



Access and participation plan

[2020-21 to 2024-25]

1. Assessment of performance

In the evaluation and monitoring of our access and participation activity we have introduced a Red Amber Green (RAG) flagging system, in the first instance identifying gaps via the OfS data dashboard for priority under-represented groups of students.

WP Category (UK first degree students)	Access	Success		Progression
	Recruitment	Non-continuation	Attainment (1st or 2:1)	In employment/ study
	Ratio (5 year change +/-)	Most recent gap Percentage Points (5 year change +/-)		
Low Participation Neighbourhood (LPN) <i>POLAR Q5: Q1</i>	2.0 (+0.2)	-1.2 (-3.3)	7.7 (+9.0)	1.4 (-7.1)
Most Deprived Neighbourhoods (English IMD Quintile) <i>IMD Q5: Q1</i>	5.4 (+0.6)	1.3 (-5.6)	18.0 (+16.5)	-2.0 (-15.8)
Black, Asian, Minority Ethnic (BAME) <i>White: BAME</i>	8.7 (-0.5)	-0.3 (-4.2)	16.5 (+8.7)	5.6 (n/a)
Disability <i>No known disability: Disabled</i>	3.8 (-0.2)	2.1 (+1.6)	3.2 (-2.1)	3.4 (+8.7)
Mature <i>Under 21: 21+</i>	7.6 (+1.0)	-4.6 (-3.9)	-2.6 (-4.0)	-14.1 (-0.5)
Green = Performance ahead of sector in narrowing gaps		Amber = Performance in-line with sector		
Red = Performance below sector		= Performance decline		

NB. All figures relate to full-time first-degree UK-domicile students.

Reference years in main table

Access	2017/18	Attainment	2017/18
Retention	2016/17	Progression	2016/17

In addition, we continue to monitor the access, success and progression of **care leavers** as a priority group however due to small numbers we have aggregated data where possible so as not to identify individuals. Gaps persist for care leavers in accessing and participating in higher education and whilst we have made some progress we will continue to monitor their outcomes and consider care leavers a priority group across the student lifecycle.

Headlines for progress in access and outcomes for priority target groups:

- Students from low-participation neighbourhoods are as likely to access, and more likely to succeed and progress at the University of Winchester than other universities.

- Student from the most deprived neighbourhoods are less likely to access the University. While the continuation and progression rates for students from the most deprived neighbourhoods are better than at other universities. The gap in attainment rates has significantly increased to match the large gaps seen across the sector.
- We have lower access and attainment levels for UK-domicile BAME students than nationally, but those who do study at Winchester are as likely to progress onto graduate study or full-time employment as those studying at other universities. Of particular note, despite good access and continuation rates for Asian UK-domicile students, concerning gaps in attainment between Asian and white students have emerged.
- We recruit less mature students but those who do study with us are more likely to complete their course and attain a first or 2:1.
- We perform exceptionally well in the recruitment of students with a disability, however they are less likely to continue or progress. While the gap in attainment overall has decreased, there is an emerging attainment gap between those with a mental health difficulty and those without.
- We have fewer male students entering the university and the gaps in degree outcomes and progression have grown, particularly for those from low-participation neighbourhoods or the most deprived areas.

The following sections will provide a more in-depth analysis of the progress made in each area of access, success and progression. Where possible, we provide data against other comparator groups and benchmarks.

Higher education participation, household income, or socioeconomic status

We have traditionally used POLAR3 data, Participation of Local Areas, to identify students from areas of low-participation neighbourhood (LPN) by postcode. The data below now refers to POLAR4 the most recent version. In addition, we have also included the English Index of Multiple Deprivation (IMD) the official measure of relative deprivation for small areas (or neighbourhoods) in England by postcode. However, we acknowledge the challenges of using these proxy measures, particularly given the concerns about the use of POLAR as a diagnostic tool for widening participation targeting given official data has found that more disadvantaged families can be found living outside LPNs than living within them.¹

Access

Historically we have performed in-line with or above our location adjusted benchmark for recruitment of young full-time first degree students from UK-domicile low-participation neighbourhoods. The gap in proportions of students from low-participation neighbourhoods (POLAR quintile 1 and 2) compared to high-participation neighbourhoods (POLAR quintile 3/4/5) has remained relatively consistent across the last 5-years. However we have seen a small decrease of -1.9% of students from POLAR quintile 1 neighbourhoods in this time.

Category	2013-14	2014-15	2015-16	2016-17	2017-18	Change
POLAR Q5	27.2	26.4	27.8	28.3	26.7	-0.5
POLAR Q4	23.4	24.1	22.4	22.5	23.7	0.2
POLAR Q3	18.2	18	19.3	17.9	18.8	0.6
POLAR Q2	15.7	17.4	17.1	16.3	17.4	1.6
POLAR Q1	15.4	14.1	13.4	15	13.5	-1.9

Table 1: Proportions of full-time first-degree entrants by POLAR v4 neighbourhood

¹ McCaig, C. and Harrison, N. (2015). An ecological fallacy in higher education policy: the use, overuse and misuse of 'low participation neighbourhoods'. *Journal of Further and Higher Education*, 39 (6), 793-817.

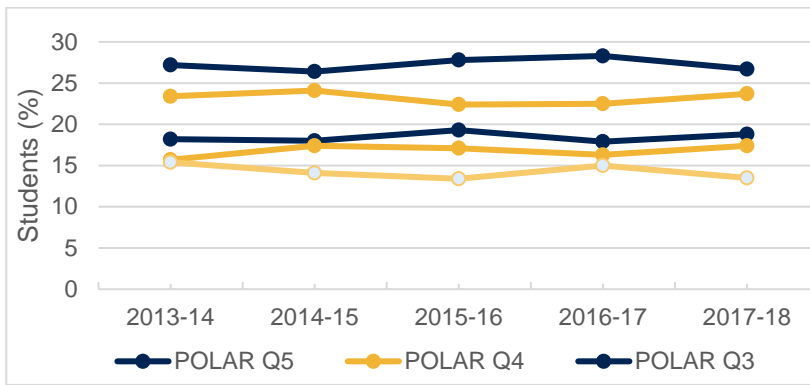
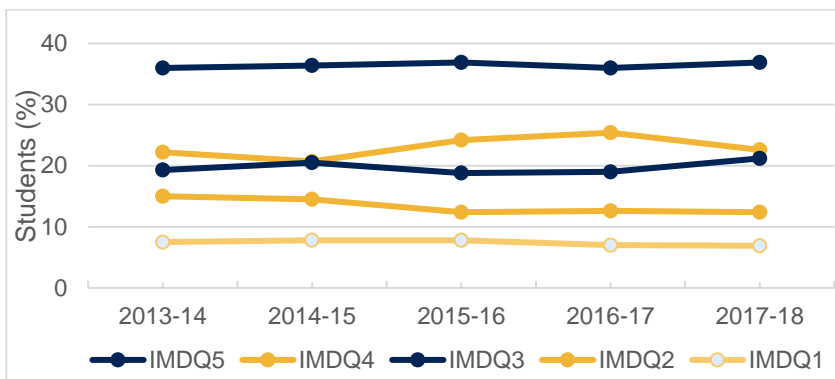


Figure 1: Full-time first degree entrants by POLAR v4 neighbourhood

We have smaller proportions of students from areas of high-deprivation (IMD Quintile 1/2) and larger gaps than from areas of low-participation, with proportions of students from deprived backgrounds decreasing in the last 5 years, particularly for those from quintile 2 neighbourhoods which dropped from 15% in 2013/14 to 12.4% in 2017/18. This trend bucks the consistent small gap in access seen nationally for those from deprived backgrounds and more analysis will be needed to better understand the reasons for this.

Figure 2: Full-time first degree entrants by English IMD quintile



Category	2013-14	2014-15	2015-16	2016-17	2017-18	Change
IMDQ5	36	36.4	36.9	36	36.9	0.9
IMDQ4	22.2	20.7	24.2	25.4	22.6	0.4
IMDQ3	19.3	20.5	18.8	19	21.2	1.9
IMDQ2	15	14.5	12.4	12.6	12.4	-2.6
IMDQ1	7.5	7.8	7.8	7	6.9	-0.6

Table 2: Proportions of full-time first-degree entrants by English IMD quintile

Success

Non-continuation

In the last 5 years, the continuation rates of those from low-participation neighbourhoods has remained relatively stable with participation rates for all students fluctuating around an average of 92.6% with a -1.0% 5-year change in rate of continuation for students from Q1/2. This is in-line with a national 5-year rate of change of 1.3%.

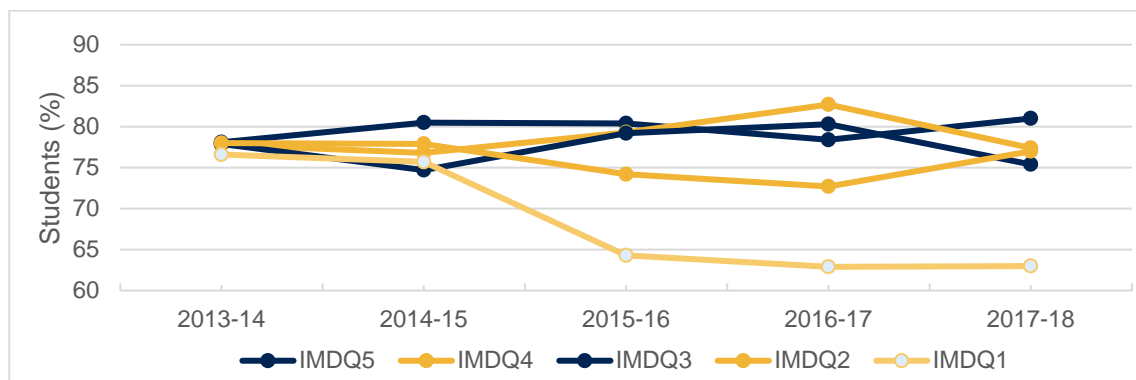
The gaps in continuation have narrowed in the last 5 years for students from the most deprived neighbourhoods (IMD Q1/2). The 5-year change in continuation of 4.0% for Q1/2 compared to a decrease nationally of -1.6% suggests that we are performing well in this measure. In addition, the OfS

financial support toolkit has shown that those students from low-income families receiving financial support are significantly more likely to continue onto their second year of study.

Attainment

We continue to see gaps in degree outcomes across students from low participation neighbourhoods but by far the largest observable gaps are in those students who come from areas of high deprivation (IMD quintiles 1 or 2).

Figure 2: University of Winchester students achieving 1st or 2(1) honours by English IMD quintile



Category	2013-14	2014-15	2015-16	2016-17	2017-18	Change	5-year change in gap (with IMD Q5)
IMDQ5	78.1	80.5	80.4	78.4	81	2.9	--
IMDQ4	77.8	76.8	79.3	82.7	77.4	-0.5	3.3
IMDQ3	77.9	74.7	79.2	80.3	75.4	-2.5	5.4
IMDQ2	78	77.9	74.2	72.7	77	-1	3.9
IMDQ1	76.6	75.7	64.3	62.9	63	-13.6	16.4

Table 2: University of Winchester students achieving 1st or 2(1) honours by English IMD quintile

In the last five years, the proportion of students achieving a 1st or 2:1 from the most deprived neighbourhoods in England (IMD Q1) have dropped by 16.4%, from 76.6% in 2013/14 to 63% in 2017/18. Resulting in a large attainment gap between the most and least deprived students of 18 percentage points (IMD Q1:Q5) in 2017/18.

Progression to employment or further study

In the last 5 years we have seen the gaps in progress between students from LPNs and areas of deprivation narrow to the point of being in-line with, or better than, their peers. In 2016/17, 56.1% of students from low participation neighbourhoods (POLAR quintile 1) were likely to progress to graduate employment or further study compared to 57.5% those from high participation neighbourhoods (POLAR quintile 5), while those from the most deprived neighbourhoods (IMD quintile 1) were more likely to progress than their peers from the least deprived neighbourhoods (IMD quintile 5) 64.1% vs. 62.0%.

