Annex A - 2019-20 access and participation plan provider template

The University of West London
Access and participation plan, 2019-20

Introduction

The core mission of the University of West London has been consistently to reach out to all those who can benefit from HE, assist them to meet their full potential academically and prepare them for their future careers.

The University's new strategic plan reinforces this mission:

‘to give our students access to three transformative and fundamental rights: the right to enhancement, the right to inclusion and the right to participation’.  
(Achievement 2023)

This underpins the University's record of being:

‘a standard bearer for the benefits of widening participation and social mobility, our reach is broad and deep. From the outset we have embraced new ideas and remained adaptable while providing value for money and life changing career opportunities to all our students.’ (Achievement 2023)

Importantly, we have always worked closely with our Students’ Union to achieve our goals and as critical friends, they continue to help us fulfil our mission.

1. Assessment of current performance

1.1 Assessment reflection

Our assessment of current performance is that UWL is very successful at recruiting students from traditionally under-represented groups in HE. However, these students often find the transition to HE difficult and require considerable additional, support to remain and succeed in HE. The University is continuously seeking ways to enhance this support and tailor it to meet students’ needs and consequently, this is where the largest proportion of our investment is focused. This investment is effective as our track record in progression for under-represented groups demonstrates. We are able to significantly enhance our students’ career prospects; helping them enter graduate employment or further study.

1.2 Access

UWL’s strategy for access focuses on raising student attainment and aspirations from primary school through to mature learners. Our success in recruiting students from disadvantaged groups means that UWL has one of the most diverse student populations in the country including:

- 55% of students are BAME ethnicity
- 63% of students are mature
- 52% are in the English index of multiple deprivation¹ quintile 1 and 2

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In 2016-17, 8.3% of entrants were from POLAR quintile 1; UWL consistently having one of the highest levels in London.  
62% of entrants are from households where the income is less than £25,000 per annum.
53% of students are the first in their family to study at HE level.
11% have a disability.
In 2016-17, 0.6% (49) of the undergraduate population were care leavers of which 53% were mature, 76% BAME, 67% female and 38% from IMD quintile group 1.

UWL continues to engage with those from under-represented student groups including those whose parents have not attended University, those in receipt of free school meals, looked after children and care leavers, young and adult carers, disabled learners and mature learners.

Admissions

UWL closely monitors internal statistics, particularly those relating to student demographics and uses it to inform changes in practice and provision to ensure that the University is providing equality of access to all.

UCAS equality data published in 2017 showed that UWL offer rates were higher for males (70%) than females (45%). By ethnicity, 'other ethnicities' received the highest offer rates (67%), followed by Asian (64%), White and Mixed (61%) and Black (32%).

Nursing, Midwifery and Allied Health Care (NMAHC) has a disproportionate impact on the offer rates for female and black applicants because the University receives a large number of applications for a small number of places. When the 2017 data was analysed excluding NMAHC, the offer rates were 78% for males and 71% for females, showing a more equal gender balance. Similarly for ethnicity, a breakdown of the data excluding NMAHC revealed that the offer rate was more equitable across ethnicities with 73% for White and 74% for BAME applications.

UCAS MEM (Multiple equality measure) data from 2013-17 is available by HEI. Unfortunately the population covered by this analysis relates to 18 year old applicants from England which accounts for only 25% of our applicant population and is therefore not representative of our prospective student intake.

Greater London Authority population estimates from 2017 show that the University reflects the ethnicity of its local population. Over 40% of undergraduate students originate from Ealing and Hounslow boroughs where 54% and 52% of residents are from BAME groups.

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2 HESA PIs 2016-17
3 SLC data for 2016 entrants
5 https://londondatastore-upload.s3.amazonaws.com/instant-atlas/borough-profiles/atlas.html
1.3 Success

Non-continuation

A key metric for all students is persistence and progress. Although institutions such as UWL are committed to equal opportunities for all, we acknowledge that this can be reflected in poorer continuation outcomes. Institutions across the sector with similar demographics to UWL have similar non-continuation rates, largely resulting from the challenges faced by our demographic.

As a result, there has been a lot of emphasis on addressing the needs of these students, with significant investment in both technology and personal support being targeted towards continuation and progression of our most vulnerable students. UWL has invested £138,000 in Civitas (a data analytics system) helping us to predict those most at risk. In addition, a University-wide retention group was initiated in 2017-18 which focuses on student retention (particularly at L3 and L4). Using the data from Civitas software which is correlated against live data provided through our student engagement dashboard, identifies students at risk and the most appropriate actions to be taken. All schools, the Students’ Union and relevant professional departments are represented on this group, to ensure responsibility for student success as an organisation-wide responsibility. Operational guidelines are in place to guide staff in the actions that must be taken to ensure that all potentially vulnerable students are contacted to offer interventions which are personalised to their needs. The Students’ Union has been instrumental in the development of the plans, especially in ensuring that messages to students are relevant, accessible, timely and supportive.

In terms of completion rates the University has two major challenges, one being continuation of mature students and the other which is related to studying in London. Across the sector there is a high correlation between the percentage of mature students and low completion rates. Average sector non-continuation rates for young students were 6.4%, compared to 11.6% for mature students. This challenge is particularly evident in London modern universities where 11.6% of young students and 15% of mature students did not continue in 2017-18.

In addition, UWL has an increasing number of level 3 students entering Higher Education, as part of the access and participation plan, which additionally adds to the challenge of student success.

UWL had the 6th highest proportion of full time undergraduate mature entrants in the UK in 2016-17. The latest HESA PIs released in March 2018 showed that the percentage of UWL entrants in 15-16, who did not continue into 16-17 improved for young students (under 21) from 9.8% to 9.5%, (out-performing our benchmark of 10% and achieving our lowest non-continuation rate ever for this group of students), regarding mature students the rate increased from 11.7% to 16.8%. Compounding this challenge is the fact that our undergraduate, full-time, mature population has grown to 54% in 2015-16 impacting the overall non-completion rate since such students tend to have far more complex family and work situations.

Using the HESA PI data for UWL, the highest non-continuation rates are for students from mixed, black and other ethnic groups (20%) and the lowest for students from white and Asian ethnic groups (13%) as is seen across the sector. Non-continuation rates for Asian students have improved from 17% in 2013-14 to 15% in 2016-17. Female non-continuation rates

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6 https://www.civitaslearning.com/ Civitas Learning software enables universities to identify key persistence factors which affect students and prioritise outreach to at-risk students through predictive analytics
7 HESA Student return data 2016-17 8 https://www.hesa.ac.uk/news/08-03-2018/non-continuation-tables
have been consistently better (14%) than that of male students (20%). Non-continuation rates for care leavers were 12%, lower than the University average of 16.3%, although based on a small population of students. Socioeconomic backgrounds also impacted non-continuation with 20% of students from IMD quintile 1 failing to continue. However, in 2015-16, disabled students were 1% more likely to continue than those with no disability.

