

**UNIVERSITY OF WINCHESTER
ACCESS AGREEMENT 2018-19**



Document Title:	<i>Try and start with a likely search term i.e. Assessment Guidelines rather than Guidelines for Assessment</i>
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Approving Body:	Board of Governors (Externally OFFA)
Date of Approval:	July 2017
Date Effective From:	July 2017
Review Date:	NA
Indicate whether the document is for public access or internal access only Indicate whether the document applies to collaborative provision? <i>(Strikethrough text, as appropriate)</i>	Public Access Internal Access Only Applies to Collaborative Provision
Summary: <p>This document outlines the University of Winchester's commitment to widening access, success and progression of students from OFFA countable target groups as a condition of charging higher tuition fees. It was approved by the Director of Fair Access (OFFA) and is published on the OFFA website and is required to be published on the University of Winchester website.</p>	

ACCESS AGREEMENT 2018-19

INTRODUCTION

The University of Winchester continues to have widening participation and high levels of retention and achievement at the heart of our mission and we are committed to engaging with students from disadvantaged and vulnerable groups to facilitate social mobility. The University's Strategic Plan 2015-2020 states:

- *'It is implicit in our Mission that we should seek to ensure that all who can benefit from a Winchester education will have the opportunity to do so, regardless of their background, and that we should do this with particular regard for marginalised groups. We will continue to exceed sector benchmarks for widening participation to students from disadvantaged groups and we will continue to support those students to ensure that they achieve excellent outcomes.*
- *We will celebrate and increase the diversity of our staff and students. We will monitor, support and encourage underrepresented groups to ensure that opportunities are inclusive of sexual orientation, race, disability and other characteristics*
- *We will continue to work to improve the life chances of those from vulnerable groups including care leavers, young carers, asylum seekers and people with a disability.*

We will continue our work to raise aspirations, awareness, progression and success amongst target groups where participation in higher education is low. Success in this work depends on continuation of our successful partnerships and collaboration with schools, colleges, local authorities, other universities and charitable organisations.

1. FEES, STUDENT NUMBERS AND FEE INCOME

1.1 FEES

The University of Winchester will be charging a fee of £9,250 for all full-time undergraduate and PGCE courses. This fee applies to UK and EU students entering in 2018-19.

The University of Winchester will be charging a fee of £1,156 per 15 credit module for part-time undergraduate courses (£9,250 FTE), with the exception of the courses listed below. This fee applies to new UK and EU students entering in 2018-19. The maximum fee charge in a given year will not exceed the Government permitted rate of £6,935.

The fee for the Foundation Degree in Childhood Studies will be charged below the basic fee level. However, the fee for this programme has yet to be agreed at the time of writing this Access Agreement.

The fee for sandwich courses will be a maximum of 15% of the full-time fee during the placement year.

1.2 ELIGIBLE STUDENTS

Unless otherwise stated, support outlined in this agreement applies to full-time UK and EU undergraduate HEFCE, undergraduate ITT and PGCE students only.

Unless otherwise stated, to be eligible for the support outlined, students must be personally liable for 100% of the tuition fee in a given academic year.

2. ACCESS, STUDENT SUCCESS AND PROGRESSION MEASURES

2.1 ASSESSMENT OF PROGRESS

This assessment relates only to full-time students as the proportion of part-time undergraduate HEFCE-fundable students in our 2015 HESES return is 5.0% (238 students).

Key measures which are regularly monitored are set out in the table below. Key indicators of our progress across the lifecycle are described in the narrative following the table.

Stage of Lifecycle	Measure
Outreach	% participants in primary and secondary schools outreach meeting at least one WP criterion
	Changes in aspirations of Year 6, Year 8 and Year 10 participants to progress to HE – before and after WP interventions
	Perceived usefulness of residential in informing HE progression decision
	Qualitative feedback from school staff including general comments and their assessment of whether participants have met outcomes set out in Learner
	Tracking of outreach participants – comparison of HE progression rates (when age- and qualification-ready) for POLAR3 Q1 and 2 participants with average young participation rates
Recruitment	% first degree students from state schools
	% first degree students in receipt of DSA
	% first degree students from low participation neighbourhoods (young)
	% first degree students from low participation neighbourhoods (mature)
	Number of first degree students from UK-domicile BME groups
	Number of males students recruited to ITT
	Number of BME students recruited to ITT
	Number of first degree care leavers
Number of first degree young adult carers	

Retention	Retention of young first degree students from low participation neighbourhoods
	Retention of mature first degree students from low participation neighbourhoods
	% first degree students leaving with no award analysed by sex
	% first degree students leaving with no award analysed by disability
	% first degree students leaving with no award analysed by ethnicity
Degree Outcomes	% of 1 st and 2(i) degrees analysed by sex
	% of 1 st and 2(i) degrees analysed by disability
	% of 1 st and 2(i) degrees analysed by ethnicity
Student Opportunity	% students from deprived postcodes participating in optional initiatives
	Proportion of those first degree students undertaking initiatives which enhance employability who come from under-represented groups (and their degree outcomes)
	Number of student mentors and mentees from under-represented groups
Employability	% students progressing to full-time employment or full-time study analysed by sex
	% students progressing to full-time employment or full-time study analysed by disability
	% students progressing to full-time employment or full-time study analysed by ethnicity
Additional Annual Evaluations	Impact of low-income bursaries or those targeted at specific widening participation groups
	In-depth evaluation of a specific widening participation initiative relating to one stage of the student lifecycle

2.1.1 Progress in Outreach

The University subscribes to the Higher Education Access Tracker collaborative service which enables us to track most participants in more intensive elements of our programme through to higher education. Results demonstrate the effectiveness of our sustained outreach programmes with target schools and targeted participants.

- Over the 9 years from 2007/8 to 2015/16 the average HE participation rate of The University of Winchester's tracked cohort, aged 18 years only (worked out in accordance with the HEFCE YPR), and who were eligible to progress to HE, was 35%. This compares with a HEFCE national YPR of 38% in 2011/12. Additionally, 40% of those tracked in the same period appeared in the HE population at some stage. Given the profile of the students in the tracked cohort of 8379 outreach participants (61% from the most deprived POLAR3 quintiles, 57% meeting at least one indicator of deprivation, and 64% declaring themselves as first generation HE), this is a measure of the success of widening participation programmes implemented by the University of Winchester.
- Furthermore, over the 9 years from 2007/08 to 2015/16 the average young participation rate of Winchester's tracked cohort from POLAR3 quintiles 1 and 2 was 31%. This compares with a national rate of 25% and a Hampshire rate of 20.6% in 2014/15.
- Of those in The University of Winchester's tracked cohort, who were ready to progress to HE between 2007/08 and 2013/14, and have achieved a First Degree, 74% achieved a First Class or Upper Second Class Degree. This compares with the national average of 70%, including the most advantaged students in the country.
- 2014/15 - 80% of The University of Winchester's tracked participants who were classified in the lowest NS-SEC (groups 4-8) on entry to HE (taken from parental occupation), moved into the

higher socio-economic groups 1-3 after leaving HE, based on their occupation six months after graduation.