Category	2012-13	2013-14	2014-15	2015-16	2016-17	Change	5-year change in gap (w/ POLAR Q5)
POLAR Q2	46.3	57.9	58.7	53.5	58.2	11.9	-3.6
POLAR Q1	40.7	59.1	57.3	58.7	56.1	15.4	-7.1

Table 3: Progression by POLAR v4 neighbourhood

Category	2012-13	2013-14	2014-15	2015-16	2016-17	Change	5-year change in gap (w/ IMD Q5)
IMDQ2	44.7	53.4	61.7	57	60.7	16	-3.8
IMDQ1	36.1	50		59.3	64.1	28	-15.8

Table 4: Progression by English IMD quintile

1.2 Black, Asian and minority ethnic (BAME) students

Access

The University sits within the county of Hampshire which is a largely White British county with 89.0% of its inhabitants identifying as White British, significantly higher than the national average of 80.5%.² The city and district of Winchester is around 92% White British, the largest minority group being people from an Asian background (Indian, Pakistani, Bangladeshi & Chinese) making up 2.3% of the total population. Our student population is predominantly white, with a relatively steady recruitment of BAME UK-domicile students of around 10%, similarly our largest minority group is Asian students which reflects the local context.

Category	2013-14	2014-15	2015-16	2016-17	2017-18	Change
White	90.2	87.6	88.2	88.9	89.7	-0.5
BAME	9.8	12.4	11.8	11.1	10.3	0.5
Black	3.3	3.7	3.5	3.6	2.4	-0.9
Asian	3.6	4.7	3.9	4.4	4.1	0.6
Mixed	2.3	3.4	4.1	2.7	3.3	1
Other	0.6	0.5	0.3	0.5	0.4	-0.2

Table 5: Access by ethnicity (UK-domicile first-degree students)

Success

Non-continuation

In the last five years the gap in continuation rates for BAME UK-domicile first degree students has narrowed by 3.9% with BAME students as likely to stay onto their second year of study as white students. Asian students are still more likely to continue than their peers.

Category	2012-13	2013-14	2014-15	2015-16	2016-17	Change	5-year change in gap (with white)
White	91.9	92.6	92	91.5	91.7	-0.2	--
BAME	88.1	94.8	94.3	92.4	92	3.9	-4.2
Black	84.1	88.2	95.2	88.7	89.1	4.9	-5.2
Asian	97.8	98.2	95	94.3	94.9	-2.8	2.6
Mixed	83.3	97.2	91.4	93.1	89.6	6.3	-6.5

Table 6: Non-continuation by ethnicity (UK-domicile first degree students)

Attainment

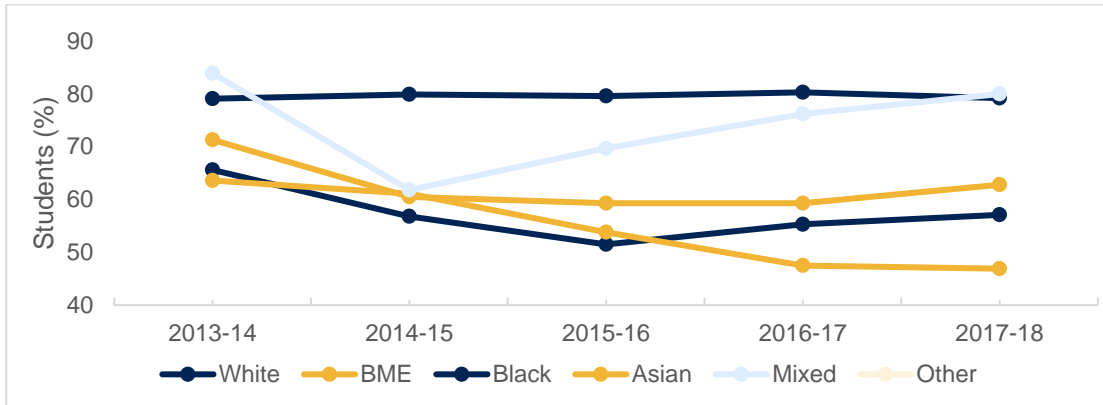
Nationally, the latest 2017/18 OfS data shows white students continue to be significantly more likely to attain a first or 2:1 compared to their BAME peers. The persistent gaps in degree attainment for BAME students sits at 13.7 percentage points, while the gap is greater for Black students at 23.2 percentage points and slightly better for Asian students sitting at 10.8 percentage points. The University BAME attainment gap is 16.4 percentage points, with a gap of 22.1 percentage points for Black students and a startling gap of 32.3 percentage points for Asian students (see graph and table below).

Category	2013-14	2014-15	2015-16	2016-17	2017-18	Change	5-year change in gap (with white)
White	79.1	79.9	79.6	80.3	79.2	0.1	--
BAME	71.3	60.5	59.3	59.3	62.8	-8.5	8.7
Black	65.6	56.8	51.5	55.3	57.1	-8.5	8.6

² 2011 Census

Asian	63.6	61.1	53.8	47.5	46.9	-16.7	16.8
Mixed	83.9	61.8	69.7	76.2	80	-3.9	4

Figure 3: University of Winchester BAME attainment and gaps



While we must be mindful of data relating to small cohorts of students that is not statistically significant, we must also acknowledge that the data clearly demonstrates a consistent trend. In addition, given BAME students account for approximately 10% of our UK full-time student population this potentially impacts almost 600 students (593 BAME UK-domicile first degree students recorded in 2017/18) who are less likely to obtain a top-class degree than their white peers. We must also be careful not to fall into a deficit approach, assuming these students achieve less well because of their entry qualifications or coming from a more disadvantaged background. Evidence, both nationally and internally, demonstrate when taking into account entry qualifications or tariff points these gaps do lessen but continue to persist.

In 2019, we participated in the Alterline collaborative in-depth qualitative study into the experience of Black students and found that many experienced implicit racism throughout their formal education and that a complex series of factors impacted their individual experiences and outcomes. We must not consider BAME students as a homogenous group, as there are stark differences in experiences and outcomes of each individual student dependent on ethnicity and individual background. When considering the intersectionality of student characteristics, noting the gaps in attainment are greater for BAME males than BAME females, we also find that Black disabled students achieve far better than their peers with no known disability, suggesting that the additional support and engagement is positively benefiting these students.

Progression to employment or further study

The data available for BAME UK-domicile students in progression outcomes from the OfS data dashboard was patchy due to small numbers, however in the last four years the gap in progression between BAME and White students has narrowed by 2.6%. However, we have seen an unexplained gap between Asian students and White students increase by 21.4% in the last four years. Whilst TEF measures are not currently directly comparable to our institutional data we note that we have a double-negative flag (this means that we are more than three percentage points below our TEF benchmark) under 'highly skilled employment or further study' for first degree BAME students.

Category	2013-14	2014-15	2015-16	2016-17	4-year change in gap (with white)
White	59.5	60.3	60.8	61.2	--
BAME	51.4	50.0	50.6	55.7	-2.6
Black	47.6	68.0	R	77.8	NA
Asian	56.5	40.7	56.0	36.8	21.4

Table 7: Progression by ethnicity (UK-domicile first degree students)

1.3 Mature students

Access

The proportions of mature undergraduate students (aged 21 and over) has remained consistently low over the past 5 years, from 13.2% in 2013/14 to 11.7% in 2017/18, compared to nationally which has seen a small increase in mature students from 24.7% in 2013/14 to 27.8% in 2017/18.

Table 8: Students population by age on entry, 2015/16 to 2017/18 combined (UK first-degree full-time students: HESA records)

Age on entry	N	%
Under 21	5162	87.49%
21-29	524	8.88%
30-49	193	3.27%
50 and over	21	0.36%
Total	5900	100.00%

In March 2019 the University conducted a Student-Fellows-Scheme (SFS) research project into the experience and support of mature and part-time students. The study had 42 respondent, 32 identified as female and all bar 1 identified as mature students. By far the majority of mature students chose to study at the University of Winchester due to its location (30 respondents), mostly this was because of practical reasons such as commuting and juggling other commitments such as family and work. Other popular reasons mature and part-time students gave for choosing Winchester were their course, that they found it a welcoming place and for its good reputation.

Success

Non-continuation

The gap in continuation for mature students studying full-time has narrowed in the last five years, in 2012/23 92.6% of young students continued on into their second year of study compared to 84.1% of mature students (a gap of 8.5 percentage points) however by 2016/17 this had increased to 87.8% of mature students were continuing into their second year (a gap of 4.6 percentage points).

Category	2012-13	2013-14	2014-15	2015-16	2016-17	Change	5-year change in gap (with young)
Young (< 21)	92.6	93.8	93.2	92	92.4	-0.2	
Mature (21+)	84.1	86.5	86.7	89	87.8	3.7	-3.9

Table 9: Non-continuation by age on entry (UK full-time first-degree)

Attainment

In the last two years of data we have found that mature full-time first-degree students are more likely to attain a first or 2:1 than their younger peers, who traditionally had better academic outcomes. In 2017/18, 79.7% of mature students achieved an upper class degree compared to 77% of young students, an increase of 2.9 percentage points in the last 5 years.

Category	2013-14	2014-15	2015-16	2016-17	2017-18	Change	5-year change in gap (with young)
Young (< 21)	78.1	78.1	78.4	77.3	77	-1.1	
Mature (21+)	76.7	77.3	74	81	79.7	2.9	-4

Table 10: Attainment by age on entry (UK full-time first-degree)

Progression to employment or further study

Over the past 5 years, we have seen both mature and young students progression grow by over 12 percentage points, however the gap in progression for mature students has remained relatively stable over the past 5 years. As expected mature students remain more likely to enter graduate level employment or further study. In 2016/17, 73% of mature students progressed compared to 59% of young students (a gap of 14 percentage points).

Category	2012-13	2013-14	2014-15	2015-16	2016-17	Change	5-year change in gap (with young)
Young (< 21)	46.9	57.6	58.4	58.9	59	12	
Mature (21+)	60.5	70.5	66.7	67.8	73	12.6	-0.5

Table 11: Progression by age on entry (UK full-time first-degree)

1.4 Disabled students

Access

In 2017/18 we had 675 registered full-time first degree students in receipt of the Disability Student Allowance (DSA), 12.2% against a benchmark of 7.1% (HESA), and 12.9% part-time students against a benchmark of 6.5% (HESA).

We continue to attract a large proportion of disabled students with 21% of our full-time first degree student [population declaring a disability in 2017/18. However the proportions of disability type have changed over this time, where previously our greatest proportion of disabled students were classified to have cognitive and learning difficulties (9.6% of the full-time first degree population in 2013/14). More recently we have seen a large growth in students declaring a mental health difficulty, 6.5% of the full-time first degree population in 2017/18 compared to only 3.8% in 2013/14.

Category	2013-14	2014-15	2015-16	2016-17	2017-18	Change
No known disability	79.7	79.2	78.9	78.1	79	-0.8
Disabled	20.3	20.8	21.1	21.9	21	0.8
Cognitive And Learning	9.6	8.7	8.5	8	6.4	-3.1
Mental Health	3.8	4.4	5.1	5.4	6.5	2.6
Sensory, Medical And Physical	1.9	2.9	2.6	2.6	2.9	1
Multiple Impairments	3.8	3.4	3.9	4.8	3.6	-0.2
Social And Communication	1.1	1.4	1.1	1.1	1.7	0.5

Table 12: Student population by disability type (UK full-time first degree students: HESA)

Success

Non-continuation

Over the past 5 years, we have seen little in the way of persistent gaps in continuation between disabled and non-disabled students. For example, in 2016/17 non-disabled students more likely to continue whereas the year before disabled students were more likely to continue. There has however been a persistent gap in continuation for students with a declared mental health difficulty compared to those with no known disability across the last 5 years. Whilst this gap has decreased by 2 percentage points currently sitting at 6.5 percentage points we will continue to monitor this gap in light of the planned activities described later in the plan.