HESA PI data for non-continuation shows that 12.6% of UWL full-time, first degree, entrants from low participation neighbourhoods, were no longer in HE following the year of entry, within 2 percentage points of our benchmark of 10.6% and the sector average of 8.6%.

### Attainment and attainment gaps

We are not complacent about these challenges and continue with our commitment to reduce these attainment gaps through a number of initiatives including the collaborative Student Attainment Project (SAP) project (described on page 15). Student involvement is key in addressing these issues with students participating in the regular ‘Student Attainment Project Champions Group’ and in the shared experience events.

We are acutely aware that our student demographic means that we have a challenge with attainment and gaps between different student groups. As a result we continue to work to reduce these gaps.

In 2016-17, the University’s attainment gaps between ‘good degrees’ (First and 2.1s) and other degrees were: BAME students achieved 22% less ‘good degrees’ than non-BAME students, students in IMD quintile 1 achieved 20% less ‘good degrees’ than those from quintile 5, mature students (aged over 21) achieved 9% less ‘good degrees’ than young students and disabled students achieved 6% less ‘good degrees’ than non-disabled students. Non care leaver students achieved 3% less ‘good degrees’ than care leavers and female students achieved 1% less ‘good degrees’ than male students.

The BAME attainment gap at UWL has reduced from 25% in 2015-16 to 22% in 2016-17, which is similar to the average of modern London post-92 universities. The 3% improvement achieved by UWL compares favourably to an overall sector improvement of 1.4%. The regional impact on this measure must be taken into consideration as modern universities in London have significantly larger undergraduate BAME student populations than others in the sector. This has a direct impact on the ethnicity gap. In 2016-17, BAME students accounted for 46% of all students in London, double the sector average of 23% and almost one in three BAME undergraduate students in the UK was studying at a London HEI.

### Intersectionality

Nationally, there was a 29.4% gap in 15-16 between black male (50.4%) and white female (79.8%) qualifiers. At UWL this gap was lower at 21% (84% compared to 63%) in 16-17.

At UWL, combining ethnicity and age, the largest gaps were between black young (under 21) qualifiers at 55% and White young qualifiers at 86%, a gap of 31%.

Our analyses show that 31% of our BAME student population is also in IMD quintile 1, compared to 13% of our non-BAME population. Thus we have targeted many of our activities to assist both BAME students and those from areas of socio-economic disadvantage.

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[9] See page 15 for full explanation

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To ensure that our actions are helping the targeted populations, the student feedback data, through module evaluation and NSS, is analysed in detail, particularly with respect to different demographic groups and the information used to inform curriculum change. Involvement in surveys has increased year on year giving a true reflection of the student need and perception.

1.4 Progression

UWL has a track record of continuous improvement for the employability of its graduates. In 2011-12, 94% of UWL undergraduates progressed to employment or further study. By 2015-16 this had increased to 97%, one of the highest levels in the UK. The University has consistently exceeded its benchmark by at least 3% showing that the performance is stronger than expected given the profile of our student body.

Student graduate outcomes in DLHE 2015-16 showed that 70.5% of those employed were in professional level positions after 6 months, increasing from 68.9% in 2014-15 and 60% in 2013-14. UWL has achieved particular success with underrepresented groups: 73% of female students, 72% of Black students, and 81% of mature students (25+) attained professional level employment. In addition, students from POLAR quintile 1 had the highest proportion of professional level jobs (76%), compared to the other quintiles. Finally, 76% of students with disabilities also achieved professional-level employment.

In both the EPI and proportion of graduate level outcomes, the University has seen a decrease in the gap between White and Mixed/other students over the last 3 years. For the EPI, students with Mixed/Other ethnicity have improved from 92% in 2014-15 to 94% in 2015-16 to 97% in 2016-17 and is now almost equal to the University average of 98%. The gap between White and Mixed/Other has reduced from 4% to 2% over the 3 year period. For graduate level percentage, Mixed/Other students have increased from 64% to 68% to 74% between 2014-15 and 2016-17 and the gap between Mixed/Other and White students has reduced from 8% to 5% to 0.4%.

Our TEF splits show that UWL is significantly above benchmark for employment or further study for FT students for young and mature, all POLAR quintiles, all IMD quintiles, BME ethnicity, disabled and non-disabled, male and female students.

2. Access- strategies and ambitions

Enhancing the whole student lifecycle for all students with a personalised learning journey will continue to be at the core of the University’s strategy over the next five years.

2.1 Student Experience Strategy

Our Student Experience Strategy, implemented in close association with the Students’ Union, aims to enhance student confidence, improve our student crisis response and increase our transparency, communications and continual monitoring. The pillars of the strategy are

- to instil student sense of community, belonging and representation in students.
- optimising students’ experiences leading to increased student engagement, improved student attainment and satisfaction together with improved resilience and sense of self
- improved continuation and completion
- enhanced employment outcomes.
The University aims to offer an iterative and individualised student experience by understanding the specific students we have, the journey they are taking, the barriers they will face and the contingent support we can offer to remove those barriers. The nature of our students also dictates the type of courses we offer e.g. foundation year, part-time, part-time intensive, online and apprenticeships. We will also offer two year degrees. The prior experience a student brings (both positive and negative) can dictate the suitability of different approaches to study. Students from diverse backgrounds have differing needs and individual barriers to success require specific support e.g. parents and carers, students who are first generation in HE, students with disabilities or socioeconomic challenges, students for whom English is not their first language all have different challenges.

The Student Experience Strategy describes how we support students from application through admission, enrolment, an extended induction to studying and surviving at University, and personal tutoring to careers support; dealing with barriers on the way.

Our current provision across the University comprises a range of collaborative teams including Student Services, the Engagement team, the Careers Service, personal tutors, School administrative support and the Library. These are supported by the planning and finance offices. The University’s new ExPERT Academy Unit (Expertise through Professionalism, Education Research & Teaching) is contributing to our ‘total support’ approach through improved academic staff development. In addition, the exceptional relationship with the Student Union means that students benefit from peer support that is research informed. Recently we have commissioned the student Union to provide us with a unique insight to the needs of, and challenges for, our student demographic with regards to what the term ‘Good teaching’ means for them. This was a major project that included 3725 students’ from across the University. This has helped us gain an understanding of programme specific challenges and successes as students’ needs vary by course and discipline.

