



**Bath Spa University College  
Access Agreement.  
2006 - 07 to 2010 – 11  
(Revised March 2006)**

## **1. Introduction**

This Access Agreement sets out how Bath Spa University College will safeguard and promote fair access for students. It builds upon a history of successful development of widening participation at the University College.

Key aspects of the information required for this Access Agreement are embedded and integrated into the University College's Widening Participation Strategy 2005/06-2010/11. This is attached as Appendix One.

## **2. Aims**

1. To increase the participation rates of under-represented groups.
2. To promote fair access, particularly for students from low-income groups.
3. To ensure that students are fully prepared so that they benefit from and succeed in Higher Education.
4. To support retention and employability
5. To achieve approval by OFFA so that higher tuition fees can be charged.

## **3. Scope**

This agreement covers all students on full-time (FT) undergraduate courses, including those on franchised courses at FE Colleges. It also covers TTA-funded, FT PGCE courses where these are not 'end on'.

## **4. Franchised courses**

All our full-time, undergraduate franchised courses are covered by this agreement. All our FE partners will be brought into these arrangements, as they are already involved in the Wessex Consortium (the University College's arrangements for regional HE/FE franchised awards) and Aimhigher. We will work actively with the HE managers in FE Colleges to deliver widening participation (WP) activities to the students and partner schools and employers.

## **5. Fee Limits**

We intend to charge £3000 with effect from 2006/07 for all FT UG and PGCE courses increasing with inflation annually. Analysis of the proportion of current fees paid by the Student Loans Company (SLC) shows that some 50% of all undergraduate fees at BSUC are paid by the SLC by way of fee remission.

## **6. Bursaries and other financial support for students**

### **6.1 Full-time Undergraduate Courses**

The bursaries will be based on family income and will be worth up to £1,150 pa. Students with family income below £15,940 will receive a full bursary. Students with a family income of £37,500 or over will not receive a bursary. Students with a family

income of between these two figures will receive a proportion of the full bursary, based on a sliding scale.

No student that is eligible for the full new Maintenance Grant will receive less than £300. Students with a family income of less than £37,500 will receive a bursary of at least £100. Bursaries will be increased in line with inflation.

We will also introduce scholarships for specific subjects. These will not be means-tested and will vary year-to-year. They will be worth £1,000 pa, to benefit able students wishing to study at undergraduate level in a number of specialist, mainly science-based subjects. The costs of these scholarships are likely to be at least an additional £330,000 pa, by 2008/09. We estimate that some £165,000 will be awarded to low income and other under-represented groups.

#### 6.2 Full-time PGCE Courses

There will be bursaries of £1,150 available to all PGCE students paying the £3,000 tuition fee. These will not be means-tested. In addition, students on 'shortage' PGCE Secondary courses will receive a scholarship worth £650.

#### 6.3 Total Value of Bursaries and Scholarships

The total value of the bursaries for FT undergraduate and PGCE students will, we estimate, amount to 24% of the total additional income. Allowing for the extra administrative costs and the scholarships, we estimate that the total payments to students would represent 29% of the total additional income in 2006/07.

### 7. Provision of information to students

The following information will be made available to all students.

(The What)

The costs associated with study.

- The level of tuition fees
- Accommodation cost
- Living cost
- Any additional study costs including studio costs, books, specialist equipment etc

The financial support available to students.

- State support
- University College bursaries
- University College scholarships
- Access to Learning Fund
- Disabled Students Allowance – ( if applicable)
- Other, as may be available

The costs and support above will made available to students on a yearly basis and also as an aggregate for the duration of courses.

(The How)

A wide variety of channels and opportunities will be used to ensure that students have good information upon which to make decisions. These will include:

- The University College Prospectus
- The University College Website, which will include a readily available cost and support 'ready reckoner'
- Information packs for all applicants to the University College, including Compact Disc with budgeting information/ready reckoner
- Electronic message boards in key areas e.g. Student's Union, refectories, libraries
- An in-house student financial planning service
- Open days
- Campus visit days
- School liaison visits
- Widening participation staff from the University College visiting schools, colleges, workplaces and community groups
- Employer forums for Sectors Skills Councils, Chambers of Commerce, Open days for employers, employees and trade unions

#### (The Where)

The University College will make full use of its facilities and networks to ensure that information for students is available in broad and diverse 'locations'.

- The University College Prospectus
- The University College Website
- Outreach activity on our campuses
- Outreach activity in schools, colleges and workplaces
- Local/Regional/National newspapers
- Local events magazines
- Specialist magazines/journals relevant to the target groups and the University College's courses
- Local community groups and support networks e.g. Black Family's Support Group
- Regional television and radio
- Connexions and Choices (information, advice and guidance organisations)

#### (The When)

Information will be made available, in particular, to prospective and registered students at the following key times:

- During Outreach activity events
- When an offer is made to an applicant
- When an offer is accepted
- During registration
- During induction
- During first semester tutorial meetings

#### (The Whom)

Information will be made available to:

- All prospective students
- All existing students
- Significant others who are involved in decision making with students. This will include parents, partners, teachers/lecturers, employers, careers services

We will particularly target under-represented groups. These will include:

- Students from local schools / colleges from a widening participation background
- Disabled students
- Students from low income families
- Students from low participation neighbourhoods
- Mature students with no HE and from low participation neighbourhood

## 8. Outreach work

The Widening Participation Strategy for the University College includes the activities that will be implemented by the University College's Access Agreement along with those funded through the HEFCE premium funding and Aimhigher. Details of these are provided in the attached 'Widening Participation Strategy- including Access Agreement (OFFA) Outreach Work 2005-06-2010-2011' in Table A.