Category	2012-13	2013-14	2014-15	2015-16	2016-17	Change	5-year change in gap (with no known disability)
No known disability	91.5	93.1	92.3	91.3	92.2	0.7	--
Disabled	91	92.1	92.4	92.8	90.2	-0.9	1.6
<i>Cognitive And Learning</i>	<i>90.9</i>	<i>93.3</i>	<i>95.2</i>	<i>94</i>	<i>91</i>	<i>0.1</i>	<i>0.6</i>
<i>Mental Health</i>	<i>82.9</i>	<i>88.3</i>	<i>93.3</i>	<i>86.7</i>	<i>85.7</i>	<i>2.9</i>	<i>-2.1</i>
<i>Sensory Medical And Physical</i>	<i>93.3</i>	<i>96.7</i>	<i>86</i>	<i>95.7</i>	<i>93.6</i>	<i>0.3</i>	<i>0.5</i>
<i>Multiple Impairments</i>	<i>97.9</i>	<i>90</i>	<i>91.4</i>	<i>94.2</i>	<i>92</i>	<i>-6</i>	<i>6.7</i>

Table 13: Non-continuation by disability type (UK full-time first degree)

Attainment

Nationally, the proportion of students without a disability who achieve a 1st or 2:1 is 80%, whereas for disabled graduates - whether in receipt of DSA or otherwise - is 77%. The gap has remained at three percentage points from 2013-14. Unlike, the BAME attainment gap the gap in degree outcomes are less stark or disappear under alternative entry qualifications.

Likewise, the attainment gap between those declaring a disability and those with no known disability at Winchester is 3.2 percentage points, in-line with the sector average, having dropped by 2.1 percentage points in the last five years. However the concern lies with the emerging gap for students declaring a mental health condition who used to have better outcomes, but this has dropped in the last five years by 8.7%. In 2017/18, 75.5% of students with a mental health condition achieved a 1st or 2:1 compared to 84.2% five years ago.

Progression to employment or further study

Following an unexplained year of poor performance in progression for non-disabled students in 2012/13 (only 48.1% progressed to graduate based employment or further study), the progression rates have remained relatively stable at around 60%. However we have seen progression rates for disabled students remain relatively stable over the last three years and currently sit at 58.3% (a gap with non-disabled students of -3.4 percentage points). In contrast, we have seen much greater fluctuation in progression rates for those declaring a mental health difficulty in the last 4 years, with a current gap with non-disabled students of 8.1 percentage points.

Category	2012-13	2013-14	2014-15	2015-16	2016-17	Change	5-year change in gap (with young)
No known disability	48.1	60	59	60.6	61.6	13.5	
Disabled	53.4	55.6	60.3	57.9	58.2	4.8	0.6
<i>Cognitive And Learning</i>	<i>54.9</i>	<i>61.4</i>	<i>65.9</i>	<i>61.8</i>	<i>60.4</i>	<i>5.5</i>	<i>2.3</i>
<i>Mental Health</i>		<i>51.5</i>	<i>62.8</i>	<i>57.1</i>	<i>53.5</i>		<i>4.6</i>
<i>Sensory Medical And Physical</i>	<i>60</i>	<i>36</i>	<i>68.4</i>	<i>70.4</i>	<i>57.1</i>	<i>-2.9</i>	<i>14.2</i>
<i>Multiple Impairments</i>	<i>52.9</i>	<i>53.1</i>	<i>36.1</i>	<i>39.6</i>	<i>61.7</i>	<i>8.8</i>	<i>-21.1</i>

Table 14: Progression by disability type (UK full-time first-degree)

1.5 Care leavers

Access

National data from the Department for Education in 2017/18 shows that around 6 per cent of all care leavers between the ages of 19-21 years old were in higher education in 2018, whereas the 2018 'Moving On Up' report³ commissioned by the National Network for the Education of Care Leavers identified that 12% of care leavers had entered higher education by the age of 23, suggesting that more care leavers enter HE at a later stage than their peers.

As of May 2019, the University has twenty-one students enrolled who have been identified as care leavers by the following definition:- students entering Higher Education at the University who have a former relevant care leaver status, who are under the age of 25 years old and who were 'looked after' by the local authority for at least 13 weeks since the age of 14, which ended after the age of 16 (as per the Children [Leaving Care] Act 2000). As expected care leavers continue to be more likely to also come from other WP backgrounds (see table below).

	Care leavers		Not care leavers	
	n	%	n	%
<i>UK-domiciled BAME</i>	7	16	748	11.5
<i>Low participation neighbourhood (POLAR v3)</i>	14	33	1976	30.3
<i>First in family to HE</i>	27	63	3243	49.8
<i>Declaring a disability</i>	17	40	1440	22.1
<i>State school</i>	39	97.5*	6041	95.8*
<i>Mature on entry</i>	9	21	902	13.9
<i>Entering with min. 241 points (112 points for 17/18)</i>	28	74*	3571	59.1*
<i>Male</i>	8	19	2341	36.0
Total number	43	--	6511	--

Table 15: Characteristics of first year care leaver first degree students (2015/16 - 2017/18 combined)

Success

Non-continuation

In the last three years, 78% of first year care-leaver students continued their studies and of those who have completed their studies 59% achieved a first or 2:1. Nationally care-leavers are less likely to achieve a first or 2:1 however this gap disappears when entry qualifications are taken into account. Also, many care-leaver students are also more likely to take a non-linear pathway through HE with changed courses, returns from withdrawal and periods of dormancy common across this target group.

	Care leavers		Not care leavers	
	n	%	n	%
<i>Continuing at HE provider</i>	32	78	5529	86.2
<i>Left with no award</i>	4	10	457	7.1
Total number in sample	41		6985	

³ Harrison, N. (2017) MOVING ON UP: Pathways of care leavers and care-experienced students into and through higher education, NNECL (November, 2017)

Table 16: Continuation of first year care leaver UK-domiciled first degree students, 2014/15 – 2016/17 (HESA)

Attainment

In the last three years, 59% of care leavers attained a first or 2:1 compared to 78% of non-care leavers.

	Care leavers		Not care leavers	
	n	%	n	%
<i>Achieving first/2(1)</i>	23	59	3640	78
Total number of graduates	38	--	4760	--

Table 17: Degree outcomes of care leaver UK-domiciled first degree students, 2015/16 – 2017/18 (HESA)

Progression to employment or further study

In the last three years, 71% of care leavers are in employment, 47% in full-time work and 29% in graduate level employment suggesting a small gap in progression outcomes for care leavers.

	Care leavers		Not care leavers	
	n	%	n	%
<i>In work</i>	12	71	1983	75.5
<i>In full-time work</i>	8	47	1390	52.9
<i>In graduate-level full-time work (SOC 1-3)</i>	5	29	856	32.5
Total number in sample	17	--	2627	--

Table 18: Destinations of first year care leaver UK-domiciled first degree students, 2014/15 – 2016/17(HESA)

1.6 Intersections of disadvantage

Key headlines:

- Persistent gaps between UK-domiciled BAME students and white students are evident across all stages of the student life cycle.
- BAME students remain less likely to enter on higher tariffs and to come from low participation neighbourhoods than white students. However, prior attainment (as approximated by tariff on entry) and neighbourhood do not appear to adequately explain differences in degree outcomes by ethnicity.
- The gap in awards of 1st/2(1) honours by ethnicity is significantly smaller for students declaring a disability than for those with no known disability, suggesting those declaring a disability receive more student support.
- Females from low participation neighbourhoods and areas of high deprivation are less likely to attain a 1st or 2:1. Whilst in general Males tend to perform worse than females, the gap in attainment actually lessens for males from LPNs or areas of deprivation when comparing against females from similar backgrounds.
- BAME female graduates are proportionately less likely to progress to high-skilled employment than white female graduates.
- Overall females are more likely to progress to graduate level employment or further study than males, and those from the most deprived areas (English IMD Q1/2) are significantly more likely to progress than their peers. However, in the last five years males from the most deprived backgrounds have become less likely to progress to graduate level employment or further study.

	2012/13	2013/14	2014/15	2015/16	2016/17	5 year change	
IMD Q12 male vs							
Q345 male	6.6	8.6	4.3	-6.2	-1.7	-8.3	
IMD Q12 male vs							
IMDQ12 female	9	18.6	-6.3	-8.2	-8	-17	

Table 19: Males from deprived neighbourhoods' gaps in progression rates

In 2017/18, 2,587 students were in receipt of financial support (49% of the total APP countable student population), of those 1,922 had a household residual income of under £25,000. Income-based bursary recipients were more likely to be from a recognised WP background.

See table below:

Category	n	POLAR4 Q1 or 2	Disability	BAME	Mental health condition	First generation to HE	Aged 21+ on entry
Bursary recipient	876	36.6%	22.0%	12.4%	8.1%	63.7%	14.5%
No bursary	1402	27.8%	20.9%	9.3%	6.3%	42.2%	6.6%

Table 20: Characteristics of income-based bursary recipients

1.7 Other groups who experience barriers in higher education

Young Adult Carers

The Carers Trust defines young adult carers as "young people aged 14-25 who care, unpaid, for a friend or family member who could not cope without their support". There is no national data on the number of carers in higher education as not all disclose their caring responsibilities and their carer status can change. We currently have 31 registered young adult carers accessing support, this number has grown from 9 in our first year of tailored support two years ago. All, bar one, have successfully progressed to their third year. As yet we do not have any outcomes data for this group.

Part-time students

We attract significantly small numbers of part-time students, and there has been little overall change in the proportion of undergraduates studying part-time over the past four academic years. Internal SITs data from 2014/15 to 2017/18 has shown about 70-90 first year students recorded each year and approximately 200 part-time students registered as studying at undergraduate level. Recent trends have shown that the largest proportions of those studying at an under-graduate level have dramatically shifted from being Mature in 2013/14 (21 and over: 68%) to Young in 2015/16 (under 21: 55%). This bucks consistent national trends and further implies a distinct group of part-time learners at the University. In-line with national observations, our part-time undergraduate students are more likely to have come from BAME backgrounds, low-participation neighbourhoods, declared a disability or be mature (aged 21+) on entry.

In a review of our internal SITs data, we have found that academic fail rates appear to be in the region of three times greater for part-time students than full-time students, however small sample sizes make it difficult to draw meaningful comparisons. In the past three years, part-time undergraduates have been less likely to graduate with a 1st or 2:1 than full-time undergraduates, however the gap has been inconsistent over this time. A deeper dive into the internal SITs data for part-time students demonstrated that of the 197 registered part-time undergraduate students in 2017/18 60.9% were

repeating a year. Of those repeating the majority (91.7%) were previously registered full-time. Thus, when considering part-time student outcomes we must firstly acknowledge that not only are we observing a small cohort but that due to the major driver for part-time students being those who were previously registered full-time, the issue may in fact lie in poor outcomes for full-time students either repeating a year part-time or having moved to part-time study due to other circumstances such as via a supported study return.

Service Children

In 2016, the University of Winchester conducted research into the progression of children from military service families into higher education and found that four out of ten Service Children who have the ability to progress into higher education are unlikely to do so⁴. The research, based on 2011 census data, estimates the participation rate of young people from military service families in higher education to be approximately 24%, compared to a rate of approximately 43% in the general population, a gap of around 19%. The University recognises the unique experiences of Service Children facing parental separation and disrupted schooling acknowledging both the positive attributes they can bring to education and the challenges they may face in their educational progression.

Currently only a small number of Service Children students have identified themselves through intranet call-outs for engagement in our access and outreach activity, thus it is not possible at this time to provide an accurate account of progress in our activity supporting this group. However, we are developing a self-identification option for enrolment whilst the SCiP Alliance work with UCAS to develop a tick-box option as part of the admissions process.

Estranged students

"In higher education, the term 'estranged' applies to students who are aged 18 to 24 and are not communicating with either of their living biological parents. These students often lack the support of their wider family. They may be estranged before entering higher education but can also be at risk of estrangement or becoming estranged during their studies."⁵

The 2015 'Hidden Voices' report⁶ into estranged students by Stand Alone and the Centre for Family Research at the University of Cambridge found that only 36% of estranged students seek help at University, but 90% had find it helpful. Highlighting a need for identification and enhanced support for estranged students. In addition, a survey of estranged students by Stand Alone in collaboration with the Student Loans Company found that 14% had suspended or deferred their current course of study; and 27% had considered doing so. Financial stress was identified as the main reason for this. In 2018, we signed up to the Stand Alone Pledge and began identifying estranged students and offering a tailored support package. Unfortunately due to the small numbers of estranged students to have been identified, we are unable to provide further data at this time. However, we continue to work with our estranged students to better understand their individual needs.