We survey participants to gather quantitative and qualitative data and an illustration of results for 2015-16 is given below:

- Overall 85% of secondary school participants and 69% of primary school participants in intensive outreach met at least one WP criterion. 48% of intensive outreach participants were male. 62% of participants in on-campus outreach were from POLAR Q1-2. Of participants from POLAR Q3-5, 20% were first generation HE, 10% were disabled, 5% were in care, 4% were young carers, 3% were from military families, and 11% were BME.
- Primary schools - Workshops were delivered to Year 5 pupils (entire year group) in 17 target schools and 676 Year 6 pupils visited the University campus. Of the Year 6 pupils, the proportion stating they would like to go to university after their campus visit rose by 28 percentage points. Qualitative data from teaching staff show a very high level of satisfaction.
- Secondary schools – 17 schools participated in our WINdow on HE programme and of these 85% of participants met at least one WP indicator.
- Yr 8 - There was an increase of 4 percentage points between those planning to go to HE prior to participation and those planning to go to HE after participation. 92% were accurately able to describe similarities and differences between study at school and university. 16% believed they knew quite a lot about HE before their participation; after participation this rose to 59%.
- Yr 10 - There was an increase of 23 percentage points in those planning to go to HE post-outreach activities, compared with pre-outreach. 79% were able to describe skills/qualities needed to study successfully at university. 37% believed they knew quite a lot about HE before their participation; after participation this rose to 92%.
- A total of 114 children in care and care leavers attended events. These included a residential, taster days and work-ready programmes.
- 103 young carers participated in targeted outreach, including on-campus activity days, outreach sessions at young carer activity nights and at the residential spring school, with 80% stating this had helped them find out more about university.
- 107 compact scheme applicants received tailored offers for 2015 entry (rising from 72 in 2013).
- The number of care leavers recruited in 2016 was 6, bringing the total number of care leavers studying at the University in April 2017 to 25.

2.1.2 Progress in Recruitment

The University sustains a strong track record in recruiting under-represented students.

- Our proportion of young full-time first degree students from state schools has remained well above location-adjusted benchmark. In 2015-16 95.9% of entrants came from state schools, well above our location-adjusted benchmark of 91.5%.
- Recruitment of young full-time first degree students from low participation neighbourhoods in 2015-16 was 12.2% (location-adjusted benchmark 11.9%)
- Recruitment of young full-time first degree students from NS-SEC 4-7 in 2015-16 was 30.8%.
- Our proportion of mature full-time first degree entrants with no previous HE experience, and from low participation neighbourhoods, fell to 14.3% in 2015-16 from 23.3% in 2014-15. However, this is still in excess of the location-adjusted benchmark (12.9%).
- Recruitment of full-time undergraduates in receipt of DSA continues to exceed benchmark (12.6% in 2015-16 compared to a benchmark figure of 7.1%).

- Although the proportion of BME students is small (8.6%), the actual number of UK- domicile BME first degree students each year has risen from 276 in 2009-10 to 670 in 2015-16 (143% increase). We are working towards the national challenge of recruiting more BME students to teacher training programmes and our intake of BME teacher training students has risen from 5 in 2012-13 to 18 in 2015-16.
- Our proportion of male and female students remains consistent year on year. In 2015-16, 33.6% of UK-domicile first degree students were male. The proportion of males is skewed by recruitment to initial teacher training for primary education. Along with the rest of the sector we aim to increase the intake of male students to initial teacher training, which stands at 14% for 2015-16.

2.1.3 Progress in Retention

Our track record for continuation is generally good.

- Non-continuation of mature full-time first degree students with no previous HE has remained above benchmark for the last 5 years. In 2011-12 non-continuation of young full-time first degree entrants from low participation neighbourhoods was much better than benchmark at 1.2% (benchmark 6.1%). The rate of non-continuation has continued to fluctuate and rose to 9.0% in 2012-13 (benchmark 7.3%), dropping to 8.3% in 2013/14 in line with the benchmark (8.9%).
- Non-continuation of mature full-time first degree students with no previous HE has remained above benchmark for the last 5 years.
- The proportion of students with declared disabilities leaving with no award in 2013-14 was 1.9 percentage points higher than for those without disabilities (6.0% compared with 4.1%).
- The proportion of UK-domicile BME students leaving with no award in 2013-14 was 5.6%, compared with 4.0% of white students. However, the proportion of BME students leaving with no award has fallen 2.5 percentage points over the past 5 years.

2.1.4 Progress in Degree Outcomes

Our aim is to narrow any gaps in achievement of 1st or 2(i) degrees between students from under-represented groups and other students.

- In 2015-16 72.9% of students from NS-SEC 4-7 achieved 1st or 2(i) classifications, compared with 79.0% from NS-SEC 1-3.
- The proportion of students with declared disabilities achieving 1st or 2(i) in 2015/16 was 71.2%, with the gap in 1st and 2(i) classifications between students with disabilities, and those without, standing at 8 percentage points.
- The gap in achievement of 1st and 2(i) classifications between females and males in 2014-15 was 7.5 points having narrowed by 1.6 percentage points since 2014-15. However, male students enter with lower tariff points on average and this is skewed by higher tariff points required by teacher training programmes, which have lower numbers of male students. Nationally the gap was 4 points in 2013-14 (HEFCE 2015).
- Achievement of 1st and 2(i) degrees by UK-domicile BME students compared with white students has varied from year to year, not least because numbers of BME students are small. In 2014-15 the achievement gap stood at 18.3 points, this has increased to 19.1 points in 2015-16. The gap at national level in 2013 for non-SET students was 17.6 points.

2.1.5 Progress in Employment and Further Study

Our aim is to increase employability and progression to further study for all our students and to narrow any gaps in relation to gender, disability and ethnicity.

In 2014-15:

- 62.9% of males progressed to full-time work (compared with 66.6% of females); 12% of males were in further full-time study or work/study (compared with 12.6% of females); 9.6% of males were assumed unemployed (compared with 3.4% of females). As stated above, fewer males study initial teacher training, which has a high rate of employability
- 59.3% of disabled students progressed to full-time work (compared with 67% of those with no known disability); 15.3% of disabled students were in further full-time study or work/study (compared with 11.7% of those with no known disability); 6.7% were assumed unemployed (compared with 5.0% of those with no known disability)
- 60.4% of BME students progressed to full-time work (compared with 65.8% of white students); 21.6% of BME students were in further full-time study or work/study (compared with 12.4% of white students); 4.9% were assumed unemployed compared with 5.4% of white students).
**Care should be taken with the data as only 106 BME students completed the DLHE survey*

2.1.6 Progress with Student Engagement Initiatives

In terms of activities to support retention and success of students from under-represented groups we are making increasing use of postcode profiling and other means of identification to focus initiatives and to monitor outcomes for target students.

Outcomes from some of these initiatives to date:

- Winchester Research Apprenticeship Programme: Of all 73 first degree students from 2012 onwards from deprived postcodes who have graduated, 97.2% achieved 1st or 2(i). All those responding to DLHE, all were either in postgraduate study or in Employment.
- Common Purpose Frontrunner Programme: Of participants who were from deprived postcodes and who have since graduated, 77.8% achieved 1st or 2(i). All those responding to DLHE were in postgraduate study or employment.
- Higher Education Ambassadors: 87 of our 98 HE Ambassadors met at least one WP criterion (88.8%). 92.2% of our non-final year students continued into their next year of study. 21 students who met at least one WP criterion graduated, of whom 20 gained 1st or 2(i) (95%). Of those who met at least one WP criterion and who responded to DLHE, 67% were either in postgraduate employment or study.
- SMART Buddies (peer mentoring scheme): 65.7% of student mentees came from under-represented groups in 2015-16. 88.9% of mentees from under-represented groups continued into their next year of study.