### 2.2 Learning and Teaching Strategy

The University’s Learning Teaching and Assessment Strategy has been developed for introduction in 2018, again in association with staff and students across the University including the Student’s Union. This strategy stipulates a new approach to curriculum design and pedagogy to ensure success for all our students. It provides for inclusion in our academic framework the need for course teams to consider how each aspect of the curriculum is inclusive and celebrates diversity. Our approach to assessment is to facilitate the demonstration to employers the ‘real world’ skills students have developed through placements, live projects, internships, extra- and co-curricular activity. We have embraced an approach of structuring the development of independent learning skills through scaffolded learning outside the classroom e.g. technology supported learning (particularly at Level 3 and 4 where transition to Higher Education is most challenging) which means that each individual can develop at a pace which most suits them. All students where ever possible, get early and frequent opportunities for formative feedback on their assignments and feed-forward to enhance their learning. They are also provided with frequent extra- and co-curricular interdisciplinary learning opportunities, which enhances their engagement, personal confidence and employability.

The strategy includes a continuing professional development framework for all academic staff, focused on the development of practice and skills. This framework enables all staff to role model our graduate attributes, which reflect the diverse nature of our staff and student demographics, as well as addressing the issues for attainment and success we have identified above.
The newly formed ExPERT Academy which supports the enhancement of academic professional practice (as defined by the UK Professional Standards Framework) and provides support and development, provides a greater understanding of students' learning journeys and how flexible approaches to curriculum design and assessment, can help provide individualised learning plans for students, particularly those at greatest risk.

The formation of the College of Mentors (underpinned by a SEDA Mentoring and Coaching qualification and led by the ExPERT Academy) and the introduction of a new Academic Development and Mentoring process (ADAM) aims to provide a professionally trained cadre of experts who can mentor staff in the development of their academic practice particularly with regards to inclusion and personalised learning journeys. Students are also encouraged to join the College of Mentors and ExPERT Academy works closely with the Students' Union to ensure that the development offered really addresses the needs and concerns of the student body. Students are a key part of the ADAM development group through the sharing of feedback and assessment.

The Learning, Teaching and Assessment (LTA) strategy is underpinned by a RAID log with clear objectives and responsibilities and is regularly reviewed through the Learning, Teaching and Assessment Committee to ensure progress is being achieved. In addition, institutional research and evaluation is carried out by the ExPERT Academy (usually in conjunction with the Students' Union) to ensure the relevance and effectiveness of its activities and those of the LTA strategy.

**Strategic approaches to Access, Success and Progression**

Based on our assessment of current performance and the relevant University strategies, UWL's response to the priorities identified by the OfS are described below for the three stages of the student lifecycle - Access, Success and Progression.

**2.3 Access**

The strategy for access was created with a focus on raising attainment and aspirations from primary school through to mature learners working with those who come from under-represented groups in HE. The Outreach Team and organise a wide variety of programmes and events each year including Saturday Clubs, Maths and English tutoring for primary schools, Study Skills, events for care leavers and mature learners and Discovery Days. This portfolio of support and activities offered is constantly developing based on four main aims:

- Raising the attainment – particularly in English and Maths – of those in lower sets who would struggle to attain a passing grade at GCSE or equivalent.
- Equipping learners with skills useful to further and higher education, and developing their existing skillset to maximise their chances of success in the future.
- Helping learners understand what it means to study in Higher Education so they feel empowered to make the most appropriate decisions about their educational journey.
- Using data to inform decision making regarding activities, priority groups and overall University strategy.

The portfolio of activities guides pupils through a series of engagements from Year 3 through to Year 13, and potentially beyond (should they decide to return to education as a mature student).

UWL works focusses outreach activity on groups who could benefit most from support including:

- Those whose parents have not attended University
Those in receipt of free school meals  
Looked After Children and Care Leavers  
Young and adult carers  
Disabled learners  
Mature learners

**Collaboration**  
The Outreach team works closely with the Students’ Union to ensure activities are informed by their understanding of student needs. In addition, UWL regularly collaborates with several groups who share similar aims in regard to widening access to higher education, including local museums, businesses and community organisations.

Working with schools in our local communities; we provide multiple engagements for pupils, to build an understanding of what higher education could mean for them. Student ambassadors are also involved using their own educational journeys in the planning and design of activities. They also provide regular feedback on how engagements could be improved and enhanced to have a greater impact on the learners.

As an active member of HELOA (Higher Education Liaison Officers’ Association) the University shares best practice in outreach work with colleagues from institutions in London and the rest of the UK.

Collaboration with organisations such as Enabling Enterprise is a key area of the University’s primary school engagement strategy, with young learners visiting the University from schools across London as well as the local community via these two partners.

The University is an active member of NEON (National Education Opportunities Network), regularly attending training sessions and participating in forums such as the Primary Schools Working Group. UWL won the 2018 NEON HE Institution of the Year Award and were a commended finalist for the NEON Widening Access Initiative (Retention and Success) Award in 2018.

**Evaluation**  
We monitor and evaluate the impact of all our outreach activities. For some longer term interventions, such as tutoring, grades and application data provide the major indicators of success. In others, such as the Study Skills Summer School, the qualitative feedback received about participant confidence levels (directly after summer school completion, and at points throughout their first year at UWL) informs the future direction of the project.

The University is a member of the HEAT membership service which assists English HEI’s to target, monitor and evaluate their outreach activity. Sharing such data we can critically reflect on our approach to outreach data management, helping us to continuously improve the way we monitor, evaluate and build evidence of impact. HEAT also allows annual tracking of outreach participants longitudinally from Key Stage 2 through to entry to HE, postgraduate study and employment. Using these reports, the University can assess the relationship between outreach programmes, disadvantage, attainment and patterns of progression into HE.

**Key stage 1 and 2 engagement**  
We are committed to working with our local primary schools to provide opportunities for young people to build solid foundations, explore different subjects, learn with current students and discover our campus. We have several aims at this stage:
• Myth-busting certain careers, e.g. girls in STEM, boys in Healthcare.
• Raising attainment for those at risk of leaving primary school below the national average.
• Exploring different learning environments such as labs, textiles rooms and teaching kitchens.
• Linking up subjects studied at school with possible careers.

This is undertaken through several projects that explore different subjects and careers. Activities at this educational stage are evaluated by focusing on qualitative feedback about changes in their perceptions of certain subjects and careers.

Family learning days are delivered in collaboration with local museums and are designed to engage the whole family in learning in a supportive environment. These days introduce the concept of families learning together and allow us to interact with the parents/carers who may become mature students.

**Key stage 3 engagement**

Engagement with this age group is focused on understanding how the skills and subjects they develop in school lead to specific careers and opportunities available to them through different learning pathways. Young people in Years 7 – 9 are encouraged to try out different subjects through subject specific Discovery Days on campus, with a more academic set of workshops.

