

## **Access Agreement 2015/16**

This Agreement continues the vision, priorities and approaches described in earlier Access Agreements under the new funding regime, as well as responding to the current national, regional and local context, and the implementation of the UWE Bristol Strategy 2020.

### **1. STRATEGIC APPROACH**

The UWE Bristol Strategy 2020 commits to the University being a fully inclusive University through

- Delivery of outstanding learning;
- Ensuring ready and able graduates;
- Using research which demonstrates impact and informs delivery;
- Engaging in strategic partnerships, connections and networks.

### **2. REVIEW OF PREVIOUS APPROACHES AND PERFORMANCE as at March 2014**

This Agreement is an integral element in the delivery of the new forthcoming UWE Widening Participation (WP) Strategy for Inclusivity, which is in development to support the delivery of UWE Strategy 2020. The University has undertaken a review of current WP engagement to ensure:

- A strategic, whole institution approach to WP and inclusivity, including engagement with Learning and Teaching, Equality and Diversity and Research;
- A full student life cycle approach, from pre entry outreach to successful graduate outcomes;
- Continuation of long term outreach and support for generic raising of aspirations to HE, working from primary ages to adults;
- Continuation of partnership working with other providers and stakeholders.

There have been four areas of specific review which have been significant in informing this Access Agreement:

- Assessment of performance to date;
- Implementation of revised approaches to demonstration of impact through evaluation;
- Review of targeting;
- Review of working with partner schools and colleges.

#### **2.1 Assessment of performance in 2012/13**

##### **2.1.1 Progress against targets**

Our monitoring return for 2012/13 has demonstrated that we continue to perform well in recruiting students from disadvantaged backgrounds. We exceeded our targets for the recruitment of mature students, Access to HE students and care leavers. We have also exceeded our target for the number of students (both full and part time) in receipt of DSA and have brought about a reduction in student withdrawals in line with our targets.

We have undertaken significant analysis of data in the preparation of the 2015/16 Access Agreement and for our forthcoming UWE Widening Participation Strategy. This has included updating our data

sources from POLAR2 to POLAR3 and carrying out institutional analysis on the impact of this change at a local and regional level. We have also reviewed our targets and have recognised the importance of setting clear targets that go across the whole student life journey. This has been underpinned by data analysis and by engagement with wider literature, including sectoral overviews from HEFCE/OFFA and specialist organisations, and from the wider academic community.

We have also conducted a student census which provides us with data about the protected characteristics of our student population that is not currently systematically gathered at enrolment. This data will enable us to consider new priorities.

Our analysis of data indicates that in delivering this new Access Agreement we will place primary focus on the improvement of students from BME groups at all stages of the student life journey from pre entry to graduate outcomes. We will also continue to develop our fully inclusive support for Care Leavers. We will develop new ways of addressing the challenges of recruiting and supporting both part-time and mature students.

### **2.1.2 Milestones**

As in previous Agreements, we have reviewed our performance against Milestones, as reported in our last Monitoring Return to HEFCE/OFFA, for 2012/13. Our achievements included:

- Outreach
  - More than 500 events;
  - Using 150 Student Ambassadors, working in excess of 10,000 hours;
  - With more than 30,000 learners, of whom:
    - 1,300 were primary school age;
    - 10,000 were secondary school pre-16 age;
    - 12,000 were 16+;
    - 6,000 were adults.
- High profile partnerships
  - Enhanced partnerships with key target schools and colleges, including the Cabot Learning Federation, Trust in Learning (Academies) and Bristol Enterprise College UTC;
  - Princes Trust;
  - Society of Merchant Venturers.
- Virtual Heads Network
  - Leading work across 13 HEIs in the South West with Care Leavers.
- Students in Schools – our long standing mentoring and tutoring scheme run in collaboration with the University of Bristol:
  - 6,500 hours worked in schools and colleges;
  - 63% of literacy tutees and 54% of maths tutees showed marked improvement in attainment.
- Teachers as key partners in outreach and access to HE:
  - Continuing Professional Development/Information and advice for staff: 27 training events, 9 meetings to develop collaborative approaches to supporting progression to HE, 10 IAG sessions, 3 conferences and 4 projects to support curriculum development;
  - Heading Higher Passport Plus compact scheme for Years 12 and 13 students from WP backgrounds, supporting the development and delivery of high quality IAG and progression support within schools:

- 40 registered partner schools;
  - 776 applications to UWE from registered learners.
- Adult learners
  - 115 adult learners from 12 partner colleges took part in a practice nursing interview, 25% of these students enrolled at UWE Bristol – average conversion for nursing and midwifery courses is 22%;
  - 431 Access to HE Diploma students enrolled at UWE Bristol in 12/13 – this is the largest number in the South West.
- Summer schools:
  - 5 summer schools;
  - 370 participants;
  - 25% of all participants were BME;
  - 91% of residential summer school participants said they were likely to go to higher education when asked at the end of the summer school.

We will review our delivery in future years further to take account of the revised and enhanced approaches referred to in this Agreement.

## **2.2 Targets for the future**

Our recent Access Agreements have described our investment in and progress on a greater understanding of our previous targets for the achievement of access and student success for students from widening participation backgrounds into and at the University. To date these have been based upon historical performance and data, with a variety of both internal and publicly available data. We have recognised that data must be used with the greatest care if it is to provide us with a realistic assessment of our performance and then be used to inform our practice moving forward – which is our primary aim.

Our current review has considered:

- the range of target groups;
- the scope of targets (i.e. in the past we largely focused on recruitment targets rather than the full student life journey);
- the size of cohorts and numbers of students included (for example, we do not feel it is appropriate to set targets by characteristic for part time students because our intake is small and therefore changes in percentages can be misleading, however part-time students will remain a priority group);
- the trajectories for improvement we have identified in the past;
- the changes in the national, regional and local contexts;
- the difficulties in making comparisons with other benchmark providers when using our own internal data;
- how we can best monitor progress in year;
- the time lag in using publicly available data, including that from HESA;
- how to ensure we focus specifically on areas which are most challenging and where we can have maximum impact and value for money, and do not disperse our resources and energies too widely.

As a result of our review of our targeting methodology we have developed a new approach to focusing and monitoring our process against our strategic objectives for widening participation. We will be focusing on 4 key target groups, because our extensive analysis has shown us that these are

the areas where we can make the greatest improvements (both because we hold robust data in these areas and because there is clear evidence of disadvantage for these students).

Our target groups will be:

- Full time LPN Young students
- Mature students (including Access to HE learners)
- Full time students from black and minority ethnic backgrounds
- Full time students with a disability

For each of these groups we will be focusing on ensuring all students have an equitable experience and parity of outcomes. We will do this by monitoring progress across the 4 key stages of the student journey (recruitment, retention, graduate outcomes and employability) and will internally monitor progress for all of the target groups each year.

Our recruitment targets will be set to ensure we continue to increase student numbers in the target groups. Where location adjusted benchmarks or national data exists (i.e. LPN Young and Mature students) we have used these to set appropriate targets and target trajectories. We have set a target of recruiting 22% students from a BME background by 2018/19 (the proportion of the Bristol city region that was reported as being BME in the latest census) because we want to ensure our university is representative of our local region. We know we have some way to go on this aim and believe this will be a challenging target for us. We will continue to work with our local schools and colleges to support progression to university from local BME communities.

Our targets for student retention, graduate outcomes and employability will be based on removing the differential between our target groups and a comparator group<sup>1</sup> and will be assessed using internal KPI data. This will ensure that the widening participation work for current students is focussed on ensuring parity of experience and outcome for all students. The targets in the 15/16 Access Agreement reflect differentials that existed in 12/13 and demonstrate a stepped reduction of these differentials each year towards achieving parity in 18/19. Not all target groups have targets for each metric in this Access Agreement (because some had achieved parity in 12/13 – defined as being less than 1 percentage point away from the comparator group). However, we will monitor all of our target groups in the same way and as a result may set additional differential reduction targets in future years if required.

