

Access Agreement 2017/18

1. Strategic Direction

Advancing knowledge, inspiring people and transforming futures is at the heart of everything that we do.

The University is recognised for how it connects with the regional economy and communities and how it works in partnership with organisations across the globe. In particular, UWE Bristol is recognised for its commitment to inclusivity, social justice and equality of opportunity. Our 2020 strategy sets out a confident and ambitious future and focuses on its ultimate goal - transforming futures - through research, learning and teaching and knowledge exchange.

UWE Bristol value the diversity of our student body and is committed to providing equal opportunities and avoiding discrimination on any grounds.

Our Widening Participation strategy establishes a clear vision for WP at UWE Bristol linked firmly to our 2020 strategy. Our overarching goals are to:

- Build on the university's successes to date in widening access from under-represented groups, to UWE Bristol but also to HE in general
- Set out how we will collaborate with partners across our city region to remove structural barriers to progression into, through and beyond higher education
- Ensure that the programmes and support we offer is appropriate and enables all of our learners to succeed
- Support all of our graduates into successful and appropriate graduate outcomes; ensuring that under-represented groups are not less likely to gain a graduate level job or to continue to further study

2. Fees, student numbers and fee income

UWE Bristol is committed to a fair and transparent policy in respect of charges made to students – this policy is reviewed annually and students are asked to agree to the terms of the policy each year at registration. At the time of writing the 2017/18 Access Agreement, the relevant fee policy was not complete, however the principles set out in previous fees policies will still apply.

The University reviews its fees and its fees policy annually; the Board of Governors has overall responsibility for the University's fee framework. In line with changes to fee caps and the inflationary increase of 2.8% to maximum fees charged, tuition fees are currently set at £9250 for all UK and EU students on full time undergraduate and full time PGCE programmes in 2017/18. However, they are likely to be subject to annual increases reflecting increases in costs of delivery and will be available on the University website at www.uwe.ac.uk/money. In particular, fees are likely to increase between academic years for new intakes. For fees set by the University, fees will normally increase to reflect

increases in the costs of delivery. Where possible these increases will be kept in line with the prevailing rate of inflation + 1% although the University reserves the right to vary fees by any amount when business conditions, such as delivery costs, make such increases necessary and appropriate and only after appropriate consultation. For taught full and part time programmes fees will be fixed at point of entry.

Fees for students studying a placement year are directly related to the number of credits studied that year. Therefore, if the placement module is 30 credits, a fee is charged for these 30 credits up to the maximum fee cap for placement years. In 2015/16 this was 20% of the full time equivalent year fee; in 2017/18 this is a maximum of £2313. In cases where the placement credit is in addition to the 360 taught credit required for the 3 years of study, the charge for the placement year will be in addition to the 3 taught years. However, where the placement credit is included in the required 360 taught credits, successful completion of the placement credits reduces the fee due for the 3rd. year by the amount paid in the placement year. Full details and examples are available in the fees policy and the money pages of our website. An example is shown below to illustrate this:

Year	Credits	Fee
1	120	£9250
2	120	£9250
Placement	30	£1850
3	90	£7400

Students studying abroad for a whole year will be either charged the placement year charge (up to a maximum of £1850) or the fee for a replacement year (set at £1,385).

Part-time fees for UK and EU students will be calculated on a pro rata basis based on the number of credits taken. The tuition fee charged will not exceed 75% of the full-time equivalent fee.

Fees for franchised courses in partner FE colleges will be set through negotiation and it is anticipated that these will remain at a similar level to previous years: £6,000 or higher for full-time students but less than £9250. Confirmation of fee levels is expected in the July 2016 Fees Group meeting.

The estimated number of students at these fees levels in 2017/18 is:

- Full-time UK/EU UG – 15,807
 - o with approximately 165 of these being on PGCE courses or NCTL degree level provision
- Part-time UK/EU UG – 420
- We predict a total of 16,275 students (including continuing old system students)

The estimated fee income generated from tuition fees above the basic level for full-time and part- time courses is approximately £45m in 2017/18.

UWE Bristol will invest £10m on additional access and success measures as outlined in our resource plan; which represents 23% of additional income above the basic fee.

3. Assessing our performance record

3.1 Access

Our 2014/15 Monitoring return shows that our overall recruitment of students from LPN areas has increased steadily year on year and that our recruitment of students from NS-SEC 4-7 remains around 29%. We have seen a slight increase in our number of part time undergraduates who have no previous higher education experience in 2013/14 when it rose to 7.8%. We are largely in line with our location adjusted benchmarks but are lower than expected for entrants who are from lower socio-economic classes. In 2015/16 we conducted the first of an annual series of complex analyses into our student data and have identified the following key patterns for recruitment to the university. Around 12% of our 2014/15 entry cohort applicants to UCAS were from BME students but that patterns varied across the university. Our conversion rate was stronger from BME than White students consistently across the university. We also noted that around 9% of our applicants disclose a disability. Around ¼ of all applications to the university are from mature students (but this figure is largely inflated by large numbers of mature student applications in our health care courses). We recruit strongly from mature students, with stronger conversion rates for mature students even when considering only the non-Health Care courses.