The University College has established a firm foundation and high reputation for widening participation. In addition to activity undertaken with premium funding the University College is an active participant in regional Aimhigher. Further significant outreach work activity will be supported by additional Access Agreement investment. These activities are new, or extensions of existing schemes.

The level of additional Access Agreement investment is provided in the table below along with other sources of funding available to the University College for outreach work.

Table One - Sources of Funding

<b>Funding Strands - £s</b>	<b>2005-06</b>	<b>2006-7</b>	<b>2007-8</b>	<b>2008-9</b>	<b>2009-10</b>	<b>2010-11</b>
HEFCE Premium Funding	119,631	119,631	119,631	119,631	119,631	119,631
Aimhigher	150,820	150,820	150,820	150,820	150,820	
Access Agreement – Outreach and other Activities	0	30,000	60,000	90,000	100,000	100,000

### Notes.

1. Base for funding levels is 2005-06. No projections for inflation or any other uplift.
2. Funding streams for HEFCE Premium Funding and Aimhigher assumed at current levels.

## 9. Milestones

Table Two – Targets related to Performance Indicators

	<b>2002/03 data</b>	<b>Benchmark – location adjusted</b>	<b>2010/11 Targets</b>
Young full time undergraduate entrants from state schools/colleges.	95.4%	90.5%	96%
Young full time undergraduate entrants from SEC classes 4,5,6 & 7	28.8%	29.4%	31%
Young full time undergraduate entrants from low participation neighbourhoods.	11.9%	11.6%	13%
Mature full time entrants with no previous HE and from low participation neighbourhoods.	15.3%	11.8%	16%
Students in receipt of a Disabled Students Allowance	5.8%	3.7%	6%

In addition, Table A in the “Widening Participation Strategy – including Access Agreement (OFFA) Outreach Work 2005/06 to 2010/11” (Appendix One) describes milestones related to the student life cycle.

## 10. Institutional monitoring arrangements

### Activities

Progress towards achieving the activities shown in the Widening Participation Strategy will be monitored by an Assistant Director. See also Section 6 of the Widening Participation Strategy for a more detailed description of monitoring and evaluation procedures.

### Data

An annual analysis of the relevant HEFCE and additional internal performance indicators will be made by the Widening Participation Officer.

### Annual Report

An annual report on progress will be made to the Board of Governors.

**Appendix One.**

**Widening Participation  
Strategy – including  
Access Agreement (OFFA)  
Outreach Work.**

**2005 - 06 to 2010 - 11**

## **Bath Spa University College.**

### **Widening Participation Strategy 2005-06 to 2010-11.**

#### **1. Introduction**

The Widening Participation Strategy for the University College includes the activities that will be implemented by the University College's Access Agreement along with those funded through the HEFCE premium funding and Aimhigher.

This Strategy describes how the University College will continue and extend its commitment to the recruitment, retention and progression of students from groups who are under-represented in higher education. It gives greater emphasis than our previous Strategy to those in work alongside activities targeted at students in schools and colleges. It will enable us to manage and plan future activity in a co-ordinated manner, know where we are succeeding, and where improvement may be required.

There is a strong corporate commitment to widening participation at Bath Spa University College. This is reflected in its prominence in the University College's Strategic Plan and the active involvement of senior staff.

#### **2. The context for Widening Participation at Bath Spa University College.**

Widening participation at the University College is informed by:

- The requirements of the Higher Education Funding Council (HEFCE),
- OFFA guidance on Access Agreements.
- Bath Spa University College Mission Statement, Strategic Plan and Strategic Objectives 2003/2004 to 2005/2006.
- Aimhigher,

The University College has established a firm foundation and high reputation for widening participation. In addition to activity undertaken with premium funding the University College is an active participant in regional Aimhigher (Please refer to section 3 below). This is a collaborative partnership involving HEIs, FECs and other key partners. It aims to raise young people's awareness, aspirations and achievement levels to aid their progression to higher education. Further significant outreach work activity is detailed in this Strategy supported by additional Access Agreement investment.

Widening participation finds expression in three of the thirteen current **Strategic Objectives** that support our **Mission Statement**.