Year 8 and 9 children from multiple target groups are encouraged to join either of UWL’s Saturday Clubs – Art & Design or Science & Engineering. These clubs are part of the National Saturday Club Trust which is supported by the Sorrell Foundation. The UWL Clubs provide an excellent long-term opportunity for young people to explore these subjects using University resources and supported by experienced staff. The University also provides Junior Chefs and Junior Music College.

The Outreach Team has built excellent links with the local deaf and hearing-impaired community through delivering Discovery Days tailored specifically for them. These bring UWL students, young and mature learners from school Deaf Units and City Lit, and local organisations such as the Ealing Deaf Women’s group who co-deliver workshops.

**Key stage 4 engagement**

Activities for this age group focuses on connecting study with potential careers, and understanding the steps they need to take at key stage 5. “Explore Weeks” are five consecutive days on campus exploring subjects through practical activities in the relevant learning spaces giving a snapshot of University life.

Year 10 and 11 children benefit from the Saturday Clubs which enable them to produce work and research relevant to their GCSE, whilst exploring the practicalities of being a student.

**Key Stage 5 engagement**

At this stage we specialise our activities to focus on groups of learners who are traditionally more challenging to engage with, such as “looked after children” and disabled learners. UWL delivers many activities to this group again supported by students with personal experience of these particular challenges.
**Looked After Children and Care leavers**

The University has made significant changes to improve the outreach work undertaken to raise the aspirations of these leavers particularly through sustaining and developing new relationships with local authorities and developing Virtual Schools. Two designated members of staff act as key points of contact for young people in care and care leavers, one for pre-applicant stage and the other for post-applicant stage. Care-experienced Student Ambassadors are recruited, in order to act as role models.

The University continues to play an active role in collaborative events with HELOA such as the annual Looked After Children and Care Leavers University Day, and National Network for the Education of Care Leavers (NNECL), and will continue to offer information and advice sessions to local authorities and designated members of staff in schools.

**Mature Learner engagement**

As outlined above, mature learners represent an increasing proportion of our student body and have diverse priorities and experiences. Hence the support provided differs to that offered to younger learners, and includes:

- On and off-campus activities for learners to become comfortable with UWL day time activities to coincide with school drop-off and pick-up times for student parents
- Twilight sessions for those in work
- Webinars to reach students who can't attend open days (e.g. due to travel costs and other commitments)

Owing to the demographic changes in UWLs student population, the Students' Union have been specifically targeting segmented populations that include mature students (detailed on page 16).

The Study Skills Summer School gives full time, mature, undergraduate applicants who have chosen UWL as their firm choice the opportunity to:

- Enhance those skills deemed essential for successful higher education study
- Gain confidence in their ability to demonstrate these skills
- Ease the transition into higher education

This project brings together significant numbers of staff from across the University including the Engagement team, Careers, SU, Library and IT. The Students' Union also explore how the advocacy and social side of University can benefit the participants.

The Study Skills Summer School is evaluated annually through pre- and post-summer school questionnaires to measure the increase in participants' confidence. All participants reported an increase and feedback from the participants is used to enhance the experience for future iterations. Furthermore, the summer school participants’ progress is tracked throughout the University journey. Since 2014 the majority of the participants have either successfully achieved a degree or are continuing with their studies. 93% of the 2014 summer school cohort who have graduated, achieved either a 1st class honours or a 2:1. All 32 participants of the 2017 summer school are currently active.

UWL actively contributes to the Festival of Learning (previously Adult Learners’ Week) through short accessible lectures taking place in different community settings (cafes and libraries), giving prospective mature learners an opportunity to reconnect with learning. We also ensure that they have the specific knowledge and support to choose a course and learning style that works best for their circumstances.
Different pathways to a degree
To provide for its diverse student body, the University provides several different pathways to achieve a degree suited to their needs:

Foundation Year
The UWL Foundation year provides non-traditional entrants with the opportunity to improve their subject knowledge and study skills before going onto Level 4 study. It attracts a large proportion of students (23% of entrants) mostly from underrepresented backgrounds. Our analysis shows that in 2016-17, 70% were BAME, 64% were low IMD (quintiles 1 and 2), 48% were mature and 13% had a disability. Intersectional analysis suggests that the risk for non-continuation of students is high and therefore the L3 Foundation Group monitors this group. Additional academic and pastoral support is provided through the University’s support services, the Engagement team and personal tutors. A “Path to Success” scholarship is designed to encourage good student behaviours of attendance, submission and engagement and it is awarded upon achievement of these criteria in order to improve continuation.

Degree apprenticeships
Degree apprenticeships offer an employer-led opportunity for students to gain a degree whilst working. As part of the University strategy “Achievement 2023” it is our aim to increase apprenticeship numbers significantly. This offers a debt-free option to combine a University education with invaluable employment experience and is attractive to mature learners and those from lower socio-economic groups who are traditionally debt averse. Currently 81% of the University higher and degree apprenticeship students are mature, with a third being 40 years plus. Recognising that UWLs typical demographic may be particularly interested in such a route into further and higher education, we have established a special team who specialise in Apprenticeships to deliver support and advice to academic and support services with respect to this particular student group. In addition, they mediate with employers to ensure the learning provided is relevant to the employers’ needs and those of the apprentices, as well as ensuring that we are complying with all statutory, regulatory and quality requirements/standards.

Two year degrees
The University is planning to offer two year degrees from 2019-20, which offer a 20% reduction in total tuition costs compared to a standard three-year degree. This is expected to attract a wide pool of applicants, including mature students who often wish to retrain and enter the workplace more quickly. We are using research and data to inform our choice of courses to develop in this way to ensure that every student has the chance for success.

2.4 Success
The fact that many of our students come from backgrounds associated with disadvantage relative to participation and success in Higher Education creates additional challenges for both the students and the University. 23% of students have dependants, 84% are working alongside studying and 66% are commuting. These factors generate barriers to their participation and success. To help overcome this, the University has invested in Civitas, which is used in conjunction with other technological systems to track and enhance engagement and participation and identify those at risk of withdrawal as outlined earlier.
**Student Services**

The University’s Student Services department provides a proactive, responsive and flexible service for all students. It encourages students’ independence and builds their resilience, helping them manage situations with self-assurance. The service includes careers advice, volunteering opportunities, financial support, funding advice, immigration advice, scholarships and bursaries administration, disability support, counselling, faith, placements and employment. It has also introduced a new welfare team whose role is to ‘triage’ students and act as a central dissemination point to ensure all students are receiving appropriate support as quickly as possible.

The University offers out of hours support for financial and accommodation emergencies and subscribes to Nightline, a confidential listening, support and practical information service for students which is available from 6pm to 8am during term time.