3.2 Student success

Our 14/15 Monitoring Return also shows that around 8% of our students were no longer in HIM after first year and that there is a similar rate between all entrants and those from low participation neighbourhoods. We are not significantly different from our benchmark data in this metric. Our local analysis has shown that although BME students are as likely to remain at UWE from first to second year overall, there is a slightly higher withdrawal rate for black students specifically. Further, all BME students were less likely to progress appropriately between levels of study meaning that on average they were less likely to graduate with a degree at the end of their 3rd year and were less likely to achieve a first or 2.1. Mature students were more likely to withdraw at the end of first year and were generally less satisfied with their student experience. They were also less likely to achieve good honours than young students. Disabled students who were not in receipt of DSA were significantly more likely to withdraw during first year and if they remained tended to make less progress year on year throughout their university career. Students with mental health difficulties were particularly less likely to make appropriate progression and had significantly lower levels of success. We found little variation in progression rates for LPN students in comparison with other young students but they were less likely to achieve a good honours degree (although slightly more likely to achieve a first) than other young students.

We conducted a simple analysis of our student body looking at the intersections between their various identities/category memberships. Some key findings were that our mature student cohort was more likely to be female and more likely to be BME than our young student body. Looking only at our young cohort, students from LPN neighbourhoods were more likely to be BME (and in particular from Asian and Black Caribbean ethnicities). Disabled students are less likely to be from an LPN postcode than non-disabled students.

3.3 Progression

Our local analysis showed that BME students are less likely overall to achieve a good graduate outcome. In particular, Asian students had a high level of unemployment post-graduation. In contrast, we found that disabled students were as likely as non-disabled students to be in a positive graduate outcome. However, our mature students had similar rates of employment as our young students and we did not find particular differences between students from LPN and other postcode areas.

3.4 Our assessment of our performance: a strategic approach to targeting our activity

Our analysis of our performance highlights that our focus must be on supporting our diverse student population to succeed and progress at equal levels. For this reason, we have developed a strategic approach to widening participation that focuses on mainstreaming the concepts of inclusivity and diversity into our core activities. Our focus remains largely on supporting our current students with academic attainment, and we are undertaking a large piece of work as part of our Race Equality Chartermark submission that is helping us to understand the systemic and cultural issues that need to be addressed. We consider ourselves to be an institution with an average proportion of WP students and as such will ensure we spend at least 22.5% of our higher fee income on widening participation activities. We also recognise the importance of maintaining our strong pathways into university for students from lower socio-economic groups and our role in developing our city region. We are committed to working in South Bristol in partnership with local schools and the University of Bristol and to continuing to provide dynamic and engaging opportunities for young people from deprived communities to access diverse learning opportunities that help them to realise their ambitions.

3.5 Expenditure on access and student success measures

The table below shows a high level summary of how UWE Bristol's £10m investment, alongside £4m financial support, will be attributed in 2017/18:

Outreach/ Progression to HE	£2.2m
Student Finance Package	4m
Student Success	4.9m
Progression	3m
Total	£14.1m

4. Our Widening Participation activities

4.1 Outreach and Progression to Higher Education

The focus of outreach activity for 2017/18 will remain long term; working with primary schools through the Bristol and South Gloucestershire Children's University that UWE Bristol lead, and extending our work through our partner schools and colleges up to and including mature learners. The University will continue to invest in Children's University in order to further expand its geographical reach and increase local participation amongst primary schools in the South Gloucestershire and Bristol area. There will be further investment into

building the scheme's online platform in order to make it easier for schools and young people to engage and access key information. Faculties will continue to develop subject enrichment activities which can be linked to the Children's University model and delivered outside of core school hours.

UWE Bristol will also continue with 'Better Reading Partners', part of the 'Every Child a Reader' suite of activities, which is a highly structured initiative targeted at children aged between 5 and 7 who are reading significantly below their expected level. The intervention has had significant and robust evaluation and has been shown to allow the children to make double their expected progress over the intervention. Further, the support was particularly effective for boys who were also BME, with English as an Additional Language (EAL) and who were in receipt of Free School Meals. This intensive intervention was focused on schools in the city region with above average levels of social, economic or educational disadvantage. Many have very high proportions of learners with EAL: for example, in one school $\frac{3}{4}$ of the pupils spoke English as an additional language and most were in the early stages of learning English.

The University is committed to raising attainment and aspirations through long term outreach in South Bristol, one of the most economically deprived areas of the region and with the second lowest progression rate to HE in the country (HEFCE 2013, Trends in Young Participation in Higher Education: <http://www.hefce.ac.uk/pubs/year/2013/201328>) and we will continue to support the South Bristol Youth project and provide outreach activities including campus visits and graduation events for those involved. We will be supporting a new scheme that will provide work experience for boys from a lower socio-economic background within participating South Bristol Youth schools. Participants will be provided with a week-long placement which looks to build their confidence and transferable skills; the boys will gain experience within roles that will encourage applications to, and participation in higher education.

