

## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by The University of West London against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

#### 1. Ambition and strategy

The University of West London's ambition and strategy as detailed in the 2019-20 access and participation plan:

The core mission of the University of West London has been consistently to reach out to all those who can benefit from Higher Education (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. Student representation at course level has now reached 96% ensuring clear student voice at course level.

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. Our Student Experience approach, 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 approach are:

1. to instill student sense of community, belonging and representation in students
2. optimising students' experiences leading to increased student engagement, improved student attainment and satisfaction together with improved resilience and sense of self
3. improved continuation and completion
4. enhanced employment outcomes

The University's Learning Teaching and Assessment (LTA) strategy was developed in association with staff and students in 2018 and is subject to continuous cyclical review. In its core, the LTA approach stipulates the up-to-date and innovative curriculum design methods to develop & enhance courses that support students to become self-directed, creative thinkers. It provides for a UWL pedagogy within a robust academic framework, which puts students at the heart of their learning, is inclusive, recognises the value of extra and co-curricula learning and supports the development of employable, successful students with the skill sets demanded by employers. 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.

In 2019-20 Access and Participation Plan (APP) we had five main areas of focus:

1. Provide access opportunities to students coming from underrepresented backgrounds
2. Offer inclusive and personalised learning, advice and support to students regardless their background characteristic in order to receive a fulfilling experience of HE
3. Create opportunities to ensure UWL graduates will reach their goals
4. Expand student representation to ensure a diverse student voice
5. Expand collaborative activity with external providers to contribute to knowledge exchange

The approach on access was created with a focus on raising attainment and aspirations from primary school through to mature learners working with those who come from underrepresented groups in HE. The Outreach portfolio is constantly developing based on four main aims:

1. 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
2. Equipping learners with skills useful to further and HE, and developing their existing skillset to maximise their chances of success in the future
3. Helping learners understand what it means to study in HE, so they feel empowered to make the most appropriate decisions about their educational journey
4. Using data to inform decision making regarding activities, priority groups and overall University strategy.

The fact that many of our students come from backgrounds associated with disadvantage relative to participation and success in HE creates additional challenges for both the students and the University. 23% of students have dependents, 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, a learning analytics tool which is used in conjunction with other technological systems to track and enhance engagement and participation, and identify those at risk of withdrawal. Our commitment to reduce the degree attainment gap in certain groups coming from an underrepresented background demonstrated by our participation to the Student Attainment Project (SAP2), with the aim to address barriers to student success. SAP2 benefited for Catalyst Funding by the HEFCE, now the Office for Students (OfS). Using lessons learned from SAP2, and investing in a number of other interventions, UWL aims to achieve a 50% reduction in the University's BAME attainment gap over 5 years.

Our approach to progression focusing on improving 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. 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.

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by The University of West London of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of The University of West London's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

### Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Proportion of students declaring a disability (HESA Student Return)	2015-16	11%	To maintain or improve on 11%	To maintain or improve on 11%	Percentage	2019-20	13.4	Expected progress
T16a_02 (Access)	To maintain representation from state schools at above the location-adjusted benchmark or above 95%	2013-14	96.6%	96.6%	96.6%	Percentage	2019-20	95.6	Limited progress
T16a_03 (Access)	Maintain position at or above location-adjusted benchmark	2013-14	8.7%	9.1%	9.2%	Percentage	2019-20	7.2	No progress
T16a_04 (Student success)	Non-continuation rates to be lower than benchmark. The year here refers to the entry cohort of degree students; improvement will not be visible until following year.	2012-13	11.4%	9%	8%	Percentage	2018-19	11.1	Limited progress
T16a_05 (Student success)	Non-continuation rates to be lower than benchmark. The year here refers to the entry cohort of degree students; improvement will not be visible until following year.	2012-13	16.6%	14.5%	14%	Percentage	2018-19	13.3	Expected progress
T16a_06 (Other/Multiple stages)	To maintain position beneath benchmark	2012-13	12.8%	10.4%	9.8%	Percentage	2018-19	9.2	Expected progress
T16a_07 (Progression)	Table E1a - Employment indicator: leavers obtaining first degrees from full-time courses.	2012-13	95%	To maintain or improve on 95%	To maintain or improve on 95%	Percentage	2016-17	97.8	Expected progress