- To continue to improve our taught courses. We will strive to match the curriculum to the needs and requirements of students. This will include increasing the amount of sub-degree provision. More provision will be available part-time, through distance learning or at partner FE Colleges. (Strategic Objective One)
- To ensure equality of opportunity for staff and students and to widen overall access to the Institution regardless of race, gender, sexual orientation, disability, age and political affiliation. We will seek to identify and eliminate any unfair



discriminatory practices. We strive for a balanced workforce. We will implement a wide range of strategies to recruit students from under - represented segments of the community. (Strategic Objective Three)

- To develop Access arrangements further. We will extend both the range and depth of our partnerships with FE Colleges to smooth the transition between FE and HE. (Strategic Objective Four)

In addition, the Strategic Plan of the University College contains a discrete section (Section 6) for widening participation and retention.

The prime aim of the Widening Participation Strategy is to increase the participation of underrepresented groups in line with the government's target of 50% of young people in Higher Education by 2010. The target groups include people from lower socio-economic groups, low participation neighbourhoods, and disabled people.

### **3. Contextual Statement on Aimhigher in the South West.**

The HE providers in the SW have a long and successful history of working in partnership and are convinced that this makes sense to the groups with which we are trying to engage. The 14 HE institutions and 35 FE colleges have been collaborating since 1999 to work with schools and other partners to reach out to those groups that are currently under-represented within the HE student population. Our vision is of a seamless education and training service that helps any individual in the SW to gain access to education which is right for them. Learners will be able to progress to a level which fulfils their potential, and to get proper recognition and respect for their achievements from employers, educationists and the SW community. Building local opportunities is central to the vision, particularly in areas where poor transport infrastructure restricts access.

There are four Aimhigher partnerships in the SW – one at regional level and three at area level. The area partnerships are learner-focused and follow the travel to study patterns within the region, even though these do not always coincide with administrative boundaries. The four partnerships have designed programmes of activity to raise HE awareness, aspirations and attainment as appropriate in each of the areas.

### **4. Strategic Objectives.**

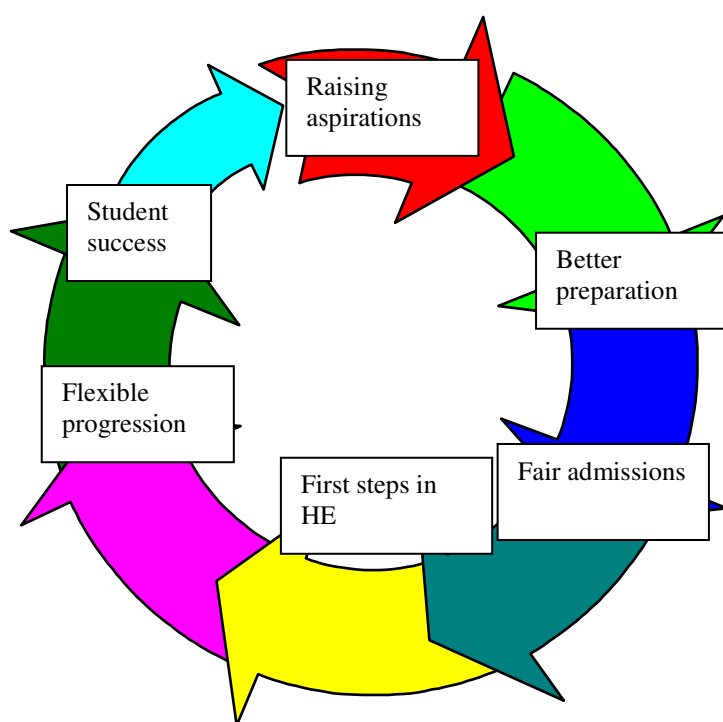
The strategic objectives of the University College's Widening Participation Strategy are:

- To provide a range of activities to raise awareness, aspirations and achievement levels of local school/college students from widening participation target groups.
- To ensure that all marketing material presents positive images and actively encourages widening participation target groups.
- To ensure admissions procedures do not present barriers to widening participation target groups.
- To provide integrated and accessible Student Support Services to maximise retention.

- To develop the benefits of the personal tutorial and induction system to ensure that widening participation target groups feel “at home” and settled in the critical first semester at the University College.
- To ensure the curriculum, assessment and learning and teaching styles are inclusive and value the diversity of students and their experiences.
- To develop systems for collecting, collating, analysing and disseminating data on the recruitment and retention of widening participation target groups at institutional and subject level.
- To provide staff development on widening participation issues.
- To increase awareness and ownership of the Widening Participation Strategy across the University College.