2.2 STRATEGIC APPROACH

2.2.1 Strategic Links with Schools

In September 2018 we will welcome the first cohorts of students to the **Barton Farm Academy**, the flagship school for the **University of Winchester Academy Trust**. The primary school based in Winchester will provide a highly innovative and sustainable school environment, and will be an instrumental part of our widening participation work. The school is currently being built in an area where levels of disadvantage

are higher than in other parts of Winchester and where new development will include 40% affordable housing.

In addition, we will also be launching the **Juniversity hub** at the school, supported by the Enterprise M3 LEP and developed in partnership with two lead primary schools in areas of Basingstoke and Andover with high deprivation and low educational and employment aspirations. The hub, equipped with the latest technology and drawing on the University's strength in mathematics education, will work closely with a broad range of education, business and community partners to **raise the profile of STEM careers with young people**. With an aim to drive the skills, educational attainment and aspirations needed to provide a skilled workforce for the next generation and reduce the number of NEETs within the Basingstoke, Andover, Winchester and North Hampshire areas. Key to the work will be identifying barriers to learning (including those relating to poverty, social exclusion, and disability) and addressing these, drawing communities and families into learning and skills development opportunities, with expert signposting to progression routes and enhanced access to careers guidance. Best practice and research will be identified and shared nationally and internationally. Juniversity will also be a base for the University's teacher development activities, providing a venue for close working between the school and our students, as well. The new building will provide **CPD and leadership training** for teachers and other associated professionals, and a resource for the local community. Within the pilot stage of the project we will establish an evaluation framework with benchmarks and targets which will be incorporated into our 2019-20 Access Agreement.

"We are working closely with our partner schools and The University of Winchester researching the latest teaching and learning theories to inform our forward thinking curriculum and lesson delivery that stimulates and inspires students."

The Bishop of Winchester Academy Prospectus

We will also continue to co-sponsor **The Bishop of Winchester Academy** in Bournemouth. The sponsorship arrangement involves providing strategic advice and guidance through representation on the board of governors, a compact partnership, designated on-campus taster day places for targeted students and supporting the CPD of sixth form tutors with up-to-date university admissions advice and guidance. We will continue to investigate the potential of sponsoring other primary and secondary schools within the region through our multi-academy trust or other co-sponsorship arrangements.

2.2.2 Outreach

Our core sustained outreach is predominantly led by our Widening Participation team. Almost all of this is targeted at children from low participation neighbourhoods and other under-represented groups in Years 5 to 11 and is impartial - not focused specifically on recruitment to Winchester.

Targeting is carried out by postcode profiling pupils in our target schools using the following measures:

- POLAR3 Quintile 1 and 2
- Index of Multiple Deprivation
- Income Deprivation Affecting Children Index
- Education, Training and Skills Deprivation

In addition we ask schools to select other children using the following criteria:

- Looked-after Children
- Children with Disabilities
- Children from BME groups

- Young Carers
- Children from military service families
- Boys
- Low KS2 attainment* (new targeting criteria to be introduced see below)

The local context for the University of Winchester's partner secondary schools suggests that the attainment gap at Key Stage 2 is not necessarily being closed. An analysis conducted by the **Higher Education Access Tracker project** suggests a connection between intensity of outreach activity, attainment at Key Stage 4, and progression to higher education. The project found that for 44,115 outreach participants from 30 higher education institutions over the period 2005-2014 indicates that only 7% of pupils with low KS2 prior attainment attain 5 or more A*-C GCSEs (including English and Maths) but that this rises to 21% for those who have participated in multiple activities including campus visits, and to 35% of those who have also engaged in summer schools. Given the correlations between attainment at Key Stages 2 and 4 and participation in higher-intensity outreach activities combined with the local context for the University of Winchester's secondary schools, we feel there is value in targeting on-campus activities to those pupils who are classed as having low attainment at Key Stage 2 and we will work closely with our partner schools to achieve this.

Outreach to post-16 students is focused on recruitment to Winchester, targeting those who are from Hampshire and the South and would benefit from our Compact Agreement, which takes personal circumstances into account at the point of application/admission. In addition, we are focusing efforts on **recruitment of BME and male students to initial teacher training**, as these are specific national areas of challenge.

Key Activities

2.2.2.1 WINDow on HE Programme (incorporating Learning Progression Framework for target schools and young people from Years 5 to 11).

This aims to engage children with annual interventions and is informed by HEAT data for Winchester, which shows that those who engage in more activities are more likely to progress to HE. The programme includes:

Primary school project: working with approximately 15 target primaries serving quintile 1-3 low participation neighbourhoods including Andover and Basingstoke, which feed into target 11-16 schools. Working with entire year groups, Year 5 activities will take place in-school, and Year 6 activities will be in-school and on-campus, including junior graduations which are attended by parents. Workshops and campus days will be delivered with extensive use of Student Ambassadors and using our Learner Progression Framework.

Secondary school (11-16) project: sustained engagement with target young people in 18 priority secondary schools mainly in Andover, Basingstoke and Winchester, which are accessible in terms of travel time. Some of these serve areas where HEFCE data show that participation in HE is lower than expected, including Alamein ward in Test Valley, St Luke ward in Winchester and Brighton Hill South ward in Basingstoke. All the schools serve some neighbourhoods with low participation in HE (POLAR3 quintiles 1 and 2).

In 2016 research was carried out to establish whether the WINDow on HE aspiration raising programme was delivering academic impacts for students by comparing academic performance at the end of Key Stage 4 in participating schools with patterns of participation in WINDow on HE activities through the Higher Education Access Tracker project. We found that it was not

possible to discern from school-level data an overall impact on KS4 attainment as a result of engagement with WINDow on HE activities and that student-level data (comparisons with peers) are likely to offer a better indication of impact on academic attainment. Thus we are currently **reviewing the Learner Framework** and working with partner secondary schools to develop attainment raising activities and targets. Following a number of planned focus groups with school staff and governors, and drawing upon expertise from our academics in subject-related specialisms, we will develop and pilot a number of projects, including **STEM attainment raising** through our Juniversity programme alongside **English and Maths subject-focused revision sessions, master classes and taster days**.

We also plan to expand our **'Books and Stories' reading scheme** for Year 7 and 8 pupils to four of our priority schools. We previously ran the scheme in two local secondary schools as part of the Southern Universities Network HEfCE funded National Networks for Collaborative Outreach (NNCOs). Student ambassadors facilitate regular guided reading sessions in school with pupils whose reading age is below their chronological age for an hour per week for one term to increase reluctant pupils' confidence and motivation in reading. In a review of the first cohort of pupils, we found that 81% of pupils had an increased reading age at the end of the scheme, with 75% having an increased reading age of 6 months or more (average increase in reading age was 21 months). Two thirds of the pupils also expressed they enjoyed reading since the scheme.

2.2.2.2 Sustained outreach work with children in care and care leavers.

This will continue our successful partnership with Hampshire Children's Services, which has been established since 2005, and our growing relationships with other local authorities in the area. Continuing activity will include:

- Residential and day/weekend/evening events to raise aspirations and self-belief, giving young people better understanding of progression routes to FE and HE.
- Other on-campus projects, for example support for those at risk of being NEET.
- 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.

2.2.2.3 Sustained outreach work with young carers and young adult carers.

We will continue to work closely with external organisations and charities to deliver:

- Residential and day/weekend/evening events to raise aspirations and self-belief, giving young people better understanding of progression routes to FE and HE.
- Support for young adult carers in the application/pre-enrolment stage and a package of support for those who enrol at the University through our Dame Mary Bursary.