Asylum Seekers and Refugees

The Refugee Support Network note that globally just 1% of refugees get to university whilst Article 26 have championed the access and participation of forced migrants in the UK accessing higher education highlighting the many barriers facing asylum seekers and refugees. By far, the greatest barrier facing

⁴ McCulloch, J. and Hall, M. (2016) Further and Higher Progression for Service Children: Research Paper, University of Winchester

⁵ Office for Students (nd) A to Z of effective practice in access and participation: Estranged Students

⁶ Stand Alone (2015) [Hidden Voices: Family Estrangement In Students](#)

forced migrants is that they are not recognised within the current tuition fee model and unless able to access institutional fee-waivers are subject to international tuition fees. In 2018/19, we have a total of 14 current students recognised with asylum seeker or refugee status in receipt of a Sanctuary Award.

2. Strategic aims and objectives

2.1 Key Principles

The following working principles were set for developing the 2020/21-2024/25 Access and Participation Plan:

1. *It must be honest and transparent.*
2. *It must be in the student interest.*
3. *It should not negatively affect student recruitment.*
4. *It should reflect the value of impact in funding across the student lifecycle.*
5. *It must be ambitious and seek to eliminate the gaps across the student lifecycle.*

2.2 Target groups

The following priority target groups have been identified as those we will be targeting across our access and participation work:

Priority group	Priority lifecycle stage/s
➤ Students from the most disadvantaged backgrounds, particularly those from Low Participation Neighbourhoods or the most deprived areas (English IMD quintile)	Access, Success
➤ Black, Asian and Minority Ethnic (BAME) students	Access, Success, Progression
➤ Disabled students particularly those with mental health difficulties	Success, Progression
➤ Care Leavers	Access
➤ Male students from low socio-economic backgrounds	Progression

In addition, we will also continue to include those from the following groups as target groups across our activity:

- Mature students
- Carers
- People estranged from their families
- People from Gypsy, Roma and Traveller communities
- Refugees
- Children from military service families

2.2 Aims and objectives

Based on our assessment of performance, our values and guidance from the Office for Students, our goals are:

➤ **To work with local schools and communities to increase the low rates of pre-16 attainment and progression into higher education.**

- *Aim 1:* To reduce the gap in participation in HE for learners from underrepresented backgrounds through our access and outreach programme.
Objective 1: For HEAT Group 1 (low attainment and high disadvantaged students) and HEAT Group 2 (high attainment and high disadvantaged students), increase the Young Participation Rate from 16% in 2016/17 to 42% by 2025.
- *Aim 2:* To improve the attainment of learners to enable them to access higher education.
Objective 2: To increase the attainment of students from our tracked cohort of engaged pre-16 learners from 62% achieving 5 GCSEs (including English and Maths) to 72% by 2025.

We are proud of our track record in access and outreach. However, our recent HEAT (Higher Education Access Tracker) report identified that whilst we do well in progression for our tracked cohort (as measured by YPR – Young Progression Rate) we under-perform against the wider HEAT membership group. The report also found a drop in GCSE attainment of our tracked cohort across the last 2 years

Our theory of change for access and outreach demonstrates our commitment to support all learners to have a positive sense of self, foster and embed a culture of high expectations for all learners and support learners to have the knowledge and skills to make informed decisions and succeed beyond school. In 2022, we reviewed our current access and outreach offer to schools and communities and revised our activity to target specific groups of learners and reach a wider demographic of schools and communities. This includes the launch of the First Star Scholars Scheme for care-experienced young people and the Centre for Professional Learning in Education in addition to the advancements of the Service Children's Progression (SCiP) Alliance supporting the educational outcomes of children from military families.

In addition to our two main targets, we also plan collaborative targets with the Southern Universities Network partners (Arts University Bournemouth, Bournemouth University, University of Southampton, University of Portsmouth and Solent University). All six partners have committed to the SUN partnership activities of NCOP (Phase 2) and the development of the 'Outreach Hub'. We will (in partnership with the Southern Universities Network) develop an approach to supporting narrowing the attainment gap in the Southern Universities Network region between looked after children and non-looked after children, in collaboration with virtual school strategic priorities.

We value the wealth of experience, skills and knowledge that students from diverse backgrounds bring to the experience of other students and staff at the University. While we continue to attract students from diverse backgrounds in-line with national benchmarks, we recognise that there is room for improvement in increasing the diversity of our student body. It is also hoped that this will enable all students to feel that they belong plus help improve the success rates of students from these backgrounds.

➤ **To increase the diversity of our student body and close the gaps in participation in HE for students from underrepresented groups.**

- *Aim 3:* To close the gap in entry rates between the most and least disadvantaged groups by 2040.
Objective 3: To reduce the access gap between students from IMD Q5:Q1 by 10 percentage points by 2024/25.
- *Aim 4:* To reduce the ratio in entry rates between the most and least represented groups.
Objective 4: To reduce the ratio in entry rates for POLAR4 Q%: Q1 from 2.0:1 to 1.4:1 by 2025.
- *Aim 5:* To reduce the ratio in entry rates between White and Black, Asian and Minority Ethnic (BAME) UK students
Objective 5: To reduce the ratio in entry rates for White: BAME students from 8.7:1 to 7.6:1 by 2025.
- *Aim 6:* To increase the access of Black UK students
Objective 6: To increase the proportion of UK black students entering Winchester by 1% by 2025.
- *Aim 7:* To Maintain good rates of access for mature students
Objective 7: To reach and maintain the mature student entry rates of 20% by 2025.

In the next 5 years we seek to improve the recruitment of students from under-represented backgrounds identified within our assessment of performance as red or amber flags, as outlined in our key targets.

We committed to introducing a target for mature student access in 2021/22, following the review of the impact of new programmes including foundation years and courses within our Faculty of Health and Wellbeing, which are traditionally more attractive to mature students. We have identified some progress made in our mature student recruitment, having increased from 13% in 2018/19 to 18.7% in 2019/20. We are now able to provide a suitable yet ambitious target for consideration, where we intend to reach and maintain 20% recruitment of mature undergraduate first-degree students in future years.

We will incorporate our access and outreach theory of change principles and commitments into developing this area of work and it is a component of our flourishing students' theory of change. By 2022 we will have established a targeted recruitment map and plan that includes sixth forms and colleges with higher proportions of students from low-participation neighbourhoods, areas of deprivation and BAME backgrounds. This alongside our strategic measures will be monitored and reviewed annually by our APP Access working group.

➤ **To create an inclusive learning and teaching environment in which all students, whatever their background, are able to flourish.**

- *Aim 8:* To close the gap in attainment between the most and least disadvantaged by 2030
Objective 8: To reduce the percentage difference in attainment between IMD Q5; Q1 from 18.4pp to 7.5pp by 2025.
- *Aim 9:* To close the gap in attainment between White and Black UK students by 2030.
Objective 9: To reduce the percentage difference in attainment between White and Black students by 10pp by 2025.
- *Aim 10:* To close the gap in attainment between White and Asian students by 2030.
Objective 10: To half the percentage difference in attainment between White and Asian students, from 32.3pp to 16pp by 2025.
- *Aim 11:* To close the gap in attainment between students with a mental health difficulty and those who don't
Objective 11: To eliminate the percentage difference in attainment between those with a declared mental health difficulty and those without by 2025.

We recognise that there are large gaps in degree outcomes for students from backgrounds traditionally under-represented in higher education and that this is a social injustice that needs to be addressed. We are particularly aware of the stark gap in degree outcomes for those from areas of deprivation, Black, Asian and Minority Ethnic (BAME) students, and acknowledge there is a new and growing attainment gap for the increasing number of students with mental health difficulties. This is a key priority for us and as such our theory of change identifies measurable outcomes across the lifecycle, including recruitment to increase the diversity of our student body and enhance graduate progression for these groups.

Given the complex nature of these unexplained gaps, we intend to work towards closing the gap in degree outcomes for students from the most deprived backgrounds (as measured by English IMD), BAME students and those with a mental health difficulty to zero by 2030.

In 2019/20 we will establish a 'Flourishing students' action plan and working group tasked with addressing these gaps as outlined in our strategic measures. By 2021, we expect to have conducted research to further understand the unexplained gap for Asian students. By 2022, we plan to develop a Value Added (VA) measure and dashboard, as pioneered by Kingston University, a programme of transition and academic support activities and continue to embed inclusive practice across the curriculum.

➤ **To improve progression rates into further study or graduate employment for all of our students.**

- *Aim 12:* To reduce the progression gap for males from disadvantaged backgrounds.
Objective 12: To close the gap in progression between males and females from IMD Q1&2 by 2025.
- *Aim 13:* To reduce the progression gap for disabled students.
Objective 13: To close the gap in progression between disabled and non-disabled students by 2025.
- *Aim 14:* To reduce the progression gap for UK Asian students.
Objective 14: To reduce the percentage difference in progression between White and Asian students by 12.4pp by 2025.

Employability is a key institutional priority for all our students however we must ensure that as we seek to improve progression outcomes for all, we continue to narrow the gaps in progression for students from backgrounds shown as less likely to progress into graduate employment or further study.

We recognise as an institution that we have a specific concern regarding the large gaps in outcomes (attainment and progression) of our UK Asian students compared to their peers. We do not currently understand why these alarming gaps have emerged but will be putting considerable resource into better understanding the challenges' as we seek to trial targeted interventions in the coming year. However, due to the nature of these large unexplained gaps being unclear we have suggested longer timescales will be needed to close them.

3. Strategic measures

3.1 Whole provider strategic approach

Overview

As a values-driven institution committed to *social justice* and *sustainability* we strive to ensure that every individual matters and commit to closing the gaps in students access and participation, with a key focus on the persistent gaps in student degree outcomes.

Our new strategic vision and plan demonstrates our continued commitment to the Sustainable Development Goals and we acknowledge our collective responsibility to ensure 'quality education' and 'reduce inequality'.

Alignment with other strategies

We are currently developing our new strategic vision and plan that demonstrates our continued commitment to sustainability and social justice, with widening access and participation remaining at the heart of our mission. The access and participation plan was developed to align closely with our new mission, values and plan.

Following the move to a 5-year plan, the new APP supersedes the previous Widening Participation and Lifelong Learning Strategy and is considered a key strategic document, for example two of the targets have been included in the new institutional KPIs.

In addition to the Strategic Vision and Business Plan, the following strategies have informed the development of the access and participation plan:

- Employability Strategy
- Equality and Diversity Policy
- Inclusive Practice Policy
- Learning and Teaching Strategy

The Director of Widening Participation and Director of Student Services work closely to ensure on the development of aligning strategies both sit on the Employability Committee, Equality and Diversity Committee (EDC) and Planning and Resources Committee to provide progress reports in access and participation.

We have a **strong commitment** to the equality and diversity of all our staff and students and demonstrate this through our policies and priorities. This includes the process of engaging staff and student voice across Equality and Diversity processes, for example individuals being able to sit on Special Interest Groups (i.e. Disability & Equality Interest Group) and the Equality Diversity Forum, both of which feed directly into the Equality and Diversity Committee (EDC).

An Equality Analysis has been carried out on this Access and Participation Plan which demonstrates that the University has paid due regard to our responsibilities under the Equality Act 2010.

Strategic measures

Access (outreach)

We are proud of our achievements in access and outreach with schools, colleges and community groups where we work closely with our partners to target and engage young people from backgrounds traditionally under-represented in higher education, and their key influencers. Success in this work depends on continuation of our successful partnerships and collaboration with schools, colleges, local authorities, other universities and charitable organisations.

We have identified three key commitments:

➤ **Foster and embed a culture of high expectations for all learners**

Fewer young people expect to progress to HE than aspire to do so. Young people's expectations are shaped by a complex range of influences, and there is a need to engage with children while their expectations are still forming⁷. Thus we will continue to work with primary schools, however we plan to develop more intensive engagement with those primaries identified as more in need and linked to our target secondary schools.