Student Services works closely with the Students’ Union to listen to the student voice in order to improve services and support initiatives to underpin the student experience. A close working relationship ensures that advice and guidance is consistent and expedites speedy and effective responses. Throughout the year joint support events are arranged to address student issues such as “Mental health awareness week”.

In addition to the above initiatives to support all students, Student Services also offers more targeted help as set out below:

**Care leavers support**
The University continues to engage and support care leavers pre and post enrolment. We offer a care leavers bursary to assist students with accommodation or living costs and have a dedicated staff member who supports the students throughout their University journey.

**Disability Support**
Disability support is provided by the Wellbeing Team which offers a confidential service to all UWL students and prospective students with disabilities.

The Wellbeing Team provides advice and information on disability support, including pre-entry advice regarding funding available in addition to their Disabled Student Allowance (DSA). Individual Support Plans are produced by the Disability Advisers to inform course teams what ‘reasonable adjustments’ are required for individual students, in compliance with the Equality Act (2010). Loan equipment and financial contributions are made to fund diagnostic assessments with an Educational Psychologist for students who think they have a specific learning difficulty. The Wellbeing Team also arrange any additional support that students may require and top-up the DSA fund to ensure that students are not disadvantaged in any way throughout their studies.

As elsewhere, there has been an increase in students reporting mental health issues. In 2016-17, the overall number of students who disclosed a disability increased by 36%. The University, in conjunction with the Students’ Union, supports students with mental health issues through a mentoring scheme, specific mental health activities (e.g. workshops on mindfulness and reducing exam stress).

UWL is also responding to this with an expanded counselling team. The University’s counselling service statistics in 2016-17 showed that there was a 188% increase in ‘risk identified’ students from the previous year, a 93% increase in sessions offered to students and a 48% increase in the number of students registered with the service. 100% of users would recommend the service. Evaluation of the service shows that 100% of users found the
service useful, 96% saw a marked improvement in their psychological state and 100% felt that it had improved their general wellbeing. There was a 354% increase in returned/completed feedback forms and the CORE-Outcome Measure of psychological distress reported average scores demonstrated a clear reduction in client distress pre and post therapy.

UWL Replay is lecture capture service that enables students to review recorded lectures in their own time. This is particularly helpful for commuting students and those with learning difficulties.

Students who are in financial need can also be identified at touchstone points and directed to other sources of funding such as student hardship.

**Engagement Team**

The University recognises that UWL students need additional support to participate in higher education. The Service is designed to assist all students, but those from underrepresented groups benefit significantly from the additional support. The service consists of four main strands:

- Drop-in Support Service
- Academic Skills workshops
- Peer Mentoring service
- Targeted Outreach to vulnerable students / Targeted Outreach to students at risk

**Drop-in Support**

The Drop-in Support Sessions offer daily opportunities for students to confidentially seek advice and support. Further to increased student demand, an evening drop-in service has recently been introduced to support students who are working, caring or have other responsibilities.

**Academic Skills Workshops**

The Academic Skills workshops are delivered throughout the year. During 2017-18 the workshops have been developed to include a theoretical element followed by an hour of supported practical study, where the theory can be applied and questions asked. Examples include: essay writing, time management and organising your studies, report writing, how to write critically, group work and presenting.

**Peer mentoring**

Peer mentoring gives students the opportunity to be paired with another student, studying within the same academic school, who can support them by sharing their own experiences of the course and UWL. Peer mentoring is a recognised practice in HE which has dramatic effects on student retention when done well. Peer mentoring experience is highly valued by employers and is a rewarding experience for all involved. HEFCE-funded research\(^\text{11}\) has shown that student peer mentors are able to develop valuable transferable employability skills such as self-management, leadership and communication skills. The University also provides third year and postgraduate students with alumni mentors who have graduated from the University. Peer mentors and mentees both had 100% continuation rates into the following year of study in 2016-17.

**Engagement Activity**

The Engagement Team offers Drop-ins and Academic Skills Workshops, Maths, Academic Writing Support, Royal Literary Fellow writing practice appointments, English Language Support and Shared Experience events to highlight topics for open discussion.

\(^{11}\) [http://publications.aston.ac.uk/17968/1/Peer_mentoring_works.pdf](http://publications.aston.ac.uk/17968/1/Peer_mentoring_works.pdf)
UWL has developed a student engagement dashboard which contains student-level descriptors summarising engagement level using a combination of data including attendance, Blackboard usage and building access. This is updated on a weekly basis throughout each semester, allowing relevant academic and student support staff to track student engagement (and intervene as appropriate). Using this in conjunction with Civitas, students with a high prediction of dropping out are signalled using absence, non-submission of formative or summative assessment or non-engagement data. Personal tutors, the Engagement Team and Student services offer bespoke 1:1 support to help students get back on track or to overcome challenges preventing them from focusing on their study.

**Library Services**

Library Services at UWL are designed to ensure that engagement with library resources and spaces support raised attainment and reflect the University’s widening participation mission. The Paul Hamlyn Library was designed to provide space at the heart of the Ealing campus that is academic but also welcoming and inclusive for all students. Library Services staff are crucial in helping instil positive study routines within students whose background or experiences may not have emphasised these.

Library Services was awarded Customer Service Excellence (CSE) accreditation in 2017, national recognition of the high standard and quality of our services. We have used the CSE framework to focus on hard-to-reach and disadvantaged groups, and have developed our services in response to their specific needs. We strive to understand how our student demographic engages with our spaces and services, and how these can be made more welcoming and instil a sense of belonging and pride in academic attainment. Alongside quantitative surveying, we carry out qualitative research into different user groups’ perceptions of library services. In 2018, a UWL Graduate Intern conducted this research.

Library Services provides assistive technology, loanable laptops, and an alternative formats service for reading lists to support the individual needs of disabled students, based upon Individual Support Plans.

Recognising the needs of our students, the Paul Hamlyn Library has extended opening hours (24/7 in term time) with evening and weekend staffing provided to support students during extended opening.

The team also provide information literacy and enquiries support, with information literacy teaching embedded within modules in all our Schools and Colleges at key points in the student journey. One-to-one consultation and drop-ins are provided across campuses, as well as online, to provide personalised support and assistance. This flexibility supports students with caring or family commitments or those who are disabled, ensuring the library meets students’ specific needs.

The team is responsible for the management of the UWL archive designed to reflect the widening participation mission of the University. In engaging underrepresented young people, the Archive opens a range of different resources for study and promotes the benefits of Higher Education to these groups.