2.2.2.4 Compact Scheme (post-16) This links the University with approximately 40 partner colleges and school sixth forms in Hampshire and across the South of England. The aim is to encourage applications from students who are from groups under-represented in HE. This includes working with mature students undertaking Access to HE programmes where appropriate. The scheme includes staff development for Compact Co-ordinators 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/contextual information for applicants from target groups identified as potentially benefiting from a tailored entry offer, priority for student housing and making contact with our Student Services department in order to ensure a smooth transition from school/college to the University.

2.2.2.5 Recruit mature students as Higher Education Ambassadors and provide specific information and advice stand at Open Days and further information on our website.

2.2.2.6 Driven by the our dual objectives to increase the number of **BME and White Working Class Males** enrolling on University of Winchester programmes, we will explore a pilot initiative working collaboratively with staff and students at a small number of London based colleges and sixth forms, with high populations of BME and white male students. The pilot will look to develop outreach activities and a tailored support package that overcomes barriers to accessing HE for students from those backgrounds.

2.2.2.7 BME and male student recruitment to **Initial Teacher Education (ITE)** based programmes remains a key area of focus. We aim to ensure that male staff members and students attend the majority of careers events designed to promote ITE courses in order to encourage **male recruitment** through positive role modelling. We will also make effective use of a film produced by the University, as part of our contribution to the SUN collaborative outreach network, which promotes teaching as a profession to males. To encourage **greater participation of BME students in ITE**, we will continue to dedicate staff resource to co-ordinate and plan attendance at careers and progression events across a wide geographic region, with particular focus on London or other urban areas including through our pilot London initiative.

2.2.2.8 Through our **Sanctuary Award**, we will offer five places per year, with 100% fee waivers, to full-time students who are seeking asylum in the UK or who have limited leave to remain. We will also work closely with the Rural Refugee Network and neighbouring Local Authorities to develop outreach activities inviting asylum seekers and refugees to on-campus outreach events.

2.2.2.9 We will develop a package of support for **Estranged Students** and sign up to the **Standalone Pledge** to demonstrate our commitment in supporting Estranged Students to access higher education.

2.2.3 COLLABORATION

In 2014/15 the Universities of Winchester, Southampton, Portsmouth, Southampton Solent, Bournemouth and Arts University Bournemouth set up the **Southern Universities Network (SUN)** as part of HEFCE's National Networks for Collaborative Outreach (NNCO) initiative.

The SUN Management Group includes senior WP leads at each of the six partner institutions who will ensure that the development of the HEFCE-funded National Collaborative Outreach Programme (NCOP) is complementary to pre-existing initiatives and collaborative activity. The Management Group will ensure the SUN NCOP staff team identify and understand current outreach provision across the region to inform NCOP spend towards new and innovative activity targeted at young people from HEFCE-acknowledged target

wards with lower than expected progression rates. In some instances, therefore, students from target wards in years 9 to 14 will continue to engage in institutional WP and outreach activities alongside targeted SUN NCOP activity.

To ensure that under-represented groups in need of support are not overlooked, all six partners have committed to the SUN partnership activities outside the NCOP in 2018/19 and will work together to:

- Continue to **provide outreach opportunities for all state schools in the geographical region of Dorset, Hampshire and the Isle of Wight**, promoting these via the SUN website – www.sunoutreach.org.
- Develop and extend collaborative projects which support the **progression of students with disabilities**. This may include working with their parents, carers and advisers. We will draw on the expertise of specialists within our universities and those working in the field. We will also be guided by students currently at university, incorporating them into activities so they can share experiences with potential applicants.
- Develop and promote wider understanding of the issues facing **vulnerable children and young people** including the collaborative development of resources and interactions for specific groups in partnership with local authorities and voluntary sector agencies. This work will be informed by the National Network for the Education of Care Leavers.
- Arrange **staff development** for widening participation practitioners across the partnership, including students involved in our work via their student unions or as ambassadors. Students will be actively engaged in providing ideas and feedback in relation to outreach practice and projects.
- Share practice and outreach to potential **mature or part-time learners**. Deliver collaborative presentations to Access to HE students in local colleges.
- Promote and support the progression of students from **minority ethnic communities**. We will work with community groups to support and develop events and projects, with each university sharing its networks and maximising opportunities for collaborative delivery.
- Share **good practice in evaluation**, both in terms of each partner's activity and in terms of evaluating collaborative projects, and explore the use of HEAT and/or other tracking services to evaluate the impact of collaborative activity.

We will continue to work collaboratively with university partners to subscribe to, and help develop (through membership of the Management Group), the **Higher Education Access Tracker** service. This enables us to continue to target schools and young people engaging in our outreach programmes, to record activities and to track participant progression to HE.

We will continue and extend our long-established partnership with **Hampshire Children's Services**, working together on projects which support children in care, care leavers, young carers and children from military families. Where possible we will also work with other neighbouring local authorities to support this activity.

We have developed a strong partnership with **Carers Trust** and with local voluntary sector **Young Carers Projects** and will continue to develop our work with these young people and those who support them.

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 Children and Young People (MOD DCYP), whose aim is to champion the progression of the children of military personnel. The SCiP Alliance draws expertise from Further and Higher Education Institutions, the Service Children in State Schools (SCiSS) network, military family federations, charities and local authorities, building on MOD DCYP funded research carried out by

the University during 2015-16 which indicates these young people are under-represented in higher education. Over the period to 2019, we will establish the Alliance as a national research and practice hub and resource to the whole sector with a focus on understanding the factors impacting on outcomes, evaluating what is effective in improving access, success and progression, and supporting colleges and universities to implement the findings in targeted and sustainable ways. To this end, we have already set up a national research cluster and are investing in a **dedicated PhD studentship** to scale up the resource available to support research into the educational progression of children from military families. We will continue to engage in the Hampshire's Civilian Military Partnership, Education Sub-Group, providing support for **young people from service families**, developing targeted outreach activities and including them in our targeting criteria for outreach, and in our Compact Scheme.

2.2.4 STUDENT SUCCESS

Our Widening Participation and Lifelong Learning Strategy states *"we seek to ensure that those from groups under-represented in HE are encouraged to progress to the University and that we meet individual needs to enable them to succeed"*. We aim to maintain a high level of student retention and to improve employability for all students, with a particular focus on those from under-represented or disadvantaged groups.

Drawing on our Assessment of Progress in section 2.1 above, key areas of focus for 2018-19 are:

- Continuous improvement in continuation of young full-time first degree entrants from low participation neighbourhoods
- Continuous improvement in continuation of BME students and white working class male students
- Improvement in degree outcomes for BME students as compared with white students (narrowing the gap in achievement of 1st and 2(i) degrees)
- Continuous improvement in employability and progression to further study for all our students from under-represented groups, especially BME and white working class male students

We will therefore engage students in a suite of initiatives which support these aims, including those outlined below. We will monitor uptake by, and impacts on, students from postcodes with low HE participation rates, disabled students, BME students, male students, care leavers, young adult carers, and mature students.

- The University offers a **broad academic skills programme**. This includes approximately 70 generic workshops and 350 one-to-one appointments each year. Our **SkillsNet** pages on Canvas and the Intranet provides online support and regularly updated academic skills resources. Academic skills advisers work with programme leaders and course tutors on early intervention methods to encourage greater numbers of failing students to access support, particularly those from under-represented groups. Trained Student Peer Mentors (**SMART Buddies**) will continue to support students with their academic skills.
- In the academic year 2016/17, the university ran **Peer Assisted Learning (PAL)** schemes on three programmes, with 29 second and third year students facilitating weekly PAL sessions for their first year peers. Results from this have provided a strong rationale for rolling out the scheme to more programmes in 2018/19. We will continue to evaluate the impact on retention and progression,

targeting programmes for PAL interventions that have lower retention rates for under-represented groups.