##### 5. **Activities, Target Groups, Reach and Milestones 2005/6 – 2010/11**

These are informed by the student life cycle, which is presented below from the HEFCE strategic plan 2003-08



**Reference: HEFCE Strategic Plan**

Details are provided in Table A

**Table A**

*Note: Additional OFFA related investment is in italics.*

Description of activities	Target groups	Reach of Activities	Milestones to be achieved by:	Action By:
<p><b><u>Raising Aspiration and Attainment</u></b></p> <p><b>WP Premium funded</b> Deliver a programme of activities to raise the awareness, aspiration and attainment in response to the needs of schools and colleges</p> <p>Small group mentoring with Priory School and offer to other schools</p> <p><b>Aimhigher funded.</b> Deliver the Aiming Higher days, mentoring and tutoring as defined with the Aimhigher West plan</p>	<p>Widening participation students in target schools and colleges</p> <p>Widening participation students in Yr 10 in schools</p> <p>Widening participation students in target schools and colleges as identified by the sub regional partnership</p>	<p>Support Aimhigher activities and fund additional activities e.g. attendance at parents evening, as appropriate</p> <p>3 sessions with 12 young people</p> <p>Students and Events Strand 25 mentors matched to 75 mentees 24 Student Ambassadors trained 24 Aiming Higher days with 20 participants 30 Tutors places in schools 5 subject enrichment days 1 short summer school – 50 students</p> <p>Co-ordinate the Opportunities Strand which produces the Opportunities Prospectus and develops material to meet the needs of schools and colleges</p>	<p>September to July each academic year</p> <p>June of each academic year</p> <p>July 2005 and March 2006</p> <p>July 2005 and March 2006</p>	<p>Widening Participation Team</p> <p>Widening Participation Team</p> <p>Aimhigher Widening Participation Development Officer</p> <p>Aimhigher Widening Participation Development Officer</p>

<b>Description of activities</b>	<b>Target groups</b>	<b>Reach of Activities</b>	<b>Milestones to be achieved by:</b>	<b>Action By:</b>
<p><b><u>Additional OFFA Investment</u></b>  <i>The provision of information on the costs and benefits of higher education</i></p>	<p><i>Young people, parents from a widening participation backgrounds</i></p>	<p><i>4 presentations in schools / colleges  6 talks in schools / colleges  8 talks in schools / colleges  10 talks in schools / colleges  10 talks in schools / colleges</i></p>	<p><i>July 2007  July 2008  July 2009  July 2010  July 2011</i></p>	<p><i>Widening Participation Team</i></p>
	<p><i>Mature students on Access courses</i></p>	<p><i>3 outreach visits to Access courses  4 outreach visits to Access courses  5 outreach visits to Access courses  6 outreach visits to Access courses</i></p>	<p><i>July 2007  July 2008  July 2009  July 2010 and 2011</i></p>	<p><i>Widening Participation Team</i></p>
<p><i>Outreach activities to raise students' awareness of work related progression to higher education, particularly Foundation Degrees.</i></p>	<p><i>Students in schools, colleges, employers, employees and employee representatives e.g. trade unions</i></p>	<p><i>2 events piloted e.g. workshops  3 events  4 events  5 events</i></p>	<p><i>July 2008  July 2009  July 2010  July 2011</i></p>	<p><i>Widening Participation Team</i></p>
<p><i>Develop schools / colleges / employer / community based activities to raise aspirations and attainment.</i></p>	<p><i>Widening participation students and potential students in rural communities</i></p>	<p><i>2 events piloted e.g. workshops  3 events  4 events  5 events</i></p>	<p><i>July 2008  July 2009  July 2010  July 2011</i></p>	<p><i>Widening Participation Team</i></p>
<p><i>The provision of information, advice and guidance about higher education opportunities particularly Foundation Degrees for employees</i></p>	<p><i>Employers and Sector Skills Councils</i></p>	<p><i>2 events piloted e.g. presentations  4 events</i></p>	<p><i>July 2010  July 2011</i></p>	<p><i>Widening Participation Team working with the Business Support Office</i></p>

Description of activities	Target groups	Reach of Activities	Milestones to be achieved by:	Action By:
<p><u>Better preparation - Pre-entry activities to encourage progression to HE.</u></p> <p><b>WP Premium funded.</b> Make information about Access admissions policy available on the web, at Open days, campus visit days and events for Access students</p> <p>Open Summer School to mature students progressing through routes other than Access courses. Review marketing strategy for Mature Students Summer School.</p> <p><b>Aimhigher funded</b></p> <p><u><b>Additional OFFA investment.</b></u></p> <p><i>The provision of information on the costs and benefits of Higher Education</i></p>	<p>Access students and tutors</p> <p>Mature students with no previous HE and from low participation neighbourhoods</p> <p>N/A</p> <p><i>All prospective students but particularly students from a widening participation backgrounds</i></p>	<p>Ensure Access Admission policy is readily available at in a variety of forms</p> <p>Mail shot all Access students, mature students who have attended the Mature students open day and include details of the BSUC website</p> <p>N/A</p> <p><i>Include in all campus visit days and send information to students who have been made an offer (See Access Agreement)</i></p>	<p>July each academic year</p> <p>July each year</p> <p>N/A</p> <p><i>July 2007</i></p>	<p>Widening Participation Team and Marketing</p> <p>Widening Participation Team</p> <p>N/A</p> <p><i>Widening Participation Team works with Student Support Services</i></p>