**Attainment**

**Student Attainment Project (SAP)**

One of the aims of the University’s new strategic plan ‘Achievement 2023’ is to reduce the BAME attainment gap. To help us achieve this, we have been partners in the Student Attainment Project (SAP). Funded by HEFCE (Catalyst) and led by the University of Derby, UWL and Solent University are trialling interventions developed by Derby. Using these and
other interventions, UWL aims to achieve a 50% reduction in their attainment gap over 5 years.

Since the project was introduced in spring 2017, 60 modules have been included in the SAP at UWL from levels 3, 4 and 5. From autumn 2017, seven interventions were available and lecturers were asked to select at least 3 that were most relevant to their module.

Lecturers found the interventions helpful, particularly when adapted for their assignments. Students were receptive to the additional guidance with the interventions and useful insights have been gained about the student experience. Reports have been generated for each module, which include directing students to the various resources available on campus to assist them.

A SAP Champions group has been established which has representation from all academic Schools and central service teams and includes student and Students’ Union members. One outcome of the project will be to embed the SAP principles across the University and within the guidance for inclusive curriculum development.

**UWL Students’ Union**

UWL has a unique and very constructive partnership with the Students’ Union regarding all student issues and as such is crucial part of the student experience strategy. Student representation at course level has now reached 96% ensuring clear student voice at course level. Students’ Union staff and reps are members and active participants within all University committees and working groups, which extends to course design, estates planning and staff development.

In 2016-17, the University commissioned the Students’ Union to undertake student segmentation research, which was delivered by the NUS in order to further understand our students, significantly increase SU engagement and boost student satisfaction. The research considered the behaviours, beliefs and perceptions of students to produce segments of the student population.

The close relationship between the two organisations means that the Students’ Union research results have been used to inform relevant University strategies and data gathered regarding engagement will be used to inform in the University retention group work.

Six key student segments emerged from the research and some of these groups include students who feel lonely and less engaged, have financial and academic concerns and/or struggle with work/life balance. Recommendations arising from the research included improving communications to these students, making it easier for them to provide feedback, creating a better sense of community by offering events that are less expensive or free at different campuses, at different times of day and a wider variety of events and activities.

All segments of students mentioned more careers/employment activities and events and their key aspiration being a career they enjoy. The research recommended the University provide skills workshops, more expertise on employment and more information about opportunities available e.g. internships, apprenticeships, study programs, graduate schemes, all of which has been implemented by the University in response to the students’ needs.

The Students’ Union also commissioned student engagement and retention research to understand why students might not engage as deeply as might be expected and why they want to leave university. Key findings were shared with UWL and included the most common reasons for considering leaving University were emotional and/or mental health difficulties
followed by unexpected financial hardship and getting course work done. Other factors included lack of family support, identity (mature and black students were more likely to consider leaving) and lack of academic self-belief. The findings of this research have informed the Learning and Teaching strategy and the Student Experience Strategy.

The Students' Union Research has developed a system to accurately track engagement across all of its core activity and monitor how students from different courses and demographic groups engage. This has led to a strategic decision to develop more targeted activities and to provide more course-based opportunities. In 2016-17 the overall gap between White and BAME engagement with SU activity was 3.6% with it on track to be reduced to 1.2% for 2017-18. Looking ahead to its next strategy, the Students' Union is creating a new reporting framework that will ensure this engagement gap is reported for each programme of work to ensure it is minimised. This will also be shared with the University.

The Students' Union has developed informed activities from this research: including ‘Advice on Tour’; a proactive initiative to provide advice to over a thousand students at the point of need; ‘Partnership Team’ an initiative to create social collaborative activities to help students build social networks on their course; and “Big Conversation”, where current students have a one-to-one welcome conversation with every new student on their first day. In addition, Students' Union provides an outstanding course representative scheme, a diverse induction and social programme with events, hobbies and spaces targeting low participation groups and accurate engagement data to support strategy and service development.

The Students’ Union also runs an advice service to support students involved in UWL processes such as mitigation and academic appeals. It has recently become a permanent drop-in service in direct response to trends in student demand and to create greater ease of access for students at the point of need. Over 1,000 students of all ages were supported directly through the Students' Union Advice in 2017.

2.5 Progression

As described in the assessment of current performance, UWL has performed well in the progression of underrepresented groups into employment and further study and graduate level employment. Our strategy aims to improve graduate level employability to 80% and overall employability to 100% by 2023 and we will continue to monitor our performance and support students into successful progression.

The Careers Advice and Employment Service runs subject-specific recruitment fairs, arranges work placements, offers a post-graduation service with CV enhancement, one to one meetings and work opportunities through the talent bank.

Some recent examples of the support offered includes:

- Workshops for students with disabilities where students are supported through intensive coaching, early recruitment stages and online testing
- Twilight sessions, held between 5-7pm and 6-8pm, for students who are working, have caring or other responsibilities and mature learners.
- Saturday morning careers appointments for students who cannot attend during the week
• ‘Get into Teaching’ twilight event (attended by 80 students), which offered many different routes into teaching for UWL’s diverse student body, including mature students. Follow-up workshops were also offered.

• 1:1 careers sessions (In Semester 1, 147 students aged 30+ were seen, 19% of the 774 students of all ages that the team supported).

• Supporting underrepresented groups in the Arts in collaboration with the Tate Gallery.

The student volunteering service (V-Team) supports activities which enhance employability experience for students:

• Over 6,000 hours of internal and external volunteering has been logged by students so far this academic year and this can be included in HEAR reports. The team encourage students to emphasise their volunteering experience when completing CVs, applications and in interviews.

• Micro and e-volunteering was a recent development which encouraged lots of students to volunteer for small amounts of time. This provided a good opportunity for busy students and an app was available to assist students

A member of the UWL careers team has been appointed to the AGCAS (Association of Graduate Careers Advisory Services) Disability Task Group which is a national group that works on resources, conducts research and acts as a pressure group on employers to support students with disabilities in the higher education sector. This ensures that the University is kept informed and has influence.

A Graduate Internship scheme has been offered to recent graduates to enhance their employability prospects. The scheme allows recent graduates to develop employability skills in their chosen area within the University whilst receiving career coaching and support in their applications to achieve a successful transition to further graduate work. We are tracking these graduates into employment and UWL continue with employment support.

We continue support beyond graduation and Continued Professional Development Master classes are offered to recent graduates by the Careers Team through the Alumni Office to support our graduates in furthering their careers these include sessions on Leadership, Conflict Management, Building Effective Teams and Professional Networking.

The University does not currently offer specific progression activities for care leavers, as the students often prefer not to disclose this or be labelled as such. However, these students, along with all of our students, are encouraged to participate in all of the progression activities described above, including industry events, master classes, CPD events etc, which are related to their subject area and/or career choice.