Some studies report strong links between parental expectations and higher education access⁸. Higher levels of parental expectations about education, along with lower levels of shame or pressure messaging, has also been associated to higher self-efficacy beliefs amongst students⁹. We will work with schools and community partners to increase the engagement of parents and carers at all stages of

⁷ Harrison, N. and Waller, R. (2018). Challenging discourses of aspiration: the role of expectations and attainment in access to higher education. *British Educational Research Journal*, 44(5), 914-938.

⁸ Koshy, P., Dockery, A. and Seymour, R. (2019). Parental expectations for young people's participation in higher education in Australia. *Studies in Higher Education*, 44(2), 302-317.

⁹ Cross, F., Marchand, A., Medina, M., Villafuerte, A. and Rivas-Drake, D. (2019). Academic socialization, parental educational expectations, and academic self-efficacy among Latino adolescents. *Psychology in the Schools*, 56(4), 483-496.

education, particularly seeking to incorporate parent engagement into activities with their children to develop high expectations.

Some studies demonstrate high teacher expectations are associated with higher educational outcomes¹⁰. However some studies also suggest that teachers tend to hold lower expectations for students from low socio-economic backgrounds¹¹. We will work closely with school leaders, governors and staff to help embed a culture of high expectations that reflect onto the learners.

➤ **Support all learners to have a positive sense of self**

Enjoyment of education as an expression of the affective aspects of school engagement has been associated with a longitudinal effect on learner identity, which may further influence subsequent education and career choices into adulthood¹². Middle level school environment is held to exert a powerful influence on the development of young adolescents, thus highlighting the importance of considering the match between the school environment and the unique needs of individual students¹³.

Positive academic self-concept can be conducive to academic performance¹⁴. Students who demonstrate greater autonomous motivation exhibit greater self-efficacy beliefs¹⁵, therefore we will develop a sustained programme of activities based on a growth mind-set approach that supports students to have high expectations of themselves.

Work on engagement with challenging subjects, for example mathematics, has highlighted the importance of dissolving structural and personal barriers to engaging with a particular subject¹⁶. We will continue to deliver raising attainment activities that support learners to access and engage with the curriculum.

➤ **Support all learners to have the knowledge and skills to make informed decisions and succeed beyond school**

The socio-economic environment of schools can directly influence pupils' ultimate destinations¹⁷. The ways in which post-school choices are framed by schools may relate to the choices actually made by students¹⁸. The provision of relevant information, for example about graduate salaries¹⁹, can influence

¹⁰ Rubie-Davies, C. and Rosenthal, R. (2016). Intervening in teachers' expectations: a random effects meta-analytic approach to examining the effectiveness of an intervention. *Learning and Individual Differences*, 50, 83-92.

¹¹ Wang, S., Rubie-Davies, C. and Meissel, K. (2018). A systematic review of the teacher expectation literature over the past 30 years. *Educational Research and Evaluation*, 24(3-5), 124-179.

¹² Abbott, C. J., Martin, K., Ollington, N., Venn, A., Dwyer, T., & Gall, S. (2014). The longitudinal association of childhood school engagement with adult educational and occupational achievement: findings from an Australian national study. *British Educational Research Journal*, 40(1), 102-120.

¹³ Smith, M. L., Mann, M. J., Georgieva, Z., Curtis, R., & Schimmel, C. J. (2016). What Counts When it Comes to School Enjoyment and Aspiration in the Middle Grades. *Research in Middle Level Education Online*, 39(8), 1-13.

¹⁴ Erten, İ. and Burden, R. (2014). The relationship between academic self-concept, attributions, and L2 achievement. *System*, 42, 391-401.

¹⁵ Kyndt, E., Donche, V., Coertjens, L., van Daal, T., Gijbels, D., & Van Petegem, P. (2019). Does self-efficacy contribute to the development of students' motivation across the transition from secondary to higher education? *European Journal of Psychology of Education - EJPE (Springer Science & Business Media B.V.)*, 34(2), 457-478.

¹⁶ Brown, M., Brown, P., & Bibby, T. (2008). "I would rather die": reasons given by 16-year-olds for not continuing their study of mathematics. *Research in Mathematics Education*, 10(1), 3-18.

¹⁷ Foskett, N., Dyke, M., & Maringe, F. (2008). The influence of the school in the decision to participate in learning post-16. *British Educational Research Journal*, 34(1), 37-61.

¹⁸ Donnelly, M. (2015). Progressing to university: hidden messages at two state schools. *British Educational Research Journal*, 41(1), 85-101.

¹⁹ Davies, P., Davies, N. M., & Qiu, T. (2017). Information and choice of A-level subjects: A cluster randomised controlled trial with linked administrative data. *British Educational Research Journal*, 43(4), 647-670.

selection of educational options at level 3 and there is a need to help young people develop strategies to employ when making course and career decisions²⁰.

In 2022, we reviewed our current access and outreach offer to schools and communities and revised our activity to target specific groups of learners and reach a wider demographic of schools and communities. A detailed overview of our access (outreach) activity can be found below:

Local Schools and Colleges:

Under the restrictions of the pandemic we shifted our outreach model in schools to providing teachers and school staff with training and resources to improve the educational attainment and progression of their learners. This activity remains underpinned by our theory of change and includes the following:

- **Centre for Real World Learning:** carries out research and consultancy focussing on dispositional teaching in schools and colleges, includes the Expansive Education Network.
- **Centre for Professional Learning in Education:** conducts research and knowledge exchange activity and evidence based CPD linking teacher training with attainment raising activities in primary.
- **Subject-specific activity:** several of our academic faculties have well established relationships with local schools and colleges and have been developing projects with their staff and students to improve attainment in their subject specialisms.
- **Student volunteering:** we work with partner charities who run evidence-based attainment raising activities in schools to provide our students with the necessary training and support with expenses to volunteer in school settings providing mentoring, coaching, teaching assistance and homework clubs.
- **UWINAT (University of Winchester Academy Trust):** Currently 5 schools with ambition of increasing to medium-sized MAT (10-12 schools).
- **UWIN Aspire Primary and Secondary Schools Outreach:** Junior Graduations, KS2/3/4 learning resources packs and bespoke visits.
- **UWIN Futures Access Programme:** Based on a theory of change model, the new access programme will be launched in September 2022, inviting local schools to refer their target learners onto a series of sustained activities designed to support their attainment and progression in KS4 and KS5.

All of this activity is monitored and evaluated to inform our progress in supporting the educational outcomes of learners from KS2-KS5, data is also entered into our Higher Education Access Tracker (HEAT) where appropriate.

Children-in-Care and Care Leavers: We have well-established partnerships with our local authorities' via the virtual schools and children services departments. In 2021, we launched the First Star Scholars Programme for care experienced young people. The programme supports a cohort of 30 young people over a sustained period of four years to improve their attainment and progression via a series of monthly Saturday Schools and Summer Schools. As proud members of the National Network for the Education for Care Leavers we will continue to collaborate and share best practice with partners across the sector. We also provide support for care leavers in the application/pre-enrolment stage and a package of support for those who enrol at the University, including 365 day housing and a designated Student Advisor, together with our King Alfred Scholarship.

Young Carers: We support young adult carers in the application/pre-enrolment stage and a package of support for those who enrol at the University through our Lady Mary Bursary.

²⁰ Haynes, G., McCrone, T., & Wade, P. (2013). Young people's decision-making: the importance of high-quality school-based careers education, information, advice and guidance. *Research Papers in Education*, 28(4), 459–482.

Service Children: In 2016 we set up the **Service Children's Progression (SCiP) Alliance**, a national alliance of organisations funded by the Ministry of Defence's Directorate for Children and Young People (MOD DCYP), whose aim is to champion the progression of children of military personnel. We will continue to lead the alliance, contributing research and evidence-informed best practice to the sector. We will continue to deliver the 'Creative Forces' events held annually for young people from armed forces families and their teachers. In 2019, the SCiP Alliance practice group established a national evaluation tool for this programme, evidencing its impact. In 2022, the Alliance launched the [Thriving Lives toolkit online platform](#). Underpinned by rigorous research and thoroughly tested in schools, the platform provides schools with a framework of 7 principles of effective support and accompanying resources. The Alliance is working with UniConnect partners to roll-out CPD in schools for school staff to implement the toolkit and to develop a framework for use in further education settings.

Estranged students: We have developed a package of support for Estranged Students and signed up to the **Standalone Pledge** to demonstrate our commitment to supporting students who have no communicative relationship with either of their living biological parents to access higher education.

Gypsy, Roma, Traveller, Showman and Boaters (GTRSB): We have developed a package of support for GTRSB Students and signed up to the **GTRSB into HE Pledge** to demonstrate our commitment to supporting students who from these backgrounds.

Refugees and asylum seekers: We work closely with local and national charities including **Winchester City of Sanctuary, Universities of Sanctuary** and **Refugee Education UK** to support refugees and asylum seekers to access education in the local community through the provision of ESOL classes, Sanctuary Scholarships and community outreach events.

Access (recruitment)

Targeted recruitment: We have been working closely with dataHE to better identify sixth form schools and colleges to target for our recruitment activity. This enables us to prioritise resources and recruitment activity, where suitable, to schools and colleges identified with larger proportions of students from low-participation neighbourhoods and BAME students. In 2022/23 we will be working with colleagues across Student Support and Success, Communications and External Relations and the Faculties to develop tailored packages of pre-16 and post-16 outreach, support and transition activities, this will include training of academic staff to better understand the specific needs and interests of students from different under-represented groups and enhanced monitoring of activity across the institution utilising the Higher Education Access Tracker (HEAT).

Mature students: We have established a new steady target of 20% for mature students (those aged 21 or over on entry) that will be monitored under our APP Access and Recruitment Action Group. We have been developing and reviewing our portfolio of courses to develop Foundation Year pathways, and regularly monitor access and student participation in these courses, these pathways include tailored sessions on growth mindsets and resilience. In 2021 we signed a Progression Agreement with Laser Learning Awards to better support access applicants onto our courses. In October 2021 we will be launching our new Community Ambassadors, following the success of our BAME Ambassadors, who will run activities, events and research projects to support students to feel a sense of belonging at Winchester, a target group for this activity will be mature students. Similarly, we have developed our access and transition for mature students through the 'Back to Study' on-campus day and online transition course, developed in partnership with Villiers Park.

Compact scheme: We are committed to encouraging and supporting all students who have academic potential and ability to progress to higher education. The scheme includes staff development for

Compact Coordinators in partner institutions to raise awareness of routes into University and to learn about curriculum developments, financial support and special measures to support applicants from target groups. These measures include taking into account special circumstances or contextual information for applicants from target groups identified as potentially benefiting from a tailored entry offer, guarantee of an invitation to interview, priority for student housing and contacting our Student Services department to ensure a smooth transition from school/college to the University.

Degree Apprenticeships: We will continue to work closely with employers, the Local Enterprise Partnership, key influencers, and Further and Higher Education providers to increase understanding of, and access to, progression routes into degree apprenticeships across the region expanding on the outcomes of the Degree Apprenticeships Development Fund 'Social Mobility Pipeline to Degree Apprenticeships'.

Our developing portfolio: We continue to introduce new programmes of study that are more appealing to mature learners including physiotherapy and nursing, and will continue to review our offer to ensure we provide popular and accessible courses to non-traditional learners.

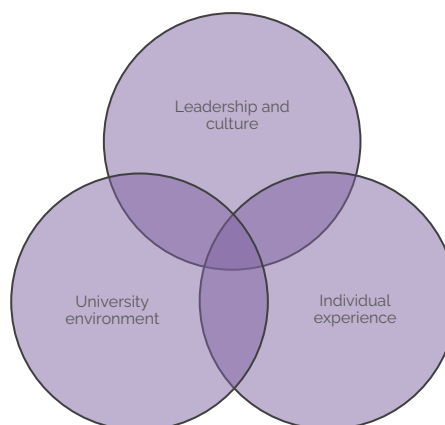
Last year we also piloted a new foundation year pathway for a small number of our courses. Of our first cohort, 22% were mature on entry whilst 44% were from a deprived neighbourhood and 37% were from a BAME background. We value the ability to offer students who would have traditionally struggled to access higher education a specialised programme that better prepares them for degree level study in a university environment. We fear that without this route these students may have otherwise failed to access HE or dropped out without the additional tailored support. We will continue to develop our Foundation Year portfolio and support programme.