<b>Description of activities</b>	<b>Target groups</b>	<b>Reach of Activities</b>	<b>Milestones to be achieved by:</b>	<b>Action By:</b>
<i>Review provisions for Access and mature students – Open day, January conference, Summer School, outreach visits and mentoring scheme</i>	<i>Mature students with no previous HE and from low participation neighbourhoods</i>	<i>A integrated and progressive mature student programme which prepares students for HE</i>	<i>July 2008 July 2009, 2010 and 2011</i>	<i>Widening Participation Team</i>
<i>The provision of bridging courses to enable students from pre HE vocational courses, including NVQs, to acquire the relevant academic skills for progression to HE awards including Foundation Degrees</i>	<i>Students from pre HE vocational courses, including NVQs,</i>	<i>Pilot one course At least two course per year</i>	<i>July 2008 Each bridging course</i>	<i>Widening Participation Team</i>
<i>Develop a mentoring scheme for student progressing from pre-HE courses who attend the bridging courses</i>	<i>Students from pre HE vocational courses, including NVQs,</i>	<i>Pilot mentoring scheme and incorporate into each bridging course</i>	<i>July 2008 Each bridging course</i>	<i>Widening Participation Team</i>
<i>Provide parity of esteem for part time study through changes to key sources of information for students and publications e.g. the prospectus and website</i>	<i>Students from low income families who need to “earn and learn”</i>	<i>All sources of information e.g. website, prospectus, open days provide clear information on part time study</i>	<i>July 2007</i>	<i>Widening Participation Team working with the Marketing Department</i>

<b>Description of activities</b>	<b>Target groups</b>	<b>Reach of Activities</b>	<b>Milestones to be achieved by:</b>	<b>Action By:</b>
<i>Develop integrated activities with the Centres of Vocational Excellence (COVES) in partners FECs</i>	<i>Students on pre HE vocational programmes including NVQs</i>	<i>Work with regional FECs in Bath Spa University College's Wessex Consortium and negotiate a range of activities to suit their needs</i>	<i>July 2010</i>	<i>Widening Participation Team working with the Business Support Office</i>
<u>Fair Admissions.</u>  <b>WP Premium funded.</b> Hold regular meetings with Registrar to ensure admissions procedures do not present barriers to participation. Hold staff development event for admissions staff  Hold regular meetings with Student Services to ensure that information about student funding is accessible and readily available  <b>Aimhigher funded</b>  <u><b>Additional OFFA investment.</b></u>  <i>Development of entry profiles for all Bath Spa</i>	Registrar  Admissions staff  Student Services staff  N/A	4 meetings per year  One event per year  One meeting per semester  N/A	Each academic year  Each academic year  Each semester  N/A	Widening Participation Officer  Widening Participation Officer  Widening Participation Officer  N/A
<i>Development of entry profiles for all Bath Spa</i>	<i>All potential students but particularly those</i>	<i>Clear and accessible information on entry criteria, admissions policy and</i>	<i>July 2007</i>	<i>Widening Participation Team</i>

<b>Description of activities</b>	<b>Target groups</b>	<b>Reach of Activities</b>	<b>Milestones to be achieved by:</b>	<b>Action By:</b>
<i>University College programmes. These entry profiles to provide clear information targeted at students from under-represented groups. The profiles to be available on the University College's and UCAS websites.</i>	<i>from a widening participation background</i>	<i>processes</i>  <i>Information reviewed and updated each year</i>		<i>working with Registry</i>
<i>Extended staff development for Admissions staff and tutors to raise awareness of currency of pre HE vocational programmes, including NVQs and the progression opportunities for students</i>	<i>Admissions staff and tutors</i>	<i>One event per year</i>	<i>July 2007</i>	<i>Widening Participation Officer</i>
<i>Implement the recommendations of the Schwartz report on Fair Admissions</i>	<i>Admissions staff and tutors</i>	<i>All course to have clear and transparent admissions criteria and processes</i>	<i>July 2007</i>	<i>Widening Participation Team working with Registry</i>



<p><u>First steps in HE.</u></p> <p><b>WP Premium funded.</b></p> <p>Develop mentoring scheme for First year students</p>	<p>First year students but particularly students from widening participation background</p>	<p>First year students offered a mentor</p>	<p>July 2007</p>	<p>Widening Participation Team working with Volunteering Co-ordinator</p>
<p><b>Aimhigher funded</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p><b><u>Additional OFFA investment.</u></b></p> <p><i>Identify and implement strategies to raise the retention of students:</i></p>				
<p><i>Review new tutorial system introduced in September 2004 to ensure all students review their progress with their personal tutor</i></p>	<p><i>All students but particularly students from a widening participation background</i></p>	<p><i>All first year students to be included in the tutorial programme</i>  <i>Roll out to 2<sup>nd</sup> year students</i>  <i>Roll out to 3<sup>rd</sup> year students</i></p>	<p><i>2005/6</i>  <i>2006/7</i></p>	<p><i>Widening Participation Team working with Personnel and Academic Record Working Group</i></p>
<p><i>Review the Induction process to ensure all students are positively inducted in the University College and their subjects</i></p>	<p><i>All students but particularly students from a widening participation background</i></p>	<p><i>A positive induction which makes students “feel at home” and identifies any difficulties and provides solutions.</i></p>	<p><i>July 2007</i></p>	<p><i>Widening Participation Team working with Registry</i></p>

