

# **UNIVERSITY OF WEST LONDON**

## **Access and participation plan**

[2020-21 TO 2024-25]

## Executive Summary

UWL is committed to addressing any barriers to student access, success and progression between different groups of students. This plan has been developed in line with the Objectives reported in [consultation with the OfS on the access reporting](#) document and institutional policies. We are confident that we offer additional opportunities to students from traditionally underrepresented backgrounds to access higher education (HE), placing UWL among the top UK institutions for social inclusion. UWL students are supported and monitored throughout their learning cycle to better enable them to succeed in their studies. For a large number of students, often coming from underrepresented backgrounds, the transition to HE is difficult and requires considerable, additional support in order to continue and succeed. The largest proportion of our investment is focused in this area and our record of accomplishment in progression for underrepresented groups demonstrates. We are able to significantly enhance our students' career prospects by preparing them to enter graduate employment or further study. We are committed to continue building upon the successes and lessons learnt that are identified in our access and participation plan (APP) for access, success and progression. This work underpins and informs our strategic approach and ambitions for the next five years.

### 1. Assessment of performance

The focus of this section is the year on year (YoY) improvement within the student lifecycle, in relation to the gaps between underrepresented groups and their peers over the past five years. Particular emphasis was given to our internal evaluation regarding the UWL student population, our role in the national picture and our progress over time in closing the gaps. To inform our assessment of performance (AoP), we have used several resources including the OfS access and participation dataset and UWL datasets; specifically, the UWL data for student lifecycle, TEF data and the five years' student-level dataset. Following the management, review and evaluation of these data sources, the focus of assessment has been upon students studying a first degree in full time mode. The rationale for this specific focus is due to the: i) lack of inequalities of other groups and ii) small sample size of particular groups. In addition, we explored, identified and quantified the 'unexplained gaps'

Overall, our AoP indicates the following:

- **Access:** UWL is committed to offering fair access opportunities to students from underrepresented backgrounds and thereby to meet '*Objective 1 for student participation in HE*'. Our assessment is positive and progressing well overall; however, we will target groups identified in the intersection of IMD and Ethnicity, whilst continuing to monitor and manage all other groups.
- **Success:** Continuation and attainment gaps tend to be eliminated for the majority of the groups, indicating our commitment in offering the opportunity of a high quality academic experience, to all UWL students which is in line with '*Objective 2 for student experience in HE*'. There are some gaps in success that still persist and we will initiate a series of activities that will address disability and age continuation gaps, as well as attainment gaps for Ethnicity, Age, IMD, and the intersection of IMD and Ethnicity. We are also committed to provide further evidence on the 'unexplained gap' between BAME and White students, and monitor and manage all other groups.

**Progression:** The AoP revealed positive outcomes for progression indicating our commitment in offering the opportunity to students from underrepresented backgrounds to gain qualifications, which hold their value over time. Our evaluation provided further evidence in meeting '*Objective 3 for student outcomes in HE*'. We aim to target the disability group and to continue monitoring and managing all other groups.

## 1.1 Higher education participation, household income, or socioeconomic status

The analysis of this section looks at UWL's performance in attracting disadvantaged students (based on IMD) or students from Low Participation Neighbourhoods (LPNs based on POLAR4). Overall, the lifecycle of our students from IMD1-2 is improving year on year. Over the last five years, 6,280 students from IMD1-2 have entered UWL. Furthermore, positive outcomes are presented in continuation for both IMD1-2 and IMD3-5 groups. Although attainment outcomes are increasing over time, students from IMD1-2 quintiles tend to do less well in comparison to their fellow students. Finally, progression outcomes and gaps provide fruitful implications for positive progress over time. Our TEF data also supports the AoP for IMD groups.

**Access:** UWL has a strong widening participation profile with 55.9% of the undergraduate FT entrants' population coming from the lower two deprivation quintiles (IMD). Access gaps between IMD1-2 and IMD3-5 groups are showing significant change over time. The gap improved by 6.5% from Year 1 (gap of -7.2%) to Year 5 (a gap of -13.7%). The majority of the students accessing UWL are from IMD1-2 quintiles.

Observing access using POLAR paints a different picture. The POLAR Q5 to Q1 ratio on FT students is just short of 5 to 1. This is largely explained by UWL characteristics. UWL recruits students predominantly in London (60%; 2017/18) where participation is already high compared to the national average and the correlation between POLAR and deprivation is weak. This is further compounded by the fact that UWL students are in their majority mature (57%; 2017/18), hence not captured in the POLAR statistics. Further analysis using 2017/18 cohort data shows that a breakdown between students coming from Greater London or outside London provides more evidence on UWL's performance on recruiting under-represented students. Our non-London access ratio between POLAR Q5 and Q1 stands at almost 3 to 2, while almost 1 in 3 of our non-London students come from two lower POLAR quintiles. UWL acknowledges the importance of increasing participation from Low Participation Neighbourhoods (LPN) as national objective and it commits to supporting this through its access activities (please refer to section 2.2.1)

**Success:**

- **Non-continuation:** Continuation gaps between IMD 3-5 and IMD 1-2 range typically between 2 and 6 points. A 1.2% increase is recorded from Year 1 to Year 5. Notwithstanding the limitations of POLAR, in particular to its correlation with deprivation for students coming from London, the UWL statistics show that there is no gap in continuation between low (1-2) and high (3-5) POLAR quintiles. The same pattern is observed when comparing POLAR 5 to POLAR 1 with the gap ranging between 0 and 1 percentage point over the last 4 years.
- **Attainment:** An improvement of 3.8% for IMD gaps is observed over time; however, students from IMD3-5 quintiles still tend to do better than students from IMD1-2. Individual assessment on IMD groups indicate that varied attainment gaps show important discrepancies between the quintiles. Specifically, a comparing with IMD5, IMD1 shows a significant increase of 3.2% from Year 1 to Year 5; for IMD2 there a 7.2% decrease over time. For IMD3 group, the gap increased by 4.7%; while there was a 2.2% decrease for IMD4 from Year 1 to Year 5. Observing attainment broken down by POLAR, it is evident that students from low (1-2) POLAR do better than students from higher POLAR (3-5). The same applies when comparing the bottom and top quintiles with students from low POLAR doing better by about 10 percentage points on average.

**Progression to employment or further study:** The IMD gap for progression is continuously decreasing over time and in Year 5 is at 2% compared to 9.7% in Year 1 (IMD 3-5 vs IMD 1-2). As with success when using POLAR to observe gaps, comparison of low to high quintiles as well as comparison between bottom and top quintiles are in favour of the students coming from LPN.

## 1.2 Black, Asian and minority ethnic students

Overall, the lifecycle of our Black, Asian and minority ethnic (BAME) students is improving year on year. Over the last five years, 7,385 BAME students have entered UWL. Positive outcomes are presented in progression to employment or further study for UWL BAME students, as progression rates are increasing rapidly. Student success (non-continuation and attainment) is improving at UWL, however our data demonstrates lower continuation and attainment rates for BAME students. This is something that we are aware of and are committed to addressing and improving in the next five years. Our TEF data supports this AoP.

**Access:** UWL student numbers accessing a first degree since 2013/14 (Year 1) indicate that the majority of our students are from a BAME background (average access rate of 60.38%). The BAME group, indicates the UWL student body consists majorly of students from a Black background (average rate of 31.68%), followed by Asians (16.78%), students coming from a Mixed background (6.5%) and Other background (5.42%). All BAME segments have grown and as result the gap between White and each BAME segment has reduced.

**Success:**

- **Non-continuation:** Gaps are observed on all BAME segments vs White in respect of non-continuation. YoY gaps present high volatility that may obscure extrapolation of a clear trend line but in summary:
  - the gap for Black students stands at 6.5% improved from 8.5% in Year 1
  - the gap for Mixed ethnicity students stands at 8.2% from 6.7% in Year 1 (ranging from 1.9% in Year 2 to 15% in Year 4).
  - students with Asian backgrounds have low observed gaps against white students, but the values are not considered of statistical significance.

The focus of the assessment is on gaps between BAME and White students, as well as Black and White students since Year 1. This is due to the small number of students coming from Asian, Mixed and other ethnic backgrounds affecting the accuracy of the gap. The highest gaps, with a significant change between the groups, are demonstrated in Year 1; a gap of 5.6% for BAME students and a gap of 8.9% for Black students. Gaps in Year 2 and 3 narrowed for both groups, but did not reach a significant change. Years 4 and 5, shows significant improvement in both groups indicating the effective closure of non-continuation gaps between the groups.

- **Attainment:** Student performance is improving year on year. UWL data reveals that the majority of graduates with a good degree are more likely to come from a White background (80.84% average over the last five years) in comparison to BAME students (rate of 61.36%). Variations around good degrees exist within the BAME group, as it places students from a Black background at the lowest rate in comparison to their peers. 69.32% of students from a Mixed background qualified with a good degree, followed by qualifiers from 'Other backgrounds (61.40%), graduates from an Asian background (59.40%) and Black background (55.30%). Overall, the attainment gap for good degrees between BAME and White students improved over the last three years (from 26.3% in Year 3, to 21.4% in Year 4 to 19.6% in Year 5). It is important to note that degree attainment differed widely by ethnic group. Over the past five years, the gap in proportions receiving a good degree compared with White graduates particularly pronounced for graduates from a Black background, followed by Asian qualifiers and students from Other ethnic background; where the gap is much narrower for mixed graduates. Our data reveal a gap of 31.5% in Year 3 (2015/16), the highest degree attainment gap, between White and Black qualifiers; where this gap was decreased to 26.90% in Year 4 (2016/17) and to 22.1% in Year 5.

**Progression to employment or further study:** All BAME segments show significant improvement in the five-year period, which resulted in a closure of the gap from 9.9% to -0.6%, i.e. now BAME students have better progression outcomes than students of White ethnicity. Assessment on progression gaps does not provide any major differences between ethnic groups. Although the actual gaps between BAME segments and White students vary, they all follow the same diminishing trend. The actual gap in Year 5 ranges from -3.2% for Black students to 7.2% for Asian.

### 1.3 Mature students

Overall, the lifecycle of UWL mature students is improving year on year. Over the last five years, 5,950 mature students have entered UWL. Furthermore, positive outcomes are presented in success. Continuation outcomes are similar for both mature and young students, as there is a YoY improvement between the groups. Although student attainment outcomes are increasing over time, there is a small increase on the attainment gap between mature and young students. Finally, gaps for progression outcomes are improving. It is important to note that our mature students tend to have better progression outcomes to employment or further study than our young students. Our TEF data provides further support for the AoP for mature students.

**Access:** The number of mature (age 21 and over) students at UWL has increased significantly over the last five years. As a result, a negative gap in Year 1 (18.3%) has become a positive gap in Year 5 (-12.1%), representing a ratio of almost two mature students recruited for every young student. Further evidence for the effective closure of the gap is provided by the access rates for mature students, which demonstrates an increase for the majority of the groups, where the age group of 21-25 years old has the largest significant increase over time; an increase of 7% from Year 1 to Year 5.

**Success:**

- **Non-continuation:** There are significant changes between mature and young students in Years 1, 4 and 5. The gap has been reduced from 5.4% in Year 1 to 4.1% in Year 5; although it should be noted that in years 2 and 3 the gap was eliminated. While the data volatility may not allow for firm conclusions, the fact that in Years 2 and 3, the gap was eliminated, suggests that UWL has the capacity to eliminate the gap on a permanent basis. More importantly (excluding Year 4) we record YoY improvement on continuation rates for mature students. Statistical significance limitations do not allow for deriving safe conclusions about the gap in performance in the smaller age brackets segments although we acknowledge that continuation appears to be more of a challenge for the “young matures” (21-25 and 26-30).
- **Attainment:** For all age groups attainment has improved over the 5-year period. White students improved at a faster rate that impact negatively on the gap. Assessment on the attainment gap between mature and young students revealed significant changes in Year 4 and Year 5; a gap of 8.9% and 7.4% respectively. There is a YoY improvement on attainment rates for mature students, of 11.2% between Year 1 and Year 5. Inspection of the attainment gaps between mature and young students of each age group indicates an increase of the gap from Year 1 to Year 5 for the majority of the age groups; except the age group of 26-30, which has reversed.

**Progression to employment or further study:** Our AoP demonstrated that mature students do better for this indicator than young students. Specifically, in Year 5, 81% of mature students progressed to employment or further study in comparison to 63.4% of young students, indicating a gap of -17.6%. This gap is explained by the fact that our mature students perform above the sector average, while our young students fall below. A similar picture is presented in the AoP between mature students and young students for each age group.

## 1.4 Disabled students

Over the last five years, 1,330 disabled students entered UWL. Overall, the lifecycle of our disabled students is improving year on year. Our assessment on success provided positive outcomes for disabled students. However, a more detailed inspection within the disability type highlighted the importance of continuation rates for students with multiple impairments. Attainment outcomes did not provide any major discrepancies between disabled and non-disabled students. The progression data indicated the need of an intervention to address progression gaps between the groups, as the gap is increasing over time. TEF data provides further evidence for the need for an intervention as in Year 5, 52.6% of students with no known disability achieved an '*above median earnings threshold or higher study*' in comparison to 44.7% of disabled students; a gap of 7.9%.

**Access:** Our data demonstrates significant changes with the access gaps between the groups<sup>1</sup> and between the years of assessment. It is important to note that the access gap decreased by 10.4% from Year 1 (a gap of 81.8%) to Year 5 (a gap of 71.4%). The positive progress on the effective closure of the gap supports the YoY improvement on disabled students' access. A more detailed inspection within the type of disability indicates that the majority of our disabled students disclose a cognitive and learning disability (average access rate of 5.38%). In addition, there is a YoY increase with other types of disability, with an increase of students with mental health issues (rate of 2%). Access gaps for each type of disability, show improvement, but these should be treated with caution, as there is a big variation of the population between the groups of interest and those students with no known disability. Access gap between students with mental health and non-disabled students decreased from 90.1% in Year 1 to 82.7% in Year 5; a decrease of 7.4% over time.

**Success:**

- **Non-continuation:** There are no significant changes for non-continuation gaps between disabled students and students with no known disability. The data indicates that continuation rates are slightly lower for disabled students (5-years average rate of 84.48%) in comparison to their peers (rate of 85%). A detailed inspection on disability type shows variations between the groups. Although there is positive progress over time for all groups, students with multiple impairments (5-years average rate of 79.44%) and mental health (rate of 82%) tend to have the lowest continuation rates over the years. Continuation gaps within the disability group places students with multiple impairments at higher risk, as it seems to have the lower improvement over the years. Specifically, in Year 5, there was a gap of 7.2% between students with multiple impairments and students with no known disability; an increase of 3.9% within a year. It is also important to note that other disability groups tend to have better continuation outcomes in comparison to their peers without a disability and show good progress over time. For instance, the continuation gap for students with mental health decreased from 9.5% in Year 1 to -2.9% in Year 5.
- **Attainment:** Attainment gaps are not significant overall although in a couple of years the difference did exceed 2 percentage points. The attainment data indicates no major discrepancies between the groups over the years, but a positive progress over time for both groups. Students with a mental health disorder tend to perform better over time (an increase of 38.9% from Year 1 to Year 5) and in comparison to any other group. Inspection on the gaps for disaggregated groups indicates that the gap for students with cognitive and learning disability is increasing year on year; from -3.8% in Year 1 to 6.2% in Year 5. However, due to sample sizes these figures should be treated with caution.

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<sup>1</sup> Disabled students vs. students with no known disability



**Progression to employment or further study:** It is important to note that there was an increase of 14.7% in the gap from Year 1 (-9.3%) to Year 5 (5.4%). Specifically, in Year 5, 67.4% disabled students progressed to employment or further study in comparison to 72.8% of students with no known disability. Inspection within the disability group indicates a good progress for students with sensory medical and physical disability, as their progression outcome was increased from 57.9% in Year 1 to 69.6% in Year 5. On the other hand, students with cognitive and learning disability tend to perform less well in comparison to their peers and over time, as there is a decrease of 7.1% on their progression from Year 1 to Year 5. A decrease of 5.9% was also observed on students with mental health from Year 4 to Year 5. Assessing progression gaps for each type of disability, the only significant gap was observed in Year 1 between students with cognitive/learning disability and students with no known disability; a gap of -11.7%. However, there was an increase of 14.7% from Year 1 to Year 5 (Year 5 gap 3%). Gaps for the remaining disability groups are not reported to ensure confidentiality and anonymity.

**1.5 Care leavers:** Our AoP shows that we have a low numbers of care leavers (N=77 over 5 years), resulting in a large access gap. Continuation rates for our existing care leavers are positive and moving in the right direction, as there is a small gap between the groups; approximately 6% gap in Year 4. Our data does not allow any AoP on attainment and progression to employment or further study, due to the very small number of students (N>10). The assessment of this cohort should be treated with caution due to the very small number of care leavers in HE overall. UWL is committed to working with the sector to improve the way in which care leavers data is collected. In particular, we are committed to enhancing the data collection at enrolment stage by embedding a mandatory demographic question regarding care leavers, as well as monitoring this group via our Student Service professional department. UWL is committed to working with other UK institutions to ensure consistency of the data collected. The improvement around data collection of this target group will contribute positively to the institutional AoP and student outcomes.