We will continue to work across the university with part time students as a priority group and with Care Leavers. We have set a target to increase the number of care leavers we recruit each year by 1 because we recognise the additional barriers faced by this group. We will also use the information gathered through our student census to consider priority groups to address the needs of students with protected characteristics that are not covered by our current targets (for example, sexual orientation, gender reassignment and religion). As part of an extensive ongoing review of work we have refocused our partnerships with local schools and colleges (see section 2.5 for more details) and as a consequence have replaced our previous Strategic Partnership target with a new one that more accurately reflects our new focus.

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<sup>1</sup> Comparator groups: LPN Young – Young students from POLAR Quintiles 2-5, Mature Students – Young students, BME students – White students, Students with a disability – students without a disability

This revised approach will provide us with ongoing sets of data for the long term tracking of our own progress, and will enable us to make better comparisons with other relevant HEIs. Progress will be reviewed annually and in year, as the most appropriate data becomes available.

### **2.3 Milestones for the future**

Having completed a thorough review of our approach to targets we are now commencing (in 2014) a full review of the most appropriate milestones to set in order to deliver those targets. We plan to set milestones that are linked to possible factors affecting access to or success at university. For example, we may set milestones relating to improvements in attainment for our outreach work because we know that better attainment is necessary to increase progression to higher education. As with our target revisions, we will set milestones that represent the whole student life journey – from outreach work to graduate employability support.

We are currently reviewing our established interventions, and considering new approaches and methodologies, to contribute to these factors. In 2014/15 we will pilot work to assess the impact of these revised approaches, and are likely to wish to amend our milestones to reflect the lessons learnt and to embed best practice.

### **2.4 Further development of best practice in monitoring and evaluation for WP**

In 2013/14 we have implemented and embedded new ways of working across the University to track progress, demonstrate impact and inform future delivery. This has included:

- Clear identification of
  - o aims and objectives;
  - o resource commitments;
  - o impact anticipated;
  - o and how that impact will be demonstrated;
- for all funded project activity, for example specific Faculty led retention projects;
- Assessments of enhancements to and additional investment in delivery which is embedded for all students, for example the university wide Peer Assisted Learning scheme;
- Termly reports on progress and spend to the responsible Committee;
- End of year assessments;
- A requirement for the demonstration of behavioural rather than attitudinal impact wherever possible.

We have developed in house bespoke tracking to demonstrate impact and progression for specific projects, such as the Heading Higher Passport Plus, Access to HE, Into Law, Women into Engineering and Talent Ticket compact schemes. We welcome the investment in 2014/15 in the national roll out of the Higher Education Access Tracker and are keen to engage with HEAT in the analysis of comparative data on progression from outreach.

Our formal evaluation infrastructure is complemented by an increased use of research (both commissioned and publicly available) to inform our delivery and practice. This includes, for example

- A mixed methods bursary project looking at the impact of bursaries on student retention, success and experience;
- An investigation into the experience of nursing students who have progressed from local partner FE colleges (focused particularly on the benefits of enhanced admissions support);
- Paired Peers (a ESRC funded project on the experience of working and middle class students at university);
- Internal action research into the student experience in psychology and criminology;
- A project on student financial capabilities.

We are founder members with the University of Bristol of a Widening Participation Research Cluster, which now includes Bath and Bath Spa Universities. We are developing further collaborative research initiatives, including one to assess the comparative experiences of mature students at the four partner universities.

In 2012/13 we established a new UWE Widening Participation Knowledge Exchange Network. This Network brings together academic and professional support staff within the University to engage in development of understandings about the changing requirements for and context of WP, to exchange knowledge and evidence and to inform delivery. This group has specifically focused on how to demonstrate impact.

Following a successful event piloted by our Faculty of Health and Applied Sciences in September 2013, we will be holding the first University wide WP Showcase Day in July 2014, for University staff. This event will support the development of best practice in the delivery of WP across the University, bringing together both academic and professional support staff. A key objective will be to further develop our work to undertake research which is academically rigorous and which can and does inform our delivery in practice. A key area for discussion will be how to demonstrate impact.

Structural arrangements for monitoring and evaluation of impact and progress will remain similar to that detailed in previous Access Agreements. Detailed scrutiny will be through the Widening Participation Committee chaired by the responsible Deputy Vice Chancellor, and thence to Academic Quality and Enhancement Committee and 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. Specific appointments of specialist staff to support effective delivery of target setting, monitoring, evaluation and the demonstration of impact, made under earlier Agreements, have been embedded and mainstreamed for the long term.