Student success

We recognise that due to the complex nature of each individual student's journey there is no one 'silver bullet' that can eliminate the gaps in student outcomes.

We will seek to adopt an evidence-based approach that embeds inclusivity, participation and success across three interconnected areas:

- Leadership and culture
- University environment
- Individual experience



Based on a critical review commissioned by the Higher Education Funding Council for England (HEFCE) that identified **differences in student outcomes** are underpinned by influences across the macro, meso and micro level with four types of explanatory factors:

- **Curricula and learning**, including teaching and assessment practices: Different student groups indicate varying degrees of satisfaction with the HE curricula, and with the user-friendliness of learning, teaching and assessment practices.
- **Relationships between staff and students and among students:** A sense of 'belonging' emerged as a key determinant of student outcomes.

- **Social, cultural and economic capital:** Recurring differences in how students experience HE, how they network and how they draw on external support were noted. Students' financial situation also affect their student experience and their engagement with learning.
- **Psychosocial and identity factors:** The extent to which students feel supported and encouraged in their daily interactions within their institutions and with staff members was found to be a key variable. Such interactions can both facilitate and limit students' learning and attainment.

We have identified three commitments that will inform our activity in reducing gaps in degree outcomes:

- ***Develop our knowledge and understanding of 'explained' and 'unexplained' gaps in degree outcomes***

We appreciate that gaps in degree outcomes are a complex and 'wicked' issue²¹, and will ensure we are engaging in research and innovative practice that supports the sector and our staff to better understand why these gaps exist and how to address them.

However, we will be data-informed not data-driven. We recognise the value of data in understanding gaps but are also aware that often gaps in HE outcomes for under-represented groups are excused by assumptions based on the (largely quantitative) data available. These judgements can seek to undermine the issue or shift the focus and blame elsewhere (the government, the primary/secondary/FE system/ another faculty or department) or onto the individuals themselves adopting a 'deficit model'.

In 2019/20, drawing on our involvement in the Alterline Black Student Experience collaborative research project, we will undertake an internal research project to better understand the gaps in attainment for Asian students. Other research projects and PhD studentships are being considered as part of our wider student success action plan with priority areas being identified through the introduction of the Value Added (VA) measure as pioneered by Kingston University.

We will seek to develop our methods of analysing data at subject and programme level to better support staff in targeting initiatives, while encouraging staff-student research partnerships to dive deeper into the factors that could be impacting differential degree outcomes.

- ***Ensure we have an inclusive learning environment where all students have a sense of 'belonging'***

A students' ability to engage socially and academically at higher education has been closely linked to student outcomes²², it can relate to the extent to which a student feel personally accepted, respected, included, and supported by others. Students from traditionally under-represented backgrounds are more likely to feel that they don't belong, that they don't matter and that their social or cultural practices are at odds with those of their HE institution. To support all students to develop a positive sense of belonging, we must seek to provide an inclusive environment where all feel they can flourish by making the most of Winchester's opportunities and support services, alongside providing targeted interventions that enable students to confidently navigate the 'traditional' culture and expectations of the University.

We will continue to work towards providing a fully inclusive campus, as committed to in our 'Equality and Diversity Policy' and 'Accessible and Inclusive Learning Policy', where all our students are able to flourish; reviewing and developing our learning environment, learning curriculum and learning technology to be more inclusive and accessible. We will develop staff-student partnerships to ascertain areas of improvement for inclusive practice across the university, to supplement our existing commitment to accessibility and inclusivity. Following the success of our 'ASD Familiarisation Day', we

²¹ Austen, Liz & Heaton, Caroline & Jones-Devitt, Stella & Pickering, Nathaniel. (2017). Why is the BME attainment gap such a wicked problem? *The Journal of Educational Innovation, Partnership and Change*. 5 (1), 147-158.

²² Thomas, L. (2012) Building student engagement and belonging in Higher Education at a time of change: final report from the What Works? Student Retention & Success programme.

will work to expand our transitional support activity to all students who join us from a recognised WP background providing mentoring and employability opportunities with authentic and successful 'role models'. In addition, following a thorough review and student consultation in 2019/20 we will introduce anonymous marking across all disciplines.

As partners on the OfS funded attainment gap project titled "Changing Mindsets: Reducing stereotype threat and implicit bias as barriers to student success", led by the University of Portsmouth, we have found that staff and students who have growth mindsets are more likely to want to create inclusion and to overcome bias whereas those with fixed mindsets are more likely to hold stereotype beliefs. We will continue to explore ways to embed the practices of the 'Changing Mindsets' project into our work in eliminating the attainment gap to increase the motivation, self-efficacy and confidence in our students to ensure our attainment gaps in the above groups are closed. We continue to offer changing mindsets across our peer-assisted learning programmes and are currently exploring implementing the approach within our new transition activity due to be piloted in 2020/21. Drawing upon the approach, we also plan to introduce a campaign that celebrates and values our diverse student body, addressing issues such as micro-aggressions and implicit bias in 2021/22.

➤ ***Take a student-centred approach to enable all of our students to flourish and celebrate their achievements***

Student success may mean a different outcome to a male student from a white working-class family to a commuting Asian student from a high-income family. We recognise that each individual brings with them a wealth of backgrounds that can contribute to their student experience and wish to find a value-added measure that better acknowledges the intersectionality of different backgrounds.

Our new 'Learning and Teaching Strategy (2018-2022)' sets out aspirations for learning and teaching in three principal domains: Imagination, Expanding Horizons, and Wider World recognising the diversity of students and the role of developing an inclusive learning environment.

- Imagination: *"...build our students' wellbeing, trust and confidence in themselves through personalised education that values contributions from diverse learners..."*
- Expanding Horizons: *"...create opportunities for students to make connections between their studies, research and professional or work-related activities to broaden their perspectives..."*
- Wider world: *Staff and students have complex lives and do not study or work in a vacuum. Our approaches to learning and teaching enable students to navigate boundaries between their different worlds as they prepare for an unknown future.*

It is important that we work collaboratively across the University management and staffing structure to ensure we have a co-owned and institutional approach to tackling our attainment gaps. Academic and course related staff, student support services, opportunity facilitators and other professional services will all be engaged in discussing how we enable all our students to succeed and we will ask everyone to reflect on their inclusivity of practice at Winchester.

Progression

Graduate employability is an institutional priority and the University recently established the Graduate Employability and Higher Study Strategy Group, the group has been established to write a new strategy to align with our vision and values. The group is chaired by the Vice Chancellor and the Director of Widening Participation has been invited to sit on the group. The new strategy will align with, and enhance, the current Employability Action Plan and TEF Action Plan that both include targets to improve the outcomes of students from under-represented groups

In addition to the measures taken in our approach to addressing student success, which we believe should also have a direct impact on rates of progression rates for under-represented groups. Our

planned activity, as outlined across our TEF and Employability Action Plans includes (but is not limited to):

- Alumni mentoring targeted towards groups with lower graduate progression rates.
- Employability Advice and Guidance through the Careers Service.
- The JobTeaser Platform that will highlight opportunities for BAME, LGBT and Disabled students.
- Faculty Employability Advisers, Wellbeing and Employability Tutors, Industry Advisor Panels and Placement Officers.
- Financial support for students from under-represented backgrounds to access overseas study, unpaid work experience and driving lessons through the Study Abroad Bursary and Winchester Employability Fund.

Financial Support

We aim to maintain our good record of retention of students at the University of Winchester with the following schemes.

Potential students:

Financial support will be made available to potential undergraduate students to eliminate financial barriers to attending interviews and open days.

Undergraduate students:

A survey of the impact of financial support on retention in the last three years found that the financial aid provided by the bursaries was essential for students from low-income families to fund accommodation and bills that enabled them to continue to study. However, evidence from across the sector and institutionally also suggests that more students are able to benefit from one-to-one interventions and inclusive practice. Therefore in 2020, we will continue to provide cash bursaries to these students while exploring alternative ways to support the access, success and progression of students from low-income families. It is our intention to review the bursary award amounts annually to enable greater investment into alternative provision that is evidence-informed and aligned more closely with our strategic aims and measures.

Students from low-income households (2020/21 – 2022/23 Entrants)

In 2020/21, based on our two priority areas in access, we have reviewed the eligibility criteria for the income-based bursary and decided to move to a model that considers multiple measures of disadvantage (household income and low participation neighbourhood or BAME background) to ensure that those most in need of financial support are able to access the bursary. In 2020/21, we will offer an annual cash bursary for full-time UK/EU and ITE undergraduate students. The award amounts will be as follows:

- Students with a household income under £16,000 (as assessed by Student Finance) and from POLAR4 quintile 1 or 2 or from a Black or Asian minority ethnic background (including Gypsy/Traveller background) will receive £850 in their first year of study, followed by £425 in both their second and third years of study; a total of £1,700.
- Students with a household income between £16,000 and £42,875 (as assessed by Student Finance) and from POLAR4 quintile 1 or 2 or from a Black or Asian minority ethnic background (including Gypsy/Traveller background) will receive £425 in their first year of study, followed by £215 in both their second and third years of study; a total of £855.

NB. The amounts provided in 2021/22, and subsequent years, will be dependent on the annual evaluation of our financial support, it is anticipated a reduction of 15% will be introduced each year.

Those students in need of financial support who will no longer be eligible under the new criteria will be able to access financial aid when required through the Student Support Fund (previously referred to as the 'Hardship Fund'). The University will be reviewing the current application process to ensure that the Fund is accessible to these students. Students enrolled on the PGCE course will not be eligible for any of the income-based cash bursaries as described above.

Students from low-income households (2023/24 Entrants)

In 2021/22 we began a **review of our APP-countable bursaries**, as such we revised some of our bursary awards for target groups (see below), with the inclusion of new awards. In 2022/23, following student consultation to improve the provision of our income-based bursaries to make them more attractive and accessible to prospective students, we conducted a second-stage review of our bursary offer in consultation with the Student Union Executive. The University acknowledged that approximately 30% of our home-domicile undergraduate students come from a household with an assessed income of under £25,000. In order to ensure an equitable package is available and support a greater number of students we have revised the eligibility criteria removing the additional requirements of coming from either a low participation neighbourhood or BAME background. The award amounts will be as follows:

- Students with a household income under £25,000 (as assessed by Student Finance) will receive £200 in each year of study, a total of £600.

Other areas of financial support

The following applies to full-time UK/EU undergraduate students and undergraduate ITE students:

- We will offer a **King Alfred Bursary for care leavers** and a **Stand Alone Bursary for Estranged students** both consisting of a £75 catering card on arrival for those in University Halls of Residence, as well as a cash bursary of £2,000 per year, plus an additional £1,000 cash bursary on completion of their course in the final year of study.
- We will also offer a **Lady Mary Bursary for Young Adult Carers** and a **GTRSB into HE Bursary** for Gypsy, Roma, Traveller, Showman and Boaters. Both awards will include a cash bursary of £500 for each year of study, paid in two equal instalments, and £500 upon graduation.
- We will **enhance the application process for the Student Support Fund**. The funds will be allocated to students in need of additional financial support, as assessed by the Student Support and Success department.
- **Disability funding** will be allocated to help meet the shortfall left as a result of the changes made to the Disabled Students' Allowance.
- We will provide a **Study-Abroad Bursary** and **Employability Fund** to eligible students with financial barriers to accessing these opportunities.
- In 2022/23 we will **pilot a new scholarship award for students from ethnic minority backgrounds** entering courses in Education, Health and Wellbeing. Twenty awards of £500 per year will be made available to undergraduate students and five awards of £1,000 for students on a PGCE.

3.2 Student consultation

Student Engagement is a priority in the institutional strategy to ensure innovation in the educational experience. We understand that university life isn't just about getting a great education. Academic progression is really important, but so is being an active member of the University community.

There are over 140 opportunities for students to 'Get Involved' in university life and develop a sense of belonging at the University.