## 1.6 Intersections of disadvantage

This section provides an AoP on intersection of IMD and ethnicity. Our evaluation assesses the groups from the same ethnicity group but different IMD quintiles. Thus, the groups are as follows:

- IMD1-2 vs. IMD3-5 students coming from a White background
- IMD1-2 vs. IMD3-5 students coming from a BAME background

Overall, our assessment revealed fruitful implications on the relationship between IMD quintiles and ethnicity across student journey. UWL is committed in increasing access rates of White students coming from low socioeconomic background (IMD1-2); access rates of BAME students coming from the most deprived IMD backgrounds (IMD1-2) seems not to be an issue for UWL. In terms of success and progression, both groups seem to perform well at UWL.

**Access:** Significant changes have been observed in the access gap between IMD1-2 and IMD3-5 students coming from a White background over time. Our data suggests that there is a significant difference in access, between students from the same ethnicity, but a different IMD background. More specifically, the numbers of White students from IMD3-5 make up the 22.5% of UWL entrants; while White students from IMD1-2 are now 13.1% of the student body. Although there is a significant YoY decrease on the access gap between the groups, from -12.9% in Year 1 to -9.4% in Year 5, UWL is committed to increase access rates on White students coming from the most deprived IMD backgrounds (i.e., IMD1-2). Referring to the access rates for BAME students coming from difference IMD quintiles, our analysis indicated that UWL offers access opportunities to BAME students from a low socioeconomic background.

#### Success:

- **Continuation:** With the exception of Year 4 (a gap of -6.1%), no significant differences observed on continuation gaps between IMD1-2 and IMD3-5 White students. In Year 5, the gap of -2.8% exists between IMD1-2 White vs. IMD3-5 White students. Significant gaps around continuation for IMD1-2 and IMD3-5 BAME students are presented in Year 3 (a gap of -4.6%) and in Year 5 (a gap of -3.9%).
- **Attainment:** With the exception of Year 1 (a gap of -12.3%) and Year 2 (a gap of -19.3%), our AoP indicated no significant differences around attainment between the groups. In Year 5, the gap of -4.3% exists between IMD1-2 White vs. IMD3-5 White students. No significant differences observed between IMD1-2 and IMD3-5 BAME students over time. In Year 5, the gap of -2.9% exists between the groups.

**Progression:** Our AoP around progression revealed positive outcomes on IMD1-2 vs. IMD3-5 White students, as in Year 5 the gap is reported at -1.4%, but not significant. However, it is worth mentioning that in Year 2 and 3, -12.1% and -15.7% respectively, UWL faced the highest gaps between these groups. Our commitment, however, contributed to the effective closure of the gap. No significant gaps observed around progression for IMD1-2 and IMD3-5 BAME students. In Year 5, the gap of -4.1% exists between the groups.

**1.7 Other groups who experience barriers in higher education:** At UWL we have a small number of students who are self-declared estranged from their families. These students have similar challenges to care leavers in regards to access, success and progression. UWL extends the measures currently provided for care leavers to this category of student. UWL is committed to working with the sector to improve the way in which estranged student data is collected.



## 2. Strategic aims and objectives

We have developed the APP strategic aims and objectives to support our students in their learning lifecycle and beyond in line with UWL strategy Achievement 2023, the Equality & Diversity statement and the Student Experience strategy. Our commitment is to: **i)** ensure a diverse student body, where all students are equally enabled in accessing HE, **ii)** provide a global and effective educational experience to our students, regardless of demographic characteristics, and **iii)** ensure successful progression to appropriate employment or further study for all. Below are the target groups, and strategic aims and objectives based on our AoP. However, UWL is committed to improve access, success and progression indicators for all underrepresented groups, including care leavers, part-time students and students from disaggregation groups.

### 2.1 Target groups

The Diagram below outlines the characteristics used to identify the student target groups in each stage of the lifecycle. The characteristics in each target group are those that have shown gaps in our AoP.

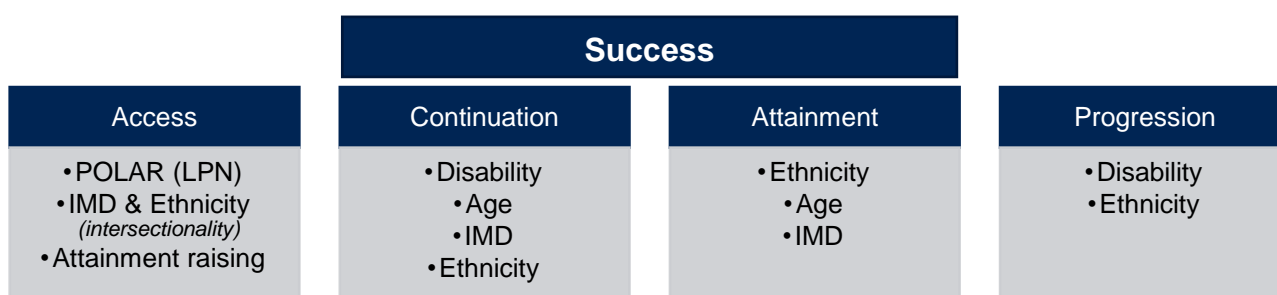


Diagram 1: UWL target groups

### 2.2 Aims and objectives

Our strategic aims and objectives have been developed with a mission to address barriers to the student access, success and progression. Detailed information regarding the timescale in which we aim to eradicate the gaps outlined in the 'Targets and investment plan' (Appendix 1).

#### 2.2.1 Access (KPM2)

Addressing issues of access to HE and maximising the opportunities for improvement requires the collaboration and active engagement of stakeholders across all educational sectors and employers. Our AoP provided evidence of our commitment to offer equal opportunities to all participants. Our strategic aim is to ***improve, access rates to HE for the most underrepresented groups whilst ensuring diversity of the student population***. Our objectives for access are to:

- build an evidence base of effective approaches in access to HE, and to support the development and dissemination of good practice. UWL currently outperforms the sector trend for mature, BAME and low socioeconomic background students access.
- increase participation of low POLAR(1-2) students outside London, so as the ratio of POLAR1-2 to POLAR3-5 to move from 1:2 to 2:3 (PTA\_1).
- make significant and sustained improvements in the access of students in the lower quintiles of deprivation irrespective of ethnicity (IMD and Ethnicity intersectionality). To reach this objective we will set a KPI to eliminate the gap between IMD1-2 White and IMD3-5 White students from the current 9.4% to 0% in five years. Thus, to increase the participation of White students from the most deprived socioeconomic backgrounds (i.e., IMD1-2), who we currently identify as underrepresented (PTA\_2).
- Raise to raise prior attainment to underrepresented groups. This is a longer-term project, to support improved attainment at Pre-16 and encourage and enable successful access to HE in the longer term. Below diagram illustrates UWL access activity on raising prior attainment (PTA\_3).

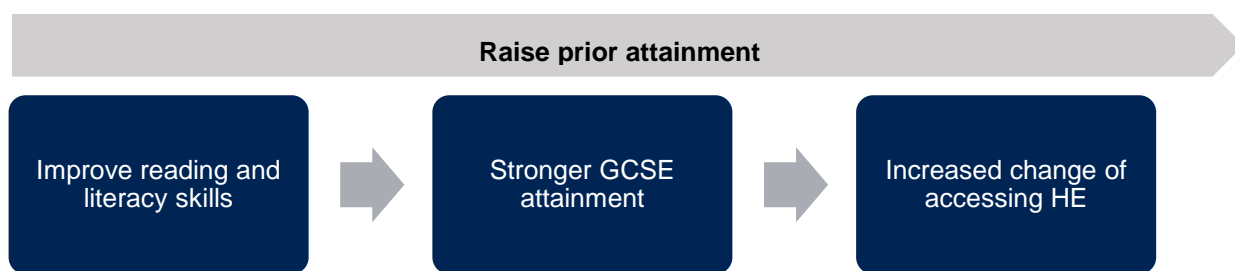


Diagram 2: Attainment raising

Under its access policies and strategy, the University commits to increasing the number of students coming from underrepresented areas and in particular from POLAR Q1. Our recent data show that UWL is already very successful in attracting young students from outside London with the ratio of Q5 to Q1 standing at 3:2 for non-London young UG entrants (2017/18 cohort). We anticipate that our access work in particular the activities designed to achieve PTA\_1 will have a significant impact on students' access from POLAR Q1 areas.

## 2.2.2 Success

Rates of non-continuation and levels of attainment vary between groups of students with different characteristics. It is important to understand the characteristics and the diverse needs of the full student body, to support, engage them to remain in HE and achieve their full potential. Specifically, to:

**2.2.2.1 Continuation (KPM3):** Our aim is to ***improve continuation rates of students from underrepresented backgrounds***. Our objectives are:

- v. narrow the non-continuation gap for disabled students with multiple impairments by increasing their continuation rate by at least 1% annually with an ambition that by 2024-25 the current gap of 7.2% will be eliminated (PTS\_1).
- vi. narrow the non-continuation gap for 'young mature' students (21-25 & 26-30 years old) by increasing their continuation rate by at least 1% annually with an ambition that by 2024-25 the gaps of 6.1% (21-25 years old) and 6.3% (26-30 years old) will be eliminated (PTS\_2).
- vii. narrow the non-continuation gap between IMD1 vs. IMD5 groups by increasing their continuation rate by at least 1% annually with an ambition that by 2024-25 the current gap of 7.6% will be eliminated (PTS\_3).
- viii. narrow the non-continuation gap for Ethnicity sub-groups by increasing their continuation rate by at least 1% annually with an ambition that by 2024-25 the current gaps of 6.3% (Black students) and 8% (Mixed students) will be eliminated (PTS\_4).

In addition, UWL acknowledges that challenges exist in the continuation of PT mature students. While small numbers make comparison with peer groups difficult, UWL commits to work towards improving continuation rates for this target group to match or exceed sector benchmarks.

**2.2.2.2 Attainment (KPM4):** Our aim is to ***narrow the degree attainment gap for students from underrepresented backgrounds***. Our objectives are to:

- ix. more than halve the degree attainment gap between BAME and White students by increasing the outcomes of the former group by at least 2% annually. Therefore, by 2024-25 to reduce the attainment gap from the current 19.6% to 9.6%. Our objective will also reduce gaps within the BAME category and the unexplained gaps in attainment between ethnic groups (PTS\_5).
- x. narrow the attainment gap between mature and young students by increasing their achievement rates by 1% annually. Therefore, by 2024-25 the gap will reduce of 7.4% will be eliminated. Of particular focus will be the 21-25 group that is the most populous segment for mature students (PTS\_6).
- xi. narrow the attainment gap between IMD1 and IMD 5 students by increasing the IMD1 rates, on average, 1% annually. Therefore, by 2024-25 the gap to be reduced from 20.8% to 15.8% (PTS\_7).

Further, we commit to reducing the attainment gap for PT black students in parallel and to a similar extent with the reductions described in Objective ix. Our work around attainment for ethnicity (PTS\_5) and IMD groups (PTS\_7) will also contribute positively to the decrease the attainment gap observed in the intersections of ethnicity and socioeconomic background.

### 2.2.3 Progression

We are branded as the career university and it is our priority to ensure that all students who complete an HE degree have an equal opportunity to progress to further study or employment. Therefore, our strategic aim is to **improve progression rates of students from underrepresented backgrounds**. To achieve this, our objectives are to:

- xii. minimise the progression gap for disabled students by increasing disabled students' progression rates, by approximately 1% annually. Therefore, by 2024-25 the current gap of 5.4% to be eliminated (PTP\_1).
- xiii. minimise the progression gap for Asian students by increasing their progression rates by approximately 1% annually. Therefore, by 2024-25 the current gap of 7.9% to be eliminated (PTP\_2).
- xiv. build an evidence base of effective approaches to progression further study or to/within employment and to support the development and dissemination of good practice. UWL has evidence of success for BAME students over and above sector trends.

We set ambitious targets and objectives, as our commitment is to address any barriers to student access, success and progression. Our strategic measures and targeted activities will contribute positively to meet our strategic aims, as UWL mission is to enhance student experience before entering HE, during their journey with us and after their graduation. We set a robust monitoring process to ensure the smooth implementation and delivery of the plan. Our evaluation model will ensure that there is an ongoing cycle of review, consideration and revision of the logic chain; as well as our strong partnership with the students will add further value and accuracy of the plan.

## 3. Strategic measures

UWL's values are to be an **accessible** and **affordable** university, which consists of a **diverse** body of students and staff. We aim to inspire students to become innovative and creative professionals connecting them to exciting and rewarding careers. To do this we offer a **transformative** educational experience, which is a model of **affordable** education. We take ambitious, but realistic, strategic measures to address gaps within access, success and progression, as well as to build an evidence base that further informs policy and practice, both internally and externally.

### 3.1 Whole provider strategic approach

The UWL strategic approach has been developed in line with our values and strategies, student regulations and policies in HE, and with the commitment to continuous improvement based on good practice and empirical research. There is a substantial body of good practice being undertaken at UWL that provides the platform for a more coherent, collaborative and coordinated approach to drive forward our approach to student access, success and progression. Reviewing and reflecting on the existing student lifecycle approach for WP, we will continue to **i)** prepare prospective students for entry into HE, **ii)** provide them with the tools to graduate successfully **iii)** ensure progression to employment or further study. Specifically:

- **Access:** UWL access rates for underrepresented backgrounds are well above the sector average indicating our commitment to offering access opportunities to these students. This is supported through outreach work which is underpinned by a strong institutional commitment, leadership, and a well-developed cross-institutional engagement culture. We will continue to **i)** work in partnership with external bodies to develop a more joined-up approach to the provision of effective transition from secondary

education to HE **ii)** build an evidence base regarding UWL outreach approaches and activities **iii)** support the dissemination of good practice.

- **Success:** We acknowledge that the greatest barrier to student success is academic attainment. Although our AoP indicates a YoY improvement of the degree attainment gap between underrepresented groups and their peers, we will be reprioritising our work in future years to focus more on addressing all attainment issues and the barriers to student success amongst particular groups. Our involvement in the [ABSS: Student Attainment Project \(SAP2\)](#) provided the platform for the development of sustainable solutions in addressing differential educational outcomes, especially for underrepresented groups of students. We aim to expand upon SAP2 by integrating extra-curricula activities, which will be developed in partnership with UWL students. Furthermore, we strongly believe that our access activity in raising prior attainment will impact positively on attainment issues in HE. UWL is also committed to further explore and address the unexplained gaps.
- **Progression to employment or further study:** Our data indicates that many of the students from underrepresented groups have more positive career and study outcomes in comparison to their sector peers. These outcomes are supported by curriculum design and student services that are focused towards employability. For example, our [Employer Services](#) identify and engage with local employers, connecting them with our talented and diverse pool of students from a range of disciplines. Being 'the career university' there is an active institutional commitment from the leadership and in the cross-institutional engagement which provides further support to this achievement. Our approach is to **i)** ensure the continuous provision of high quality information, advice and support, **ii)** provide support and guidance to ensure connectivity between study and career aspirations, **iii)** facilitate and support effective student engagement in progression and employability issues and opportunities.