## **2.5 Working with partner schools and colleges**

We have undertaken a review of our approaches to work with partner schools and colleges. We continue to have ambition for strategic partnerships, connections and networks that differentiate our academic activity and enhance the global reputation, health, sustainability and prosperity of the University, Bristol and its city-region, and support the widening of participation in higher education for all those kinds of students with the potential to benefit. This includes those students for whom UWE is the "best University". We will do this by building on long standing collaborations with schools and colleges, as well as developing revised arrangements. We will raise aspirations and attainment, encourage and support progression to higher education and where appropriate recruitment to UWE.

UWE has worked in partnership with schools and colleges in the region for many years and in doing so has actively supported the local and regional education eco-system through a range of activity including outreach programmes, bespoke partnerships, the UWE Federation of Colleges and sponsorship. We were the first University to sponsor an Academy in 2002. Our contribution in this area of work has been recognised by our inclusion as a case study in the April 2014 release by the Department for Business Innovation and Skills of the HEFCE/OFFA joint National Strategy for Access and Student Success. The University has led the way nationally on many innovations and new developments as successive governments introduced reforms impacting on governance and delivery of curricula in schools and colleges.

The new and evolving context we find ourselves working in means that we now wish to consider new approaches to our work with schools and colleges. We will build on and enhance those things which already deliver impact for our partners and for UWE and introduce new and innovative approaches which meet the Universities' strategic objectives and national priorities, including being the inclusive University of choice. This will be through:

- Building ambition and inspiration for young people and communities to want to access Higher Education and higher level skills education and training, and where appropriate at UWE;
- Support for the development of new and existing teachers, governors and leaders in our local schools and colleges to enhance the quality of the provision offered and therefore attainment and progression for future students;
- Support for innovation in primary, secondary and tertiary education structures, curriculum and pedagogy to enhance opportunity, progression and access;
- Developing clear recruitment opportunities and access pathways to UWE and the wider HE community for all those who could be eligible, able and committed to wanting to study and succeed.

Our priorities going forward will include:

- Working with 3 key strategic college partners to further develop multi -faceted relationships of strategic importance. These relationships will include collaboration to develop and increase progression opportunities to higher education for those with the potential to benefit. There will be a focus on vocational learners.
- Further develop mutually beneficial relationships with a core group of targeted partner schools, including
  - o to support improved attainment;
  - o to work with key influencers including teachers, governors, advisors and parents/carers;
  - o sponsorship and scholarship;
  - o impartial IAG and the delivery of a UWE "Young" Futures Award and other compact schemes.
- The development and delivery of new programmes of outreach suitable for the modern context, including
  - o Continuing to engage locally to support educational progression of primary age pupils;
  - o Exploring the development and utilisation of new technologies further, including for example through MOOCs.

### **3. FEES, STUDENT NUMBERS AND INCOME**

It is our intention to charge student fees of £9,000 a year in 2015/16 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. Fees for franchised courses in partner further education colleges will be set through negotiation. We anticipate that these fees will be similar to previous years, and will be £6,000 or higher for full-time students, but less than £9,000. 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 16109, however figures are estimated and are likely to be subject to revision.

### **4. EXPENDITURE ON ACCESS AND STUDENT SUCCESS MEASURES**

We expect to spend £10,002,158 on additional access and student success measures (see Annex B for details). This will represent 22% 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".

### **5. FINANCIAL SUPPORT FOR STUDENTS**

In successive Access Agreements, despite changes in funding and policy, we have sought to retain bursary support for approximately 1,000 beneficiaries, and continue to pay bursaries in cash (rather than paying accommodation for example)

Our bursaries have been carefully targeted, and utilised to support student success throughout the full student life journey. Full time students liable for housing costs are eligible for a £2,000 bursary in year 1 (part time students are eligible for a pro-rata payment). These students will receive progression bursaries of £1,000 in their subsequent years of study. Full time students living at home are eligible for a £500 bursary (again, with a pro-rata for part time students) with progression bursaries of £250. All eligible students (those with household incomes below £25,000 resident in England and studying on a HEFCE funded course) are assessed according to our priorities: care leaver status being the highest priority (full details of our priorities can be found in our [bursary policy](#)) and are awarded 'points' accordingly. Bursaries are allocated to students with the highest score. After all priority-based bursaries have been allocated, bursaries are allocated to those without a score but with the lowest residual income. While students in these priority groups are not guaranteed a bursary, we have always been able to pay all students from these groups.