In 15/16 and 16/17, the university piloted a new outreach scheme called **Boxed**, funded through the HEFCE National Network for Collaborative Outreach (NNCO) scheme: its aim was to develop materials for dynamic outreach activities for use on and off-site that would be lively and engaging and tailored to the appropriate curriculum level. Individual 'boxes' are created in collaboration between academic staff and widening participation practitioners, using expertise from the University's Department of Education, with a view to showcasing different elements of UWE Bristol's research across all four faculties with evaluation built in. BoxED is designed to be student ambassador led, offering the dual benefit of providing dynamic outreach to schools and opportunities for UWE student enrichment and employability. In 2017/18 the University will continue to fund the development of this scheme with a view to expanding its reach across the region and increasing the number of 'boxes' on offer from all four faculties. BoxED will feed into the University's long-term approach to outreach by focusing on delivery at key stages 3-4 in order to bridge our primary and post-16 outreach provision, building upon our relationships with local schools.

Following on from the HEFCE NNCO funding scheme, the University will continue to invest in the Western Outreach Network in order to build upon the network's success in engaging schools within cold-spots (<http://www.hefce.ac.uk/analysis/maps/>) in the region and to further collaborate on outreach work including helping to fund [Career Pilot](#): a website that is

dedicated to advising students of their options at key decision making stages of their student journey.

The outreach programme for learners between years 10 and 13 will include faculty-led subject specific taster days (with progression activities where appropriate), application support for selective courses and taking part in target schools' choice/options events and parents/carer events.

The University's Recruitment and Outreach team will be mapping our current recruitment reach in order to diversify the student body we recruit from, specifically with a view to understanding the barriers faced by BME students during the application journey; this will help inform our strategy to increase BME participation rates. Our post-16 outreach work will be reviewed to ensure it is inclusive and that all marketing materials are carefully produced to meet our university-wide commitment to inclusivity and widening participation.

UWE Bristol provides schools and colleges with a free and impartial careers guidance service. Students are offered one-to-one sessions with experienced careers advisers and are advised on their subject options and pathways through higher education that can lead to their desired careers. We will be reviewing this service to ensure it is utilised as effectively as possible within the region with a view to extending our reach across schools in low-participation neighbourhoods.

UWE Bristol will deepen our engagement with community groups in 2016/17 and 2017/18 to allow us to do outreach work with potential mature learners (particularly with those who may require pre-university level study at further education college) We will then continue to support mature learners considering application to Higher Education by prioritising these groups wherever possible during our engagements with colleges. Finally, we will support mature applicants to UWE through the transition process by continuing with Get Set to HE, a two-day Summer School that provides an extra induction for mature and Access to HE Diploma students progressing to the University. The event supports the transition of these learners from their access course into studying effectively at UWE Bristol which in turn has a positive impact on retention and student success.

Collaborative working in Bristol and our region

UWE Bristol is part of the Mayor's Learning City Agenda and as such will be contributing to the action plan for 2020 that will set out how all of the partners will work together to ensure that the ambitious targets are met.

Our commitment to working collaboratively within the Bristol city region can also be seen in:

South Bristol Youth: UWE Bristol and the University of Bristol work together to support the work of a charity that brings together a consortium of schools in South Bristol to tackle the social and educational issues the area faces. In 2015/16 UWE joined University of Bristol as a formal member of the charity, with a Trustee representing the university on the board. We continue to work collaboratively with Bristol to run and fund a large widening participation programme that now spans from year 7 to year 11 with a core programme for selected young people with the potential to progress from year 8 to 10. The universities have also funded a large evaluation project for 2 years to understand the impact

of the programme using both quantitative data and qualitative insights from participants and other key stakeholders.

Children's University: UWE Bristol is an official partner of the national Children's University and works with them to encourage young people in our region to take part in learning activities outside of formal education.

Collaborations with local schools and colleges: We are extremely proud of our long history of strong and mutually beneficial partnerships with local schools. We were one of the first universities to sponsor an academy and, through the Cabot Learning Federation, are involved in sponsoring an important Multi-Academy Trust that has a strong national reputation. We take seriously our role in supporting the education of our city's young people in this way, particularly because we know that schools that can provide high aspirations and connections to positive role models can help to ensure continued widening of participation in Higher Education. We are developing new models of working with schools and colleges, partly in response to changes in the policy landscape. We have appointed a new senior post focusing on overseeing and developing our relationships with further education colleges. Our Head of Academy and Trust Partnerships will also work to create new types of opportunities for relationships with schools that provides mutually beneficial opportunities for collaboration.

Western Vocational Progression Consortium: We are part on the Western Vocational Progression Consortium (WVPC) which provides a useful network of universities and colleges in the South West region. Together we will continue to fund, maintain, develop and promote the careers support websites **Life pilot** (engaging and supporting mature and part-time students) and **Career pilot** (providing pathway and progression information for 13-19 year olds).

Currently plans are being developed to develop the Western Outreach Network (former NNCO) under the management of the WVPC. This group would enable the local universities and colleges to collaborate to maintain a shared website advertising outreach and progression materials, produce CPD materials and conduct some joint events for pre-16 students and/or teachers in the area.