In order to achieve our aims, we have developed a series of strategic priorities (Diagram 3) that inform UWL's logic chain, the APP activities and strategic measures. These priorities have been selected to support UWL's strategic approach, which is in line with OfS's mission: **to maximise impact and effectiveness on a whole student lifecycle through a greater collaboration and evidence-based practice.**

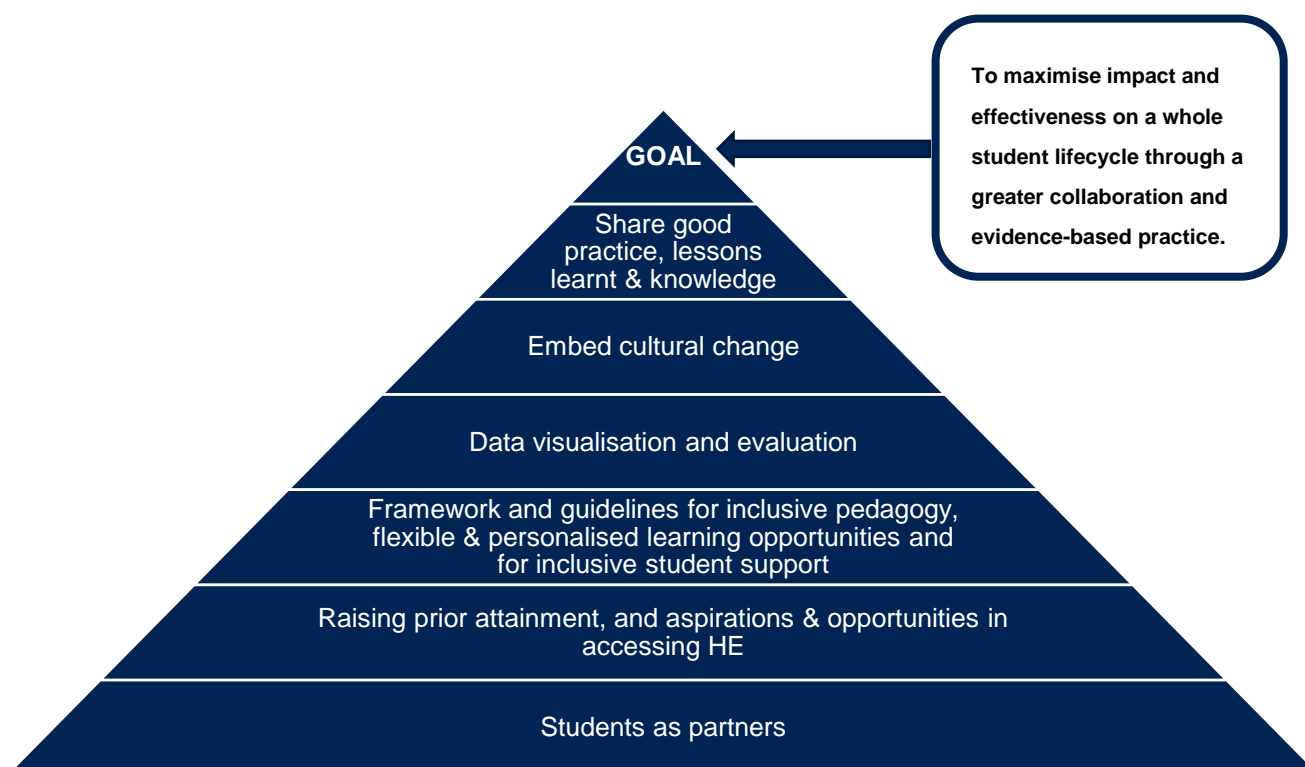
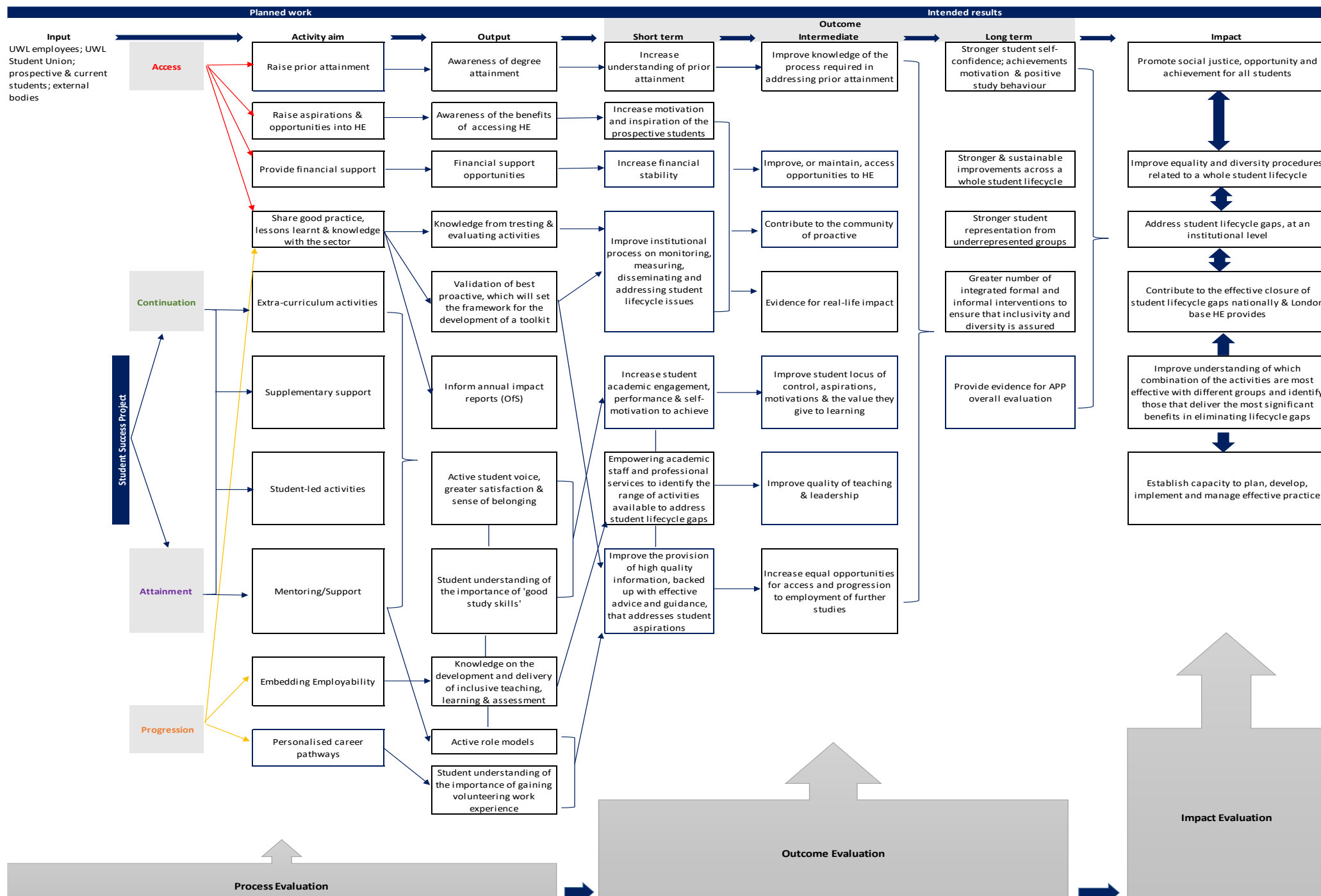


Diagram 3: UWL strategic priorities

## Overview

UWL's logic chain (below chart) has been developed using an evidence-informed approach with the scope to inform the logic of our strategic plan in working towards inclusivity at all stages of student lifecycle.



## Alignment with other strategies

The UWL APP is closely aligned with university policies and strategies (Diagram 4). The scope of this plan is to:

- provide education for all applicants who demonstrate the potential to benefit from HE provision in line with the mission to widen participation ([Admissions Policy, 2018](#))
- provide the highest quality study environment where no students experience less favourable treatment or discrimination because of their personal characteristics, such as ethnicity, disability, socioeconomic background or age ([Equality & Diversity Statement, 2016](#))
- contribute to the existing activities for:
  - global and inclusive pedagogies (Learning, Teaching & Assessment Strategy 2018-2023), where all staff receive an ongoing continuing professional development for the benefit of student experience and satisfaction ([Learning & Development Policy, 2018](#)); as well as anonymous marking is in place of reducing unconscious bias for or against individual students ([University Policy, Assessment of students, 2010](#))
  - transformative educational experience ([Achievement, 2023](#); [Library Services Strategy 2018-2023](#)) and
  - active student representation and partnership ([UWLSU Strategy, 2018-2019](#))
- inform UWL Student Experience Strategy 2019-2023, which aims to create a transformational experience for all by giving them the opportunity to *i) Develop, ii) Belong, iii) have Flexibility, iv) Influence*
- inspire our students to become innovative and creative professionals connecting them to exciting and rewarding careers ([Achievement, 2023](#)) by ensuring that our students have the opportunity to graduate with more than a qualification ([Employability Statement](#))

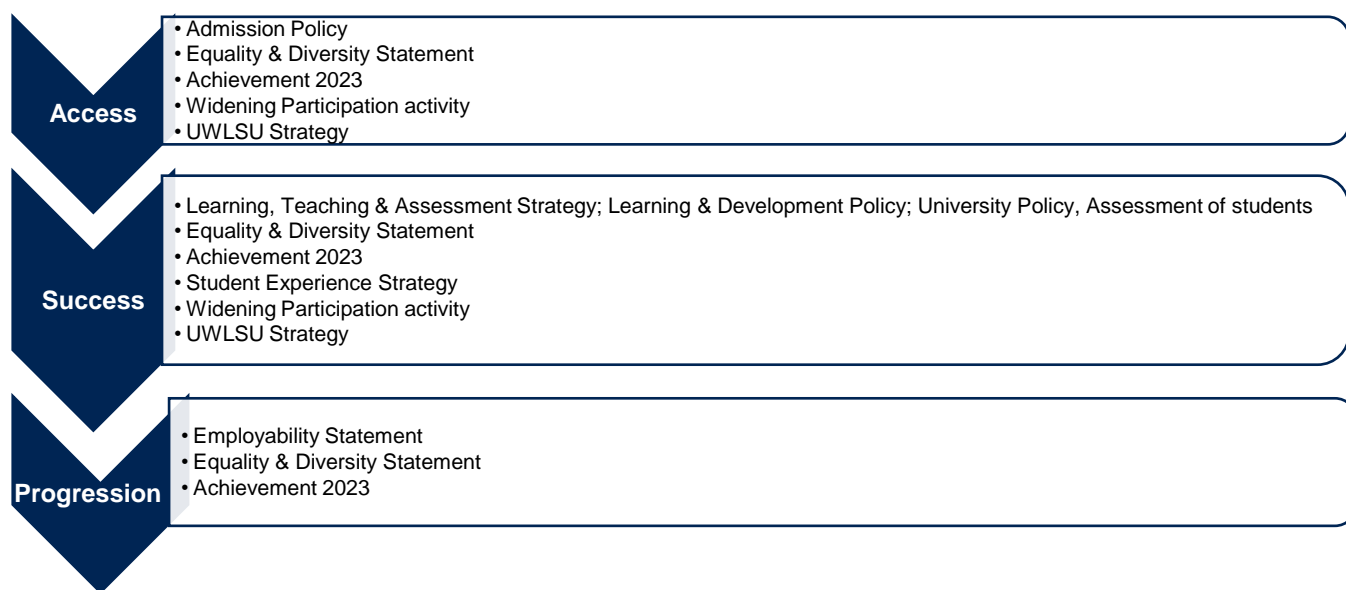


Diagram 4: APP alignment with UWL's policies and strategies

In developing this plan, we have considered the protected characteristics outlined in the Equality Act 2010 with ways to ensure that targeted widening participation activity and our commitments to the OfS are in line with the act. UWL has a long established Equality and Diversity Advisory Group (EDAG), which is responsible for considering equality and diversity issues within the University. EDAG has representation of academic and professional staff, and students (Equality & diversity annual reports can be found [here](#)). One of the central aims of EDAG is to consider the attainment gap of BAME students, which aligns with this plan. Therefore, the APP group works alongside EDAG to address barriers to student access, success and progression. Furthermore, we are committed to using equality impact assessment where appropriate.



## Strategic measures

A holistic approach has been adopted to ensure that all activities support students throughout their learning journey at UWL. The Diagram below provides an overview of the key strategic priorities of the continuing good practice activities<sup>2</sup> that the University undertakes to support prospective and current students.

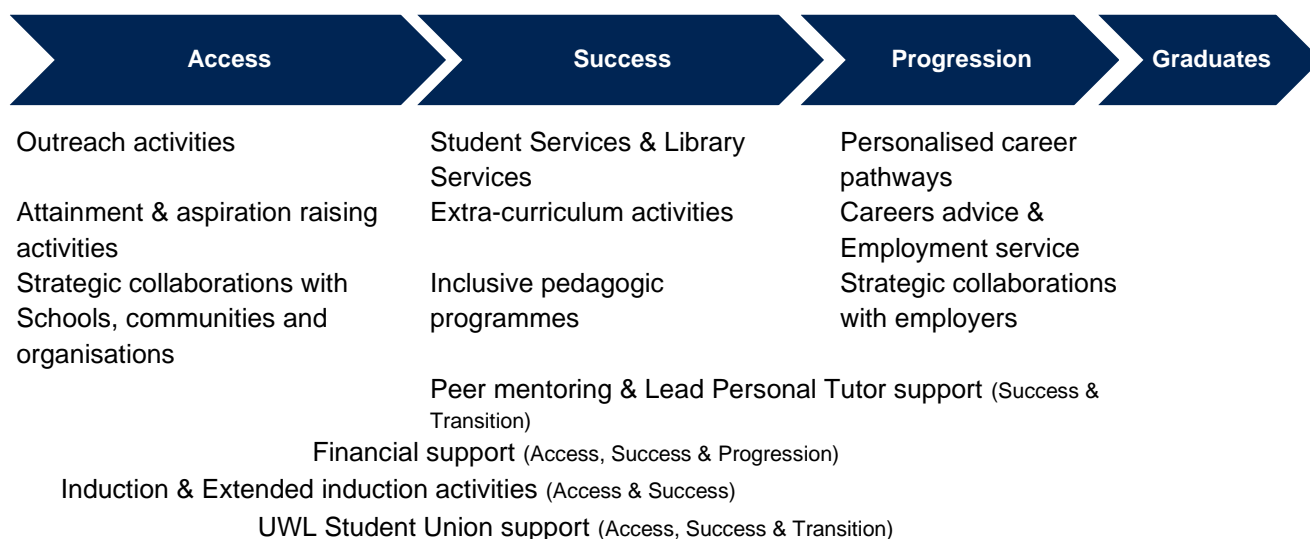


Diagram 5: Strategic priorities for the continuing good practice activities

For example, activities delivered by the Engagement Team have been developed to support access for students, mainly from underrepresented backgrounds, to ensure a smoother transition in HE by fostering a sense of belonging and instilling an early confidence which aids continuation and attainment. Other engagement activities contribute to student continuation and attainment through additional academic support mechanisms. In partnership with Careers and other services they help students with progression into employment or further study.

**Financial support:** UWL provides significant sums (as shown in Table 5) to support low income and other underrepresented students. Positive effects have been identified across different stages of the student lifecycle. Providing financial support to increase access to people from low socioeconomic background may contribute to the development of sustained access and improve representation of people from disadvantaged backgrounds at university. Therefore, the financial support for UWL students is a necessary consideration for widening access for those from low-income households. Having explored the use of financial support, UWL uses a “carrot and stick” and disburses money once students achieve milestones. This has shown to increase the efficacy of financial support on student success. Our past analysis has shown the positive and significant effect financial support has on student access and success. More specifically testing the Undergraduate bursary has shown that financial support improves continuation rate by about 5% and furthermore progression from on stage of study to the next by about 10%. Similarly, our support for student coming with lower entry qualifications (Path to success bursary) showed a similar effect for students from low income households. Taking the positive outcomes of UWL financial support on student lifecycle into consideration, we are committed to setting ‘financial support’ as a strategic measure. Using an empirical evaluation design, we will monitor, assess and evaluate its impact on student outcomes (please refer to Evaluation Strategy, section 3.3, for further information).

The following areas of focus have been informed by our AoP, evaluation and review of UWL evidence. We have a strong commitment to delivering all of the ongoing activities; however, to meet the strategic aims and objectives, and targeted groups, we have designed targeted activities mapping UWL’s strategic priority and Logic chain. Specifically:

<sup>2</sup> Appendix 4 presents some of the continuing good practice activities that support and enhance students’ learning journey, currently running at UWL.

**Access measures:** UWL delivers a wide range of sustainable and coordinated outreach activities, supporting young people and adults from underrepresented backgrounds to explore HE and engage with their local university. To meet the strategic aim, objects and targets reported in this plan, our strategic priorities are to:

- i) raise attainment in schools and colleges. In doing so we contribute more broadly to student attainment and access across the sector
- ii) raise expectations, aspirations and help learners understand what it means to study in HE, so that they feel empowered to make the most appropriate decisions about their educational journey
- iii) equip learners with skills useful to further and higher education, and develop their existing skillset to maximise their chances of success in the future
- iv) continue to work with student ambassadors
- v) share good practice, lessons learnt and knowledge with the sector.

Table 1 below shows a detailed plan on how the strategic measures prioritised will help us to achieve the access aim and objectives (*Objective i-iv*).