We are currently conducting our own research under the current fees regime to determine how best to utilise bursaries and to enhance students' financial capabilities. Bursary support to date has been enhanced by hardship funds under the previous Access to Learning Fund and through our supplementary Learner Support Fund, funded through fee income. We are considering how we can best support students experiencing hardship in particular consequent upon the ending of ALF



## ACCESS AND OUTREACH MEASURES

The review of our approaches to working with partner schools and colleges described above means that between writing this Agreement and delivery in 2015/16 we will have developed a revised programme of access and outreach measures to encourage progression to HE and to support progression to the University of the West of England by those students for whom it would be the best choice.

This will mean

- The continuation of our established best practice and methodologies, where we are satisfied we can demonstrate
  - o impact in appropriate ways;
  - o value for money and
  - o educational progression.

This is likely to include

- o Targeted outreach with key partner primary schools through a Primaries Transition Project;
- o Enhanced partnerships with 3 key partner colleges to widen participation and support progression to higher education level study and the attainment of higher skills;
- o Enhanced partnerships with key partner secondary schools to widen participation and support progression to HE, and to support school staff for the purposes of widening participation in higher education;
- o Targeted work with priority groups, including in particular potential students from Black and Minority Ethnic groups, part-time students and mature students;
- o Delivering bespoke programmes for specific target groups of students such as Access to HE Diploma students, Women into Engineering, Into Law, Talent Ticket and Heading Higher Passport Plus;
- o Using established methodologies for delivery such as taster days, summer schools and mentoring and tutoring where appropriate;
- o Developing new and enhancing established methodologies using new technologies and social media, including investigation of the use of MOOCs;
- o Implementation of a current review of our approaches to engagement with impartial IAG in the school and college sectors, appropriate to the needs of our local and regional partners.

## 6. STUDENT SUCCESS AND RETENTION

Our approach to delivering equitable student success to students from diverse backgrounds will continue to be through a combination of integrated work across the full student body, enhanced by bespoke and targeted work with specific groups of students. This will be supported by our investment in financial support. Investment will include :

- Enhancements to the Academic Personal Tutors scheme;
- Enhancements to the Peer Assisted Learning mentoring scheme for students;
- Additional paid internships and placements with employers and mentoring by employers to support Access to the Professions for non-traditional students;
- Enhancement of student advice and enquiries services;

- Enhancement of financial support and advice services;
- Support for the University Equality and Diversity Unit;
- A bespoke Vice Chancellors Leadership Scheme for students from WP backgrounds;
- Faculty led Academic Support Centres, undertaking targeted work with priority students under this Agreement to support retention and student academic success
- Potential expansion of new initiatives such as exchange schemes for target students to study abroad.

## 7. COLLABORATION WITH OTHER PROVIDERS

The University has a range of established partnerships for the delivery of activities and interventions to support progression to higher education and the widening of participation, and these will continue as appropriate in 2015/16. They are local and regional and of varying constituencies and aims and objectives, appropriate for the relevant target group(s). They include:

- Collaborative delivery with the University of Bristol for a range of outreach activities;
- Collaboration for delivery of outreach across South Bristol with Bristol University and South Bristol Youth Project (an area of particularly low participation in HE nationally);
- Enhanced partnerships with local and regional schools and colleges;
- Working through Universities South West, with 13 HEIs to
  - Build collaboration;
  - Develop practitioner networks, and best practice in delivery;
  - Deliver a programme of activities for hard to reach groups: students with disabilities, Care Leavers and Children in care, mature and adult learners.
- With 11 Universities in the south west to fund, maintain, develop and promote the careers support website managed by the Western Vocational Progression Consortium :- Lifepilot engaging and supporting mature and part-time students ([www.life-pilot.co.uk](http://www.life-pilot.co.uk)); Careerpilot providing pathway and progression information for 13- 19 year olds ([www.careerpilot.org.uk](http://www.careerpilot.org.uk)). Partners will support the development of the websites; develop further strategies to embed the websites into outreach and IAG activities, set and monitor milestones for inclusion in the OFFA monitoring report and explore funding opportunities for the development of additional resources to support schools in providing IAG about progression to HE.
- With the Universities of Bath, Bath Spa and Bristol, working through the Western Vocational Progression Consortium, to undertake collaborative research into the barriers to participation for mature students, and identify practical strategies to encourage adults to return to study;
- Through the Western Access Progression Agreement to support progression of Access to HE Diploma learners;
- Through membership of the Board of apt Awards (formerly the Open College Network South West).

We await further information about the potential for further investment in and requirements from HEFCE to collaborate in localities for the provision of Single Points of Contact for schools for access and outreach provision in 2014/15 and 2015/16.

## **8. 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 Access Agreements and the Single Equality Scheme (SES) 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 approves both the SES and the Access Agreement. Our targeting, planning, monitoring and evaluation is founded in shared data sets which have been produced jointly by E&D and WP staff. We work collectively across the University on relevant events and activities. New in 2014 is the establishment of an Equality and Diversity Network for school and college staff in the local area/region which will be launched at a seminar in July 2014. In 2014 we worked with our E&D team to create our first student census that gathered data on students' protected characteristics. The analysis of this data will inform our action both on student retention and success and against our Single Equality Scheme.

## **9. PROVISION OF INFORMATION TO 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 provide information is negotiated with our target audiences. Some specific examples include:

- Web based information and films 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 through email (via a regular, term-time e-newsletter 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 market research and the Students Union. We will provide timely information to UCAS and the Student Loans Company as required.

## **10. WORKING WITH STUDENTS**

Consultation with students has been through formal meetings considering and approving this Agreement and through additional focused meetings and briefings for students, student representatives and executive officers of the Students Union. The Students Union President attends the Widening Participation Committee which has overseen the development of this Agreement, and is on the Board of Governors where approval has been given. The SU President and VP Education attend the Widening Participation Operations Group. The Student Union invited us to consult with the Student Council about the student census – there was unanimous support for the initiative demonstrating the importance placed on equitable experience for all by the SU at UWE Bristol. We are working with the SU on the development of a Students' Widening Participation Strategy, and seeking to align our delivery with SU to maximum effect. This is likely to include engagement with specific student networks for target groups, joint delivery and engagement with new initiatives such as Enactus, a community of student, academic and business leaders committed to using the power of entrepreneurial action to transform lives and shape a better, more sustainable world. Enactus offers real world experience, whilst gaining key enterprising skills which can massively boost your CV.