<p><i>Ensure all students with concern(s) about their course or module choices receive appropriate support</i></p> <p><i>Identify students at risk of non completion and offer additional pastoral and/or academic support</i></p>	<p><i>Students at risk of not settling and “dropping out”</i></p> <p><i>Students at risk of non completion</i></p>	<p><i>All students seen within one week</i></p> <p><i>All students at risk identified within the first three weeks</i></p>	<p><i>Each year</i></p> <p><i>July 2008</i></p>	<p><i>Widening Participation Team working with Student Support Services</i></p> <p><i>Widening Participation Team working with Registry</i></p>
<p><b><u>Flexible progression.</u></b></p> <p><b>WP Premium funded.</b></p> <p>Work with Registry to ensure all direct entry students receive information about the Wessex Summer School</p> <p>Extend and develop the Preparation and Study Support (PASS) Summer School. ensure staff in School are aware of it so they can refer students.</p> <p><b>Aimhigher funded</b></p>	<p>All direct entry students and Wessex students</p> <p>All students who need to resubmit coursework or resit an exam</p> <p>N/A</p>	<p>All Wessex and Direct entry student are offered a place on the Wessex Summer School</p> <p>One week Summer School including study skills sessions</p> <p>N/A</p>	<p>Each academic year</p> <p>Each academic year</p> <p>N/A</p>	<p>Widening Participation Team</p> <p>Widening Participation Team</p> <p>N/A</p>

<p><b><u>Additional OFFA investment.</u></b></p> <p><i>The provision of bridging courses to enable students from Foundation Degrees (FDs) to acquire the academic skills for progression to Honours Degrees.</i></p> <p><i>Develop and extended programme of PASS for students re-submitting assessments.</i></p> <p><i>Consider child care provision during school holidays.</i></p>	<p><i>Students on FDs wanting to progress to Honours Degrees</i></p> <p><i>All students who need to resubmit coursework or resit exam</i></p> <p>Students with child care responsibilities.</p>	<p><i>At least one bridging course per year</i></p> <p><i>Include academic staff in the Summer School and encourage all appropriate students to attend</i></p> <p>Pilot play scheme during school holidays which coincide with BSUC term times.</p>	<p><i>Pilot in 2008</i></p> <p><i>Each academic year from 2006/7</i></p> <p>July 2007</p>	<p><i>Widening Participation Team working with academic staff</i></p> <p><i>Widening Participation Team working with academic staff</i></p> <p>Widen Participation Team working with Personnel</p>
<p><b><u>Student Success</u></b></p> <p><b>WP Premium funded.</b></p> <p>Maintain strong links between Widening Participation Strategy and Learning and Teaching Strategy</p> <p><b>Aimhigher funded</b></p>	<p>N/A</p> <p>N/A</p>	<p>Attend Learning and Teaching Committee meetings and submit papers to share best practice</p> <p>N/A</p>	<p>Each academic year</p> <p>N/A</p>	<p>Widening Participation Officer</p> <p>N/A</p>

<b><u>Additional OFFA investment.</u></b> <i>Embed transferable and key skills into the curriculum</i>  <i>Embed employability skills into all subjects</i>  <i>Use the Alumni database to help to identify potential work experience placements and mentors</i>	<i>All students but particularly students from a widening participation background</i>	<i>All modules</i>	<i>July 2006</i>	<i>Widening Participation Team working with Learning and Teaching Committee</i>
	<i>All students but particularly students from a widening participation background</i>	<i>All subjects</i>	<i>July 2008</i>	<i>Widening Participation Team working with Learning and Teaching Committee</i>
	<i>All students but particularly students from a widening participation backgrounds</i>	<i>Pilot with School of Science and the Environment. Extend to all Academic Schools</i>	<i>July 2007 July 2011</i>	<i>Widening Participation Team working with Alumni Officer and Careers</i>
<b><u>Generic WP Premium funded.</u></b>  Present information about widening participation to new staff  Work with Registry staff to develop an effective process for collecting, collating, analysing and disseminating data on recruitment and retention of widening participation target groups at institutional and subject level	All new members of staff  Recruitment and success of widening participation students	All new staff inductions (usually every month)  Data available electronically to all designated staff	Each academic year  July 2007	Widening Participation Officer  Widening Participation Team working with Registry