- **Academic Skills** staff liaise regularly with programme leaders and course tutors to arrange tailored academic skills workshops in timetabled sessions, delivered at appropriate times to meet the needs of students' assignments and feedback. Approximately 180 tailored workshops are delivered each year.
- A **Volunteering Module** will continue to be offered to most undergraduate students, encouraging students to gain accreditation for volunteering while at the same time enhancing their employability and experience. We will continue to allocate financial support to low-income students who would otherwise be unable to participate.
- Students from under-represented groups will be encouraged to undertake a **Common Purpose Frontrunner Course** which develops skills and leadership potential.
- The University has developed an annual **Winchester Research Apprenticeship Programme** in which students work alongside academics on a 'placement' giving them deeper insight into the ways in which academics conduct research and become involved in activities such as bid preparation, literature search and data collection

The **Learning and Teaching Development (LTD)** unit in partnership with the **Student Union** ran an **iPilot scheme** across seven programmes in 2015/16 and 2016/17, providing iPads to all first year students. The scheme ensures that students from under-represented backgrounds were not disadvantaged by the cost of accessing a mobile device and could benefit, alongside their peers, from active learning in classes, improved communication, increased digital literacy, and deeper awareness and engagement within the assessment process. We plan to continue running the scheme across the next two years evaluating its impact on the academic success and retention of students from under-represented groups.

A Student Fellows research project exploring what impacts students' **sense of belonging** at the University of Winchester demonstrated the importance of student engagement activities including membership of sports and societies and the Student Union. We will explore ways that we can fund and support students from under-represented groups to **access student union activities, sports clubs and societies**.

The University pursues an inclusive learning approach and works to integrate and 'normalise' disability support with the rest of student life. A '**Dyslexia Café**' is run twice a term, providing homemade cake and conversation with tutors in a public environment like the student bar, to raise awareness of dyslexia and other learning differences. A '**Familiarisation Day**' is provided before the formal start of the academic year to all students on the autistic spectrum, to provide a quiet and supported opportunity to become familiar with the campus and the University environment, and to meet other with the same condition. This has resulted in the setting up of a successful facilitated Facebook page for students to gain support and information from each other. Families can also attend the Familiarisation Day and are taken on a separate tour. The University also ran an **Autism Awareness Week** (to coincide with the national awareness week) to raise awareness for students and staff about the condition of autism. This included a stand in the main food hall, an idiom activity board, a Fact Board in the Library and an installation from a well-known artist addressing the experience of autism, pasted on the windows of the learning café. A 2018-19 goal is to further integrate learning resources for students with learning differences, particularly online, getting resources for dyslexic students integrated into the main Academic Skills pages, for example.

Two additional **Mental Health Adviser** posts have been agreed and will be recruited for the 2017-18 academic year, one to work specifically with Faculties and in developing Peer Support amongst students. This reflects our figures which suggest that of those students who declare a disability, the University has four times the national average of students declaring mental health difficulties. We are

redirecting some of the emphasis into prevention and work with Faculties. The former follows a successful **Mental Health Awareness campaign** in March 2017, in which we worked with the Student Union and many local agencies to put on a programme of events including a performance evening and a fair, destigmatising mental health and highlighting access to a range of support. We also recognise that we need a whole-institution approach to mental wellbeing, and in working more closely with faculties aim to increase positive understanding of and response to students with mental health difficulties in their academic life.

We will continue to work closely with our Student Union (SU) on equality issues, for example through our **Student Listeners scheme**. This is a peer support service where students undergo a training programme delivered by Student Services staff. We are working together with the Student Union on a programme of 'Respect' talks during welcome week and the induction process, encouraging a shared attitude of respect to and from all students and staff, and building the sense of Winchester as a community which treats all of its members with respect.

Following the development of our first **Accessible and Inclusive Learning Policy** in 2015, the institution has funded two full time posts within Student Services as a means in which to support the University with the transition. Our **non-medical help co-ordinator** looks at meeting the gap in support for disabled students which has appeared since the removal of some areas of funding, e.g. for note taking and library assistance, and will in time, work to develop broader practical responses to barriers to learning. Our **Inclusive Practice and Support Co-ordinator** works on a more holistic level to support the development and integration of inclusive practices within our University culture. In the 2016-17 we explored ways of using technology to further enhance inclusivity, developed online resources and materials for staff, and a programme (re)validation inclusivity self-assessment pro-forma. In 2018, our key priority will be addressing individual level engagement and change, for which we will use an evidence based, tailored multi-method approach. This will involve conducting research into student experience, working with known advocates/champions to disseminate effective, inclusive practices and providing opportunities for dialogue.

We also offer a '**Back to Study**' workshop for mature students two weeks before Semester 1. This session helps students to engage with higher education study, address the challenges of referencing and academic writing, and facilitates the early development of a social network amongst mature students. Areas of accommodation are set aside for mature students. There is a room set aside for the use of commuting students, which provides a social space. In addition, the Student Union has introduced a Mature and Part-time Student Officer.

We have a significant proportion of under-represented **students who live at home** rather than in university accommodation. We have introduced a Commuter's Lounge and continue to explore other ways of supporting. During 2018-19 we will continue to investigate whether it is appropriate and helpful to support them through **travel grants** or other forms of support with the cost of transport. However in 2018 we will introduce a pot of money to fund applications for support with grants for prospective students from under-represented backgrounds to access **financial support for travel** to attend open days, taster lectures and interviews.

Degree apprenticeships have the potential to provide a route into HE for those who have come through the level 2 and 3 apprenticeship and who may have been excluded from accessing HE in the past. Research also suggests that degree apprenticeships may be deemed more appealing to some students from under-represented backgrounds, particularly those classified as white working class males. Building on the success of the Gold Standard endorsement we have received from the Tech Partnership for our BSc Digital and Technology Solutions degree apprenticeships which we currently run in partnership with CGI, Fujitsu and other industrial partners. We have employed an Apprenticeships Manager who will support the Director for

Employer Partnerships to work with faculties, employers, external agencies and professional bodies to develop and deliver new degree apprenticeships that provide an alternative route into and through higher education in a range of new professional areas. Degree Apprenticeships have the potential to increase social mobility and improve equality of access to a quality degree, through on-the-job experience and a professional pathway for future development.

The University's **Distance and Flexible Learning Group** has continued to meet and has set up an Academic Forum to sit alongside it, with specified joint membership, to further pedagogic approaches relating to teaching distance and flexible learners. In 2018-19 the **Academic Skills Department** is working to pilot a 'class community' for distance learners using the recently acquired Canvas technology, which would enable students who are seldom on site to participate in a virtual community to enhance their academic skills and programme experience.

In an attempt to redirect some funding from financial support to access, success and retention, we will be exploring a number of new initiatives and areas of research in 2018-19. This includes considering **progress based award schemes** and the provision of **core texts and study resources** for first year students.