The University of Winchester and Winchester Student Union work in partnership to create new opportunities to facilitate student engagement in the 'gaps' of participation, design and initiate change, tackle the barriers to higher education and champion student involvement. The Winchester Centre for Student Engagement was established in August 2017 to facilitate the University of Winchester's priority to be sector-leading in Student Engagement. Activities and research include (but are not limited to); co-curriculum design via the Student Fellows Scheme (SfS); co-creation of the Learning and Teaching Development Strategy; peer mentoring and peer-assisted-learning; student voice and academic representation; student-staff liaison committees; volunteering; sports and societies.

Student consultation on the Access and Participation Plan is achieved through a number of mechanisms. For example, it is a recurring agenda item on the Student Union Executive Committee and Student Academic Council (SAC), and it is discussed through student forums and online surveys as well as consultations with specific target groups. Feedback from these groups suggested overwhelming support to keep providing financial support, hence we continue to offer support packages to students deemed 'in need'. However, ongoing discussions with SAC and the SU executive have focussed the APP investment and strategy on the key priority area of closing gaps in degree outcomes, particularly for BAME students. In addition, the SU President sits on the Board of Governors who approve the draft APP prior to submission.

Whilst we do consult with the Afro-Caribbean and Asian Society we recognise that this group can be reluctant to speak with University administrators and that the society is not reflective of all students from a BAME background so in 2018/19 we contributed to a collaborative in-depth qualitative study led by Alterline into the experiences of Black Students, the findings of this report alongside subsequent meetings with ACAS helped inform future activity to tackle the attainment gap. We will also be inviting student representatives from different backgrounds onto our new working group to tackle the attainment gap, where they can provide student voice and support monitoring our progress in closing the degree gaps.

Following the success of a recent SfS project that sought to address the inclusivity of academic lectures and seminars by observing the diversity of materials used by lecturers. We intend to extend this project to enable a group of students acting as 'Belong Consultants' to work with academic and professional services departments to identify areas for improvement to enhance the inclusivity and 'sense of belonging' to all students. In 2019, taking an asset-based approach, we also piloted the 'Outreach Associates Scheme', utilising the greatest asset of the Access and Outreach team - the student ambassador. We developed an enhanced model of student engagement where student ambassadors were seen as active partners in developing our access and participation activity. From the feedback the Associates received they are developing a social media campaign to help inform students how their tuition fees support widening access and participation.

3.3 Evaluation strategy

We have drawn on a range of resources and evidence to inform our evaluation strategy. This includes the recent OFFA-commissioned report into the evaluation of outreach initiatives. We have made use of the OfS's self-evaluation toolkit to reflect on our evaluation strategy and have set about refining and revising the theories of change that underpin our activity. Funding is ring-fenced within the Widening Participation budget to ensure a sufficient level of investment in evaluation activity each year.

We recognise that the evaluation of activities may also provide evidence that new or well-established initiatives are not showing impact. In these instances, we will first review the methods used to ensure that the results are not reflective of how the evaluation was administered or the lack of reliability of the measure. Assuming these factors have been accounted for, where necessary we would either change the intervention or remove it completely.

Access and outreach

The evaluation of impact and process is fundamental to the development of all of our access and outreach activities. However, not every activity is subject to full evaluation as this can be costly and time-consuming and may be subject to the law of diminishing returns as regards insightful data. For some activities it is more appropriate simply to monitor what has happened as part of the overall consideration of a widening participation programme. We adopt an activity evaluation matrix to determine the most appropriate level of evaluation.

When we evaluate, we are not simply looking for "intervention-X-that-cures-problem-Y" and there is little value in simply using headline outcome measures in order to evaluate effectiveness. Our learner progression framework identifies age-relevant learner outcomes that we argue contribute to a greater likelihood of progressing to, and succeeding in, higher education. These enable activities to be designed that account for the contexts of the young people with whom we work. Following Pawson and Tilley's realistic evaluation approach, our evaluations seek to describe the interaction between mechanisms, contexts and outcome patterns that sustain our widening participation programme overall.

For each activity we have developed logic models that identify short, medium and long-term outcomes with methods for measuring these. In addition, we have made more use of contextual data for our localities and schools to inform our priorities for outreach. We are also continuing to develop our operational toolkit of evaluation methodologies such as the use of visual methods to enable outreach participants to express their understanding in a richer way.

Success and progression

The widening participation Evaluation and Research Officer supports staff (and students) across the University to implement the evaluation framework, providing training and resource materials where appropriate. The Centre for Student Engagement is now able to collect student ID numbers data, adhering to GDPR, that will enable us to analyse student engagement across multiple activities for different student groups to establish any relationships. For more targeted activity qualitative evaluation is embedded across the initiative via pre/post surveys and focus groups or interviews.

Financial support

We evaluate our financial support by evaluating a combination of reactions/opinions and impact on behaviour. Annually, we evaluate the impact of our income-based bursaries via the statistical toolkit and survey as previously developed and provided by the Office for Fair Access (OFFA). These evaluations inform decisions taken on how we design our financial support to drive improved outcomes for under-represented groups.

Collaborative evaluation projects and peer-review

The University of Winchester is a member of the Southern Universities Network (SUN) Monitoring and Evaluation Group. The group provides professional development for practitioners engaged in the evaluation of widening access and participation activity. Under the coordination of the SUN Evaluation Hub a peer review process will be established using pre-existing evaluation review processes such as:

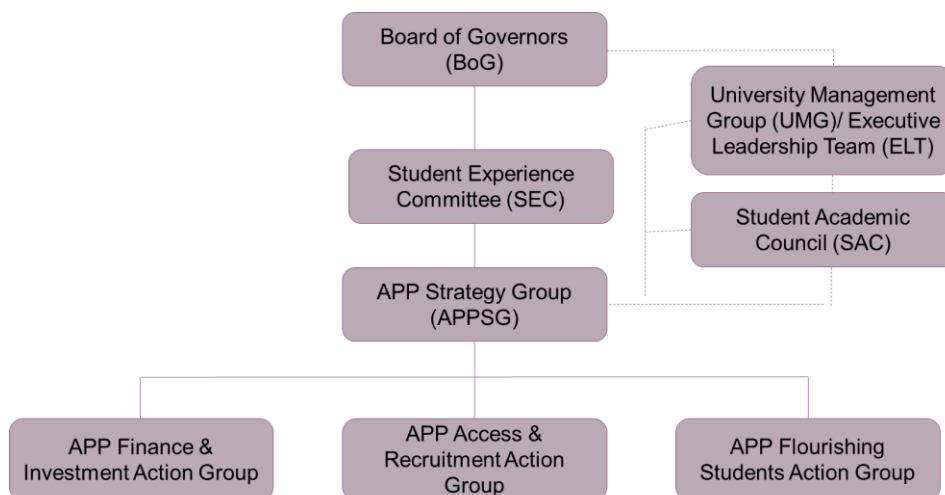
1. [CFE meta-evaluation processes](#) used as part of the national evidence for the Uni Connect Programme
2. [OfS standards of evidence and self-assessment resources](#)
3. [The UK Evaluation peer-review resources](#)

In addition to the peer review process, the Evaluation Hub supports partners to identify opportunities for collaborative evaluation projects across access and participation. The Evaluation Hub will also help to identify where external evaluation needs to be commissioned to ensure evaluation resources are scalable, affordable and validity of findings are increased. This will provide opportunities of co-authored journal articles, another expectation outlined by the OfS to strengthen causal evidence in the HE sector.

3.4 Monitoring progress against delivery of the plan

The University's Access and Participation Plan is approved by the Board of Governors. The Pro Vice-Chancellor has overall responsibility for its design and delivery.

Following a review of monitoring in 2021, the Access and Participation Plan strategy and delivery, including monitoring and evaluation of targets, is overseen by the Head of Participation and Success, advised by the *Access and Participation Plan Action Groups*. The Head of Participation and Success reports on the development of the Access and Participation Plan on a monthly basis to the Student Experience Committee (SEC) and twice annually to the Board of Governors. In addition, routine reporting lines and discussion papers are produced to Executive Leadership Team, the University Management Group and the Student Academic Council.



Action plans have been developed under the two groups Access and Recruitment Action Group and Future Students (Success and Progression) Group. A Red-Amber-Green traffic light system has been implemented to flag any risks to actions not being met. Any Red flags are alerted to the PRCSEC, with Amber flags recommendation will be made to the working groups on new measures and targets to implement. An annual monitoring and performance report on progress against the APP is provided to the Board of Governors for review.

The University subscribes to the **Higher Education Tracker Service (HEAT)** which enables us to share costs and expertise. HEAT provides the University with tools and reports to support the widening participation outreach cycle. To monitor student retention and success we commission an **annual data set from HESA** which enables analysis of recruitment, retention and student success trends by under-represented groups. We will continue this approach, together with postcode profiling and the new OfS data dashboard, to monitor the take-up and impact of student opportunities designed to enhance engagement, retention and success.

4. Provision of information to students

The University will communicate information about fees, financial support and activities available through a range of different channels to ensure the maximum exposure for the support on offer. This includes:

- Detailed information on the University website (external and internal).
- A University web-based support calculator tool to provide an indicative summary of the financial and non-financial support available.
- Presentations at pre- and post- application Open Days/Recruitment Events.
- Focussed advice sessions given to Advisors from Compact Partner colleges and schools.
- Use of the University Twitter and Facebook pages.
- Targeted emails to eligible students.
- New financial support calculator tool

These various forms of communication will ensure that both prospective and current students are informed of the different funding available to them. Students who defer entry will be able to access the financial support available on year of entry. Continuing students will be eligible for the financial support advertised to them when they applied, subject to any inflationary increases or decisions to increase the support offered.

Unless otherwise stated, support outlined in this agreement applies to full-time UK and EU undergraduate, undergraduate ITT and PGCE students only. In addition, to be eligible for the support outlined, students must be personally liable for 100% of the tuition fee in a given academic year.

The University does not have any sub contractual arrangements and there will be no impact on validation arrangements. All figures given are correct at time of writing. Changes may be made subject to any government announcements regarding changes to the fee structure or provision of financial support.

5. Appendix

- Theory of Change Models
- Targets (tables 2a, 2b and 2c in the targets and investment plan)
- Investment summary (tables 4a and 4b in the targets and investment plan)
- Fee summary (table 4a and 4b in the fee information document)

Theory of Change for access and outreach:

We aim to work with local communities to increase the low rates of progression to higher education

We will:

Support all learners to have a positive sense of self

Foster and embed a culture of high expectations for all learners

Support all learners to have the knowledge and skills to make informed decisions and success beyond school

Activities:

- Work with schools to provide CPD and resources to school staff in 'changing mind-sets' and 'understanding barriers to widening access and participation'.
 - Sponsor Junior Graduations in the local community
- Provide subject-specific activity to raise attainment and understanding of progression routes within targeted schools and colleges
 - Work with charities to deliver evidence-based attainment raising activities, providing student ambassadors and volunteers.
 - Leadership of the UWINAT (University of Winchester Academy Trust)
- Enable successful transitions through Key Stages and education providers through access and transitional support programmes
 - Provide opportunities for student engagement in programme design and delivery

Outcomes:

STM: Students to demonstrate enjoyment of learning.

MTM: Students to demonstrate reflection in learning.

LTM: Students to perceive themselves as self-reliant learners.

Outcomes:

STM: Develop greater range of engagement opportunities with parents/primary carers & teachers.

MTM: Community stakeholders demonstrate a broader knowledge of routes and benefits of progression, engage in conversations around breaking down stereotypes.

LTM: Higher rates of HE participation amongst community and higher levels of attainment in targeted school.

Outcomes:

STM: Students to understand the range of options available to them.

MTM: Students to understand how the skills they develop translate into the range of post-16 options.

LTM: Students express the confidence to make informed decisions regarding their futures.

Measures of success:

- ✓ GCSE Attainment of tracked cohort versus local outcomes
- ✓ Students' self-reported attitudes and knowledge
- ✓ Changes in parent/primary carer and teacher knowledge and attitudes over time
- ✓ Youth Progression Rate (YPR) of HEAT tracked cohort versus HEAT population

Our Values: **Individuals Matter; Compassion; Spirituality**

Our vision: **Flourishing Students**

We recognise that there are large gaps in student outcomes for students from backgrounds traditionally under-represented in higher education, *particularly those from areas of deprivation; Black, Asian and Minority Ethnic (BAME) students; students with mental health difficulties*. We have a collective responsibility to address this social (in)justice issue for our own students and for the benefit of wider society.