Hold regular meetings of the WP Forum to share and disseminate best practice	WP Champions from each Academic School and University College Departments	4 meetings per year – 2 per semester	Each academic year	Widening Participation Officer
Staff development sessions with all University College Academic Schools and Departments on widening participation issues	Academic and support staff	One staff development event with each Academic School and University College Department	Each academic year	Widening Participation Officer
<b>Aimhigher funded</b>	Staff in schools, Connexions, Information Advice and Guidance, workers etc	Contribute to regional staff development events	July 2005 and March 2006	Widening Participation Team
<b><u>Additional OFFA investment.</u></b>				
<i>Develop FDs informed by Sector Skills Councils needs</i>	<i>Widening participation students</i>	<i>New Foundation Degrees developed</i>	<i>July 2010</i>	<i>Widening Participation Team working with CDP and academic colleagues</i>
<i>Carry out an audit of best practice in following the student life cycle to aid retention</i>	<i>All students but particularly students from a widening participation background</i>	<i>All academic and support staff involved in the audit and dissemination events</i>	<i>July 2011</i>	<i>Widening Participation Team working with Registry</i>

## **6. Monitoring and Evaluation.**

### **(i) Monitoring**

Monitoring of this strategy will be achieved by:

- Continuing the pattern of regular progress meetings between:
  - a) Widening Participation Officer and the Widening Participation Development Officers
  - b) The Head of Centre for Development and Participation and the Widening Participation Officer.
  - c) The Head of Centre for Development and Participation and an Assistant Director.
- Reports to the Learning and Teaching sub committee of Academic Board.
- Reports on progress by the Head of the Centre for Development and Participation to Directorate every six months.
- Regular meetings of the Widening Participation Forum.
- Returns to HEFCE in our Annual Monitoring Statements.

### **(ii) Evaluation**

Internal evaluation

Each widening participation activity will be evaluated and the feedback used to inform future developments.

An internal Widening Participation Review Panel will undertake annual internal evaluations.

External Evaluation.

Every two years an external evaluator, with knowledge of widening participation, will be invited to join the Widening Participation Review Panel.

## **Appendix A**

Tables showing the University College's outcomes related to HEFCE Performance Indicators 1997/98 to 2002/03

## Participation of under-represented groups in higher education

**Table T1a: Young full-time first degree entrants**

				From state schools or colleges			From Social Class IIIM, IV, V			From low participation neighbourhoods		
	Total entrants	Number of young entrants	Percent entrants who are young %	Percent from group %	Bench mark %	Location adjusted benchmark %	Percent from group %	Bench mark %	Location adjusted benchmark %	Percent from group %	Bench mark %	Location adjusted bench mark %
2002/03	1,105	790	71.6	94.9	91.6	89.9	28.6	31.2	28.4	12.8	14.4	11.5
2001/02	1,037	716	69	97	92	91	25	28	26	10	14	11
2000/01	869	538	62	96	92	92	28	29	26	10	14	11
1999/00	953	574	60	94	92	N/A	30	29	N/A	9	14	N/A
1998/99	813	480	59	96	92	N/A	28	28	N/A	10	14	N/A
1997/98	856	504	59	94	88	N/A	26	28	N/A	11	13	N/A

**Table T1b: Young full time undergraduate entrants**

				From state schools or colleges			From Social Class IIIM, IV, V			From low participation neighbourhoods		
	Total entrants	Number of young entrants	Percent entrants who are young %	Percent from group %	Bench mark %	Location adjusted benchmark %	Percent from group %	Bench mark %	Location adjusted benchmark %	Percent from group %	Bench mark %	Location adjusted benchmark %
2002/03	1,285	920	71.5	95.4	92.0	90.5	28.8	32	29.4	11.9	14.8	11.6
2001/02	1,213	841	69	97	93	91	25	29	27	10	15	12
2000/01	1,104	689	62	96	94	92.8	29	29	26.6	11	14	11.3
1999/00	1,010	616	61	94	92	N/A	30	29	N/A	10	14	N/A
1998/99	832	495	59	96	92	N/A	29	29	N/A	10	14	N/A
1997/98	883	515	58	94	88	N/A	27	29	N/A	12	13	N/A



**Table T2a: Mature full time undergraduate entrants**

	First degree entrants						All undergraduate entrants					
	Total degree entrants	Number of mature entrants	Percentage entrants who are mature %	No previous HE & from low part neighb'd %	Bench mark %	Location adjusted bench mark %	Total UG entrants	Number of mature entrants	Percent entrants who are mature %	No previous HE and from low part. neighb'ds %	Bench mark %	Location adjusted benchmark %
2002/03	1,105	315	28.4	15.1	18.3	10.8	1,285	365	28.5	15.3	18.6	11.8
2001/02	1,037	321	31	11	19	12	1,213	372	31	11	19	12
2000/01	869	330	38	12	17	11	1,104	415	38	15	17	12
1999/00	953	379	40	12	17	N/A	1,010	394	39	13	17	N/A
1998/99	813	333	41	13	15	N/A	832	337	41	14	15	N/A
1997/98	856	352	41	10	17	N/A	883	368	42	10	17	N/A