**Access agreement 2015-16 resource plan (submission 1<sup>st</sup> May 2014)**  
**(Table 7) Targets and milestones**

**Institution name: University of the West of England, Bristol**

**Institution UKPRN: 10007164**

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

Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2014-15	2015-16	2016-17	2017-18	2018-19	
1	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)		No	2006/07	9.5%	14.5	15.2	15.8	16.5	17.2	
3	HESA T2a - (Mature, full-time, all undergraduate entrants)		No	2006/07	14.7%	23.6	24	24.4	24.7	25.1	
4	Other statistic - Care-leavers (please give details in the next column)	Increase enrolment of care leavers	No	2010/11	26	27	28	29	30	31	
5	HESA T7 - Students in receipt of DSA (full-time, all undergraduate entrants)		No	2006/07	3.9%	7.7	8.2	8.7	9.2	9.7	
6	Other statistic - Ethnicity (please give details in the next column)	BME enrolments in line with city average (Bristol Census) of 22% by 18/19	No	2012/13	15% UWE vs 22% in Bristol	16.4	17.8	19.2	20.6	22	
7	Other statistic - Location (please give details in the next column)	LPN Young Good Honours rate in line with Good Honours rate for other Young students (internal data)	No	2012/13	2.7pp lower good honours rate for LPN young	-2.2	-1.7	-1.2	-0.7	0	
8	Other statistic - Location (please give details in the next column)	LPN Young employment KPI in line with employment KPI for other young students (internal data)	No	2012DLHE cohort	1.9pp lower employability KPI for LPN Young	-1.5	-1.1	-0.8	-0.4	0	
9	Other statistic - Ethnicity (please give details in the next column)	No differential for employment KPI	No	2012DLHE cohort	3.4pp differential for employability KPI for BME students	-2.8	-2.1	-1.4	-0.7	0	
10	Other statistic - Ethnicity (please give details in the next column)	No differential between BME and white withdrawal rate	No	2012/13	2.8pp higher withdrawal rate for BME students	2.2	1.7	1.1	0.6	0	
11	Other statistic - Ethnicity (please give details in the next column)	Halving the differential between BME and white good honours rate	No	2012/13	19.2pp differential in Good Honours rate for BME students	17.3	15.4	13.4	11.5	9.6	
12	Other statistic - Disabled (please give details in the next column)	No differential by disability for good honours rate	No	2012/13	4.9pp lower good honours rate for disabled students	-3.9	-2.9	-1.2	-0.6	0	

**Notes**

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

Table 7b - Other milestones and targets.											
Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2014-15	2015-16	2016-17	2017-18	2018-19	
1	Mission targets	Recruitment of students from LPNs is a key strategic objective for UWE. See above.	No								
2	Outreach / WP activity (summer schools)		No								In 2012 we will run 7 summer schools ranging from generic raising aspirations to HE to subject specific. It is our intention to continue this level of provision in future years.
3	Outreach / WP activity (other - please give details in the next column)	Includes curriculum support (master classes, revision and study skills, literacy and numeracy, IAG, mentoring, tutoring, Knowledge Exchange Networks, CPD for staff, special events and talks. Will include provision for ITT and part-time students.	No								Includes new Compact Scheme, Enhanced Partnerships and UWE Federation. Detailed planning is still being progressed. Targets/milestones will be identified to build on commitments and achievements in our WP Strategic Assessment
4	Contextual data		No								This has been integrated into the new UWE Compact Scheme for WP students for 2014 entry.
5	Strategic partnerships (eg formal relationships with schools/colleges/employers)		No	2010/11	11	11	11	11			Partnerships with 11 colleges under the UWE Federation.
6	Student support services		No								Integrated programmes of support for bursary recipients under NSP and continuing students.
7	Other (please give details in the next column)	Includes partnership with Academies and Trust schools	No	2010/11	8 + 4 + 2						
8	Outreach / WP activity (other - please give details in the next column)	Bespoke outreach programme for ITT, targeting BME and men into primary and early years.	No								
9	Outreach / WP activity (other - please give details in the next column)	Increase in paid internships and mentoring support for Access to the Professions. Continuation of 2 new Leadership Schemes (PAL and VCSSL). Further investment in IAG through online resources and CPD for staff.	No								
10	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Revised strategic partnerships with 3 partner further education colleges	No	2015/16	3	n/a	3				

**Optional commentary on milestones.**

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

The targets set in Table 7 reflect our overall approach and have been calculated using data available in 13/14 (data on the 12/13 cohort's progress).

For recruitment, we have set stretching targets for LPN Young, Mature and BME students. We will continue to focus on ensuring that our disabled students are effectively supported through DSA by keeping this as one of our key targets.

For current students, targets have been set where there was a differential between our target group and their comparator in 12/13. These targets aim to reduce the difference (shown through the percentage point difference (pp) between the target group and their comparator). For LPN Young students this has meant we have set explicit targets for progress in good honours rates and employability - withdrawal rates are already comparable for young students regardless of their POLAR classification. For Mature students we have set targets only for enrolments because our mature students currently have parity of outcomes across our metrics with young students. We have set a target for full time disabled students to achieve parity of graduate outcomes (they already have parity in student retention and employability outcomes). We recognise we have the largest challenge in addressing the disparity in outcomes for our students from black and minority ethnic backgrounds - particularly with regards to their graduate outcomes. We are aiming to reduce this differential by half in 5 years and are also focusing on reducing the disparity in withdrawal rates and employability for these students.