Western WP Research Cluster: In 2015/16 our local Widening Participation Research Cluster rebranded as the Western WP Research Cluster to better represent our members. We have developed new objectives and the four local universities (UWE, Bristol, Bath and Bath Spa) have renewed our commitment to ensuring that academic and professional service staff engage with the group and develop meaningful opportunities to bring practice and research together.

4.2 Student Success

We continue to focus on mainstreaming our provision and developing inclusive practices rather than solely focusing on additional support for particular groups. We recognise the national and local patterns of disadvantage that exist for certain groups of students (particularly BME students) and have undertaken a Race Equality Chartermark exercise for

the Equality Challenge Commission which has provided us with a deep and rich insight into the lived experience of non-White staff and students at our university. We are committed to changing this and recognise that this will involve both a culture change and changes to some of our practices.

Making diversity matter

In 2016/17 we will begin to discuss differential attainment at all faculty level quality committees to ensure this data is given the same level of scrutiny as our other key metrics (module pass rates, degree classification rates and recruitment data for example). Coupled with this, programme teams will be encouraged to review their data and support will be made available to develop action plans that can address the issues raised. Faculty widening participation leads will work in partnership with the central Widening Participation Strategy and Data teams to understand patterns and develop plans of action. This approach was tested in 2015/16 when some of our Faculty of Engineering and Technology programme teams worked with the WP data team to understand differential first year attainment and identified a particular gap relating to BTEC students within Engineering Design and Mathematics. The data analysis further suggested that the issue related to prior Maths attainment and they developed a separate maths track for these students to fast-track their learning.

Inclusive curriculum

We are embedding the principles of inclusivity throughout our Learning 2020 programme of strategic enhancement to our learning and teaching practice and student experience work. We have ensured a focus on inclusivity and diversity remains high by setting performance measures for these strategic programmes based on reductions in attainment differentials between protected characteristics and their comparators. Learning 2020 focuses on developing our practice in:

- Teaching and pedagogic practice
- Practice-orientation and professional accreditation
- Creating appropriate learning environments (both in physical and digital space)
- Assessment & Feedback
- Pedagogical research and linking subject research to teaching
- Developing future facing programmes

Within each of these programmes we will be ensuring that we develop inclusive approaches that support all of our students.

Staff development: For example, within the teaching strand we will be ensuring that staff development of academic staff appropriately and effectively addresses issues of inclusivity. Within this, the focus will be on moving away from the deficit model, recognising the role of unconscious bias and the positioning of particular student groups as the traditional student or the norm. We will be providing colleagues with space to consider how we can better support all of our student by ensuring our learning communities are accessible and inclusive. We will begin in 2016/17 by reviewing the inclusivity modules within the new lecturer PG Cert qualification that all new members of staff must complete, but by 2017/18 expect to be developing further inclusivity modules for CPD to enable

colleagues to explore these topics more deeply and throughout their career. We are also working on a Race Equality Charter Mark submission for the Equality Challenge Unit, and will be developing an action plan of further staff development requirements for non-academic staff in due course.

Lecture Capture: Within our strand of work on Learning Environments, we are currently investing to ensure that all of our large teaching spaces have lecture capture capability which will enable us to support our disabled students, and those with additional responsibilities who find it harder to attend campus regularly, to access lectures. In the first instance this project will develop the capacity for all standard delivery methods to be captured, but the academic team delivering this work are also focusing on how we can capture flipped classrooms effectively which will further enable disabled students to review learning in these environments if they require.

Academic support for our students

We have reviewed our Academic Personal Tutoring model and are planning in 2016/17 to begin a 2-year project to evaluate the impact of this scheme and to develop local measures of success. This project will be created using the model we developed in our bursary research project which produced actionable evidence that has resulted in notable changes to practice. The project will particularly focus on the differential impact for students from Widening Participation backgrounds, but will aim to develop a set of methods that can be used across the board in line with our approach to mainstreaming provision while focusing on inclusive approaches.

Peer Assisted Learning scheme

We have invested in an extensive and effective peer learning programme that is embedded within many programmes and departments. We will continue to embed this further and to ensure that the scheme supports student success and engagement. We will also continue to ensure that the scheme reaches those students who need it most. We already know that the PAL Leaders (those who deliver support) are demographically representative of our student body; but we will work to ensure that more students from WP backgrounds take up the opportunity to become a PAL Leader – because we know that this opportunity improves the graduate outcomes of students. We will also continue to focus on increasing PAL attendance and to develop systems that will allow us to understand in a more efficient manner the demographics of those who use PAL.

Academic Skills Support

We have been focusing on developing our academic skills support within the curriculum, in order to ensure it is inclusive and that all students can benefit. As part of our Learning 2020 programme we will work to further join up the various aspects of academic skills support we provide outside of the curriculum to ensure that we are making best use of the excellence in this area of work. Our Academic Literacy Forum will ensure that quality pedagogical development underpins and supports our academic skills support and develops targeted resources and sessions to the students who need it most.