An analysis of **retention and degree attainment** for different under-represented students at faculty level has indicated that we are currently restricted by the limits of quantitative data across small student populations to identify new areas to pilot widening participation initiatives. To effectively develop sustainable and impactful retention and success initiatives we plan to **fund research into differential outcomes** at both a faculty and institutional level. As the limit of the data highlights the low student numbers for under-represented student groups, mainly BME and white male students alongside fluctuating rates of access for students from low participation neighbourhoods and lower social classes, we will also undergo additional research to **explore the reasons potential students from these groups choose not to go onto to study higher education** at the University of Winchester. This will inform how we develop access activities, support packages and the student experience for prospective under-represented students.

2.2.5. PROGRESSION AND EMPLOYABILITY

2.2.5.1 Employability Advice and Guidance

We provide **employability advice and guidance** for all students to help them with job hunting tactics, making job applications and preparing for interviews. The Careers Service regularly monitors and reviews the uptake of this service by students from different WP characteristics and at the time of writing, 37% of students accessing a one-to-one careers advice/guidance appointment during 2016-17 had disclosed a disability. We signpost students with disabilities to specialist external agencies for further help and advice, where appropriate. The Careers Service provides advice and guidance to students with protected characteristics under the Equality Act, including a dedicated Diversity careers page on the university intranet. In October, as part of Black History Month, there is a specialist Careers stand at the annual **Diversity Fayre** and equality and diversity specialist resources are made available throughout **Winchester Opportunities Week (WOW)** in January and **Employability and Skills Weeks** in May. Students, alumni and professionals from under-represented backgrounds are used, where possible, to promote careers and employability initiatives, acting as positive role models to current

students from similar WP backgrounds. **Faculty Employability Advisers** work closely with their faculty leads to identify under-represented student cohorts in different subject areas who may benefit from targeted employability initiatives, advice and guidance.

2.2.5.2 Study Abroad

The opportunity to study abroad on an Exchange or Erasmus programme, or other study abroad options that are deemed beneficial to a students' course, is a valuable means of improving student success. £25,000 per annum (at steady state) will be allocated to financially support under-represented students who would otherwise not take up these opportunities. The amount of support given per year will be dependent on the number of applicants and the study abroad programme being undertaken. Support will only be given to under-represented students.

2.2.5.3 Winchester Employability Fund

The numbers of applications to the Employability Fund have increased from 42 in 2015-16 to 68 in 2016-17, as at 5 April 2017, however this may increase further as students are able to apply until the end of May. Whilst the number of applications has increased there are still a significant number of applications that have not been eligible under the current criteria. Of those who have been eligible and accessed the Employability Fund since 2015, 96% felt that carrying out the volunteering/work experience had made them more employable, 93% agreed their experience had helped to keep them motivated in their studies and 100% agreed the experience had improved their confidence. To ensure that the Employability Fund is accessed appropriately, there have been a number of marketing initiatives introduced combined with a review of the eligibility criteria enabling more under-represented students to access support with funds for driving lessons and unpaid work experience or internships. That said based on the previous under-spend across the past two years, due to lower uptake than expected, the amount budgeted towards the Employability Fund has been reduced to £30,000 and redistributed to other areas of student progress support.

2.2.5.4 Winchester Hub

The University hosts the **Winchester Hub**, a local branch of the national charity Student Hubs, working in partnership to support students to tackle social challenges, learn about issues and connect with each other. Students are able to access a number of community engagement and volunteering projects which have been shown to develop their 'sense of belonging' whilst at university and their employability after graduating. From 1st September 2016 until 22nd March 2017, 63% of students participating in Winchester Hub projects identified as first generation to go into higher education, whilst over 52% identified themselves as from a low income family 26% with an annual household income of less than £25,000. The Hub also runs the **Schools Plus** tutoring project that sees Winchester students tutoring pupils, targeted from disadvantaged backgrounds, in a wide range of subjects studying at local primary schools and secondary schools. In collaboration with the widening participation department and careers service, Winchester Hub are exploring the potential of actively promoting summer work experience placements to BME, Disabled and White Working Class Male students with some of the UK's leading social impact organisations through the **Social Impact Internship Scheme**, with a view to establishing a targeted number of placements in 2018-19 exclusively available to students from under-represented backgrounds.

2.2.5.5 Employer/Alumni Mentoring

In May 2017, we will be launching a pilot **employer/alumni mentoring scheme**, with a particular focus on courses with higher proportions of BME, disabled and white male students who are first in their family to attend higher education. The evaluation of the scheme will include measuring the retention, degree attainment and graduate employment of mentees, compared to non-mentees on the same course of study alongside a self-evaluation of their personal development. The evaluations from the pilot project will inform our planned further expansion of the scheme into the next academic year and further into 2018-19.

3. **PRIORITIES IN ACCESS, STUDENT SUCCESS AND PROGRESSION**

Based primarily on evidence provided in the previous two sections, our key priorities are:

- To deliver high quality widening participation outreach, building on our successful record. This will continue to be delivered through our impartial WInDow on HE programme for target primary and secondary schools and for targeted young people in those schools from Year 5 to Year 11. We will work with schools to develop raising attainment activities and targets that align with the learner framework model. The aim of this programme is a series of sustained interventions for each target young person as we know from HEAT data that the more activities they undertake, the greater the rate of progression to HE.
- To continue to develop our Compact Scheme in Hampshire and the South to encourage applications from students from under-represented groups
- To work collaboratively with other universities through the Southern Universities Network, and through the Higher Education Access Tracker group of subscribers, to maximise sharing of good practice, effectiveness and efficiency.
- To continue our long-established partnership with Hampshire Children's Services to support the confidence, aspirations, attainment and progression of children in care
- To work collectively with other HEIs in a national network to, firstly, promote outreach to children in care and care leavers and, secondly, to share good practice in supporting care leavers in their progression to and through university.
- To work with Hampshire Children's Services, Hampshire Young Carers Alliance, Carers Trust and The Children's Society to support the confidence, aspirations and progression of young carers. We have pledged to support the Student Carer Commitment, as set out in *Supporting Students with Caring Responsibilities* published by Carers Trust and co-authored by the University of Winchester.
- To work with the Ministry of Defence and a range of other partners to support the educational progression of children from military families, sharing our research and resources across the sector, including where possible through leading the Service Children's Progression Alliance.
- To develop our outreach activity to, in and around London working in partnership with schools and colleges with high populations of BME and white male students, to develop outreach activities and tailored support packages that overcome barriers to accessing HE, with a particular focus on encouraging their take-up of initial teacher training.
- To provide an effective package of financial support to students from low-income backgrounds, to care-leavers and to young adult carers so that our recruitment of students from these backgrounds remains strong.
- To support Estranged Students to access and succeed at University through developing an effective support package and signing up to the Standalone Pledge

- To continue to support students whose immigration status does not allow access to Student Finance through our Sanctuary Award.
- To continue progress in retaining students from under-represented groups, remaining above benchmarks, or narrowing gaps as appropriate, particularly for BME students.
- To make progress in narrowing gaps in proportions achieving 1st and 2(i) classifications, and gaps in employability, between students from under-represented groups, or from groups with protected characteristics, and other students. This will particularly focus on BME students and male students.
- To research and explore the reasons potential students from under-represented groups do not go onto Winchester or HE in general and the differential outcomes of these students whilst studying to inform how we develop future widening participation initiatives to address this.
- To provide employability and progression opportunities for students from under-represented backgrounds with an emphasis on supporting students to access volunteering, work experience, driving lessons and mentoring schemes.

4. FINANCIAL SUPPORT

In the light of a reduction in Student Opportunity Funding, together with priorities identified in Section 3, the University intends to fund a range of new and continuing activities which broaden student opportunity. At the same time we will sustain our commitment to delivering high quality outreach and to providing financial support to students from low-income or vulnerable backgrounds.

