2. In addition we may pilot a further Summer Leadership Scheme through specialist subcontractors Education Through Expeditions.
- Academic Learner Support in key subject areas for targeted disadvantaged students. This will provide both bespoke subject and programme based support as well as engagement with more generic student services.
- The provision of additional paid internships for target students; placements and mentoring by employers; to support access to the professions and equitable access to graduate level employment.

12. Targets and milestones

We continue to recognise that the current and future environment and context will be unpredictable and challenging across the sector for a number of years. However we continue to identify ambitious and challenging targets for future years, based on our previous good track record. Our priorities have been identified in Section 4 above.

Our overall objectives will be to:

- Increase the number/percentage of students recruited from priority target groups where possible, taking into account student number controls;
- Refine our delivery of outreach activity to target students where we are not meeting our targets for recruitment, with a focus on students from low participation neighbourhoods and disadvantaged black and minority ethnic groups;
- Increase the number/percentage of students retained from priority target groups, with a focus on students from low participation neighbourhoods and disadvantaged black and minority ethnic groups;
- Increase the number/percentage of leavers moving into graduate level employment or other graduate level destinations from priority target groups;
- Continue current efforts to try to further develop sustained programmes of generic widening participation including in partnership with other universities and associated stakeholders.

We have revisited our targets to take account of our assessment of performance to date and in response to the current guidance from OFFA. We are now using the published HESA data for targeting and achievement, and have adjusted our targets for future years to take account of our current assessment. We expect to undertake a further review and assessment as part of the development of a new Widening Participation Strategic Statement, under the anticipated joint strategy for WP from OFFA and HEFCE, and associated Evaluation Plan, in autumn 2013. This will include a move to the use of POLAR 3 data.

13. Track record and targets/milestones

Low Participation Neighbourhoods

Table 1 POLAR 2

	LPN - young full-time first degree entrants (HESA Table T1a)									
Baseline %	Achieved %					Target %				
06/7	07/8	08/9	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
9.5	8.9	9.3	10.2	9.5	10.3	11.4	11.8	12.2	12.6	13.0
	Location adjusted benchmark 11/12 10.4%									

Table 2 POLAR 2

	LPN - young full-time first degree entrants, all undergraduates including Fd, HND, HNC etc (HESA Table T1b)									
Baseline %	Achieved %					Target %				
06/7	07/8	08/9	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
9.6	9.1	9.4	10.5	9.9	10.4	11.7	12.1	12.5	12.9	13.3
	Location adjusted benchmark 11/12 10.6%									

Table 3 POLAR 2

	LPN – mature full-time, all undergraduate entrants (HESA Table T2a)									
Baseline %	Achieved %					Target %				
06/7	07/8	08/9	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
14.7	14.4	16.6	13.6	12.3	10.0%	14.8	15.2	15.6	16.0	16.4
	Location adjusted benchmark 11/12 13.3%									

Percentage of students recruited in receipt of Disabled Student Allowance

Table 5 HESA Table T7

Baseli	Achieved %	Target %
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ne %										
06/7	07/8	08/9	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
3.9	4.1	4.6	5.5	5.7	7.6	6.4	6.7	7.0	7.3	7.6
	Full time students 11/12 Benchmark 6.2%									
2.9	3.1	3.4	4.9	5.5	7.1	5.8	6.1	6.4	6.7	7.0
	Part-time students 11/12 Benchmark 3.7%									

Percentage of students retained

The University has a good track record for retention. Our Agreement for 2012/13 stated that we expected to see a decrease in 2009/10 as we had already tightened regulations with a view to increasing standards. We have set demanding targets for future years. We do not yet have data for 2010/11 achievement.

TABLE 6 using HESA data

Baseline %	Achieved %			Targets %						
06/7	07/8	08/9	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
89.1	88.3	89.4	85.2	89.0	89.5	90.0	90.5	91.0	91.5	92.0

Percentage of target students taking up graduate level employment or further study

We do not have disaggregated data on graduate level employment or further study for our target students. National datasets do not at this time enable tracking by these categories. We are developing infrastructure to support the delivery of the measures in our Access Agreement 2012/13 and subsequent years which will enable analysis in future by target groups, and the identification of relevant performance indicators in future years.