Support for Disabled students

We are committed to retain the support we offer for disabled students, despite the

reduction in funding that results from changes to the DSA allowance. We will provide additional funding to ensure that we can go beyond reasonable adjustments when required to ensure that our students with disabilities can engage fully with their learning.

Mental Health Support: We have reserved additional Access Agreement funding which will be targeted toward enhancing the emotional and psychological resilience of students transitioning into university, a period that can be particularly challenging for students leaving care and for disabled students. This work will be undertaken via partnership between PAL, Wellbeing and Accommodation Services, linking into UWE's "student life" initiatives. Similarly, PAL and Wellbeing will partner with Careers Service to enhance the transition of students into employment by implementing resilience workshops to build confidence and sense of purpose for final year students.

Our intersectional analysis in 2015/16 demonstrated that mental health issues were more reported by BME students, mature students and female students. This echoes national patterns and presents particular challenges which we are working to address. Firstly, increasing numbers of students are requiring our wellbeing services and we are developing resources that encourage mental resilience to help all of our students to better manage the demands of university life today. Secondly, we are working, as part of our Race Equality Chartermark analysis, to understand from BME students some of the challenges and potential triggers that they face at university. We hope that by working with BME students and staff, and with the Student Union, to develop student agency and understanding of national and local challenges we can change our culture and enable all students to have more positive and supportive experiences at university.

Disability Support: We also recognise the need to provide adequate support to students with disabilities in order to mitigate their stress, limit the risk of further mental health issues and to enable them to engage fully with their learning. Part of this work continues to be responding individually to applicants and students to develop personalised action plans through which the university can facilitate access to learning for our students. However, increasingly, this work is also focused on ensuring that new developments can enable students to access learning in appropriate ways without needing additional adjustments to be made. An example of this is the introduction of lecture capture throughout the university campus teaching rooms and the standardisation of requirements for reading material in advance of teaching which will together support students to access teaching without the need for additional adjustments. Access agreement funding will be targeted toward activities which build access and inclusion for disabled students in respect of lectures and seminars, establishing, for example, peer note banks, enhanced IT skills, practical support.

Addressing hate crimes, sexual violence and harassment

UWE Bristol has developed a reporting system for recording incidents of hate crimes; using the information collected, we have been able to identify patterns and have subsequently, been able to plan strategic interventions.

We work collaboratively with the University of Bristol to lead projects and campaigns to address incidents of sexual violence, both on and off campus. We jointly chair a forum (Forum against Sexual Violence and Harassment) that includes representation from both Universities, both student unions and community stakeholders including the Avon and

Somerset Police. All parties have agreed a zero- tolerance approach to sexual violence and harassment and are working with stakeholders to share data and develop an accreditation scheme that will reward local businesses for supporting the forum's aims and objectives.

Transition and financial advice support

Additional transition support for vulnerable students: In 2015/16 we began to link the financial support provided by our Money Advice and Funds Service to other areas of support across the university in order to address particular areas of concern (such as the high proportion of care leavers withdrawing due to academic failure). First year feedback on this scheme has demonstrated that it has been highly successful; almost all of the students who received this support are so far still enrolled and engaging in their studies. However, we recognise that it is too early to draw significant results from this so far. We plan to expand this support to estranged students and carers eligible for the enhanced bursary and to provide a pre-entry event that builds cohort identity and confidence as HE learners. We will continue to introduce the students to the Peer Assisted Learning scheme either at the pre-entry event or in Welcome Week and fund 6 sessions of academic and social mentoring designed to help these students to settle in and understand the range of support services available.

Transition support for disabled students: We will continue to provide funding of £150,000 to support low income students with disabilities to access DSA. This funding will both fund diagnostic assessments for those from low income backgrounds and will provide a top-up fund where students have additional needs beyond the DSA award.

Financial Health Checks: We will continue to fund our highly effective financial health check service which provides students with practical advice and support in budgeting. This service has been targeted at students eligible for the enhanced bursary, those who have sought support from our hardship fund or short term loan scheme. The initial evidence suggests that the students who have used the service have developed enhanced financial competencies which allow them to manage complex and uncertain financial situations more effectively.

4.3 Progression

Employability and enterprise in the curriculum

As part of our strategic approach to delivering a cohesive and integrated curriculum, our Employability & Enterprise teams have been working with faculty colleagues to further embed employability work within programmes. In 2016/17 the teams will be developing specific widening participation action plans, an approach borrowed from our recruitment planning where faculty and specialist professional services work together to devise appropriate strategies to focus on particular WP targets. These action plans recognise the sector and discipline variations that exist for our target groups and enable us to develop nuanced and meaningful responses that are integrated with our faculty and programme level work on widening participation.

Developing career management skills and providing targeted support

The Employability and Enterprise teams will also continue to develop embedded approaches to delivering career management skills training to ensure that all students can

benefit from the support. Where targeted activities are developed in response to particular gaps or needs, we will develop a monitoring plan to understand usage and to better widen access to these schemes.