Table 1: Targeted activities for Access

| Indicator     | Aim                                                                                                                  | Objective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Target group                                                               | Strategic measure(s)                                   | Activity aim                            | Activity name                                                                       | Activity description                                                                                                                                                                                                                                                                                                                                                                                                                          | Activity evaluation design   |
|---------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| <b>Access</b> | Improve access rates to HE for the most underrepresented groups whilst ensuring diversity of the student population. | Increase attainment at Pre-16 for successful access to HE.                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Underrepresented groups                                                    | Curriculum, pedagogic & student support; Collaboration | Raise prior attainment                  | <b>Academic enrichment project for raising attainment</b> [new] [Pre-16]            | This activity aims to help young people develop an appreciation of reading and improve their literacy skills. We will pilot this targeted activity to raise, and if possible address, prior attainment on underrepresented groups. We aim to create a control and intervention group using randomisation. We hypothesise that the intervention group will have better outcomes following the delivery of the activity than the control group. | Causality (TBC with Schools) |
|               |                                                                                                                      | Increase participation of low POLA(1-2) students outside London to be equal number with students outside London of high POLAR(4-5).                                                                                                                                                                                                                                                                                                                                                                         | POLAR groups                                                               | Collaboration                                          | Raise aspirations & opportunities to HE | <b>Academic enrichment project for raising aspirations</b> [new] [Pre-16 & Post-16] | This is a long-term project that aims to help young people developing skills, building career readiness and learning about University. We will trial this targeted activity to raise aspirations on underrepresented groups.                                                                                                                                                                                                                  | Narrative                    |
|               |                                                                                                                      | Make significant and sustained improvements in the access of students in the lower quintiles of deprivation irrespective of ethnicity (IMD and Ethnicity intersectionality). To reach this objective we will set a KPI to eliminate the gap between IMD1-2 White and IMD3-5 White students from the current 9.4% to 0% in five years. Thus, to increase the participation of White students from the most deprived socioeconomic backgrounds (i.e., IMD1-2), who we currently identify as underrepresented. | IMD1-2 White vs. IMD3-5 White students                                     |                                                        |                                         | <b>Skills Builder Programme</b> [Pre-16]                                            | This is an one-year project for young people interested in Healthcare careers. It includes workshops with academics and students, specialist support. We aim to expand into other career streams as the project progresses. Previous evaluation revealed positive impact of the activity on student access. We are investing in this activity to address access gaps for the targeted group.                                                  | Narrative                    |
|               |                                                                                                                      | Build an evidence base of effective approaches in access to HE, and to support the development and dissemination of good practice. UWL currently outperforms the sector trend for mature, BAME and low socioeconomic background students access                                                                                                                                                                                                                                                             | BAME students; Mature students; students from low socioeconomic background |                                                        |                                         | <b>Role models</b> [All; Adults & the community; Others]                            | Student Ambassadors support all Outreach work, sharing their own experiences of university and life, supporting learners and being role models. We have previously evaluated the effect of the activity on student access and found positive outcomes. We are investing in this activity to address access rates for the targeted group.                                                                                                      | Narrative                    |
|               |                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                            | Financial support                                      | Provide financial support               | <b>UWL Bursary</b> [All; Adults & the community; Others]                            | 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.                                                                                                                                                                                                        | Empirical                    |

**Success measures:** Many of our students come from backgrounds associated with disadvantage relative to participation and success, which creates additional challenges for both the students and the University. These factors generate barriers to participation and success. To enable early indication and to support early intervention the University, has invested in *Civitas*, which is a learning analytics predictive software. This is used in conjunction with other technological systems to monitor student engagement to determine bespoke support and participation activities as needs arise. Additionally, the University delivers a variety of activities that aim to support students' continuation and attainment, such as the HEFCE/OfS funded **ABSS: Student Attainment Project (SAP2)**. SAP2<sup>3</sup> was a great success at UWL, as the project contributed to a year on year decrease of the degree attainment gap; This project also encouraged productive discussions around issues of

<sup>3</sup> Further evidence regarding the efficacy of SAP2 at UWL can be found in the Partner Report we have submitted along with the ABSS SAP2 Final Report in April 2019; as well as in an UWL publication on [Addressing the Gap](#)

under-represented groups and ways they could be addressed across the University. This has led to the development of tool kits and interventions to assist in Teaching and Learning, and has contributed to changes in University strategy and policies. To meet the strategic aims, objects and targets reported in this plan, our main strategic priority is to build on our success and develop of sustainable solutions to address differential educational and employment outcomes, especially for underrepresented groups of students. This has led to the development of the **Student Success Project**, which aims to:

- i) set the framework and guidelines for inclusive pedagogy, personalised learning and inclusive student support
- ii) increase student voice
- iii) ensure that this work supports lasting change and sustainability of achievements

The following areas of focus have been informed by our AoP, and evaluation and review of UWL evidence. The strategic measures that have been prioritised will help to achieve the aims and objectives set for continuation (*Objectives v-viii*) and attainment (*Objectives ix-xi*). The activities presented in Table 2 have been integrated into the Student Success Project to support all targeted groups for continuation and attainment.

Table 2: Targeted activities for Success

| Student Success Project                 |                                           |                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                            |
|-----------------------------------------|-------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Strategic measure(s)                    | Activity aim                              | Activity name                                          | Activity description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Activity evaluation design |
| Curriculum, pedagogic & student support | Extra-Curriculum activities               | <b>Study Skills Summer School (SSSS)</b>               | The SSSS provides an opportunity for targeted groups to i) enhance skills deemed essential for successful HE study, ii) gain confidence in their ability to demonstrate these skills and iii) ensure the smooth and effective transition into the next academic level of study. We have previously evaluated the effectiveness of SSSS on student success and found positive impact. Specifically, attendees reported that SSSS helped them to continue their studies. We aim to test the sustainability of SSSS on student continuation and attainment by collecting data from individuals before and after the activity. We also aim to track targeted groups and compare continuation and attainment rates with a comparison group.                                                                                                                                                                                                                                                                                                   | Empirical                  |
|                                         |                                           | <b>Guides for Success</b>                              | The Guides for Success is an updated study pack of the SAP2 Interventions that has been developed to meet the needs of UWL students. The feedback received from UWL academics was also taken into account to enable further inclusivity. The guides for success contribute to an inclusive education and active learning. They are simple and easy to be deployed into class and online, and they force students to 'review and reflect' on their study skills. We have previously evaluated the effectiveness of the guides, via the SAP2, on student attainment and found positive impact. Specifically, qualitative feedback indicated the guides contributed to "Students' better understanding the 'rules of the game' by embedding learning about study skills within class time." We aim to test the sustainability of the guides for success on student attainment by collecting data from individuals before and after the activity. We also aim to track targeted groups and compare attainment rates with a comparison group. | Empirical                  |
|                                         |                                           | <b>Inclusive course readings and collections [new]</b> | A Library Services strategic priority is to develop library resources and course materials to be more inclusive and representative of our students' diverse identities which supports UWL's inclusive curriculum. Current work makes use to opportunities for developing an inclusive curriculum at course re-approvals, and more broadly by supporting academics in collection development and stock selection. A KPI relating to budget spend for BAME authorship is being developed to measure progress. We are investing in inclusive reading lists to address attainment rates. We will test the impact of inclusive reading lists on student attainment.                                                                                                                                                                                                                                                                                                                                                                           | Narrative; Causality       |
|                                         | Supplementary support                     | <b>Telecon support</b>                                 | The Student Experience and Retention Team reach out to students who are deemed to be at risk of non-continuation. The lists drawn from Civitas and other data, such as attendance and submission data, to include students who show signs of low engagement in their course. On a weekly basis, students are contacted by phone, text message and/or email. Where contact is made, the team refer students to the most relevant staff member, or team, at the university. Once a referral is made, it is imperative to follow up with the student, and continue to monitor their engagement. We have previously evaluated the effectiveness of the activity on student continuation rates and found positive impact. We will test the sustainability of this support, track targeted groups and compare continuation rates with a comparison group. We will collect qualitative data on student's perceptions, experience and satisfaction of the activity.                                                                              | Empirical                  |
| Student support                         | Student-led activities; Mentoring/Support | <b>Peer mentoring</b>                                  | Trained student mentors provide a high quality of mentorship to their fellow students. Mentors, once trained, will meet with their mentees on a regular basis to work on skill development, and share knowledge and experience of being a UWL students. We have previously evaluated the activity and found positive impact on student continuation rates. We will collect data from individuals and track their records and experiences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Empirical                  |
|                                         | Student-led activities                    | <b>Big Conversation</b>                                | The Students' Union in collaboration with Student Services and the Engagement Team facilitates a 1-to-1 conversation between every new student with a returning student on the first day of enrolment, encouraging a sense of belonging, enabling students to get advice if they need it and collecting the views of students as they start their journey at UWL. We will collect data from individuals and track their records and experiences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Narrative                  |
|                                         | Mentoring/Support                         | <b>Lead Personal Tutor</b>                             | Lead personal tutors (LPTs) are experienced Personal Tutors within each Academic School who are responsible for the students predicted to be most vulnerable. LPTs are seen as the conduits to student success – listening to students, helping them to recognise issues and identifying the most appropriate means to support them. They participate in a forum group to explore this imitative and identify actions and good practice. We will collect data from individuals and track their records and experiences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Empirical                  |

**Progression measures:** As demonstrated by the AoP, UWL is consistently performing well with the progression of underrepresented groups into the further study and graduate level employment through the delivery of sustainable activities. To meet the strategic aim, objectives and targets reported in this plan, our strategic priorities are to:

- i) set the framework and guidelines for inclusive pedagogy and student support for progression
- ii) ensure the provision of high quality information, backed up with effective advice and guidance, that addresses the career aspirations of students and
- iii) share good practice, lessons learnt and knowledge with the sector.

Table 3 shows a detailed plan on how the strategic measures prioritised will help to achieve the aim and objectives for progression of disabled students (*Objective xii*) and Asian students (*Objective xiii*), and to share good practice with the sector regarding effective approaches to progression of BAME students (*Objective xiv*).

Table 3: Targeted activities for Progression

| Indicator          | Aim                                                                      | Objective                                                                                                                                                                                                                                         | Target group              | Strategic measure(s)               | Activity aim                                                    | Activity name                              | Activity description                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Activity evaluation design |
|--------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------|-----------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b>Progression</b> | Improve, progression rates of students from underrepresented background. | Minimise the progression gap for disabled students by increasing disabled students' progression rates, by approximately 1% annually. Therefore, by 2024-25 the current gap of 5.4% to be eliminated                                               | Disabled students         | Employability & skills development | Embedding Employability                                         | <b>Learning &amp; employability</b>        | Career Consultants will continue to work in association with academics to deliver relevant sessions about labour market information, soft skills development, career planning and effective applications, including disclosure information. We are investing in embedding employability into learning to address progression rates.                                                                                                                                                        | Narrative                  |
|                    |                                                                          | Minimise the progression gap for Asian students by increasing their progression rates by approximately 1% annually. Therefore, by 2024-25 the current gap of 7.9% to be eliminated to 2.9%.                                                       | Ethnicity: Asian students |                                    | Personalised career pathways                                    | <b>LeadNow training [new]</b>              | LeadNow training is a new initiative, which will help disabled students develop confidence and their abilities in leadership to improve graduate outcomes for the targeted group. We will pilot the LeadNow training to improve progression rates for disabled students. We will create a control and intervention group using randomisation. We hypothesise that the intervention group will have better progression rates following the delivery of the training than the control group. | Causality                  |
|                    |                                                                          |                                                                                                                                                                                                                                                   |                           |                                    | Mentoring/Support                                               | <b>Subject-specific recruitment fairs</b>  | School specific graduate jobs and placement fairs are organised each year with students receiving preparation from the Careers team to maximise impact. We have previously evaluated the effect of the activity on student progression and found positive outcomes. We are investing in subject-specific recruitment fairs to address progression rates for the targeted group.                                                                                                            | Narrative                  |
|                    |                                                                          | Build an evidence base of effective approaches to progression further study or to/within employment and to support the development and dissemination of good practice. UWL has evidence of success for BAME students over and above sector trends | BAME students             | Collaboration                      | Share good practice, lessons learnt & knowledge with the sector | <b>Collaboration with external parties</b> | School specific graduate jobs and placement fairs are organised each year with students receiving preparation from the Careers team to maximise impact. We have previously evaluated the effect of the activity on student progression and found positive outcomes. We are investing in subject-specific recruitment fairs to address progression rates for the targeted group.                                                                                                            | Narrative                  |

### 3.2 Student consultation

UWL student engagement is at the core of student experience with students involved as active partners and co-creators. Students are actively consulted in the development, implementation and evaluation of access, success and progression work. The Diagram below shows UWL's approach to student consultation.

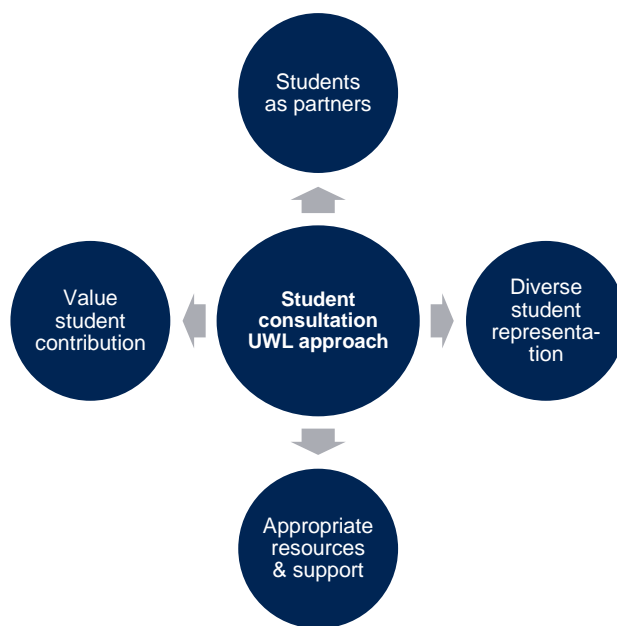


Diagram 6: Student consultation UWL approach

As part of the ongoing our good practice regarding student voice, students have been actively involved in the preparation of this plan and have been a prominent voice behind the University's focus on BAME, age, disability and socioeconomic class. The ongoing activities have been co-developed with students as will the development of any future activities. For the production of this plan a series of meetings were held with the PVC Student Experience, the Director and Policy Officer of the Strategic Planning, and members of the UWL Student Union (UWLSU) where all members had the opportunity to contribute to the development of the plan. The SU President and VP Education were invited to review and comment upon the APP draft prior to its submission. In addition, the UWLSU will submit a separate student submission report demonstrating their contribution to APP so far (Appendix 5). We are committed to making student involvement as meaningful as possible by recruiting APP Student Champions as part of the ongoing of the APP work. Specifically:

- **Students as partners:** Students working with stakeholders in shaping the direction of APP and contribute to the whole provider approach
- **Diverse student representation:** Students will be from a diverse range of backgrounds, representative of the UWL student body
- **Appropriate resources & support:** Student will receive guidance and ongoing training and help to develop a base of professional knowledge and experience
- **Value student contribution:** UWL will recognise, reward and accredit their contribution

This approach enables more effective student engagement with the APP implementation, review and evaluation each year, which will be demonstrated via our monitoring progression against the delivery of the plan and student submission report. Our commitment is to ensure and maintain a collaboration through ongoing and active communication.

### 3.3 Evaluation strategy

Evaluation and measurement of impact is integral to institutional activities to ensure the smooth and effective implementation of the targeting of resources and continued improvement of our practice that allow us to maximise impact on outcomes. Our evaluation strategy (Diagram 7) is rooted by the [Kirkpatrick's Model](#)<sup>4</sup> to ensure that there is an ongoing cycle of review, consideration and revision of the logic chain.

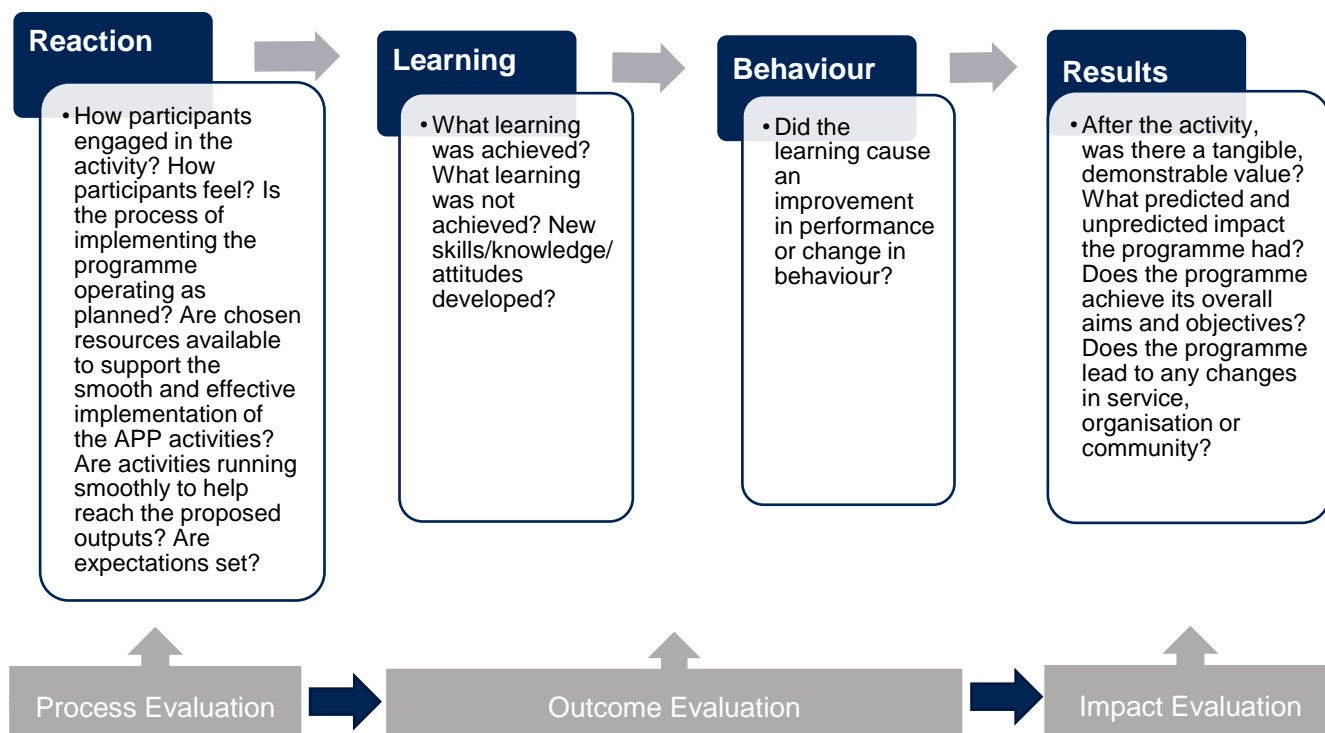


Diagram 7: UWL evaluation strategy

Our evaluation strategy has been informed by the OfS evaluation self-assessment to ensure that UWL's work is evidenced informed and APP activities deliver impactful outcomes to meet the strategic aims and objectives of this plan. Specifically:

**Strategic context:** Evaluation is critical for promoting accountability and understanding with this culture embedded, supported and prioritised in all UWL activities. Evaluation is central to the APP group and is disseminated across UWL meetings. Our commitment to a critical evaluation of '*what does or does not work*' at UWL is demonstrated by the *advance* category of evaluation practice in dimension 1 following the OfS self-assessment. Our plans are to identify a budget line for evaluation activity and establish the APP Champion group involving staff and student members with a strategic overview of evaluation and research activity.