T16a_08 (Multiple)	To increase part-time undergraduate student headcount intake by at least 3% year on year	2014-15	250	281	290	Headcount	2019-20	108	No progress
T16a_09 (Success)	To reduce the attainment gap between BAME and non-BAME students for good degrees (1st and 2.1)	2015-16	25%	20%	18%	Percentage	2019-20	17.8	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Work with 'Access HE' to enhance outreach activity	2013-14	London Target Access Project - 150 participants	On-going membership - delivery of collaborative activity - 250 participants	On-going membership - delivery of collaborative activity - 300 participants	Headcount	2019-20		Limited progress
T16b_02 (Access)	Increase the number of students participating in Science based masterclasses	2013-14	249 participants	Target discontinued	Target discontinued	N/A (see description / commentary)	2019-20		No progress
T16b_03 (Access)	Increase the percentage of participants who felt more confident about studying at university	2017-18	70% participants felt more confident about studying at university	80% participants felt more confident about studying at university	85% participants felt more confident about studying at university	Percentage	2019-20		Limited progress
T16b_04 (Multiple)	Care leavers - Good practice kitemark	2013-14	Kitemark awarded	Maintain kitemark standards	Maintain kitemark standards	Other	2019-20		Expected progress
T16b_05 (Student success)	To continue to increase student support through drop-ins, academic workshops and peer mentoring to students across the University.	2016-17	500 drop-in users, 200 academic workshop attendees and 60 mentor pairings	480 drop-in users, 240 academic workshop attendees and 65 mentor pairings	460 drop-in users, 280 academic workshop attendees and 70 mentor pairings	Other	2019-20	798 academic drop-in users, 640 academic workshop attendees and 139 mentor pairings	Expected progress
T16b_06 (Access)	To increase participation in a long-term programme for Years 8 and 9	2016-17	New project	20 participants	20 participants	Headcount	2019-20		Limited progress
T16b_07 (Access)	Tutoring project - increase the percentage of pupils who improve their English or Maths grades by at least one grade	2017-18	New project	70% improved by at least one grade	75% improved by at least one grade	Percentage	2019-20		Limited progress
T16b_08 (Access)	National Art & Design Saturday Club - increase the percentage of pupils who have gained a greater knowledge about future career options/study in the Arts	2016-17	New project	65%	70%	Percentage	2019-20		Limited progress

T16b_09 (Access)	Medium-term project - increase the percentage of participants who are more likely to consider higher education or apprenticeships	2017-18	New project	70% more likely	72% more likely	Percentage	2019-20		Limited progress
T16b_10 (Access)	UWL's Festival of Learning - increase in participants' awareness of options available for mature individuals to return to learning	2016-17	New project	55% increase in awareness	60% increase in awareness	Percentage	2019-20		Limited progress

### 3. Investment commitments

#### 3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£331,055.00	£3,149,000.00	851%
Financial Support	£2,489,010.00	£2,207,000.00	-11%

### 4. Action plan

Where progress was less than expected The University of West London has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_02	We continue to build our outreach portfolio for online delivery.
T16a_03	we will enhance our outreach targeted activity in LPN areas subject to Covid restrictions
T16a_04	increase our retention activities through active monitoring and retention practices
T16a_08	we will further expand our provision in apprenticeships which serves the same demographic market
T16b_01	will resume activities and enhance them with online actions as described on our statement
T16b_02	Not applicable. Target discontinued
T16b_03	will resume activities and enhance them with online actions as described on our statement
T16b_06	will resume activities and enhance them with online actions as described on our statement
T16b_07	will resume activities and enhance them with online actions as described on our statement

T16b_08	will resume activites and enhance them with online actions as described on our statemenent
T16b_09	will resume activites and enhance them with online actions as described on our statemenent
T16b_10	will resume activites and enhance them with online actions as described on our statemenent



## 5. Confirmation

The University of West London confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
The University of West London has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor Peter John
Position	Vice-Chancellor

## Annex A: Commentary on progress against targets

The University of West London's commentary where progress against targets was less than expected.

<b>Target reference number: T16a_02</b>
How have you met the commitments in your plan related to this target?
Yes; however, the limited progress against this target disrupted by the coronavirus (COVID-19) pandemic. The 1% difference between the expected and actual milestone indicates that we have closely delivered the commitments reported in the plan prior to the various measures introduced by the governance to slow COVID-19 spread, which have affected the day-to-day activity related to this target.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes. We have adapted our outreach portfolio to engage learners online due to the school closures.

<b>Target reference number: T16a_03</b>
How have you met the commitments in your plan related to this target?
No but we are enhancing our outreach activities in this area
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
no

<b>Target reference number: T16a_04</b>
How have you met the commitments in your plan related to this target?
Our performance is below (better) than benchmark. However, changes in the demographics of our entrants (attested by the increase in our HESA PI benchmark) limit the progress we can demonstrate in absolute value terms
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
no

<b>Target reference number: T16a_08</b>
How have you met the commitments in your plan related to this target?
no, we do however acknowledge a shifting pattern as many students who would otherwise have joined as PT students are now joining in FT apprenticeship courses

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
no

<b>Target reference number: T16b_01</b>
How have you met the commitments in your plan related to this target?
limited progress due to Coivd interruption
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
no

<b>Target reference number: T16b_02</b>
How have you met the commitments in your plan related to this target?
not applicable
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
no

<b>Target reference number: T16b_03</b>
How have you met the commitments in your plan related to this target?
limited progress due to Coivd interruption
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
no

<b>Target reference number: T16b_06</b>
How have you met the commitments in your plan related to this target?
limited progress due to Coivd interruption
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
no

<b>Target reference number: T16b_07</b>
How have you met the commitments in your plan related to this target?
limited progress due to Coivd interruption
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
no

<b>Target reference number: T16b_08</b>
How have you met the commitments in your plan related to this target?
limited progress due to Coivd interruption
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
no

<b>Target reference number: T16b_09</b>
How have you met the commitments in your plan related to this target?
limited progress due to Coivd interruption
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
no

<b>Target reference number: T16b_10</b>
How have you met the commitments in your plan related to this target?
limited progress due to Coivd interruption
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
no

## Annex B: Optional commentary on targets

The University of West London's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16a_08	
T16a_09	
T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	
T16b_06	
T16b_07	
T16b_08	
T16b_09	
T16b_10	