Expenditure tables within this document include committed expenditure from previous Access Agreements. All expenditure relates to support for OfFA countable under-represented students.

	2017-18	2018-19	2019-20	2020-21	2021-22
Access	£245,601	£334,852	£357,177	£379,768	£383,382
Success	£417,250	£738,123	£1,183,604	£1,194,220	£1,187,924
Progression	£124,883	£235,845	£257,180	£278,771	£281,375
Financial Support	£2,375,868	£1,948,683	£1,546,942	£1,495,395	£1,495,472

4.2. BURSARY SCHEME

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

Undergraduate students:

A survey on the impact of financial support on retention in 2016 found that the financial aid provided by the bursaries was essential to students from low income families being able to fund accommodation and bills that enabled them to continue to study. Therefore in 2018 we will continue to provide cash bursaries to those students whilst exploring alternative ways to support the access, success and progression of students from low income families.

We will offer an annual cash bursary for full-time UK and EU HEFCE and ITT undergraduate students. The award amounts will be as follows:

- Students with a household income under £16,000 (as assessed by Student Finance) will receive £1,000 in their first year of study, followed by £500 in both their second and third years of study; a total of £2,000.
- Students with a household income between £16,000 and £42,875 (as assessed by Student Finance) will receive £500 in their first year of study, followed by £250 in both their second and third years of study; a total of £1,000.

Following the recommendations made in the June 2016 evaluation report on the impact of financial support on student retention for vulnerable groups, to identify current levels of financial capability and awareness and develop initiatives to increase them, all students in receipt of an income-based bursary, King Alfred Scholarship, or Dame Mary Bursary will receive additional budgeting advice and support and we will review the impact of these support packages as they develop.

PGCE students:

Students enrolled on the PGCE course will not be eligible for cash bursary as described above.

4.3. RETENTION ACTIVITIES

The following applies to full-time UK and EU undergraduate HEFCE students and undergraduate ITT students:

- We will offer a **King Alfred Scholarship** for care leavers 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. This scholarship will be awarded to 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).

The King Alfred Scholarship may also be available to students who have been:

- Privately fostered up to the age of 16
- the subject of a Special Guardianship Order and were 'looked after' immediately prior to the making of the order

This will be subject to written confirmation of their status and a letter of support from their Local Children's Services Department.

- We will offer the **Dame Mary Bursary** for Young Adult Carers. This will be a cash bursary of £500 for each year of study, paid in two equal instalments. Eligible students will be identified through provision of evidence such as a letter from a medical or other appropriate professional. Our decision to implement this bursary has been informed by the University's extensive links with Carers Trust and Hampshire Young Carers Alliance, together with feedback from student carers who engage with our outreach work as Ambassadors.
- We will enhance the resourcing for **Hardship Funds**. The funds will be allocated to students in need of additional financial support, as assessed by the Student Services 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 allocate funds for under-represented students undertaking the **Social Work undergraduate degree** to ensure that they are not adversely affected as a result of changes being made to the NHS bursary scheme.
- We will develop a support package for **estranged students** and demonstrate this commitment through a Stand Alone Pledge.

4.4. PROVISION OF INFORMATION

The University will communicate the 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
- Focused advice sessions given to advisors from Compact Partner colleges and schools
- Use of the University Twitter and Facebook pages
- Targeted emails to eligible students

These various forms of communication will ensure that both prospective and current students are informed of the different funding available to them. Often students are unaware that they are classed as an under-represented student. Therefore, we plan to develop a calculator tool that not only helps students to identify levels of financial support they are eligible for but other support and initiatives that they may be able to access, based on the widening participation characteristics they input. To ensure the tool is utilised we will explore running marketing campaigns to promote the tool through Open Days and Welcome Week.

5. TARGETS AND MILESTONES

The University's Key Performance Indicators, agreed with our Board of Governors, include meeting or exceeding benchmarks for young full-time undergraduates from state schools, young full-time undergraduates from low participation neighbourhoods and full-time undergraduates in receipt of Disabled Student Allowance.

Our targets and milestones include our sustained programmes of outreach in priority primary and secondary schools and with under-represented groups. However, it should be noted that all our outreach up to Year 11 is designed to be impartial, focused on raising aspirations and educational engagement, and promoting awareness of a wide range of progression routes including Higher Education. In terms of recruitment directly to Winchester, encouraging males and BME students to undertake ITT remains a key priority, but we also aim to recruit more males (including those from low-income groups) and BME students to all programmes.

Key targets with milestones are set out in our resource plan spreadsheet. All other annual measures and aims are listed in the table in section 2.1.

6. MONITORING AND EVALUATION ARRANGEMENTS

The University's Access Agreement is approved by the Board of Governors. The Assistant Vice Chancellor has overall responsibility for its design and delivery.

Widening Participation strategy and delivery, including monitoring and evaluation of targets, is overseen by the Director of Widening Participation, advised by the **Widening Participation and Lifelong Learning Strategy Group**. This Group advises on development of the Access Agreement and reports to Senate Academic Development Committee. Membership is:

Assistant Vice-Chancellor	Director of Widening Participation (Chair)
Dean's nominee from each Faculty	Director of Academic Quality and Development
Director of Communications and Marketing	Director of Student Recruitment and Admissions
Director of Student Services	Evaluation and Outreach Officer (Secretary)
Head of Careers	Head of Planning
Head of Student Advice and Finance	Head of Community Engagement, Social Justice
Student Union President	and Impact

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, including:

- Schools planning data to assist with targeting at an institutional level
- Deprivation postcode data to target at an individual student level (and enable monitoring of targeting)
- Web enabled database to record and report information on students and activities
- Analysis of relevant data sets such as attainment in schools/colleges and UCAS institution and geographic data

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 to monitor the take-up and impacts of student opportunities designed to enhance engagement, retention and success. Our monitoring and evaluation framework has informed Section 2.1 of this Access Agreement.

7. EQUALITY AND DIVERSITY

The aim of the University's Equality and Diversity Strategy is to embed equality for all, across all protected characteristics, in all aspects of the University's business. Our monitoring and evaluation framework above shows how we monitor protected characteristics across the student lifecycle. We do not disaggregate ethnicity data as students from all BME groups are under-represented at the University.

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 student voice in Equality and Diversity processes, from individual students being able to sit on Special Interest Groups (i.e. Disability & Equality Interest Group) and the Equality Diversity Forum which directly feeds into the Equality and Diversity Committee (EDC), to Student Union representation on the EDC and the Widening Participation Lifelong Learning Strategy Group. This ensures students from particular protected characteristics are represented in strategic discussions that could impact their access, success and progression. For example, a

success of this process came from student voice within the Equality and Diversity Forum calling for gender neutral toilets leading to the inclusion of this provision across the campus. In addition, the Director of Widening Participation, who oversees widening participation strategy, is a member of the University's Equality and Diversity Committee and the Equality Forum. There are therefore strong strategic links between these two areas of work.

Our outreach includes specific activity targeted at BME groups, children in care, care leavers, males who are under-represented in ITT, disabled students, young carers and children from military families. We collect equality data on participants in our WINDow on HE programme (see section 3).

We deliberately set out to recruit a diverse range of Student HE Ambassadors. In 2016-17 62% of HE Ambassadors said they are first in family to attend HE, 42.9% of Ambassadors are from low-participation neighbourhoods, 16% disclosed a disability, 14% are mature on entry to HE, 16% are from BME backgrounds, 4% are from backgrounds in care, 7% are young carers and 7% are from military service families. In total 88.8% of HE Ambassadors meet at least one of these widening participation criteria. This diversity provides role models and also provides valuable experience for our students to support their employability.