**Programme design:** Our programme design is informed by evidence using a longitudinal quantitative and qualitative data, and a formative needs assessment evaluation. Therefore, the design of this programme has developed through the critical analysis and evaluation of those findings. We have set a series of strategic priorities that aim to maximise impact and effectiveness on a whole student lifecycle through a greater collaboration and evidence-based practice. These priorities contributed to the development of a coherent logic chain, which will be evaluated using the [Kirkpatrick's Model](#) to ensure that there is an ongoing cycle of review, consideration and revision; its accuracy is demonstrated by the *advance* category of evaluation practice in dimension 2 from the completed self-assessment.

**Evaluation design:** Our strategic measures, and thereby activities, have been developed based on institutional evidence and evaluation for each UWL initiative. Therefore, evaluation design has been built as a part of the activity design, implementation and delivery to allow us to provide meaningful insight for the future, while enhancing our student experience even further. We will evolve the mapping activity designs, methodological

<sup>4</sup> Kirkpatrick, D. (1996). *Revisiting Kirkpatrick's four-level-model*. Training & Development, 1, 54-57.



approach for data collection, analysis and interpretation of findings. This will further enable us to meet the strategic aims and objectives for the proposed targeted groups. We will set formal evaluation plans to specify roles, responsibilities and resources required to ensure smooth and effective evaluation of activities; and to ensure that there is a clarity on how intended outcomes will be disseminated. Following the OfS self-assessment for dimension 3, we are currently implementing all these activities.

**Evaluation implementation:** The University is committed to the protection of individuals' rights and privacy. We regard the lawful and correct treatment of personal data as important to our successful operation, and to maintain confidence with our students and staff and other stakeholders. All data is processed in accordance with the General Data Protection Regulations (GDPR) and the Data Protection Act (DPA, 2018), which together form the Data Protection Legislation. Regarding the proposed activities, dimension 4 is currently being designed.

**Learning to shape improvements:** We believe that our approach to monitor progress against the delivery of the plan (Diagram 8) and the rigorous ongoing evaluation will offer the opportunity to take a critical approach to thinking about learning, and behavioural and attitudinal change. This is demonstrated by the *advance* category of evaluation practice in dimension 5 from the completed self-assessment. The APP Champions group has the knowledge and experience of conducting empirical research studies, as well as the knowledge and experience in WP to ensure that each APP activity will meet the aims and objectives. We will invest in research, which builds on and increases knowledge in the sector; and contributes to the evidence and impact exchange portfolio. The findings of our research projects will also continue to directly inform the development of this approach and will be disseminated internally and externally to inform programme planning and quality.

**Evaluating financial support:** UWL has historically invested significant amounts on supporting financially less advantaged students and students in need. We target our financial support to achieve maximum impact and to enhance access of students from underrepresented backgrounds. As we have done successfully in the past, we will continue employ the statistical tool provided in the tool-kit. In addition, we will employ a survey to assess the impact on access and early retention largely modelled on the research project led by Sheffield Hallam and referenced by OfS. We will further explore findings and validate result where appropriate by following the statistical tool and survey findings with interviews again largely drawing on Sheffield Hallam's research project.

### 3.4 Monitoring progress against delivery of the plan

Given the strategic importance of inspiring learners, regardless of their background, to become innovative and creative professionals connecting them to exciting and rewarding careers, we have adopted an evidence-led approach to access and participation work. Over the last few years, we have measured and monitored learner analytics, key performance measures (KPMs) and indicators (KPIs), milestones, as well as quantitative and qualitative data. In addition, the APP group, the senior executive team, UWL Committees and Groups and the Board of Governors consider these.

The Policy Officer, based on the Strategic Planning department will be primary responsible for monitoring the progress against the delivery of this plan and the overall responsibility lies with the Strategic Planning department. Progress of the plan will be discussed in APP Group meetings, and UWL Committee meetings, where student representation is active. In addition to our evaluation of the activities, we will employ a number of measures including the HESA performance indicators and the TEF metrics.

To ensure the smooth and continued monitoring of the plan against achieving the UWL strategic aims, objectives and targets, we will assess the impact of the activities by addressing the following questions:

- What outcomes did the activity produce?
- Is the outcome positive or negative?
- To what extent these outcomes contribute to:
  - business performance improvement
  - setting new objectives
  - change in underlying beliefs, perceptions and mind-sets
  - behaviours
- How sustainable are the ideas and processes introduced through the logic chain?

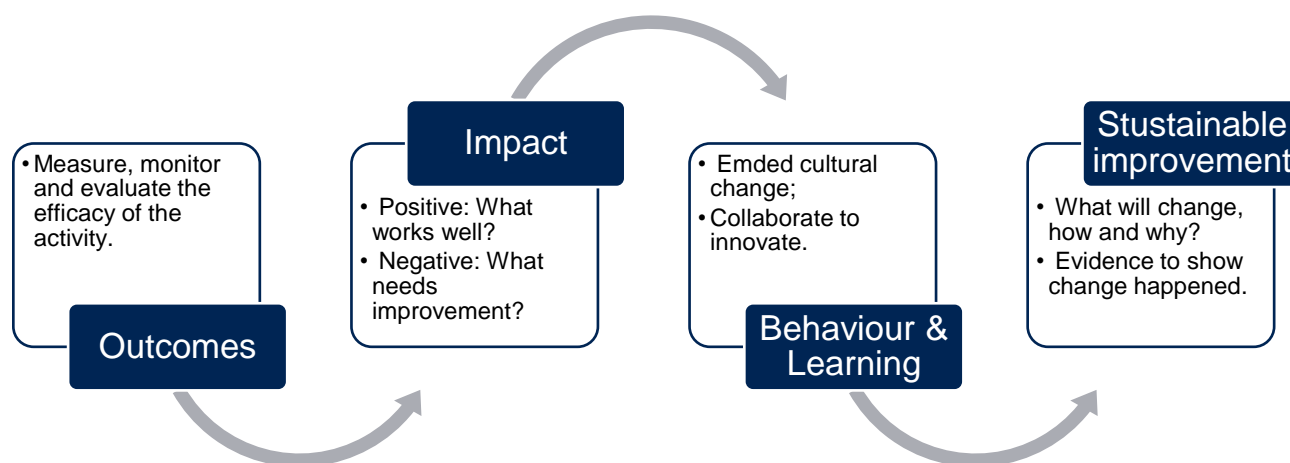


Diagram 8: UWL approach to monitor progress against the delivery of APP

We strongly believe that this approach will offer an opportunity to understand the immediate output of each activity, to review our performance and reflect on it. Our evaluation strategy (Diagram 7) will also ensure that there is an ongoing cycle of review, consideration and revision of the logic chain. We will assess its impact, behavioural and attitudinal change and concrete sustainable and continuing improvement. Student engagement will guarantee further value and contribute to our commitment in offering a transformative educational experience. However, if the progress of the plan is worsening due to internal or external risks, the APP team has the ability to identify such risks via the risk management process, and during the APP group meetings and open brain-storming sessions. Once risks or potential threats have been identified, they will be assessed according to their impact on the project and their probability of occurring using a risk assessment matrix. This assessment will allow the assessors and evaluators of the plan to prioritise risks; the 'high risk'

decisions and actions will be taken first. The Policy Officer and partners will then decide how to handle each risk. Such a potential action is to identify alternative ways to remove the risk, or to have a contingency plan to reduce the impact of problems that do happen. If the same risk persists, there must be refinement or a revision of the work plan.

## 4. Provision of information to students

Fees and financial support is clearly and transparently communicated to all prospective students. Information confirming fee levels is sent to students at the point of the offer of admission. All relevant information regarding financial support, eligibility criteria and methods of assessment is provided. The information is accessible on [UWL fees page](#); [Tuition Fee Policy](#) is accessible to all students. This APP will be available on UWL's [Policies and Regulations](#) webpage.

### 4.1 Fees

Fees for the 2020/21 academic year for:

- Home and EU undergraduate (UG) students studying full time will be £9,250 annually
- Overseas undergraduate students studying full time will be £13,000 annually

In addition, prospective and current students can contact Student Finance department on 02082800283 or e-mail [StudentFinance@uwl.ac.uk](mailto:StudentFinance@uwl.ac.uk) for details of the fee they will be charged and payment arrangements for postgraduate (PG) study, part time and other courses UWL offers.

### 4.2 Financial support

The University makes considerable investment in bursaries scholarships and hardship funds to help support students. Bursaries and scholarships are targeted to underrepresented groups and specifically students with financial need, disabilities and care leavers.

The University offers two main scholarships/bursaries to all prospective students: the *Full-time Undergraduate Bursary* and the *Path to Success*. For the UG Bursary, UWL aims to provide scholarships to students starting a full-time UG course from September 2019. The total value of the bursary is £1,500, which is awarded for a maximum of three years. This bursary will be credited as follows: Year 1 = £500, Year 2 = £500, Year 3 = £500. This bursary is paid in three instalments each year subject to satisfactory attendance, engagement and submission to assessment. Students must fulfil all criteria below:

- be paying 'Home' or 'EU' fees
- be from a household with an income of less than £28,000<sup>5</sup> per annum. Applicants and sponsors must have applied for means tested student support from Student Finance England and given consent to share information in order that their declared household income can be verified (applicable to 'Home' fees paying student only)
- have accepted an offer of a place on an undergraduate course at the UWL

If the number of applications received are over the number the University can allocate, priority will be given to Care leavers, Disabled students and Early applicants.

From September 2022, the value of the bursary will be increased to £1,800.

The Path to Success is available to all Home/EU students starting a four-year degree with a foundation year in September 2019. The scholarship is subject to student attendance, submission to assessment, progression to the next year of study and engagement with the personal tutor. Student do not need to apply. All payments are made through Student Finance England (SFE), so students will need to contact them to update their details if they are not already applying for maintenance support through SFE. The value of the scholarship is £2000

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<sup>5</sup> Students with income between 25K and 28K will be awarded the same bursary but for reporting purposes will be reported under bursaries disbursed to students under "other underrepresented groups"

providing students £500 per year during the duration of their studies subject to satisfactory engagement.

The university follows GDPR regulations; therefore, student agreement to share their financial information, with anonymity and confidentiality is in place. Continuing students, awarded with the bursary/scholarship, with continue to receive the financial support that was advertised to them when they applied, subject to any inflationary increases or decisions to increase the support offered.

Details on UWL scholarships and bursaries are provided to current and prospective students. who can also access them at [Scholarships and bursaries](#) and [Help with funding](#) webpages. Below table illustrates an estimation of our total APP-countable expenditure on financial support for the next five years.

Table 4: 5-years investment summary on financial support for underrepresented students

|                                    |                                                               | Academic Year |               |               |               |               |
|------------------------------------|---------------------------------------------------------------|---------------|---------------|---------------|---------------|---------------|
|                                    |                                                               | 2020-21       | 2021-22       | 2022-23       | 2023-24       | 2024-25       |
| Bursaries & Scholarships           | <i>Students with household residual incomes up to £25,000</i> | £1,104,000.00 | £1,121,000.00 | £1,022,000.00 | £1,024,000.00 | £1,026,000.00 |
|                                    | <i>Students from other underrepresented groups</i>            | £761,400.00   | £894,600.00   | £1,035,400.00 | £1,035,400.00 | £1,035,400.00 |
| Fee Waivers                        | <i>Students with household residual incomes up to £25,000</i> | £37,500.00    | £37,500.00    | £37,500.00    | £37,500.00    | £37,500.00    |
|                                    | <i>Students from other underrepresented groups</i>            | £37,500.00    | £37,500.00    | £37,500.00    | £37,500.00    | £37,500.00    |
| Hardship funds                     |                                                               | £200,000.00   | £250,000.00   | £250,000.00   | £250,000.00   | £250,000.00   |
| Total financial support investment |                                                               | £2,140,400.00 | £2,340,600.00 | £2,382,400.00 | £2,384,400.00 | £2,386,400.00 |

UWL, [is a model for quality, affordable HE](#) and we will continue to support students from the most disadvantaged backgrounds and ensure that all courses provide value-for money.

## 5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)
4. UWL continuing good practice activities
5. Student Consultation report