Our Commitments:

Take a student-centred approach to enable all our students to flourish and celebrate their achievements

Ensure we have an inclusive learning environment where all students have a sense of 'belonging'

Develop our knowledge and understanding of 'explained' and 'unexplained' gaps in student outcomes

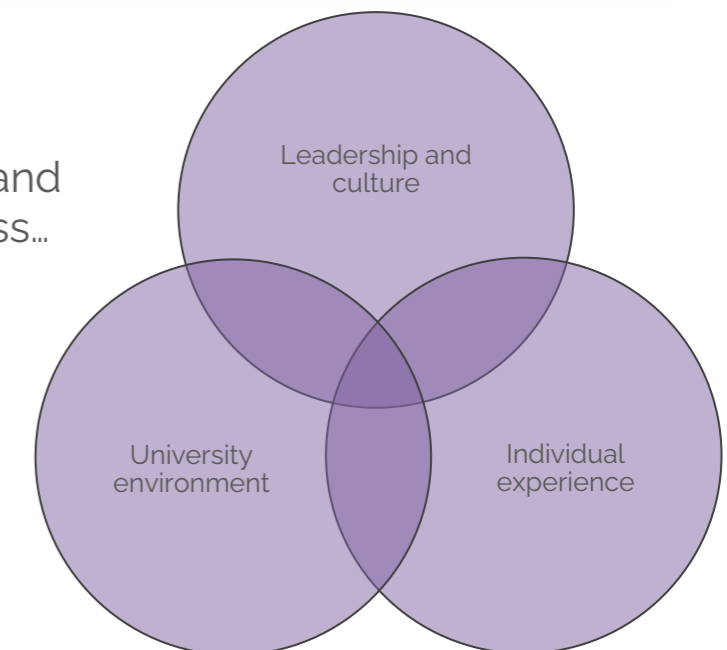
Our Strategic measures:

- Utilise a mix of quantitative data and qualitative data to better understand individual student experiences (especially of BAME students, disabled students and students with mental health) and target activity to support and enhance their experiences.
- Cultivate staff-student research partnerships to identify areas for improvement and enhance meaningful student engagement across our campuses and online.
- Develop a learning gain metric to account for individual differences when exploring gaps in degree outcomes to inform how we measure, recognise and celebrate student success so we are able to help students who may be experiencing barriers.
- Adopt a process to enable staff at all levels to recognise gaps across the student-lifecycle and provide opportunities for discussion, advice, guidance and tailored support in addressing them through a collaborative network across Winchester.
- Seek opportunities to collaborate with multiple partners to enhance progress in addressing outcome gaps and share our understanding with the wider community of Winchester and local residences.
- Embed an inclusive-curriculum framework, enhancing inclusive practice across the university and identify areas for improvement.
- Enhance one-to-one academic, pastoral and employability support through a new personal tutoring initiative (Faculty Wellbeing and Employability Tutors) offering 'go-to' support in our Faculties.
- Enable students to see themselves in the university community by increasing the diversity in recruitment of staff and students, and inviting 'real-models' as guest speakers and lecturers.
- Develop and enhance evidence-based student engagement initiatives (both targeted and non-targeted) that are linked to improved staff-student relations; retention and success; academic confidence; employability via the sector leading Winchester Student Fellows Scheme.
- Utilise our excellence in teaching and learning to support teaching staff in schools, colleges and universities to improve inclusive practice in schools and challenge implicit bias through workshops, personal reflection and critical conversations
- Increase the cultural understanding of staff, students and the local community through campaigns and events.

Measurable outcomes:

- ✓ **Improved levels of WP recruitment, retention, attainment and graduate employability (e.g. APP)**
- ✓ **High levels of student satisfaction (e.g. NSS)**
- ✓ **Recognised for excellence in learning and teaching (e.g. TEF Gold)**

Embedding inclusivity, participation and success across...



Impact:
Gaps in Student Outcomes Closed

Sustainable Development Goals: Quality Education; Gender Equality; Reduced Inequality; Partnerships for the Goals

**Access and participation plan
Fee information 2020-21**

Provider name: University of Winchester

Provider UKPRN: 10003614

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:

We do not intend to raise fees annually

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

Full-time course type:	Additional information:	Course fee:
First degree	*	£9,250
Foundation degree	*	*
Foundation year/Year 0	*	£9,250
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	£9,250
Accelerated degree	*	*
Sandwich year	*	*
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	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
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	*	£6,935
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	£6,935
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	*	*
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: University of Winchester

Provider UKPRN: 10003614

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
Total access activity investment (£)	£884,243.00	£891,160.00	£898,123.00	£902,648.00	£909,673.00
Access (pre-16)	£345,053.00	£347,860.00	£350,675.00	£353,499.00	£356,329.00
Access (post-16)	£326,526.00	£329,560.00	£332,623.00	£335,587.00	£338,705.00
Access (adults and the community)	£115,664.00	£116,740.00	£117,825.00	£116,562.00	£117,639.00
Access (other)	£97,000.00	£97,000.00	£97,000.00	£97,000.00	£97,000.00
Financial support (£)	£1,134,217.00	£888,251.00	£729,426.00	£649,231.00	£667,968.00
Research and evaluation (£)	£249,109.00	£251,904.00	£254,752.00	£257,654.00	£260,611.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£17,288,340.00	£17,288,340.00	£17,288,340.00	£17,288,340.00	£17,288,340.00
Access investment	2.3%	2.3%	2.3%	2.3%	2.4%
Financial support	6.6%	5.1%	4.2%	3.8%	3.9%
Research and evaluation	0.9%	0.9%	1.0%	1.0%	1.0%
Total investment (as %HFI)	9.8%	8.4%	7.5%	7.1%	7.2%

Targets and investment plan 2020-21 to 2024-25

Provider name: University of Winchester

Provider UKPRN: 10003614

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)
To work with local communities to increase the low rates of progression into higher education	PTA_1	Multiple	Young Participation Rate of tracked cohort (HEAT Group 1 and 2) Target participants engaged in access and outreach activity from HEAT Group 1 (low attainment and high disadvantaged students) and HEAT Group 2 (high attainment and high disadvantaged students)	No	HEAT data	2016-17	16.1	30	33	36	39	42	Our HEAT annual report identified that whilst we do well in progression for our tracked cohort (participants engaged in our access and outreach activity identified form priority target groups) we under-perform against the wider HEAT membership group and this target seeks to increase our YPR of high disadvantaged learners in-line with the membership group rate. HEAT Group 1 (low attainment and high disadvantaged students) and HEAT Group 2 (high attainment and high disadvantaged students)
To work with local communities to increase the low rates of progression into higher education	PTA_2	Multiple	GCSE attainment of tracked cohort Target participants engaged in access and outreach activity who achieved 5 A*-C at GCSE (incl. E&M)	No	HEAT data	2016-17	62	64	66	68	70	72	Our HEAT report found a drop in GCSE attainment of our tracked cohort in the last 2 years so we will be working with our partners to counter-act this and increase attainment rates.
To increase the diversity of our student body and reduce the gaps in participation in HE for students from underrepresented groups	PTA_3	Socio-economic	Percentage point gap between IMD Q5 and Q1	No	The access and participation dataset	2017-18	30.1	29	27	25	22.5	20	We aim to target student recruitment activity at sixth forms and colleges with higher proportions of students from deprived neighbourhoods.
To increase the diversity of our student body and reduce the gaps in participation in HE for students from underrepresented groups	PTA_4	Low Participation Neighbourhood (LPN)	Ratio in entry rates for POLAR4 quintile 5: quintile 1 students	No	The access and participation dataset	2017-18	2	1.8	1.7	1.6	1.5	1.4	We aim to target student recruitment activity at sixth forms and colleges with higher proportions of students from low-participation neighbourhoods.
To increase the diversity of our student body and reduce the gaps in participation in HE for students from underrepresented groups	PTA_5	Ethnicity	Ratio in entry rates for White:BAME	No	The access and participation dataset	2017-18	8.7	8.4	8.2	8	7.8	7.6	We continue to seek to diversify our student body and increase the ratio of BAME students.
To increase the diversity of our student body and reduce the gaps in participation in HE for students from underrepresented groups	PTA_6	Ethnicity	Proportion of Black UK-domicile full-time first degree students	No	The access and participation dataset	2017-18	2.4	2.6	2.8	3	3.2	3.4	We continue to seek to diversify our student body and recognise we have a low proportion of Black students
To increase the diversity of our student body and reduce the gaps in participation in HE for students from underrepresented groups	PTA_7	Mature	Entry rates for mature students (aged 21+ on entry)	No	The access and participation dataset	2019-20	18.7	20	20	20	20	20	We committed to introducing a target for mature student access in 2021/22. We have identified some progress made in our mature student recruitment, having increased from 13% in 2018/19 to 18.7% in 2019/20. We are now able to provide a suitable yet ambitious target for consideration, where we intend to reach and maintain 20% recruitment of mature undergraduate first-degree students in future years.

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)
To reduce the attainment gap for students from underrepresented groups	PTS_1	Socio-economic	Percentage difference in degree attainment (1st and 2:1) between IMD Q5:Q1	No	The access and participation dataset	2017-18	18.4	16	12	10.5	9	7.5	We have identified through the data dashboard, students from IMD Q1 to have large gaps in attainment to their more advantaged peers. We will seek to address the attainment gap for those from the most disadvantaged backgrounds with a view to closing the gap to 0 by 2030.
To reduce the attainment gap for students from underrepresented groups	PTS_2	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between White and Black students	No	The access and participation dataset	2017-18	22.1	20	18	16	14	12	We have identified through the data dashboard, Black UK students have large gaps in attainment compared to White UK students. We will seek to address the attainment gap for those from the most disadvantaged backgrounds with a view to closing the gap to 0 by 2030.
To reduce the attainment gap for students from underrepresented groups	PTS_3	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between White and Asian students	No	The access and participation dataset	2017-18	32.3	30	26	24	18	16	We do not currently understand why this alarming gap has emerged but will be putting considerable resource into better understanding the challenges as we seek to trial targeted interventions in the coming year. However, due to the nature of these large unexplained gaps being unclear we have suggested longer timescales will be needed to close them.
To reduce the attainment gap for students from underrepresented groups	PTS_4	Disabled	Percentage difference in degree attainment (1st and 2:1) between those declaring a mental health difficulty and those who do not	No	The access and participation dataset	2017-18	2.6	2	1.5	1	0.5	0	We have identified through the data dashboard, a growing gap for students with declared mental health difficulties.

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)
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To reduce the progression gap for students from underrepresented groups	PTP_1	White economically disadvantaged males	Percentage difference in progression to graduate level employment or further study between males from deprived neighbourhoods (English IMDQ 1 or 2) and females from deprived neighbourhoods (English IMDQ 1 or 2)	No	The access and participation dataset	2016-17	-8	-6.5	-5	-3.5	-1	0	Aligning with our TEF action plan, we have identified males are less likely to enter graduate level employment or further study and as part of our wider strategy to improve employability outcomes we will seek to close gaps in progression for this group by 2025
To reduce the progression gap for students from underrepresented groups	PTP_2	Disabled	Percentage difference in progression to graduate level employment or further study between students with no-known disability and disabled students	No	The access and participation dataset	2016-17	3.4	2.4	1.4	0.4	0	0	Aligning with our TEF action plan, we have identified disabled students are less likely to enter graduate level employment or further study and as part of our wider strategy to improve employability outcomes we will seek to close gaps in progression for this group by 2025.
To reduce the progression gap for students from underrepresented groups	PTP_3	Ethnicity	Percentage difference in progression to graduate level employment or further study between white students and Asian students	No	The access and participation dataset	2016-17	24.4	22	19.5	17	14.5	12	We do not currently understand why this alarming gap has emerged but will be putting considerable resource into better understanding the challenges as we seek to trial targeted interventions in the coming year. However, due to the nature of these large unexplained gaps being unclear we have suggested longer timescales will be needed to close them.