Work related learning experiences

We know that a significant factor in attaining graduate level employment is high quality work related learning during the course. We are working to develop further opportunities for this and to ensure that these are suitable for all. Where work placements are compulsory, we will be working with our partner organisations to tackle issues of perceived or actual discrimination on placement and to ensure that work related learning experiences are safe and engaging for our students. We will be looking to understand barriers to take up and to tackle these systematically. For example, where we know that financial barriers exist we will encourage companies to provide higher financial remuneration (perhaps as part of their own diversity schemes), or where necessary we will investigate the support the university can offer.

Encouraging postgraduate study

We will continue to work with marketing to encourage our widening participation students to consider postgraduate study and to understand the barriers to progression for these students. We have an internal research project currently ongoing which we hope will provide us with a greater insight into these issues which will further inform this work.

4.4 Financial Support

We will continue with our simplified financial support package that was developed following formal evaluation in 2014/15. We have reviewed the financial support we offer in light of the proposed changes to funding for students on Nursing, Midwifery and our Allied Health programmes ('formerly NHS-funded students'). We are developing a response that both recognises the particular challenges these students face, while also building in flexibility within UWE's financial support in this unprecedented situation.

Our evaluation of financial support in 2014/15 sought to address the question, how do bursaries mitigate the risk of low income on withdrawal rates? Our key question was answered through mixed methods data collection and analysis: two surveys – one of first-year and one of third-year bursary recipients; qualitative interviews with first and third-year bursary recipients; quantitative analysis of the relationship between bursaries and withdrawal, module level attainment, and relationship between bursaries and end of first year success.

Our evaluation established no clear link between the amount of bursary support and retention. Qualitative evidence suggested that financial support was a useful mechanism for engaging students with the university and with student life – of which, a link between engagement and retention was found. It appeared that the amount was not the key factor but rather the process itself, which to the students in receipt of bursaries, was evidence of the university caring about their engagement and student experience, increasing their confidence and motivation. Notably, concern was raised regarding the anxiety and additional financial stress caused at the end of year 1 as a result of our front loaded bursaries. Therefore, we continue to provide the majority of our bursaries to students on the basis of low family residual income. We will continue to offer a large number of mid-size bursaries

(£500) to a large number of students (1300). These 'steady state' bursaries (where the same amount of funding is given in each of the 3 years) enables students to plan their finances more effectively and reduces the stress and anxiety caused by an annual decrease in financial support. We have modelled the effect on this fund of the inclusion of formerly-NHS funded students and the increases to funding from Student Finance England. From this analysis, we are able to commit to providing a bursary to all eligible students with residual income below £20,000. For low-income NHS students, this bursary will provide confirmed support for their initial on-course costs (such as uniforms) as at the time of writing the funding arrangements are still unclear.

We will allocate to the student with the lowest income first to ensure that those who need the financial support most will definitely receive it. Depending on the residual income levels of our new students, we may be able to support students with income up to £30,000. The threshold of £25,000 has now been in place since 2008/09.

We will further have extended our support for students whose situation means they are particularly vulnerable to financial hardship or who are unable to access the standard forms of support. We have set aside an enhanced bursary fund to support care leavers, carers and estranged students. We recognise that a significant proportion of our health care students face particularly high child-care costs due to their long terms and placement requirements. We will reduce the payment in first year to £2000 (from £3000). This will enable us to widen this fund to be available to around 80 care leavers, estranged students and carers as well as to a further 150 students with young children on health care programmes with significant levels of additional child-care costs.

The new funding arrangement does mean that we require flexibility between our two bursary schemes. We will allocate both schemes, concurrently in order to support students with the greatest need first; indicative allocation patterns will be reviewed at Widening Participation Committee in consultation with the Students' Union. We will continue to ensure that we have some funds that can be allocated to students who fall outside of the standard bursary criteria (i.e. those domiciled in Wales, Scotland or Northern Ireland or applicants with lower level HE qualification such as an HND).

The enhanced bursary students (care leavers, estranged students and carers) will continue to receive additional transition support (see below).

In 2016/17 we will introduce a new Scholarship programme that brings together philanthropic donations of scholarships into a unified format, providing an opportunity to showcase the benefits of these funds to our donors and potential donors as well as engendering a sense of pride and community in our student recipients. We will work closely with our Development and Alumni Relations Office to develop this scheme which will focus on supporting low income students who have demonstrated academic potential to succeed. Echoing the approach, we have taken with our Enhanced Bursary, by 2017/18 additional activities will be embedded around the financial support (including an opportunity to engage with the scholarship donors, visits back to their school and the potential for mentoring or work experience opportunities).

We will continue to provide in-year hardship funding to students on the basis of low personal

income. In previous years we have provided a hardship fund of £320,000 for NHS funded undergraduate students and from 2017/18 we will begin to reduce this down proportionally as new students are funded by Student Finance England. This will appear to be an increase in our fund for Student Finance England undergraduate students and a decrease for NHS students but actually represents a steady state of funding over the next few years.