## Appendix 4: UWL continuing good practice activities

| Stage   | Key strategic priority                                             | Activity Name                                                                     | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Access  | Outreach activities                                                | <b>BBC School Report [Pre-16]</b>                                                 | Young people in Years 8-9 work with academics and students for a day on campus to create and record a podcast with UWL academics. This project aims to give participants an insight into careers within the media and journalism industries.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |                                                                    | <b>Discovery days [Pre-16/Post-16]</b>                                            | Year 4-13 classes visit campus for a day of workshops about post-16 options, general and subject specific workshops and tours with Student Ambassadors.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|         |                                                                    | <b>Takeover days [Post-16]</b>                                                    | Young people in Years 12-13 are encouraged to take over the jobs of UWL Head of Schools, Services or Senior staff for a day to learn about careers, subject areas and decision making.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|         |                                                                    | <b>Saturday Clubs [Pre-16]</b>                                                    | Young people in Years 8-11 are encouraged to attend a subject specific Saturday Club across a number of weeks, developing awareness of careers in these sectors, building practical skills and cultural capital.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|         |                                                                    | <b>Work experience [Pre-16]</b>                                                   | One week of work experience for young people (Y10) who are disabled/have a support need, care-experienced or young carers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|         |                                                                    | <b>Theatre performances [Pre-16/Post-16]</b>                                      | An activity that offers free tickets to UWL London College of Music performances and Q&A with cast afterwards.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|         |                                                                    | <b>Personal statement support [Post-16]</b>                                       | This activity offers a 1:1 personal statement checks and advice for learners (Y12/13) who are care-experienced, disabled/have a support need, young carers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|         |                                                                    | <b>Teacher lates [Pre-16/Post-16]</b>                                             | This activity requires the delivery of an informal training and information sessions for teachers, career advisors and other people who work with young people.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|         |                                                                    | <b>Care leaver visits to campus [Post-16]</b>                                     | Care-experienced learners (Y12/13) visit campus for a personalised day including a tour, meeting the Student Welfare team, see accommodation etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|         |                                                                    | <b>Mature Learner engagement</b>                                                  | The support provided to mature learners includes i) 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; and ii) Twilight sessions for those in work.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|         | Attainment & aspirations raising                                   | <b>Skills Builder Programme [Pre-16]</b>                                          | A one-year project for young people interested in Healthcare careers includes workshops with academics and students, specialist support. Aim to expand into other career streams as the project progresses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|         |                                                                    | <b>Junior Colleges</b>                                                            | The University provides Junior Chefs and Junior Music College courses, which aim to raise aspirations of young people.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|         |                                                                    | <b>Paired reading [Pre-16]</b>                                                    | Young people in Years 3-6 attend weekly reading sessions for 10 months. Student Ambassadors work with young people on a weekly basis to improve literacy skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|         |                                                                    | <b>Pyramid project</b>                                                            | Pyramid is an ongoing project at UWL, which delivers positive outcomes on building children's confidence, improving their coping skills and emotional resilience, avoiding the development of mental health problems and helping in raising attainment. The involvement of teachers and parents on it makes Pyramid a successful project to address prior attainment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|         |                                                                    | <b>Young People's Lectures [Post-16]</b>                                          | Working with particular sixth forms, young people (Y12/13) create and deliver a programme of short lectures for other local young people.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|         |                                                                    | <b>Lectures in the Community [Adult and Community]</b>                            | Staff and students deliver short talks about a variety of subjects in local libraries and cafes with the aim of encouraging life-long learning within the community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|         |                                                                    | <b>Academic enrichment project for raising attainment [Pre-16] [new]</b>          | This activity aims to help young people develop an appreciation of reading and improve their literacy skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|         |                                                                    | <b>Academic enrichment project for raising aspirations [Pre-16/Post-16] [new]</b> | This long-term project aims to help young people to develop skills, build career readiness and learn about University.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|         |                                                                    | <b>Role models</b>                                                                | Student Ambassadors support all Outreach work, sharing their own experiences of university and life, supporting learners and being role models.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|         |                                                                    | <b>NEON (National Education Opportunities Network)</b>                            | The Outreach Team of 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Success | Strategic collaborations with Schools, communities & organisations | <b>Building and maintaining relationships</b>                                     | Building and maintaining relationships with teachers, careers advisors, local councils, support workers, museums, organisations and businesses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|         |                                                                    | <b>CoderDojo [Pre-16/Post-16]</b>                                                 | Collaborated with external organisation CoderDojo to provide monthly coding classes. Y3-13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|         |                                                                    | <b>HELOA (Higher Education Liaison Officers' Association)</b>                     | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|         |                                                                    | <b>Conferences; pedagogic-related event; NewVistas &amp; other publishers</b>     | Present and deliver workshops at conferences - internal and external. Actively engage with London networks such as NEON, HELOA, Linking London and AccessHE. In early discussions regarding Aimhigher London benefits, membership may be desired in the future.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|         | Student Services & Library Services                                | <b>Student Services</b>                                                           | 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 and mental health 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.                                                   |
|         |                                                                    | <b>Individual Support Plans (ISP)</b>                                             | Wellbeing Advisers engage with disabled and students with mental health difficulties and produce personalised ISP to inform course teams what 'reasonable adjustments' are required for individual students, in compliance with the Equality Act (2010).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|         |                                                                    | <b>Care leavers support</b>                                                       | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|         |                                                                    | <b>Disability Support</b>                                                         | The Wellbeing Team that offers a confidential service to all UWL students and prospective students with disabilities provides disability support. 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). The team also has access to a 'reasonable adjustment fund' to support students covering the DSA band 1 & 2 costs and pay for Educational Psychologists assessments as well as a means tested fund to contribute to the purchase of laptops (those awarded by DSA).                                                                                                                                                                                                                                                                                                                                                                                                          |
|         |                                                                    | <b>Mental Health support</b>                                                      | The University has dedicated Mental Health Advisers that offers a confidential service to all UWL students and prospective students with a mental health diagnosis. The Mental Health Advisers provide advice and information on Mental Health support, including pre-entry advice regarding funding available in addition to their Disabled Student Allowance (DSA). The team also has access to a 'reasonable adjustment fund' to support students covering the DSA band 1 & 2 costs. In addition, the University has a counselling team who also offers confidential services and deliver specific lead counselling themed workshops where they support students with mental health issues through specific mental health activities (e.g. workshops on mindfulness and reducing exam stress). The counselling team work in conjunction with the Students' Union and deliver (Student Minds training course "Look after your Mate") plus across site activities/initiatives relating to mental health & wellbeing. |
|         |                                                                    | <b>UWL Archive</b>                                                                | 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 HE to these groups.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|         |                                                                    | <b>Academic Support Librarian</b>                                                 | Each UWL course has an Academic Support Librarian assigned to it. Academic Support Librarians help staff and students to trace access and use the most relevant academic resources for the course, using a balance of print, online and audio-visual materials. They provide information literacy teaching embedded within the curriculum, and skills training (e.g. in using online databases, in researching or referencing resources for projects or dissertations) for groups or individuals, by arrangement with tutors or by appointment with individual students.                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|         |                                                                    | <b>Skills workshops and drop ins by Library</b>                                   | Library Services delivers a series of workshops during the year. Workshops cover: i) essential information on using library resources; ii) an introduction to referencing; iii) finding resources for assignments and iv) information skills to get the best degree. In addition, individual booked appointments are available throughout the year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Stage   | Key strategic priority                                             | Activity Name                                                                     | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|             |                                      |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Success     |                                      | <b>Subject specific support by Library</b>                                                                                                                | The Library Services Academic Support team of Academic Support Librarians and Assistant Librarians provides subject-specific support to staff and students, utilising subject-specialist knowledge to inform i) the development of the collections and information resources that support teaching and learning, and ii) their information literacy teaching, academic skills training, and one-to-one in-depth support for researching resources for projects and dissertations.                                                                                                            |
|             |                                      | <b>Study Support by Library</b>                                                                                                                           | An online tool that provides a range of resources to help students feel confident in the range of assignments and assessments they will face during their time here. The tool covers tips on academic writing, exams and revision, time management, referencing & plagiarism, presentation skills, and how to find the right resources. The 'Guides for Success' are also available on this tool for students to access them.                                                                                                                                                                |
|             |                                      | <b>Inclusive course readings and collections <i>[new]</i></b>                                                                                             | A Library Services strategic priority is to develop library resources and course materials to be more inclusive and representative of our students' diverse identities that supports UWL's inclusive curriculum. Current work makes use to opportunities for developing an inclusive curriculum at course re-approvals, and more broadly by supporting academics in collection development and stock selection. A KPI relating to budget spend for BAME authorship is being developed to measure progress.                                                                                   |
|             |                                      | <b>Telecon support</b>                                                                                                                                    | The Student Experience and Retention Team reach out to students who are deemed to be at risk of non-continuation. The lists drawn from Civitas and other data, such as attendance and submission data, to include students who show signs of low engagement in their course. On a weekly basis, students are contacted by phone, text message and/or email. Where contact is made, the team refer students to the most relevant staff member, or team, at the university. Once a referral is made, it is imperative to follow up with the student, and continue to monitor their engagement. |
|             | Extra-curriculum activities          | <b>1 Day Summer Schools - returners comprising a series of academic skills workshops</b>                                                                  | This activity aims to ensure students who have had a break from study, over the summer or longer, have the opportunity to reflect on prior experience and develop skills to support their return.                                                                                                                                                                                                                                                                                                                                                                                            |
|             |                                      | <b>1 Day Summer Schools – Returners Level 6 comprising a series of academic skills workshops and support accessing appropriate L6 research materials.</b> | A series of workshops support reflection and preparation to returning students; and prepare students to meet the specific challenges likely to be met during their final year and dissertation. These workshops ensure the smooth transition between Years of study.                                                                                                                                                                                                                                                                                                                         |
|             |                                      | <b>1 day Disability welcome day</b>                                                                                                                       | To prepare new students who are joining the UWL family to understand DSA and funding plus meeting fellow students and help with transitioning to HE.                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|             |                                      | <b>Level specific workshops</b>                                                                                                                           | These workshops aim to provide additional academic workshops opportunities available during week 0 and week 1 to support the transition to each new level of study.                                                                                                                                                                                                                                                                                                                                                                                                                          |
|             |                                      | <b>Academic Skills Workshops</b>                                                                                                                          | These workshops provide students with the techniques and resources to support them during their studies. Students will be able to reflect on their academic skills and identify the skills they need to improve.                                                                                                                                                                                                                                                                                                                                                                             |
|             |                                      | <b>1:1 Academic Drop-ins</b>                                                                                                                              | 1:1 academic drop-ins aim to address students concerns regarding various academic tasks such structuring answers to questions, general academic writing style and avoiding plagiarism.                                                                                                                                                                                                                                                                                                                                                                                                       |
|             |                                      | <b>1:1 academic drop-ins on a regular basis during evenings</b>                                                                                           | Ensure students are not disadvantaged by course or personal commitments by providing out-of-hours academic support opportunities.                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|             |                                      | <b>UWL No Ordinary Society</b>                                                                                                                            | An inclusive society aimed at targeting students who lack confidence, feel isolated and do not feel part of the UWL community. Run a series of events throughout the year with regular society socials.                                                                                                                                                                                                                                                                                                                                                                                      |
|             |                                      | <b>English language support</b>                                                                                                                           | These language workshops aim to help students develop their English language skills. These workshops originally developed to support non-native English speakers, but they are available to all students who would like to improve their literacy skills.                                                                                                                                                                                                                                                                                                                                    |
|             |                                      | <b>Mathematics café</b>                                                                                                                                   | Mathematics café provides a friendly approach to maths, especially to students who face maths anxiety. It is open to all students and aims to support students in various areas of mathematics in which they struggle during their studies.                                                                                                                                                                                                                                                                                                                                                  |
|             |                                      | <b>Online resources support</b>                                                                                                                           | This online tool aims to offer the flexibility to students who face barriers to attending general academic skills workshops in person; and allows students to refresh knowledge.                                                                                                                                                                                                                                                                                                                                                                                                             |
|             |                                      | <b>Shared Experience Events</b>                                                                                                                           | The Shared Experience Series aim to provide a platform for students and staff to come together, discuss personal experiences, and share their views.                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|             | Inclusive pedagogic programmes       | <b>UWL Foundation Year</b>                                                                                                                                | The UWL Foundation year (FY) provides students from underrepresented groups with the opportunity to improve their subject knowledge and study skills before going onto Level 4 study. A "Path to Success" scholarship that FY students receive has been 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.                                                                                                                                                        |
|             |                                      | <b>Degree apprenticeships</b>                                                                                                                             | 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.                                                                                                                                      |
|             |                                      | <b>UWL Replay</b>                                                                                                                                         | 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.                                                                                                                                                                                                                                                                                                                                                                                         |
|             |                                      | <b>Embedding information literacy teaching into the curriculum</b>                                                                                        | The Library team 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.                                                                                             |
|             |                                      | <b>Embedding employability into the curriculum</b>                                                                                                        | Career Consultants work in association with academics to deliver relevant sessions on labour market information, soft skills development, career planning and effective applications, including advice and guidance on disclosing a disability.                                                                                                                                                                                                                                                                                                                                              |
| Stage       | Key strategic priority               | Activity Name                                                                                                                                             | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Progression | Personalised career pathways         | <b>PG Advice</b>                                                                                                                                          | Careers Consultants advise on range of opportunities following graduation including further study, employment and business start-up. Workshops and individual appointments are available to assist with applications and a series of workshops on setting up your own business are offered with students then able to move their ideas to the innovation Westmont Hub for further development.                                                                                                                                                                                               |
|             |                                      | <b>Disclosure for employment</b>                                                                                                                          | Workshops on approaches to disclosure for employment. Workshops delivered 3 times a year offered to students with disabilities or long term health conditions with alumni sharing their experiences.                                                                                                                                                                                                                                                                                                                                                                                         |
|             |                                      | <b>Careers workshops for disabled students</b>                                                                                                            | Students are supported through intensive coaching, early recruitment stages and online testing by a Careers Consultant with a specialist training in working with students with additional needs.                                                                                                                                                                                                                                                                                                                                                                                            |
|             |                                      | <b>Careers workshops for care leavers &amp; mature students</b>                                                                                           | Twilight sessions, held between 5-7pm and 6-8pm, for students who are working, have caring or other responsibilities and mature learners.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|             |                                      | <b>Career workshops for students working full time</b>                                                                                                    | Saturday morning careers appointments for students who cannot attend during the week.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|             |                                      | <b>1:1 careers sessions</b>                                                                                                                               | Students are able to access 1:1 guidance at a time and through a medium that suits them, face to face, on line or over the telephone Monday to Saturday including twilight appointments.                                                                                                                                                                                                                                                                                                                                                                                                     |
|             |                                      | <b>Alumni mentors</b>                                                                                                                                     | Alumni mentors provide guidance, advice and support to Level 6 or Level 7 students to ensure their smooth progression to employment or further study.                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|             | <b>LeadNow Training <i>[new]</i></b> | LeadNow training aims to help develop the confidence of students with a disability and their abilities in leadership to improve graduate outcomes.        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|             | Careers advice & Employment service  | <b>Subject-specific recruitment fairs</b>                                                                                                                 | School specific graduate jobs and placement fairs are organised each year with students receiving preparation from the Careers team to maximise impact. In addition, two part time jobs fairs are organised one in the first semester and one in the second.                                                                                                                                                                                                                                                                                                                                 |
|             |                                      | <b>Arrangement of work placements</b>                                                                                                                     | The offer of work experience is available to all students with some students having a built in element to their course and support is available to identify opportunities and make effective applications.                                                                                                                                                                                                                                                                                                                                                                                   |
|             |                                      | <b>Get into Teaching</b>                                                                                                                                  | 'Get into Teaching' twilight event, with guest speakers representing all the routes into different types of teaching for UWL's diverse student body, including mature students. Follow-up workshops are also offered.                                                                                                                                                                                                                                                                                                                                                                        |
|             |                                      | <b>Live projects</b>                                                                                                                                      | Supporting underrepresented groups in the Arts in collaboration with the Tate Gallery. Special access negotiated to use Tate archives for projects and master classes delivered by staff at the Tate for UWL students.                                                                                                                                                                                                                                                                                                                                                                       |
|             |                                      | <b>Continued Professional Development Master classes</b>                                                                                                  | These classes are offered to recent graduates by the Careers Team through the Alumni Office to support UWL graduates in furthering their careers. These include sessions on Leadership, Conflict Management, Building Effective Teams and Professional Networking.                                                                                                                                                                                                                                                                                                                           |
|             |                                      |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|             |                                      |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



|                        |                                                                     |                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | Strategic collaborations with employers                             | <b>Volunteering service (V-Team)</b>                                                                                               | The student volunteering service (V-Team) supports activities, which enhance the employability of students and have a positive impact on the students' wellbeing and on the local community. Internal and external volunteering can be accredited on the HEAR reports. The team encourage students to emphasise their volunteering experience when completing CVs, applications and in interviews and advise on evidencing their skills from volunteering.                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                        |                                                                     | <b>Micro and e-volunteering</b>                                                                                                    | 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 to volunteer; many of the options are available through apps.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                        |                                                                     | <b>Collaboration with external parties</b>                                                                                         | Strong links with support organisations and with employers organisations, such as ISE, the London Chamber of Commerce and West London Business to establish a pipeline of opportunities. Links are also established with organisations to assist our students with disabilities including Employability and Royal Society for Blind Children.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                        |                                                                     | <b>AGCAS (Association of Graduate Careers Advisory Services)</b>                                                                   | A member of the UWL careers team has been appointed to the AGCAS Disability Task Group that 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                        |                                                                     | <b>Graduate Internship scheme</b>                                                                                                  | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Stage</b>           | <b>Key strategic priority</b>                                       | <b>Activity Name</b>                                                                                                               | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Multiple stages</b> | Peer mentoring & Lead Personal Tutor support (Success & Transition) | <b>Peer mentoring scheme</b>                                                                                                       | Trained student mentors provide a high quality of mentorship to their fellow students. Mentors meet with their mentees on a regular basis to work on skill development and share knowledge and experience of being a UWL student.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                        |                                                                     | <b>Peer Assisted Study provided by Mentors</b>                                                                                     | This activity aims to help peer mentors develop transferrable skills and to enhance knowledge for both mentors and mentees.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                        |                                                                     | <b>Foundation year students entering Level 4 to mentor new UWL students entering at Level 4.</b>                                   | This activity has been designed to support new Level 4 students who may feel they are not as advanced when compared to their peers who have completed Level 3 at UWL. In addition, it aims to recognise the excellent skills already developed by foundation students continuing to Level 4. This activity aims to relieve anxieties about entering HE by being paired with a student who is studying at the same level but has experience of UWL and the academic skills required.                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                        |                                                                     | <b>Lead Personal Tutor</b>                                                                                                         | Lead personal tutors (LPTs) are experienced Personal Tutors within each Academic School who are responsible for the students predicted to be most vulnerable. LPTs are seen as the conduits to student success – listening to students, helping them to recognise issues and identifying the most appropriate means to support them. They participate in a forum group to explore this initiative and identify actions and good practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                        | Financial support (Access, Success & Progression)                   | <b>Funding opportunities</b>                                                                                                       | At UWL, we offer a plethora of funding opportunities to our UG and PG students. The University has very generous bursary schemes in recognition of the challenges our students face. Students can access these details from Scholarships and bursaries ( <a href="https://www.uwl.ac.uk/students/undergraduate/scholarships-and-bursaries">https://www.uwl.ac.uk/students/undergraduate/scholarships-and-bursaries</a> ) and Help with funding ( <a href="https://www.uwl.ac.uk/students/undergraduate/help-funding">https://www.uwl.ac.uk/students/undergraduate/help-funding</a> ) webpages. We offer a Discretionary Hardship Fund to assist students whilst studying who may be in financial crises or had unexpected expenditure. This fund also has ring fenced amounts to support students for travel to interviews, clothing for interviews for placements, graduation gowns & school/college specific trips. |
|                        | Induction & Extended induction activities (Access & Success)        | <b>Individual Support Plans (ISP)</b>                                                                                              | Wellbeing Advisers engage with prospective students and produce personalised ISP for pre-entry students to highlight the support on offer at UWL.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                        |                                                                     | <b>1 Day Summer Schools for new students comprising a series of academic skills workshops</b>                                      | This activity introduces academic writing and the skills required in HE. In addition, it raises awareness of other support services available over the summer and on arrival.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                        |                                                                     | <b>3 day Study Skills Summer School for WP /Mature learners (21+)</b>                                                              | A 3-day event that provides an introduction to HE that aims to ensure mature learners are confident and academically and socially equipped to successfully enter HE.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                        |                                                                     | <b>New Students Induction Workshops Activities - Getting Started and Introduction to Study Skills</b>                              | This activity ensures a smooth, informed and confident transition to HE, academic study and the new environment; improve students' confidence and engender the sense of belonging and being supported throughout their time at UWL.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                        |                                                                     | <b>Bespoke Student Services videos</b>                                                                                             | 5 x Student Services video's produced to ensure students are informed of all the support available to them at all times.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                        |                                                                     | <b>Level specific Workshops during enrolment and induction weeks that are created for separately for each level being entered.</b> | Level specific workshops aim to provide additional, optional, academic workshop opportunities, available during week 0 and week 1, to support the transition to each new level of study.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                        | UWL Student Union support (Access, Success & Transition)            | <b>Big Conversation project</b>                                                                                                    | The Students' Union in collaboration with Student Services and the Engagement Team facilitates a 1-to-1 conversation between every new student with a returning student on the first day of enrolment, encouraging a sense of belonging, enabling students to get advice, if they need it, and collecting the views of students as they start their journey at UWL.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                        |                                                                     | <b>Mental Health support</b>                                                                                                       | 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).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                        |                                                                     | <b>Advice on Tour</b>                                                                                                              | A proactive initiative to provide advice to over a thousand students at the point of need.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                        |                                                                     | <b>Partnership Team</b>                                                                                                            | An initiative to create social collaborative activities to help students build social networks on their course.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                        |                                                                     | <b>Course representative scheme</b>                                                                                                | Course Reps gather the views and opinions of their peers and communicate that feedback to lecturers and UWL staff. They are trained and supported by the Student Union.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                        |                                                                     | <b>Advice service</b>                                                                                                              | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                        |                                                                     | <b>Course-based activities</b>                                                                                                     | Collaboration between course teams and the students' union delivering activities related to a course, such as trips and guest speakers, designed to help students build confidence and make friends on their course.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                        |                                                                     | <b>Sabbaticals</b>                                                                                                                 | Elected student leaders who work for the students' union to be the lead representatives and role models for students at UWL.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Appendix 5: Student Consultation report

The shared approach to student engagement between UWL and UWLSU has four key principles:

- Students as partners
- Diverse representation
- Appropriate resources and support
- Value student contribution

The impact this approach is that the university is well-informed about the views and needs of students from underrepresented groups, and this is true for all areas of UWL. Elected student leaders have been consulted on the APP drafts and have participated on the working group. However, the most significant impact on the content of the plan has been made over a number of years of true consultation and efforts in partnership to identify concerns and opportunities to better support students to access UWL, as well as to achieve their best whilst studying at UWL and long after.