3. Access, student success and progression measures

3.1 Targets
Our targets are shown in Table 8 in the accompanying resource template. These targets monitor access rates of students with disabilities, students from state schools and LPNs, as well as part time student entrants. Student success is monitored through non-continuation of young, mature and LPN students and the BAME attainment gap. Progression is measured through the HESA EPI of employability of graduates. Additionally, we use evidence from institutional research to show the impact of our activities.
3.2 Bursaries and scholarships
The University makes considerable investment in bursaries and scholarships to help support students (£2.5M in 2019-20). Our bursaries and scholarships are targeted to underrepresented groups and specifically students with financial need, lower entry tariffs, disabilities and care leavers. The University has very generous bursary schemes in recognition of the challenges they face as outlined above.

Path to Success
The Path to Success scholarship is available in 2018-19 to all Home/EU UWL students who undertake a degree with a foundation year. The scholarship totalling £2,000 over 4 years is be paid in instalments throughout the academic year, subject to meeting student attendance, submission, engagement and progression criteria, which instils a sense of ‘good student behaviours’. The scholarship is not means-tested and is available to all Foundation year students, since the majority of students undertaking this level of study are from underrepresented groups. We expect approximately 600 new entrants to benefit from this scholarship in 2018-19 and 2019-20.

UWL bursary
The UWL bursary is disbursed over 3 years, in instalments (to aid budgeting and money management) across the year, totalling £1,500. This bursary is means tested for students from households with an income under £25,000 per annum and priority is given to care leavers and disabled students (if the number of applicants is greater than the number of bursaries). There will be 550 bursaries available to new Home/EU FT UG entrants in 2018-19, which we are hoping to increase to 650 bursaries in 2019-20.

The University remains committed to providing generous bursaries to students who can benefit from them most. We monitor their impact upon student performance to ensure that they are enhancing student success. As part of the future strategy we aim to ensure an increased amount available towards hardship and disability funding, as well as additional investment in support staff who provide frontline support for students.

Analysis from our internal data using the OFFA toolkit has shown that financial support given to students from low income households between 2010-11 and 2012-13 led to significantly improved retention, degree completion and degree outcomes for these students, compared to students in low income groups who did not receive a bursary.

Data from Foundation year cohorts also showed that progression has increased by 13% between 2014-15 and 2016-17. Attendance increased by 18% and the proportion of resits had decreased by 15% between 2015-16 and 2016-17. The indicators were therefore all positive between 2015-16 and 2016-17, suggesting that the Path to Success scholarship in conjunction with increased student support, the Civitas learning analytics tool, student engagement monitoring, the introduction of a retention group and improved T,L & A initiatives, impacted positively on student behaviour and success.

Aspire
The UWL Aspire bursary, worth £100 per year and up to £300 in total, is available to all FT Home/EU students. PT students receive £50 per year, up to £150 in total. This scheme gives all students financial support, which is directly aimed towards academic consumables.

In 2017-18, new entrants received £100 worth of free books in lieu of £100 on their Aspire cards. At level 5 and 6 they will continue to receive a credit of £100 per year on their cards for purchases through John Smiths.

The Free Books scheme was introduced across the University in 2017-18 and almost 9,445 books (94%) were collected, which was a positive result for the first year of the scheme. It is
intended to introduce e-books to the scheme in 2019-20 to assist students with mobile access to their core texts and will especially help commuting students.

**Part time fee waiver**
The reduction in part time students in the HE sector is well documented and UWL will continue to offer this incentive to attract and retain part time students from lower income households.

The part-time fee waiver of £1,500 will also be available for every year of study for Home/EU undergraduate part-time students. This is means-tested and is available to part time students who have a household income of up to £42,875.

**Alumni discount**
In order to encourage students, and particularly those from disadvantaged backgrounds, to continue to postgraduate study, generous alumni discounts are available. Alumni who have obtained a relevant and eligible degree from the University or a predecessor institution, are eligible for a discount of £1,000 when joining a taught postgraduate course. Students who are awarded a relevant and eligible degree (three or four year undergraduate degree) from the University of West London in 2019, will be eligible for a discount of £2,000 when joining a taught postgraduate course in September 2019.

**Top-Up bursary**
The University is offering a Top-Up Bursary to all new Home/EU entrants enrolling in September 2019 onto Level 6 of a full-time undergraduate top-up degree. The £2,000 scholarship consists of a £1,500 fee reduction at enrolment and a £500 payment on successful completion of the course.

**BSc (Hons) Nursing (Learning Disabilities) bursary**
A bursary of £3,000 will be available to new Home / EU students starting the BSc (Hons) Nursing (Learning Disabilities) course in September 2019. Payments are made in 3 equal instalments with one instalment upon successful completion of each year of the course.

**PgDip Nursing (Adult) - award for students at the Berkshire Institute for Health**
All Home / EU students undertaking a PgDip Nursing (Adult) at the Berkshire Institute for Health, starting in September 2019 will be eligible for a £2,000 award. Payment of the first £1,000 is dependent on successful completion of stage 2 of the course and payment of the second £1,000 depends on successful completion of stage 3.

**Helena Kennedy Foundation bursary**
It is expected that at least 7 bursaries of up to £2,250 will be available to internal students progressing from level 3 to level 4 and new students applying from the final year of a publicly-funded FE institution in 2019-20. The bursary recipients also benefit from ongoing support, mentoring and training from the Foundation.

4. **Investment**

The level of investment which the University plans to make in 2019-20 which is APP accountable is £5M, allocated as £331k for Access, £1,782k for Success, £417k for Progression and £2.5M for financial support.

Higher fee income is expected to be £22M and our total investment as a %HFI will be 22.7%, which is higher than the recommended guideline of 15% for institutions with high

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proportions of underrepresented groups.\textsuperscript{12} In total the University will invest £8.2M in access, success, progression and financial support in 2019-20.

The University continues to invest heavily in student support however due to the financial viability of continuing to provide generous bursaries to a large proportion of our undergraduate students we have had to reduce the overall amount. The bursaries will continue to be provided to those in most financial need and it is expected that over 1,100 UG entrants (at least 40\% of FT UG intake) will benefit from either the Path to Success or UWL scholarship in 2019-20.

The Path to Success Scholarship will be disbursed over 4 years instead of the current 2 years to encourage student engagement, continuation and attainment throughout the students’ university journey. This has impacted the distribution of spend across 4 years, reducing the spend in the earlier years.

5. Provision of information to students

The approved plan will be published on the University’s website at the following link – https://www.uwl.ac.uk/about-us/how-University-works/strategic-plan

All bursaries and scholarships are advertised here - https://www.uwl.ac.uk/students/undergraduate/scholarships-and-bursaries

Undergraduate fees are available on the University’s website here - https://www.uwl.ac.uk/students/undergraduate/fees

Student inclusion

The University has sought the views of the students through the Students’ Union and student surveys regarding the information within the Access and Participation Plan. They have both contributed to and seen the final document.