In 2011 unemployment of our graduates was approximately 6.7%, well below the national figure of approximately 10% for England and 9% for UK higher education institutions.

14. Monitoring and evaluation arrangements

Formal arrangements for monitoring and evaluation will be through the Widening Participation and Schools and Colleges Partnerships Committee, chaired by the Deputy Vice Chancellor and thence to Academic and Quality and Enhancement Committee and then Academic Board. Executive scrutiny will be through direct report to the Vice Chancellor's Executive group. Report will also be made to Board of Governors.

We have invested in specific new appointments from 2012/13, with a full-time Monitoring and Evaluation Officer and a Business Analyst with a specific remit for widening participation.

By 2014/15 we will have three years of data to measure applications, enrolments, retention, achievement and progression to (graduate level) employment and/or post graduate study, in each case by disaggregated priority widening participation group. In addition we are already undertaking

additional in depth analysis of priority groups where our analysis so far indicates we are not making as much progress as we would wish.

We undertake a range of operational delivery with partner HEIs, however we do not have at this time a formal strategic partnership to facilitate collaborative tracking of pre entry work to raise aspirations and attainment and support progression to HE across the sector. Unlike other regions and HEIs, we do not have a legacy of longitudinal partnership data relating to participants in outreach (for example from Aimhigher). We are therefore establishing our own in-depth tracking and analysis pre entry in 2013/14. This will include a range of cohorts including summer schools participants, participants in the new suite of Compact Schemes, access to nursing practice interview entrants and other cohorts to be confirmed.

We will build on the Case studies submitted to OFFA in December 2012 to provide a suite of in depth analyses. Those completed so far are:

- Measuring impact: tracking schemes for participants in outreach activities (initial analysis);
- A partnership approach to compact scheme QA;
- Enhanced partnerships – responding to a changing educational context⁶;
- Sustaining engagement with higher education at post application campus visits.

In addition, we are developing a portfolio of individual Case Studies of current students who have come to the university from widening participation backgrounds. These will be available shortly in word format and in video on our web pages. It is our intention to enhance and develop this further in 2014/15 for our priority groups under this Agreement.

We are investing in bespoke and focused research projects through a new Widening Participation Research Group. We have undertaken, are undertaking and are planning a range of in depth research, including:

- Supporting Student Success – retention and achievement of BME and male students at UWE, completed November 2012;
- Widening participation for post graduate students, to be completed July 2013;
- Paired Peers – joint research project with the University of Bristol into how attending university impacts on social mobility or reinforces existing patterns of class reproduction, ongoing;
- The impact of retention strategies on psychology and sociology students, initial analysis to be completed July 2013;
- Research with school and college partners into the most appropriate interventions and means of communications, to be completed in May 2013;
- Research into the influences and decision making of school age pupils when considering university, with reference to the KIS data, ongoing;
- Progression of Apprentices South-West Research Study, ongoing;
- Proposed research which may include
 - The recruitment of students from low participation neighbourhoods;
 - The recruitment of students from BME communities;;
 - Widening Participation and high tariff programmes

⁶ Building on our established work and earlier report for HEFCE - Developing Enhanced University Partnerships with Schools in Bristol, report to HEFCE by the University of the West of England 2011 Ritchie et al

- The impact of current UWE bursary policy on widening participation.

Our monitoring, evaluation, tracking and research initiatives will form our overall Evaluation Plan for widening participation. This work will contribute to the development of the forthcoming Widening Participation Strategic Statement 2015/18 and associated Evaluation Framework and the Access Agreement 2015/16 expected to be required under the forthcoming joint HEFCE/OFFA widening participation strategy.

15. Equality and diversity

This Access Agreement has been developed in consultation with the University Equality and Diversity Unit. We have from 2013 aligned and agreed targets and action plans for the Access Agreement and the Single Equality Scheme which has been produced to comply with the Equalities Act 2010, where we are working with students with the same protected characteristics. The University Governing body has given approval for the SES and the Access Agreement. Our targeting, planning, monitoring and evaluation is founded in shared data sets which have been produced jointly between the Equality and Diversity Unit and the Schools and Colleges Partnership Service (the central co-ordinating unit for widening participation) as the Student Compendium 2013. An Equality Impact Assessment will be completed for this Agreement.