In summary, we will provide:

- 1,300 bursaries at £500 a year for each year of study to students from low income backgrounds (under £30,000)
- 80 enhanced bursaries at £2,000 a year in first year (to offset the higher costs of university based accommodation) and £1,000 a year in subsequent years for care leavers, carers and estranged students (these students will not be eligible for the £500 bursaries)
- 150 enhanced childcare bursaries at £2,000 a year in first year (to offset the high cost of childcare) and £1,000 a year in subsequent years for students on healthcare programmes previously funded by the NHS (these students will not be eligible for the £500 bursaries)
- £617,000 hardship fund to provide support to students with low personal income

6. Targets and milestones

Our key target groups approved by the Widening Participation Committee were:

- Mature students (Including Access to HE learners)
- Disabled students
- BME students
- Students from Low Participation Neighbourhoods
- Care Leavers

Our targets focus on all stages of the student lifecycle:

- Increased recruitment from target groups to the University
- Reducing to zero the gap in success and retention between our targets and their comparator group (i.e. mature vs young students) by 2020
- Improving the graduate level outcomes of our target groups
- Ensuring that care leavers have a supported and equitable experience throughout university from the point of application

In 2015/16 we started looking at the intersectional differential gaps, both as a way to better understand how to target and design potential solutions, and because we recognise that students have complex, inter-dependent identities. This work is starting to inform internal action planning for our current students and we will be supporting colleagues further with this over the next 2 years. Notably, differentials in attainment between BME and White students is a key area of focus for the institution. At the same time, we have changed our institutional targets for withdrawal, introducing a continuation metric. Analysis of 3 year trends for this new metric does not show a differential based on ethnicity, and as such we have not set a related target in our 17/18 Access Agreement, however, we will be reviewing continuation rates annually by all protected characteristics and monitoring for

future gaps.

We continue to respond to the intersectionality between gender and social class in our work. We know that white working class boys are less likely to apply to our university than white working class girls, but have a slightly higher conversion rate meaning we are focusing our work with white working class boys on increasing application rates to university. We will be reviewing the gender breakdown of individuals engaged in our outreach scheme in 2016/17 and ensuring that a greater proportion of white working class boys are encouraged to take up these opportunities.

7. Monitoring and Evaluation

The continual monitoring of progress against targets is the responsibility of the Widening Participation Committee, chaired by the Pro-Vice Chancellor, Student Experience. The SU President is the student representative on this committee.

Responsibility for delivery of WP outreach activity sits ultimately with the Head of Future Students, and is developed, and reviewed by a WP Outreach Group bringing together colleagues from the Recruitment and Outreach team (including the Widening Participation and Community Engagement team), Education and faculty WP leads. After a significant period of re-alignment of roles this group are now in a position to prioritise core aspects of their programme for external evaluation. Financial constraints mean that two programmes of outreach will be formally evaluated over a 2 year rolling cycle. Other schemes will be reviewed more informally using feedback from participants and key stakeholders in year.

Responsibility for developing and delivering inclusive teaching and learning and student experiences ultimately lies with the faculties and programme teams. Monitoring of progress against targets will be the responsibility of faculty Academy Standards and Quality Committees who will encourage programmes to develop targeted solutions to particular gaps in collaboration with services and departments across the university. Strategic direction and support will be provided by our Learning 2020 programme which will seek to enable inclusive practices to be developed. We will develop independent evaluations of two university wide schemes to support students' learning on a 2 year rolling basis and will use the evidence from these schemes to make changes to our provision if required.

8. Equality and diversity

This Access Agreement has been developed in consultation with the University Equality and Diversity Unit. We are working with the E&D unit on both the development of the new University Inclusivity plan for 2020 and also the Race Equality Chartermark submission (including action plan).

9. Provision of information to prospective students

UWE Bristol is committed to providing clear, transparent and up to date information for prospective and future students. Details about entry requirements, course information including mode of study, tuition fee levels and student financial support is published on the

UWE website and in the printed prospectus.

The Funding and Scholarships page on the UWE Bristol website includes eligibility criteria and information about how to apply for financial support.

Information on tuition fees and financial support is also shared with UCAS and the SLC in a timely way to ensure that their own web services are up to date and complete.

Relevant University teams provide information regarding student finance through presentations to our target schools and colleges, at open days, taster days, and applicant days and at other widening participation events.

In addition, the Recruitment and Outreach team send, via email, a termly newsletter to the target schools and colleges to provide information relating to courses, fees and funding and specific activities they are able to take part in.

Social media continues to play a role in providing information to prospective students. The Admissions and Recruitment and Outreach teams host future student online *ask Admissions* sessions where information about fees funding and additional material is provided.

The University completes the Key Information Sets (KIS) which can be used as a reference tool by prospective students.

10. Consulting with students

UWE Bristol is committed to working in partnership with its students and meets with student representatives to consider details of the Access Agreement prior to approval by both the university and the Students' Union. The SU President is on the Board of Governors and the Widening Participation Committee which oversees and approves the development of our Access Agreements.

The SU are embedding into their work their own Students' Widening Participation Strategy which will be aligned to the University strategy to ensure that they are working to represent the diverse nature of our student body.