### **Students as partners**

The course rep scheme at UWL is run collaboratively between UWLSU and UWL, with over 550 volunteer student representatives elected by their peers each year. The scheme is well-resourced, including provision for nine paid school representative positions; students who work for the students' union to deliver training and one-to-one support to course reps in their school. The scheme is highly effective, benchmarking as 'Outstanding' against the TSEP student engagement benchmarking tool<sup>6</sup>.

The UWLSU sabbatical officers are elected to be the lead representatives and role models for UWL students. They, along with course reps, school reps and students nominated for specific working groups, have membership on formal committees and informal working groups in all areas and levels of the institution; from the Board of Governors to course approval panels.

Through these representation mechanisms and a variety of research projects, nearly 80% of all UWL students' views have been collected by the students' union over the last two academic years and these are highly valued at all levels of the university.

### **Diverse representation**

Course reps have been elected for 97% of all UWL courses and levels. UWLSU monitors the diversity of the course rep scheme and has found that the diversity of these volunteers reflects the student population in terms of age, gender and ethnicity. When encouraging students to put themselves forward for election, the sabbatical officers serve as role models and these officers are a diverse team in terms of age, ethnicity, gender, disability, caring responsibilities, commuting times, course of study, mode of study and faith.

In addition to the formal representative schemes, the university and students' union have recently collaborated on a number of projects seeking to hear the views of thousands of students, with a conscious effort to hear the voices of students from underrepresented groups. Such projects include:

- UWL Retention & Engagement Study: a research project exploring the factors which effect student confidence and motivation as well as barriers to engagement, with a focus on BAME student experience;
- Student Population Segmentation: a research project to segment the student population by behaviours and perceptions, enabling groups with low confidence, low self-esteem and low academic skill to be identified and supported;
- 'What Makes A Great Teacher?': an informal open consultation in which nearly 40% of the population participated to answer the title question, with the outcome presented at a series of UWL committees including Learning, Teaching & Assessment Committee as well as the annual UWL Learning & Teaching conference and induction for new academic staff members.
- Big Conversation Project: an enrolment initiative to facilitate a one-to-one conversation between current students and every new student on their first day, with rich data collected and analysed by demographic then shared across the university.

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<sup>6</sup> <http://tsep.org.uk/wp-content/uploads/2017/08/Revised-Benchmarking-Tool-for-Student-Academic-Representation.pdf>

Students have also been invited to participate on a number of informal working groups specifically to ensure that voices from underrepresented groups have been heard, including as BAME champions on the Student Attainment Project working group.

The voices of thousands of student from across the institution have been sought and heard by the university in partnership with the students' union. In particular, the voices of students from marginalised and underrepresented groups have been amplified by these collected efforts.

### **Appropriate resources and support**

The students' union are funded to elect, train and support student representatives to succeed in their roles. UWLSU is the only students' union in the UK to elect student representatives in person for nearly every course (elections are usually run online), ensuring that students are fully informed about what the opportunity to represent their peers entails. Over 60% of those course reps then receive face to face training, with over 30 training sessions run each year, and online training resources made available for the remaining reps - this compares favourably to other universities where very low proportion of student reps receive face to face training. This is all made possible by the appropriate resource and support being made available by the university.

Students who engage with formal and informal committees and working groups also receive training from the university and the students' union to ensure that they understand and can fulfil their role as representatives.

The university also commissions the students' union to deliver a number of projects designed to support students, including:

- Big Conversation Project (see above)
- Advice on Tour: a project to proactively engage 1,000 students each year in advice services
- Course-based activities: delivering activities related to a course, such as trips or a guest speaker, to help build confidence and motivation and help students make friends on their course

These projects were proposed and delivered by the students' union in direct collaboration with university colleagues and all involve students in the design and delivery of the work - this demonstrates that the university resources and supports activity in direct response to student voice. These activities will support the aims set out in the APP.

### **Value student contribution**

Student leaders have given direct feedback on the APP draft and have participated in the activities of the working group, and have been asked to provide this submission. This meant that the direction of the APP content included the student voice. In addition, the whole provider approach to supporting students to access, progress and succeed at UWL has been significantly impacted by the student voice.

For example, the BAME champions participating in the Student Attainment Project working group have helped to shape a number of initiatives to help address the BAME attainment gap, which have been implemented this year and will be expanded upon in future years, including an event hosted by the Engagement Team to share the experiences of BAME students at UWL. Another example is that the students' union President and the Pro Vice-Chancellor (Student Experience) agreed the target within the APP for the BAME attainment gap.

A final example is the collaboration on the design of the Student Experience Strategy between the students' union elected leaders and the Pro Vice-Chancellor (Student Experience). This strategy includes an agreement to explore opportunities to ensure that students have appropriate support around finance and disability, as well as further embedding employability into the curriculum.

The value that the university places on student voice is exemplified by the action taken on over 350 student suggestions arising from the course rep scheme since September 2018. Understanding the views and needs of students from across the institution, as well as valuing their contributions and acting upon them, is part of the university's identity and strength. There has been no deviation from this model in the preparation of this plan, and therefore we support this plan.

Looking ahead to the next APP submission, we will nominate student APP champions to help encourage deeper student engagement in the APP drafting process.

## Provider fee information 2022-23

### Summary of 2022-23 course fees

\*course type not listed by the provider as available in 2022-23. This means that any such course delivered in 2022-23 would be subject to fees capped at the basic fee amount.

**Table 1a - Full-time course fee levels for 2022-23 students**

| Full-time course type:           | Additional information: | Cohort:                              | Course fee: |
|----------------------------------|-------------------------|--------------------------------------|-------------|
| First degree                     | *                       | Fee applies to entrants/all students | £9,250      |
| First degree                     | Saturday Intensive      | Fee applies to entrants/all students | £7,500      |
| Foundation degree                | *                       | Fee applies to entrants/all students | £9,250      |
| Foundation degree                | Saturday Intensive      | Fee applies to entrants/all students | £7,500      |
| Foundation year/Year 0           | *                       | Fee applies to entrants/all students | £9,250      |
| HNC/HND                          | *                       | *                                    | *           |
| CertHE/DipHE                     | *                       | Fee applies to entrants/all students | £9,250      |
| Postgraduate ITT                 | *                       | *                                    | *           |
| Accelerated degree               | *                       | *                                    | *           |
| Sandwich year                    | *                       | Fee applies to entrants/all students | £1,250      |
| Erasmus and overseas study years | *                       | *                                    | *           |
| Other                            | *                       | *                                    | *           |

**Table 1b - Sub-contractual full-time course fee levels for 2022-23 students**

| Sub-contractual full-time course type: | Additional information:                                | Cohort:                              | Course fee: |
|----------------------------------------|--------------------------------------------------------|--------------------------------------|-------------|
| First degree                           | Academy of Music & Sound (Exeter) Ltd 10046802         | Fee applies to entrants/all students | £7,495      |
| First degree                           | Academy of Music & Sound (Gateshead) Ltd 10047237      | Fee applies to entrants/all students | £7,495      |
| First degree                           | Academy of Music & Sound (Glasgow) Ltd 10047238        | Fee applies to entrants/all students | £6,495      |
| First degree                           | Ballet Theatre UK Limited 10046386                     | Fee applies to entrants/all students | £9,250      |
| First degree                           | Cardiff and Vale College 10034450                      | Fee applies to entrants/all students | £9,000      |
| First degree                           | Drama Studio London Limited 10002029                   | Fee applies to entrants/all students | £9,250      |
| First degree                           | London School of Science & Technology Limited 10008362 | Fee applies to entrants/all students | £9,250      |
| First degree                           | Met Film Limited 10004328                              | Fee applies to entrants/all students | £9,250      |
| First degree                           | Momentum Performing Arts Academy Ltd 10082316          | Fee applies to entrants/all students | £9,250      |
| First degree                           | Nexus Institute of Creative Arts 10045275              | Fee applies to entrants/all students | £7,500      |

|                                  |                                                        |                                         |         |
|----------------------------------|--------------------------------------------------------|-----------------------------------------|---------|
| First degree                     | Skyborne Aviation Training Limited 10085530            | Fee applies to entrants/all students    | £9,250  |
| First degree                     | Slough Borough Council 10005916                        | Fee applies to continuing students only | £6,200  |
| First degree                     | Slough Borough Council 10005916                        | Fee applies to entrants/all students    | £7,295  |
| First degree                     | Stanmore College 10009439                              | Fee applies to entrants/all students    | £6,165  |
| First degree                     | The Addict Dance Academy Ltd 10038034                  | Fee applies to entrants/all students    | £9,000  |
| First degree                     | UK College of Business and Computing Ltd 10022021      | Fee applies to entrants/all students    | £9,250  |
| Foundation degree                | Academy of Music & Sound (Exeter) Ltd 10046802         | Fee applies to entrants/all students    | £7,495  |
| Foundation degree                | Academy of Music & Sound (Gateshead) Ltd 10047237      | Fee applies to entrants/all students    | £7,495  |
| Foundation degree                | Stanmore College 10009439                              | Fee applies to entrants/all students    | £6,165  |
| Foundation year/Year 0           | Ballet Theatre UK Limited 10046386                     | Fee applies to entrants/all students    | £9,250  |
| Foundation year/Year 0           | London School of Science & Technology Limited 10008362 | Fee applies to entrants/all students    | £9,250  |
| Foundation year/Year 0           | Met Film Limited 10004328                              | Fee applies to entrants/all students    | £9,250  |
| Foundation year/Year 0           | Oxford Business College UK Limited 10020439            | Fee applies to entrants/all students    | £9,250  |
| Foundation year/Year 0           | Slough Borough Council 10005916                        | Fee applies to entrants/all students    | £7,295  |
| Foundation year/Year 0           | UK College of Business and Computing Ltd 10022021      | Fee applies to entrants/all students    | £9,250  |
| HNC/HND                          | *                                                      | *                                       | *       |
| CertHE/DipHE                     | Cardiff and Vale College 10034450                      | Fee applies to entrants/all students    | £7,500  |
| CertHE/DipHE                     | Nexus Institute of Creative Arts 10045275              | Fee applies to entrants/all students    | £7,500  |
| Postgraduate ITT                 | *                                                      | *                                       | *       |
| Accelerated degree               | Skyborne Aviation Training Limited 10085530            | Fee applies to entrants/all students    | £11,100 |
| Sandwich year                    | *                                                      | *                                       | *       |
| Erasmus and overseas study years | *                                                      | *                                       | *       |
| Other                            | *                                                      | *                                       | *       |

**Table 1c - Part-time course fee levels for 2022-23 students**

| Part-time course type: | Additional information: | Cohort:                              | Course fee: |
|------------------------|-------------------------|--------------------------------------|-------------|
| First degree           | *                       | Fee applies to entrants/all students | £6,167      |
| Foundation degree      | *                       | Fee applies to entrants/all students | £6,167      |
| Foundation year/Year 0 | *                       | *                                    | *           |
| HNC/HND                | *                       | *                                    | *           |
| CertHE/DipHE           | *                       | *                                    | *           |
| Postgraduate ITT       | *                       | *                                    | *           |
| Accelerated degree     | *                       | *                                    | *           |
| Sandwich year          | *                       | *                                    | *           |

|                                  |   |   |   |
|----------------------------------|---|---|---|
| Erasmus and overseas study years | * | * | * |
| Other                            | * | * | * |

**Table 1d - Sub-contractual part-time course fee levels for 2022-23 students**

| Sub-contractual part-time course type: | Additional information:                                                                                                           | Cohort:                                 | Course fee: |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------|
| First degree                           | *                                                                                                                                 | *                                       | *           |
| Foundation degree                      | Cardiff and Vale College<br>10034450 - Part time<br>Intensive degree completed in<br>the same time frame as full-<br>time pathway | Fee applies to<br>entrants/all students | £4,600      |
| Foundation year/Year 0                 | *                                                                                                                                 | *                                       | *           |
| HNC/HND                                | *                                                                                                                                 | *                                       | *           |
| CertHE/DipHE                           | *                                                                                                                                 | *                                       | *           |
| Postgraduate ITT                       | *                                                                                                                                 | *                                       | *           |
| Accelerated degree                     | *                                                                                                                                 | *                                       | *           |
| Sandwich year                          | *                                                                                                                                 | *                                       | *           |
| Erasmus and overseas study years       | *                                                                                                                                 | *                                       | *           |
| Other                                  | *                                                                                                                                 | *                                       | *           |



## Provider fee information 2021-22

### Summary of 2021-22 course fees

\*course type not listed by the provider as available in 2021-22. This means that any such course delivered in 2021-22 would be subject to fees capped at the basic fee amount.

**Table 1a - Full-time course fee levels for 2021-22 students**

| Full-time course type:           | Additional information: | Cohort:                              | Course fee: |
|----------------------------------|-------------------------|--------------------------------------|-------------|
| First degree                     | *                       | Fee applies to entrants/all students | £9,250      |
| First degree                     | Saturday Intensive      | Fee applies to entrants/all students | £7,500      |
| Foundation degree                | *                       | Fee applies to entrants/all students | £9,250      |
| Foundation year/Year 0           | *                       | Fee applies to entrants/all students | £9,250      |
| HNC/HND                          | *                       | *                                    | *           |
| CertHE/DipHE                     | *                       | Fee applies to entrants/all students | £9,250      |
| Postgraduate ITT                 | *                       | *                                    | *           |
| Accelerated degree               | *                       | *                                    | *           |
| Sandwich year                    | *                       | Fee applies to entrants/all students | £1,230      |
| Erasmus and overseas study years | *                       | *                                    | *           |
| Other                            | *                       | *                                    | *           |

**Table 1b - Sub-contractual full-time course fee levels for 2021-22 students**

| Sub-contractual full-time course type: | Additional information:                                | Cohort:                              | Course fee: |
|----------------------------------------|--------------------------------------------------------|--------------------------------------|-------------|
| First degree                           | Ballet Theatre UK Limited 10046386                     | Fee applies to entrants/all students | £9,250      |
| First degree                           | Cardiff and Vale College 10034450                      | Fee applies to entrants/all students | £9,000      |
| First degree                           | Drama Studio London Limited 10002029                   | Fee applies to entrants/all students | £9,250      |
| First degree                           | London School of Science & Technology Limited 10008362 | Fee applies to entrants/all students | £9,250      |
| First degree                           | Met Film School Limited 10045476                       | Fee applies to entrants/all students | £9,250      |
| First degree                           | Momentum Performing Arts Academy Ltd 10082316          | Fee applies to entrants/all students | £9,250      |
| First degree                           | Nexus Institute of Creative Arts 10045275              | Fee applies to entrants/all students | £6,165      |
| First degree                           | Skyborne Aviation Training Limited 10085530            | Fee applies to entrants/all students | £9,250      |
| First degree                           | Slough Borough Council 10005916                        | Fee applies to entrants/all students | £6,200      |
| First degree                           | Stanmore College 10009439                              | Fee applies to entrants/all students | £6,165      |
| First degree                           | The Addict Dance Academy Ltd 10038034                  | Fee applies to entrants/all students | £9,000      |

|                                  |                                                                     |                                      |        |
|----------------------------------|---------------------------------------------------------------------|--------------------------------------|--------|
| First degree                     | UK College of Business and Computing Ltd 10022021                   | Fee applies to entrants/all students | £9,250 |
| Foundation degree                | *                                                                   | *                                    | *      |
| Foundation year/Year 0           | Oxford Business College UK Limited 10020439                         | Fee applies to entrants/all students | £9,250 |
| HNC/HND                          | *                                                                   | *                                    | *      |
| CertHE/DipHE                     | Nexus Institute of Creative Arts 10045275 - Popular Music & Worship | Fee applies to entrants/all students | £6,165 |
| Postgraduate ITT                 | *                                                                   | *                                    | *      |
| Accelerated degree               | *                                                                   | *                                    | *      |
| Sandwich year                    | *                                                                   | *                                    | *      |
| Erasmus and overseas study years | *                                                                   | *                                    | *      |
| Other                            | *                                                                   | *                                    | *      |