16. Provision of information to prospective students

We will provide clear and accessible information to young people and adults with the potential to benefit from higher education generally, to prospective students of the University of the West of England, to parents, to partner organisations and other stakeholders such as local authorities, guidance workers, community and outreach organisations. This will be in a range of diverse ways, using media relevant to the target group/audience. We continue to provide traditional hard copy information, as well as innovative new media and web based approaches, including the use of social media. Information is delivered in person and at a distance, individually and for groups, according to needs. The way we provided information is negotiated with our target audiences. Some specific examples include:

- Web based information on financial support available, including the full range of bursary schemes available, together with ways of contacting specialist staff for individual advice;
- Specific materials for school and college partner staff on the range of outreach and student support/access measures available, on-line and in hard copy, and demonstrated at various briefing sessions and events;
- Specific materials for specialist programmes such as the Heading Higher Passport Plus compact scheme for young people from WP backgrounds, and the Talent Ticket Programme, in partnership with the BBC, for young people accessing higher education and careers in the creative industries;
- Briefings for university staff;
- KIS information.

We will continue to review our mechanisms for communication with current and prospective students, including through the Students Union. We will provide timely information to UCAS and the Student Loans Company as required

17. Consulting with students

Consultation with students has been through student representation at formal meetings considering and approving this Agreement, and through additional meetings and discussion. The Students Union is represented on the Widening Participation and Schools and Colleges Partnerships Committee which has overseen the development of this Agreement, and on the Board of Governors where approval has been given. In addition, the Director of Widening Participation (the lead senior member of staff developing the Agreement) has met with the SU VP Education and also the Student Representatives Committee to provide briefing, to take suggestions and views, in particular in relation to proposed bursary provision.

COLLABORATIVE OUTREACH

Delivery in 2014/15, subject to ongoing evaluation of effectiveness, will include the following. Collaborative outreach work will be funded through core allocations of funding under this Access Agreement, including to provide adequate staff time.

1. **Joint with the University of Bristol:**

- Mentoring and tutoring in schools
A long standing collaboration, previously supported by the TDA.
- A joint Research Cluster focused on widening participation.

2. Continued collaboration through the **Western Access Progression Accord** for Access to HE Diploma learners.

3. Support for the **Open College Network South West Region** through membership of the Board, and including delivery of the locally Rod Coleman Bursary Scheme for Access to HE Diploma Learners.

4. Through **Universities South West** :

The University of the West of England is committed to continuing and strengthening this collaborative widening participation partnership to ensure that young people and adults across the region have access to activities that promote successful progression to HE. A co-operative organisational structure has been agreed with individual universities leading on key areas along with meetings and some regional events co-ordinated through Universities South West, the membership organization for the 13 HEIs in the region. The work will include:

- i. Sharing and building upon best practice in WP;
- ii. Joint planning of provision in the region and identification of future areas for collaboration;
- iii. Developing coherence and consistency in data collection and data protocols to facilitate M&E;
- iv. Identification of future opportunities for promoting further collaborative delivery mechanisms.

The University of the West of England will lead on the development and delivery of a Regional External Knowledge Exchange Network related to Care Leavers and will deliver an annual conference for practitioners including staff in schools and colleges, Virtual Heads and colleagues in Social Services. UWE will make a financial contribution to the network and also to the Disability Network.

5. The University of the West of England assumed the administration of the **Southern Widening Participation Network** from 2012/13 and for future years.

6. As members of the **Western Vocational Progression Consortium**, a partnership of 7 HEIs in the northern sub-region of the South West and their FEC partners. There are 2 ongoing areas of activity:

- a. The Vocational Progression Network led by the University of the West of England, which will provide a series of subject based and themed (e.g. admission processes) workshops for partner schools and colleges;
- b. The Career pilot/Life pilot web based information to support vocational progression for young and mature learners, in association going forward with Universities South West. www.life-pilot.co.uk www.careerpilot.org.uk