We have an Inclusive Practice Coordinator and have an 'Accessible and Inclusive Learning Policy' which articulates the University's commitment to accessibility and inclusivity of learning and teaching for all students by mainstreaming a number of adjustments. It is supported through the dissemination of good practice and the professional advice of Student Services.

The University is a Stonewall Diversity Champion and we have active staff and student LGBT+ networks. We are a proud supporter and partner to the Hampshire LGBT Alliance and Hampshire Pride hosting network meetings, an annual LGBT History Symposium, the Hampshire Pride Parade Assembly and LGBT guest speakers for staff, students and members of the public.

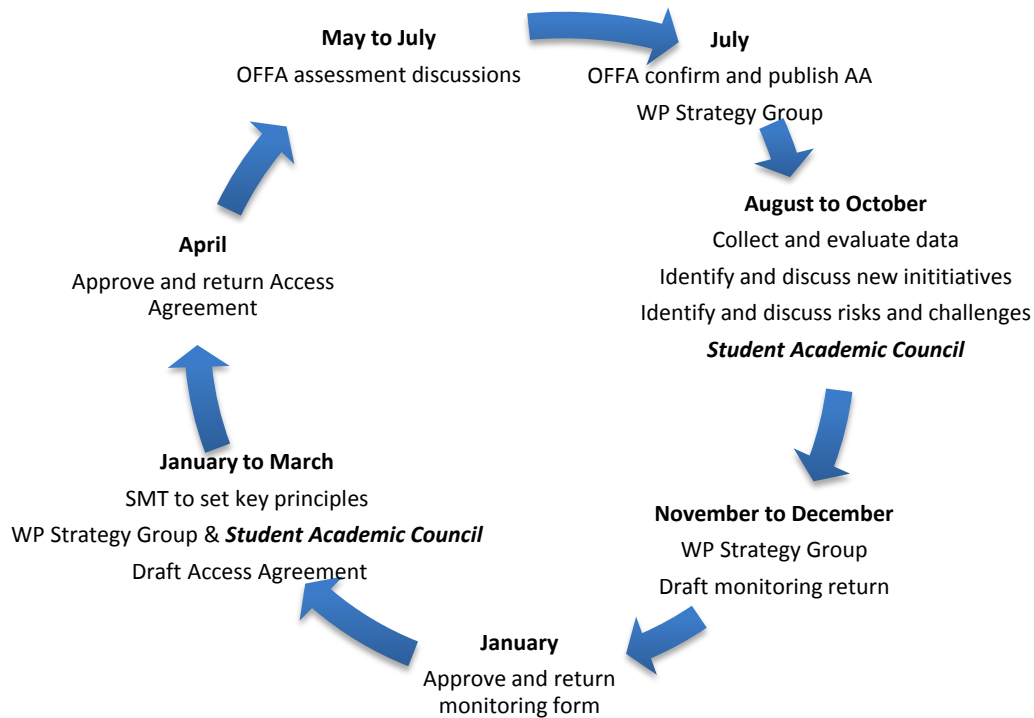
The University has a Christian foundation and is inclusive of those from all faiths or none. We have a Muslim prayer room and Anglican chapel on campus which are made available to all staff and students along with visitors and participants in outreach programmes. The University's Dean of Chapel promotes links with other faith communities and the Chaplaincy is a source of pastoral support and exploration for people of all faiths and none. Concrete instances of our work in fostering good relations between those of different faiths and none are the Inter-Faith lecture series, and the annual 'Space for Peace' concert. We will also be appointing two new part-time volunteer chaplains as part of the chaplaincy team, both the Muslim and Buddhist chaplains will offer faith-based pastoral care and associated activities or support for students and staff of the University, demonstrating the University's determination to increasing diversity and inclusivity and to appropriately supporting our students and staff from these faith communities.

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

8. CONSULTATION WITH STUDENTS

In autumn 2016, we reviewed the annual process of developing and monitoring our access agreement to ensure increased engagement and consultation with our student body through our Student Academic Council (SAC). As such the Access Agreement will be added to the agenda for the first SAC of the year and in Semester 2 to coincide with strategic discussions of new initiatives and commitments following the release of the OFFA guidance (see figure 1 below).

Figure 1: University of Winchester Access Agreement Process Cycle



In addition, the SU President is a member of the Widening Participation and Lifelong Learning Strategy Group, which advises on general direction for the Access Agreement, and is a member of Senate Academic Development Committee, which received and reviewed annual monitoring and evaluation data for 2015-16. Members of the Student Union Executive also participate in annual collaborative staff development for Widening Participation teams in the Southern Universities Network when strategic issues affecting Access Agreements are debated.

Student Ambassadors are integral to all our outreach activities and play an important part in providing feedback and shaping our programmes over time. We carry out a consultation at the end of each academic year to gather this feedback, including comments on the appropriateness of the training they receive. We also involve Student Ambassadors in interviewing for new Ambassadors and for any new Widening Participation Staff.



**University of Winchester Access Agreement 2017/18 Statement of Support from
Winchester Student Union**

As President, I would like to give the support of Winchester Student Union to this Access Agreement for the University of Winchester. I met with the Director of Widening Participation in order to discuss this Agreement in its draft formats. I was

able to contribute ideas to the best way to support students, through the Widening Participation and Lifelong Learning Strategy Group, but also using Winchester Student Union's experience with supporting, advising and representing the diverse student body.

This new agreement marks another positive extension upon previous Access Agreements. The recognition of the importance of student engagement is well received by Winchester Student Union. Facilitating the access for under-represented groups to participate in many Student Union activities, sports teams and societies is essential for a successful and well-rounded student experience. This meaningful investment will assist further with ensuring all are able to feel as though they belong at the University of Winchester.

The looming cloud of the post-graduation employment search worries many students. I am pleased to see a focus on technology and careers have been included, in an effective way, in this Access Agreement. The funding put aside for careers advisors and alumni mentoring will be highly useful to securing work after studies have been completed. It is great to see that an iPad scheme has been considered as part of this, as we need to recognise the increasing level of technology required in the workplace, as well as the cost this can incur for students studying at University.

The level of support that is centred on white working class males and BME groups is extensive. These two areas that remain underrepresented in Higher Education will be greatly assisted by this Access Agreement. The London Initiative Outreach, promotion of PGCE and decliner survey will help to focus efforts to attract more students from these groups to choose the great experience available at Winchester. A travel fund is fast becoming a necessity for the future with more students commuting in to study. Even just by increasing the accessibility of the many facilities available on campus, commuters can get the most out of their university experience.

The welfare of our students is always a top priority. The funding set aside for mental health advisors is completely appropriate and will be greatly appreciated by students. Mental health is a barrier to increasing educational attainment, and any commitment to combat this is very welcome.

Just as the university inspires students to find solutions to global issues, Winchester must be a positive role model for the world. This is shown in no uncertain terms by the Sanctuary Award. Supporting five students with fee waivers is an excellent way of showing that Winchester wishes to make itself an accessible institution dedicated to education.

In conclusion, Winchester Student Union is happy to offer its support to this Access Agreement. We appreciate being involved in discussions around access to

education for all students, and applaud the University of Winchester on its continuing vital work on widening participation and access to Higher Education.

President of Winchester Student Union, 2016/17