**Table 1c - Part-time course fee levels for 2021-22 students**

| Part-time course type:           | Additional information: | Cohort:                              | Course fee: |
|----------------------------------|-------------------------|--------------------------------------|-------------|
| First degree                     | *                       | Fee applies to entrants/all students | £6,167      |
| Foundation degree                | *                       | Fee applies to entrants/all students | £6,167      |
| Foundation year/Year 0           | *                       | *                                    | *           |
| HNC/HND                          | *                       | *                                    | *           |
| CertHE/DipHE                     | *                       | *                                    | *           |
| Postgraduate ITT                 | *                       | *                                    | *           |
| Accelerated degree               | *                       | *                                    | *           |
| Sandwich year                    | *                       | *                                    | *           |
| Erasmus and overseas study years | *                       | *                                    | *           |
| Other                            | *                       | *                                    | *           |

**Table 1d - Sub-contractual part-time course fee levels for 2021-22 students**

| Sub-contractual part-time course type: | Additional information:                                                                                              | Cohort:                              | Course fee: |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------|
| First degree                           | Academy of Music & Sound (Exeter) Ltd 10046802                                                                       | Fee applies to entrants/all students | £6,165      |
| First degree                           | Stanmore College 10009439                                                                                            | Fee applies to entrants/all students | £4,500      |
| Foundation degree                      | Academy of Music & Sound (Exeter) Ltd 10046802                                                                       | Fee applies to entrants/all students | £6,165      |
| Foundation degree                      | Cardiff and Vale College 10034450 - Part time Intensive degree completed in the same time frame as full-time pathway | Fee applies to entrants/all students | £4,600      |
| Foundation year/Year 0                 | *                                                                                                                    | *                                    | *           |
| HNC/HND                                | *                                                                                                                    | *                                    | *           |
| CertHE/DipHE                           | *                                                                                                                    | *                                    | *           |
| Postgraduate ITT                       | *                                                                                                                    | *                                    | *           |
| Accelerated degree                     | *                                                                                                                    | *                                    | *           |
| Sandwich year                          | *                                                                                                                    | *                                    | *           |
| Erasmus and overseas study years       | *                                                                                                                    | *                                    | *           |
| Other                                  | *                                                                                                                    | *                                    | *           |

# Access and participation plan

## Fee information 2020-21

Provider name: The University of West London

Provider UKPRN: 10006566

### Summary of 2020-21 entrant course fees

\*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

#### Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

**Table 4a - Full-time course fee levels for 2020-21 entrants**

| Full-time course type:           | Additional information: | Course fee: |
|----------------------------------|-------------------------|-------------|
| First degree                     | *                       | £9,250      |
| First degree                     | Saturday Intensive      | £7,500      |
| Foundation degree                | *                       | £9,250      |
| Foundation year/Year 0           | *                       | £9,250      |
| HNC/HND                          | *                       | *           |
| CertHE/DipHE                     | *                       | £9,250      |
| Postgraduate ITT                 | *                       | *           |
| Accelerated degree               | *                       | *           |
| Sandwich year                    | *                       | £1,000      |
| Erasmus and overseas study years | *                       | *           |
| Other                            | *                       | *           |

**Table 4b - Sub-contractual full-time course fee levels for 2020-21 students**

| Sub-contractual full-time course type: | Additional information:                                             | Course fee: |
|----------------------------------------|---------------------------------------------------------------------|-------------|
| First degree                           | Cardiff and Vale College 10034450                                   | £9,250      |
| First degree                           | Drama Studio London Limited 10002029                                | £9,250      |
| First degree                           | Met Film School Limited 10045476                                    | £9,250      |
| First degree                           | Nexus Institute of Creative Arts 10045275                           | £6,165      |
| First degree                           | The Addict Dance Academy Ltd 10038034                               | £9,250      |
| Foundation degree                      | *                                                                   | *           |
| Foundation year/Year 0                 | London School of Science & Technology Limited 10008362              | £9,250      |
| HNC/HND                                | *                                                                   | *           |
| CertHE/DipHE                           | Nexus Institute of Creative Arts 10045275 - Popular Music & Worship | £6,165      |
| Postgraduate ITT                       | *                                                                   | *           |
| Accelerated degree                     | *                                                                   | *           |
| Sandwich year                          | *                                                                   | *           |
| Erasmus and overseas study years       | *                                                                   | *           |
| Other                                  | *                                                                   | *           |

**Table 4c - Part-time course fee levels for 2020-21 entrants**

| Part-time course type:           | Additional information: | Course fee: |
|----------------------------------|-------------------------|-------------|
| First degree                     | *                       | £6,167      |
| Foundation degree                | *                       | £6,167      |
| Foundation year/Year 0           | *                       | *           |
| HNC/HND                          | *                       | *           |
| CertHE/DipHE                     | *                       | *           |
| Postgraduate ITT                 | *                       | *           |
| Accelerated degree               | *                       | *           |
| Sandwich year                    | *                       | *           |
| Erasmus and overseas study years | *                       | *           |
| Other                            | *                       | *           |

**Table 4d - Sub-contractual part-time course fee levels for 2020-21**

| Sub-contractual part-time course type: | Additional information:           | Course fee: |
|----------------------------------------|-----------------------------------|-------------|
| First degree                           | *                                 | *           |
| Foundation degree                      | Cardiff and Vale College 10034450 | £4,950      |
| Foundation year/Year 0                 | *                                 | *           |
| HNC/HND                                | *                                 | *           |
| CertHE/DipHE                           | *                                 | *           |
| Postgraduate ITT                       | *                                 | *           |
| Accelerated degree                     | *                                 | *           |
| Sandwich year                          | *                                 | *           |
| Erasmus and overseas study years       | *                                 | *           |
| Other                                  | *                                 | *           |

# Targets and investment plan 2020-21 to 2024-25

Provider name: The University of West London

Provider UKPRN: 10006566

## Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

| Access and participation plan investment summary (£) | Academic year |               |               |               |               |
|------------------------------------------------------|---------------|---------------|---------------|---------------|---------------|
|                                                      | 2020-21       | 2021-22       | 2022-23       | 2023-24       | 2024-25       |
| <b>Total access activity investment (£)</b>          | £438,847.68   | £449,890.49   | £461,251.88   | £472,941.48   | £484,969.24   |
| Access (pre-16)                                      | £204,774.87   | £209,517.89   | £214,386.86   | £219,385.36   | £224,517.09   |
| Access (post-16)                                     | £130,500.04   | £134,203.23   | £138,019.48   | £141,952.34   | £146,005.46   |
| Access (adults and the community)                    | £92,372.77    | £94,969.37    | £97,645.54    | £100,403.78   | £103,246.68   |
| Access (other)                                       | £11,200.00    | £11,200.00    | £11,200.00    | £11,200.00    | £11,200.00    |
| <b>Financial support (£)</b>                         | £2,140,400.00 | £2,340,600.00 | £2,382,400.00 | £2,384,400.00 | £2,386,400.00 |
| <b>Research and evaluation (£)</b>                   | £57,608.35    | £59,509.42    | £61,473.23    | £63,501.85    | £65,597.41    |

Table 4b - Investment summary (HFI%)

| Access and participation plan investment summary (%HFI) | Academic year  |                |                |                |                |
|---------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|
|                                                         | 2020-21        | 2021-22        | 2022-23        | 2023-24        | 2024-25        |
| <b>Higher fee income (£HFI)</b>                         | £22,371,206.00 | £22,133,786.00 | £22,343,566.00 | £22,352,821.00 | £22,352,821.00 |
| Access investment                                       | 2.0%           | 2.0%           | 2.1%           | 2.1%           | 2.2%           |
| Financial support                                       | 9.6%           | 10.6%          | 10.7%          | 10.7%          | 10.7%          |
| Research and evaluation                                 | 0.3%           | 0.3%           | 0.3%           | 0.3%           | 0.3%           |
| <b>Total investment (as %HFI)</b>                       | 11.8%          | 12.9%          | 13.0%          | 13.1%          | 13.1%          |

## Targets and investment plan 2020-21 to 2024-25

Provider name: The University of West London

Provider UKPRN: 10006566

### Targets

Table 4a - Access

| Aim (500 characters maximum)                                                                                                                                     | Reference number | Target group                          | Description (500 characters maximum)                                        | Is this target collaborative? | Data source                          | Baseline year                                | Baseline data | 2020-21 milestones | 2021-22 milestones | 2022-23 milestones | 2023-24 milestones | 2024-25 milestones | Commentary on milestones/targets (500 characters maximum)                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------|-----------------------------------------------------------------------------|-------------------------------|--------------------------------------|----------------------------------------------|---------------|--------------------|--------------------|--------------------|--------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improve, access rates to HE for the most underrepresented groups whilst ensuring diversity of the student population                                             | PTA_1            | Low Participation Neighbourhood (LPN) | Percentage point difference (YoY) for the targeted group.                   | No                            | Other data source                    | 2017-18                                      | 1.2           | 1.2                | 1.6.3              | 1.6.3              | 1.8.3              | 2.3                | Our objective is to increase participation of low POLAR(1-2) students outside London, so as the ratio of POLAR1-2 to POLAR3-5 to move from 1:2 to 2:3.                                                                                                                                                                                                                                                                                                                 |
| Improve, access rates to HE for the most underrepresented groups whilst ensuring diversity of the student population - intersectionality between IMD & Ethnicity | PTA_2            | Multiple                              | Percentage point difference (YoY) for the targeted group.                   | No                            | The access and participation dataset | 2017-18                                      | 9.4%          | 8.4%               | 6.4%               | 4.4%               | 2.4%               | 0%                 | Our objective is to make significant and sustained improvements in the access of students in the lower quintiles of deprivation irrespective of ethnicity (IMD and Ethnicity intersectionality). To reach this objective we will set a KPI to eliminate the gap between IMD1-2 White and IMD3-5 White students from the current 9.4% to 0% in five years.                                                                                                              |
| Raise prior attainment to underrepresented groups                                                                                                                | PTA_3            | Attainment raising                    | Offering support to schools students aged 14-16 to improve literacy skills. | No                            | HEAT data                            | Other (please include details in commentary) | 20%           | 20%                | 22%                | 24%                | 27%                | 30%                | This is a long-term project in preparation in 2019/20 and active in 2020/21. Student will be supported throughout the year in order to improve skills, increase confidence and attitudes towards HE. The activity success will be measured by the % of students achieving an improvement in their grades after participating in the project. Although we have no historical benchmark, we aim to see a 20% uplift in the first instance, increasing to 30% by 2024/25. |

Table 4b - Success

| Aim (500 characters maximum)                                                                                               | Reference number | Target group   | Description (500 characters maximum)                      | Is this target collaborative? | Data source                          | Baseline year | Baseline data                                   | 2020-21 milestones | 2021-22 milestones | 2022-23 milestones | 2023-24 milestones | 2024-25 milestones | Commentary on milestones/targets (500 characters maximum)                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------|------------------|----------------|-----------------------------------------------------------|-------------------------------|--------------------------------------|---------------|-------------------------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improve continuation rates of students from underrepresented backgrounds.                                                  | PTS_1            | Disabled       | Percentage point difference (YoY) for the targeted group. | No                            | The access and participation dataset | 2016-17       | 7.2%                                            | 5.2%               | 4.2%               | 2.2%               | 1.2%               | 0%                 | Our objective is to narrow the non-continuation gap for disabled students with multiple impairments by increasing their continuation rate by at least 1% annually with an ambition that by 2024-25 the current gap of 7.2% will be eliminated.                                                                                                                                             |
| Improve continuation rates of students from underrepresented backgrounds.                                                  | PTS_2            | Mature         | Percentage point difference (YoY) for the targeted group. | No                            | The access and participation dataset | 2016-17       | 6.1% (21-25 years old) - 6.3% (26-30 years old) | 5.1% & 5.3%        | 4.1% & 4.3%        | 2.1% & 2.3%        | 1.1% & 1.3%        | 0% & 0%            | Our objective is to narrow the non-continuation gap for 'young mature' students (21-25 & 26-30 years old) by increasing their continuation rate by at least 1% annually with an ambition that by 2024-25 the gaps of 6.1% (21-25 years old) and 6.3% (26-30 years old) will be eliminated                                                                                                  |
| Improve continuation rates of students from underrepresented backgrounds.                                                  | PTS_3            | Socio-economic | Percentage point difference (YoY) for the targeted group. | No                            | The access and participation dataset | 2016-17       | 7.6%                                            | 6.6%               | 5.6%               | 3.6%               | 1.6%               | 0%                 | Our objective is to narrow the non-continuation gap between IMD1 vs. IMD5 groups by increasing their continuation rate by at least 1% annually with an ambition that by 2024-25 the current gap of 7.6% will be eliminated.                                                                                                                                                                |
| Improve continuation rates of students from underrepresented backgrounds.                                                  | PTS_4            | Ethnicity      | Percentage point difference (YoY) for the targeted group. | No                            | The access and participation dataset | 2016-17       | 6.3% (Black) & 8% (Mixed)                       | 5.2% & 7%          | 4.2% & 6%          | 2.2% & 4%          | 0.2% & 2%          | 0% & 0%            | Our objective is to narrow the non-continuation gap for Ethnicity sub-groups by increasing their continuation rate by at least 1% annually with an ambition that by 2024-25 the current gaps of 6.3% (Black students) and 8% (Mixed students) will be eliminated.                                                                                                                          |
| Narrow the degree attainment gap for students from underrepresented background                                             | PTS_5            | Ethnicity      | Percentage point difference (YoY) for the targeted group. | No                            | The access and participation dataset | 2017-18       | 19.6%                                           | 17.6%              | 15.6%              | 13.6%              | 11.6%              | 9.6%               | Our objective is to narrow more than halve the degree attainment gap between BAME and White students by increasing the outcomes of the former group by at least 2% annually. Therefore, by 2024-25 to reduce the attainment gap from the current 16.6% to 6.6%. Our objective will also reduce gaps within the BAME category and the unexplained gaps in attainment between ethnic groups. |
| Narrow the degree attainment gap for students from underrepresented background                                             | PTS_6            | Mature         | Percentage point difference (YoY) for the targeted group. | No                            | The access and participation dataset | 2017-18       | 7.4%                                            | 6.4%               | 4.4%               | 3.4%               | 1.4%               | 0%                 | Our objective is to narrow the attainment gap between mature and young students by increasing their achievement rates by 1% annually. Therefore, by 2024-25 the gap of 7.4% will be eliminated. Of particular focus will be the 21-25 group that is the most populous segment for mature students.                                                                                         |
| Narrow the degree attainment gap for students from underrepresented background - intersectionality between IMD & Ethnicity | PTS_7            | Socio-economic | Percentage point difference (YoY) for the targeted group. | No                            | The access and participation dataset | 2017-18       | 20.8%                                           | 19.8%              | 18.8%              | 17.8%              | 16.8%              | 15.8%              | Our objective is to narrow the attainment gap between IMD1 and IMD5 students by increasing the IMD1 rates, on average, 1% annually. Therefore, by 2024-25 the gap to be reduced from 20.8% to 15.8%.                                                                                                                                                                                       |

Table 4c - Progression

| Aim (500 characters maximum)                                            | Reference number | Target group | Description (500 characters maximum)                      | Is this target collaborative? | Data source                          | Baseline year | Baseline data | 2020-21 milestones | 2021-22 milestones | 2022-23 milestones | 2023-24 milestones | 2024-25 milestones | Commentary on milestones/targets (500 characters maximum)                                                                                                                                                                |
|-------------------------------------------------------------------------|------------------|--------------|-----------------------------------------------------------|-------------------------------|--------------------------------------|---------------|---------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improve, progression rates of students from underrepresented background | PTP_1            | Disabled     | Percentage point difference (YoY) for the targeted group. | No                            | The access and participation dataset | 2016-17       | 5.4%          | 4.4%               | 3.4%               | 2.4%               | 1.4%               | 0%                 | Our objective is to minimise the progression gap for disabled students by increasing disabled students' progression rates, by approximately 1% annually. Therefore, by 2024-25 the current gap of 5.4% to be eliminated. |

|                                                                         |       |           |                                                           |    |                                      |         |      |      |      |      |      |    |                                                                                                                                                                                                         |
|-------------------------------------------------------------------------|-------|-----------|-----------------------------------------------------------|----|--------------------------------------|---------|------|------|------|------|------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improve, progression rates of students from underrepresented background | PTP_2 | Ethnicity | Percentage point difference (YoY) for the targeted group. | No | The access and participation dataset | 2017-18 | 7.9% | 6.9% | 5.9% | 3.9% | 1.9% | 0% | Our objective is to minimise the progression gap for Asian students by increasing their progression rates by approximately 1% annually. Therefore, by 2024-25 the current gap of 7.9% to be eliminated. |
|-------------------------------------------------------------------------|-------|-----------|-----------------------------------------------------------|----|--------------------------------------|---------|------|------|------|------|------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|