**Table T2b: Part time undergraduate entrants**

	Young entrants				Mature entrants				All entrants			
	Number of entrants	No previous HE & low part. neighb'd %	Bench mark %	Location adjusted bench mark %	Number of entrants	No previous HE and from low part. neighb'd %	Bench mark %	Location adjusted bench mark %	Number of entrants	No previous HE and from low part. neighb'd %	Bench mark %	Location adjusted bench mark %
2002/03	5	-	-	-	125	6.5	7.9	5.7	125	6.4	8	5.8
2001/02	8	-	-	-	93	2	9	2	101	4	8	4
2000/01	7	-	-	-	107	6	13	9	114	6	13	9
1999/00	2	-	-	-	85	0	3	N/A	N/A	N/A	N/A	N/A
1998/99	0	-	-	-	33	0	3	N/A	N/A	N/A	N/A	N/A
1997/98	0	-	-	-	14	10	4	N/A	N/A	N/A	N/A	N/A

**Table T3a: Non-continuation following year of entry – full time degree entrants**

	Young entrants				Mature entrants				All entrants			
	Continue or qualify %	At other UK HEI %	Not in HE %	Benchmark %	Continue or qualify %	At other UK HEI %	Not in HE %	Benchmark %	Continue or qualify %	At other UK HEI %	Not in HE %	<b>Benchmark</b> %
2001/02	88.3	3.6	8.1	8.8	84.7	2.8	12.5	14.7	87.2	3.4	9.5	10.6
2000/01	85	2	13	9	80	3	17	14	83	3	14	11
1999/00	87	2	11	10	83	2	16	15	85	2	13	12
1999/98	90	2	8	10	84	2	14	15	87	2	11	12
1997/98	91	3	7	9	88	1	11	14	90	2	8	11
1996/97	92	2	7	10	87	2	11	15	90	2	9	12

**Table T3b: Non-continuation following year of entry – Young entrants**

	Young entrants from low participation neighbourhoods					Young entrants from other neighbourhoods				
	Total entrants	Percent continue or qualify	Percent at other UK HEI	Percent not in HE	Bench mark %	Total entrants	Percent continue or qualify	Percent at other UK HEI	Percent not in HE	Bench mark %
2001/02	70	89.9	2.9	7.2	10.6	610	87.7	3.8	8.5	8.4
2000/01	55	91	2	7	7	473	85	2	13	8
1999/00	51	86	2	12	15	518	87	2	11	9
1998/99	48	94	2	4	11	425	89	2	9	9
1997/98	54	87	4	9	11	439	92	3	6	8
1996/97	36	94	3	3	11	345	91	2	7	9

**Table T3c: Non-continuation following year of entry – Mature undergraduate entrants**

	Mature entrants with previous HE qualification					Mature entrants with no previous HE qualification				
	Total entrants	Percent continue or qualify	Percent at other UK HEI	Percent not in HE	Bench mark %	Total entrants	Percent continue or qualify	Percent at other UK HEI	Percent not in HE	Bench mark %
2001/02	25	92.6	0	7.4	15.1	285	83.8	3.2	13	14
2000/01	49	88	4	8	15	280	79	3	18	14
1999/00	60	82	0	18	17	316	83	2	15	15
1998/99	66	77	2	21	14	261	87	2	11	14
1997/98	43	84	5	12	14	285	89	1	10	13
1996/97	5	100	0	0	12	210	87	2	11	14

**Table T4: Resumption of study after a year out of HE**

**Table T5: Projected learning outcomes and efficiencies**

	Projected outcomes						Projected average time to transfer or complete (years)		Efficiency	
	Degree		Neither award or transfer		Other Award	Transfer				
	Projected %	Benchmark %	Projected %	Benchmark %	Projected values		Actual	Efficient	Projected %	Benchmark %
2001/02	79.1	76.3	12.4	16.2	1.7	1.5	N/a	N/a	N/a	N/a
2000/01	73	74	18	19	3	6	3.3	2.9	86	82
1999/00	80	74	14	19	1	4	3.3	3.0	90	82
1998/99	80	74	15	19	1	4	3.4	3.0	88	83
1997/98	83	75	12	19	1	5	3.3	3.0	90	83
1996/97	83	74	12	19	1	4	3.3	3.0	90	84

**Table T6: Module completion rates (Welsh institutions only)**

**Table T7: Participation of students who are in receipt of a Disabled Students' Allowance**

	Full-time first degree			Full –time undergraduates			Part-time undergraduate		
	Total entrants	Percent from group	Bench mark %	Total entrants	Percent from group	Bench mark %	Total entrants	Percent from group	Bench mark %
2002/03	2,785	5.9	3.8	3,080	5.8	3.7	235	2.1	1.5
2001/02	2,561	4.0	3.0	2,795	3.8	2.9	220	0.5	1.1
2000/01	2,284	2.5	2.1	2,554	2.3	2.1	258	0.4	0.4

**Table E1: Employment Indicators**

		Employment indicator 1 (including further study)			Employment indicator 2 (excluding further study)			Contextual statistics of respondents		
	Response rate	Base Population	Indicator %	Bench mark %	Base population	Indicator %	Bench mark %	Study or training %	Not available %	Excluded %
2001/02	91	622	91	92	485	89	90	21	4	1
2000/01	86	515	93	93	414	91	92	18	5	1

NB Employment indicators for 2002/03 are not yet available as they are under review