The University has a Students’ Union representative on the Access and Participation Planning Group which meets monthly to discuss, plan, monitor and evaluate the University’s work with underrepresented student groups.

\textsuperscript{12} https://www.officeforstudents.org.uk/media/1093/ofos2018_03.pdf page 33
**Full-time and part-time course fee levels for 2019-20 entrants.**

Please enter inflationary statement in the free text box below.

Fees are subject to government regulations on fee increases. Future inflationary increases will be applied to each subsequent year of the course, subject to government regulations on fee increases.

### Full-time course type:

<table>
<thead>
<tr>
<th>Additional information</th>
<th>Course fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>First degree</td>
<td>£9,250</td>
</tr>
<tr>
<td>First degree Year 4 of first degree with foundation year</td>
<td>£9,250</td>
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<tr>
<td>Foundation degree</td>
<td>£9,250</td>
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<tr>
<td>Foundation year / Year 0</td>
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</tr>
<tr>
<td>HNC / HND</td>
<td>*</td>
</tr>
<tr>
<td>CertHE / DipHE</td>
<td>*</td>
</tr>
<tr>
<td>Postgraduate ITT</td>
<td>*</td>
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<tr>
<td>Accelerated degree</td>
<td>*</td>
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<tr>
<td>Sandwich year</td>
<td>£1,230</td>
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<tr>
<td>Erasmus and overseas study years</td>
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<tr>
<td>Other</td>
<td>*</td>
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### Franchise full-time course type:

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<td>CertHE / DipHE 10045275 Nexus Institute of Creative Arts</td>
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<tr>
<td>First degree 10045275 Nexus Institute of Creative Arts</td>
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</tr>
<tr>
<td>Foundation degree</td>
<td>*</td>
</tr>
<tr>
<td>Foundation year / Year 0</td>
<td>*</td>
</tr>
<tr>
<td>HNC / HND</td>
<td>*</td>
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<tr>
<td>Postgraduate ITT</td>
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<td>Accelerated degree</td>
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<tr>
<td>Sandwich year</td>
<td>*</td>
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<tr>
<td>Erasmus and overseas study years</td>
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<td>Other</td>
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### Part-time course type:

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<tr>
<td>First degree</td>
<td>£6,167</td>
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<tr>
<td>Foundation degree - Part time intensive</td>
<td>£6,935</td>
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<tr>
<td>Foundation degree</td>
<td>£6,167</td>
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<td>Foundation year / Year 0</td>
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<td>HNC / HND</td>
<td>*</td>
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<tr>
<td>CertHE / DipHE</td>
<td>*</td>
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<td>Postgraduate ITT</td>
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<td>Accelerated degree</td>
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<tr>
<td>Sandwich year</td>
<td>*</td>
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<td>Erasmus and overseas study years</td>
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<tr>
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<td>*</td>
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<td>Stage of the lifecycle (drop-down menu)</td>
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<tr>
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<td>Access</td>
</tr>
<tr>
<td>T16a_02</td>
<td>Access</td>
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<tr>
<td>T16a_03</td>
<td>Access</td>
</tr>
<tr>
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<td>Student success</td>
</tr>
<tr>
<td>T16a_05</td>
<td>Student success</td>
</tr>
<tr>
<td>T16a_06</td>
<td>Other/Multiple stages</td>
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<td>Progression</td>
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<tr>
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<td>Success</td>
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<td>Reference Number</td>
<td>Select stage of the lifecycle</td>
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<tr>
<td>------------------</td>
<td>------------------------------</td>
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<tr>
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Table 8b - Other milestones and targets.
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<th>ID</th>
<th>Type</th>
<th>Target Group</th>
<th>Activity Type</th>
<th>Details</th>
<th>Year</th>
<th>Project Type</th>
<th>Participants</th>
<th>Improvement</th>
<th>Increase in awareness</th>
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<tbody>
<tr>
<td>T16b_04</td>
<td>Multiple</td>
<td>Care-leavers</td>
<td>Student support services</td>
<td>Care leavers - Good practice kitemark</td>
<td>2013-14</td>
<td>No</td>
<td>Maintain kitemark standards</td>
<td>Maintain kitemark standards</td>
<td>Maintain kitemark standards</td>
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<tr>
<td></td>
<td>Student success</td>
<td>Multiple</td>
<td>Student support services</td>
<td>To continue to increase student support through drop-ins, academic workshops and peer mentoring to students across the University.</td>
<td>2016-17</td>
<td>No</td>
<td>0 drop-in users, 200 academic workshop attendees and 60 mentor pairings</td>
<td>480 drop-in users, 240 academic workshop attendees and 70 mentor pairings</td>
<td>440 drop-in users, 280 academic workshop attendees and 75 mentor pairings</td>
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<tr>
<td>T16b_06</td>
<td>Access</td>
<td>Attainment raising</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>To increase participation in a long-term programme for Years 8 and 9</td>
<td>2016-17</td>
<td>New project</td>
<td>20 participants, 30 participants, 30 participants, 30 participants, 30 participants</td>
<td>400 drop-in users, 400 academic workshop attendees and 85 mentor pairings</td>
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<tr>
<td>T16b_07</td>
<td>Access</td>
<td>Attainment raising</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Tutoring project - increase the percentage of pupils who improve their English or Maths grades by at least one grade</td>
<td>2016-17</td>
<td>New project</td>
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<tr>
<td>T16b_08</td>
<td>Access</td>
<td>Attainment raising</td>
<td>Outreach / WP activity (collaborative - please give details in the next column)</td>
<td>National Art &amp; Design Saturday Club - increase the percentage of pupils who have gained a greater knowledge about future career options/study in the Arts</td>
<td>Yes</td>
<td>2016-17</td>
<td>New project</td>
<td>65%</td>
<td>70%</td>
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<tr>
<td>T16b_09</td>
<td>Access</td>
<td>Attainment raising</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Medium-term project - increase the percentage of participants who are more likely to consider higher education or apprenticeships</td>
<td>No</td>
<td>2016-17</td>
<td>New project</td>
<td>70% more likely, 72% more likely, 75% more likely, 80% more likely, 85% more likely</td>
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<tr>
<td>T16b_10</td>
<td>Access</td>
<td>Mature</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>UWL's Festival of Learning - increase in participants' awareness of options available for mature individuals to return to learning</td>
<td>No</td>
<td>2016-17</td>
<td>New project</td>
<td>80% increase in awareness, 80% increase in awareness, 80% increase in awareness, 80% increase in awareness, 80% increase in awareness</td>
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</table>