As we work towards our 2020 Strategy we see the partnership between the University and the Students' Union as critical. We will work closely with our Students' Union to ensure that we engage students as partners in learning. We recognise that by engaging students as partners in our improvement plans they will develop deeper personal investment which translates into more effective working relationships. Further, involving students in decision-making transforms the attitudes and systems that underlie the culture of the University and its communities, allowing us to make deeper, more transformative changes. Finally, by accessing the diverse range of perspectives that exist within our student body we can make student voice the most significant enabler to University enhancement. Engaging student voice can ensure cultural, racial, economic, and social diversity is reflected in strategic and operational plans.

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

Reference number	Stage of the lifecycle (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down)	Baseline year (drop-down)	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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16a_01	Access	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Increase enrolment of LPN Young students	No	2011-12	12.1	16.3	17.1	17.9	18.6	18.6	
T16a_02	Access	HESA T2a - (Mature, full-time, all undergraduate entrants)	Increase enrolment of Mature students	No	2011-12	24	25.1	25.4	25.8	26.2	26.6	
T16a_03	Access	HESA T7 - Students in receipt of DSA (full-time, all undergraduate entrants)	Increase number of students in receipt of DSA	No	2011-12	7.5	-	-	-	-	-	The university is developing a new metric to replace the use of DSA as we do not feel this is an appropriate measurement of our disabled students engagement with the university in light of the changes to DSA
T16a_04	Access	Other statistic - Ethnicity (please give details in the next column)	Increase enrolment of BME students to level representative of Bristol	No	2011-12	13	19.2	20.6	22	22.2	22.2	
T16a_05	Access	Other statistic - Care-leavers (please give details in the next column)	Increase enrolment of care leavers	No	2011-12	23	29	30	31	32	33	
T16a_06	Student success	Other statistic - Location (please give details in the next column)	Increase Good Honours rate of LPN Young students	No	2011-12	71.9	72.3	72.7	73.5	73.8	74.1	
T16a_07	Student success	Other statistic - Location (please give details in the next column)	Increase Good graduate outcome rate (DLHE) for LPN Young students	No	2012-13	67.7	68.9	69.2	69.6	69.8	70	
T16a_08	Student success	Other statistic - Disabled (please give details in the next column)	Increase Good Honours rate of students with a disability	No	2011-12	63.2	70.9	71.8	72.8	73.8	74	
T16a_09	Progression	Other statistic - Ethnicity (please give details in the next column)	Reduce withdrawal rate of BME students	No	2012-13	13.8	-	-	-	-	-	The university has moved from reporting withdrawal to reporting non-continuation, using a method similar to the HESA Performance Indicator. The latest 14/15 figures have shown an elimination of the discrepancy between BME and White withdrawal rates and therefore we no longer report this metric.
T16a_10	Student success	Other statistic - Ethnicity (please give details in the next column)	Increase Good Honours rate of BME students	No	2011-12	55.4	62	63.9	65.8	67.7	69.6	
T16a_11	Student success	Other statistic - Ethnicity (please give details in the next column)	Increase Good Graduate Outcome rate (DLHE) for BME students	No	2012-13	66.6	68.6	69.3	70	70.7	71.4	

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16b_01	Access	Outreach / WP activity (collaborative - please give details in the next column)	Delivery of South Bristol Youth collaborative activity in Year 8 and 10 with University of Bristol	Yes	2014-15	Year 8 programme - 120 young people; year 10 programme -	Year 8 programme - 120 young people; year 10 programme -	Year 8 programme - 120 young people; year 10 programme -	Year 8 programme - 120 young people; year 10 programme -	Year 8 programme - 120 young people; year 10 programme -		Continue to run programme for year 8 (UWE) and year 10 (Bristol)
T16b_02	Access	Strategic partnerships (e.g. formal relationships with schools/colleges/employers)	Strategic partnerships with 3 Colleges and Enhanced Partnerships with local school trusts/federations	No	2014-15	3 colleges + 3 school partnerships	3 colleges + 4 school partnerships	3 colleges + 4 school partnerships	3 colleges + 4 school partnerships	3 colleges + 4 school partnerships		
T16b_03	Student success	Student support services	Maintain Financial Health Check Service for students in financial difficulties	No	2013-14	134 appointments	140 appointments	140 appointments	140 appointments	140 appointments		We will sustain our service for students
T16b_04	Student success	Student support services	Support at least 1000 students with bursary provision	No	2013-14	1058	1300	1300	1300	1300		
T16b_05	Student success	Operational targets	Increase proportion of PAL leaders meeting a WP criteria to 50%	No	2014-15	45% PAL leaders meet WP	47%	48%	49%	50%		
T16b_06	Student success	Operational targets	Academic Skills Session	No	2014-15	Faculty based pilots	Measure demographics	Set KPI milestones	Set KPI milestones	Set KPI milestones		We will work towards having KPI milestones by 17/18 when we have set up embedded our services and have data
T16b_07	Progression	Operational targets	Increase internships take up by WP students	No	2013-14	44%	46%	47%	48%	50%		
T16b_08	Progression	Operational targets	Increase Future Awards registrations for WP students	No	2013-14	52%	54%	55%	56%	57%		